

**SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION  
FOR**

**San Mateo High School**

**506 N. Delaware Street  
San Mateo, CA 94401**

**San Mateo Union High School District**

**March 11-13, 2024**

**Visiting Committee Members**

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## Introduction

Founded in 1902, San Mateo High School is one of six comprehensive high schools in the San Mateo Union High School District. It currently serves approximately 1570 students representing the ethnic and socio-economic diversity of the Bay Area ranging from students who may have arrived in the US very recently with very little (40% identified as socioeconomically disadvantaged, 23% English Learners) to students from Hillsborough, one of the wealthiest zip codes in the nation.

### Programs:

- A core academic program that meets or exceeds the state standards of California and focuses on preparing students for college through A-G eligibility.
- Advanced Placement classes as well as Honors (World Language) and Advanced Standing classes (English 9, 10).
- AVID to support students aspiring to attend college and demonstrating a strong work ethic who may require assistance navigating the journey to college readiness.
- Pathways:
  1. Health, Science, and Medical Technology Pathway. Biotechnology with a capstone opportunity to be placed in an internship with a local biotechnology firm or in an academic or medical lab setting. Students can earn up to nine transferable college credits through Skyline College's dual enrollment program.
  2. Hospitality, Tourism, and Recreation Pathway includes a two course pathway that can lead to dual-enrollment credit through Skyline College and to industry certifications through the State of California and third-party certifiers.
  3. Arts, Media, and Entertainment Pathway. The Art Certificate Program includes an opportunity for students to pursue their own artistic interests with mentorship from one of the visual arts faculty members.
  4. Information and Communication Technologies Pathway includes computer science and animation.
- Support for students through:
  1. The Special Education is one of the largest programs in the District
  2. The English Language Development is the largest in the District.
  3. Academic and Wellness counseling is available to all students.
- A broad array of elective courses, sports, and extracurricular opportunities.

To **promote diversity, equity and inclusion**, the school provides a broad array of support, special education, and language development classes.

The school has added ethnic studies and Latin@ Studies classes, has employed a Student Success Coordinator, and has Wellness Counselors as well as school counselors. The school has identified increased support for EL students in content courses and more diverse representation in AP, leadership, and other school programs as student learner needs.

- **Summarize the involvement and collaboration of stakeholders/educational partners in the self-study process.**

The school incorporated input from all stakeholder groups. The Self-Study Coordinator met regularly with administration and with the PD teacher on special assignment (TOSA) and the MTSS TOSA. The PD TOSA aligned the WASC related work with district PD goals in smaller as well as whole school settings.

The committee found that staff participated through staff meetings, focus groups and at times in department meetings. Students from AVID classes, Student Equity Council, and ELD Club participated in discussions focused on specific indicators. Some students did participate in focus groups. Parents participated primarily through the School Site Council.

**The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

The school's instructional staff was involved in the self-study process. Parent participation was primarily through the School Site Council. There was some student input through a student focus group although students did not serve as members of other focus groups.

However, the school does not appear to have an intentional environment of continuous improvement driven by data across all aspects of the program.

## Chapter 1: Progress Report

- **Synthesize any significant developments since the last full visit and their impact on student learning.**

Significant developments since the last full self study include:

1. Response to the pandemic. Not only was there an interruption to the learning process, but teachers' awareness of the social and economic inequity of their students' world was enhanced.
2. Using Yondr, the school is a cell phone free space during the school day. This program is supported by the San Mateo High School Foundation and promotes student engagement.
3. Canvas. The district transitioned from SchoolLoop to Canvas for posting all course content, assignments, grades, and school-wide communication. This transition was supported with multiple professional development opportunities for staff. Communication among all stakeholders is streamlined.
4. New classes include:
  - a. An Ethnic Studies has been added as a one semester freshman requirement.
  - b. Latin@Studies course has been added as an 11th and 12th elective. It is parallel to and an expansion of the ethnic studies class and reflects the experience of Latino people, a population that is now the majority of SMHS students.
5. A new classified support position, Student Success Coordinator, has been added as an MTSS tier II intervention to provide additional support for all students, particularly ELD students. This coordinator works to identify those who need targeted interventions and academic support. The coordinator also manages the Bearcat Den, an after school tutoring program.
6. There has been a restructuring of administrative staff each year. Currently the school has a principal, three assistant principals, and a full time dean of students. The dean is a certificated faculty member, not an administrator. Because there have been continual shifts in the dean position and personnel (position eliminated, part time, now full time), it has been difficult to move toward restorative practices rather than punitive practices.
7. Standards based grading (SBG) practices have expanded, and more equitable grading schemes have been adopted by the majority of SMHS teachers.
8. In 2019-20, the school transitioned from Learning Teams (LTs) to Professional Learning Communities (PLCs) to align curriculum and assessment, implement Standards-Based Grading (SBG), and address the needs of all learners.

- **Briefly describe the action plan/SPSA implementation process and how the school monitors progress.**

WASC is monitored through various school groups. The site administration with the Leadership Team and the TOSA team with oversight by the Site Council, is responsible for monitoring the action plan.

Though the WASC goals inform much of what happens in classrooms, in professional development training, and in policy-making spaces, the school has initiated discussions regarding the review and revision of the schoolwide learner outcomes.

**Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.**

From 2018:

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.*

The school has made progress in addressing this area of growth.

Support classes have been revised, Guided studies is now called Self, Society & Empowerment. Community and Literacy In Action is a new course this year. This course is largely for students who are LTEL. Constructing Meaning provides students with language and syntactical support, and Classkick is currently used by two math teachers to access math content with language support. The school now offers a wider range of content area classes for students in the ELD program, including physical education and art classes staffed with bilingual aides.

This fall of 2023, the ELD program was audited as part of the federal program monitoring. As a result, EL students cannot remain in sheltered EL content courses after three years. This semester, as required by federal program monitoring, the staff is mainstreaming students into content area courses.

- SMHS now has a full-time ELD counselor, whose only responsibility is to support all students in the ELD program. The school has emphasized Spanish fluency in hiring both School and Wellness Counselors.
- The faculty has received annual training in using data and demographic tools in Aeries to better identify and work with ELD students and in Ellevation to track student progress toward reclassification.
- The EL team (assistant principal, Family Engagement Coordinator, the ML Specialist, content area and EL department chairs) meet biweekly to discuss EL student intake, needs, and concerns.
- Department chairs have worked with ELD to determine placement of bilingual ELD instructional aides. There has been an increase in the number of aides as response to the ELD audit findings.
- A peer tutoring program primarily serves ELD students.

Teachers reported that *Grading for Equity* strands allow EL students to work at a more appropriate pace for their understanding, rewarding them for mastery and content knowledge.

Although the school has made progress on this growth area, the school has identified this as an ongoing area of concern.

2. *Increase the achievement of all students by emphasizing academic literacy and numeracy skills in all content areas.*

The staff engaged in a two year cycle of professional learning prior to the pandemic on Constructing Meaning to provide EL students access to rigorous course content while also providing English and academic language support. The committee found that Standards based grading (SBG) practices have expanded, and more equitable grading schemes have been adopted by the majority of SMHS teachers. There has been a shift toward mastery-based assessments in many departments, and very nearly every member of the faculty has adopted some gradebook strategy from one or both of these PD strands. Most departments have adopted common language, particularly around literacy and composition.

The new Community and Literacy in Action (CLA) class is anchored in ELD standards and is intended for students who are in mainstream classes but have not yet passed the ELPAC. Part of the intent of this course is to help more LTEL students pass the ELPAC. The District created the class; some initial curriculum was initially developed by the district, but was finished by the school's teachers.

Although the school has made progress on this growth area, it remains a focus of improvement.

*3. Cultivate student identities by strengthening their connections within the school community.*

The school has made progress in this growth area.

Daily announcements are now in English and in Spanish as are most announcements and important communications. Canvas is also used to push out information in multiple languages, strengthening student and parent connection to the school.

The Career and Community Service Coordinator has worked to expand the access and visibility of internship, training, and work opportunities for students. This year, teachers created a WOW (Week of Welcome) for the first three days of school. The MTSS tier one team is also working to bring new presentations to campus. The leadership program and other organizations have expanded opportunities for students to use their bilingual skills. This is primarily done through the events where the school is opened to the public.

Starting in 2020, the district administered a survey developed in partnership with Panorama to all students, staff, and parents/guardians. This survey gathered much of the same information as the California Healthy Kids survey, but is more broadly focused on school climate, culture, and experience. School leadership evaluates survey data annually to make administrative decisions and monitor school climate and perceptions among students, staff, and community members.

Identified by the previous Visiting Committee:

*4. Address the self-reported and chronic absenteeism*

Although there has been attention to this growth area, it remains a need in part with the MTSS.

Also identified but included in the action plan:

*5. A comprehensive plan is needed to support the 14 sections of ELD instruction with a focus on increasing the percentage of EL-designated students on track to meet high school graduation requirements (currently enrolled population is at 28.36%).*

Although the school's EL population graduation rate in 2023 was 66.1%. This number has been affected by the influx of newcomers and the attitude of ELD families regarding the value of attending school. The new Superintendent has identified a goal of 100% graduation rate.

*6. A refocus of "kids on the fringe," a more consistent approach to work on their social/emotional/mental barriers that prevent them from connecting with the overall positive campus culture.*

This is an area where the school has focused much attention to and is currently a work in progress.

Progress in this area includes additional wellness counselors, the focus on hiring bilingual wellness counselors, and standardized check-ins with wellness for students with IEPs. SMHS has also added the Therapeutic Elective Class to the special education department's course offerings. This course supports the needs of students with severe anxiety and other barriers to their engagement with school. This program has its own designated wellness counselor.

### 7. Reassess work/interaction with EL families

The school has moved towards addressing this. A strong Latino Parents' group reported that they felt the school goes above and beyond to promote inclusiveness,

From Mid-cycle: These areas have been embedded in the first three growth areas identified by the self study visiting committee. Communications and school forms are available in Spanish.

1. *School-wide strategies to support the emotional wellbeing of the students. (Especially those exacerbated by distance learning.)*  
Addressed, although there is a need to fully identify school strategies in use and create transparency around all tiers and strategies of the MTSS.
  2. *Strategic communication to all students to make connections and actively encourage participation.* The school now communicates announcements, parentsquare communication and significant forms in Spanish and English versions.
  3. *Consider new classes and scheduling to better support students both academically and in terms of connection to school. (Newcomer ELD course, support courses, CTE, dual enrollment, etc.)*  
The committee found that the school has added a number of courses and needed support geared toward meeting students' interests and needs of all students.
  4. *Discipline disproportionality. Engage in PD that addresses race, culture, bias and application to the classroom/campus.*  
The school has introduced a number of restorative practices and Wellness Counselors and has undertaken professional development addressing race, culture, and bias. One result of this work is that suspension data now demonstrates that suspensions are implemented for major issues.
  5. *A focus on grading practices to address the increase in Ds/Fs.*  
The school has made progress in this area. A majority of teachers have adopted standards based grading as well as grading with equity practices. This continues to be identified as a growth area as there is a need for more consistent practices within departments and within the school
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to increase high achievement for all students and why identified growth areas may not be identified in the current schoolwide action plan/SPSA.**

The committee found that all growth areas were included in the action plan. This plan and its growth areas have been central to school improvement endeavors.

**The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

The committee found that the school has addressed the prior accreditation growth areas. The plan is updated annually, and the plan and progress are shared with all stakeholders.

Some areas remain a work in progress in the current action plan.

## Chapter 2: School and Student Profile and Supporting Data

- **Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.**

San Mateo High School, a 9-12 comprehensive public school, opened in 1902 and serves students from San Mateo, Foster City, Hillsborough, San Bruno and Burlingame. Current student enrollment is

approximately 1580, with 40% identified as socioeconomically disadvantaged, 23% English Learners, 0.2% foster youth, and 10.8 % students with disabilities. Graduation rate is 87.7%. Student ethnicity is 49.5% Hispanic, 20.6% Asian, 16.2% White, 7.4% two or more races, 3.7% Filipino, 1.7% Pacific Islander, and 0.9% African American.

The school has 99 certificated staff members. There are 5 Academic Counselors, 14 instructional aides supporting EL and special education students in classrooms, four Wellness Counselors, 3 Campus Safety Specialists, a classified College Advisor, a Career and Community Service Coordinator, a Library Media Technician and Library Assistant, an Athletic Director, Athletic Trainer, Speech and Language Therapist, Student Success Coordinator, Family Engagement Coordinator, an ML Specialist, Technology Support Specialist, two School Psychologists, and a Piano Accompanist. The teaching staff does not represent the demographics of the students but diversity in hiring has been a focus at both the district and school levels.

Additionally there are 57 classified employees. These employees are more diverse and more closely mirror the demographics of the student population.

- **Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.**

#### **San Mateo High School's vision**

To equitably prepare all students for a successful future

#### **San Mateo High School's mission**

To foster knowledge, growth, and personal responsibility so that our students will make purposeful academic, career, and life choices

#### **San Mateo High School's Schoolwide Learner Outcomes**

##### **PEACE**

San Mateo High School students will:

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

##### **PASSION**

San Mateo High School 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**

San Mateo High School 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

The school identified these **student learner needs**:

- Increased support for EL students in content courses.
- More diverse representation in AP, leadership, and other school programs.
- Address increase in suspensions and clarify discipline procedures and policies.

- **Include the CDE CA School Dashboard School Performance Overview data**

### [CA School Dashboard Overview Data](#)

Noteable conclusions for the data:

- There has been an across-the-board decline in student performance after the Covid-19 pandemic.
- AP scores are strong, with most courses having an average score between 3-4.
- The college and career indicator shows students outperforming the state average in nearly every significant group. The one exception was Latino students who average 35.2% compared to the state average of 35.5%.
- There is a wide and persistent gap in achievement between students. White and Asian students are generally performing well. Latino students, EL students at all levels, students with disabilities, and socioeconomically disadvantaged students are not doing as well.
- The performance of EL students (at all levels, including LTEL) shows:
  - CAASPP: For the last three years:
    - ELD students - ELA 10-12% proficient, math 9-12% proficient.
    - LTEL students - ELA 5.4%, math 2.1% proficient
- Suspension data shows a steady increase in students suspended at least once from 2019 to 2023, ranging from a low of 3.2% to 5.3%.
- Students in the ELD program are also making slower progress in acquiring English than the state average (SMHS: 36%, State: 48%). There was a 10% decline this last year.
- ELD students at all levels are also less likely to graduate, less likely to enroll in college, and more likely to be failing at least one class.
- In the last three years chronic absenteeism has increased to 18% on average, with a high of 23% in 2022-2023.

**Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.**

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

The school has clear vision and mission statements and schoolwide learner outcomes. However the committee found that the SLOs do not intentionally drive the school. The school has indicated that they intend to review and revise the SLOs to more accurately describe “what it means to be a Bearcat.” Academic standards define the program, however measurements by state testing show a need for improvement in ELA and math by some subgroups.

## **Chapter 3: Quality of the School’s Program**

### **CATEGORY A. ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

#### **A1: Vision and Purpose**

To what extent a) has the school established a clearly stated vision and purpose reflecting students’ needs, current educational research practices, with a focus on diversity, equity, and inclusion and a belief that all students can achieve?



The school has a clear, coherent vision and purpose that is based on standards and research. The committee found that schoolwide learner outcomes are not explicitly part of decision making, although the concepts of Peace, Passion, and Pride are seen throughout the campus. Review and revision of these outcomes has been identified as a growth area for the school and the school leadership is in the initial conversations to do this.

The school's Vision includes equitable language and focus on all students. The school has great diversity and students, parents, and staff all see this diversity as a strength. All staff believe that all students can learn and achieve, and to support this vision, the school is always looking for ways to provide the necessary support systems for all students' academic, personal and social achievement. Both the mission and vision statements and student learning outcomes have been developed with equity and inclusion in mind. Ongoing antiracism training and professional development have helped in refining staff and faculty's understanding of "equity and inclusion" and has led to the school's Antiracism Commitment Statement

While parents, faculty/staff, and site leadership are involved in the periodic review and development of the mission statement and goals, the school recognizes the need for more student input. In 2022, SMHS formed a Student Equity Council (SEC) to help promote increased student voice. Increasing student voice remains a work in progress.

Schoolwide learner goals have been established and are clearly summarized under the school's motto, "Peace, Passion, Pride." These goals may be found on the school website and are widely shared with students through meetings, and presentations. Translations in Spanish are used at all school events disseminating information, and important documents and communications..

The vision and purpose are communicated on the district and school websites, at Back to school night, ELAC presentations, and through the Student Equity Council.

***Vision and Purpose that supports high achievement for all students. :Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

The school has a clearly stated vision and purpose reflecting students' needs which are defined through the schoolwide learner outcomes and academic standards. There is a strong belief among all staff and parents that all students can learn and achieve.

The school would benefit from having the schoolwide learner outcomes be more visible, and establishing a more regular, systematic way of revisiting the mission statement and SLOs as a faculty and staff.

## **A2: Governance**

To what extent is school's purpose aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness?

The committee found that parents and staff had a clear understanding of the role of the governing board. The District has a monthly electronic newsletter with translation available. This and the District's website includes information on items including how to access Board meetings, information on upcoming events, reports made to the Board related to student success, areas for improvement, and student outcomes, a synopsis of Board actions, and the complaint policy. The veteran Board member with whom the committee met had a clear understanding that the Board's role is that of policy maker.

**Governance that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

Parents, community and staff have some understanding of the role of the governing board and how their decisions, expectations and initiatives guide the work of the school.

The school's purpose is aligned with governing board goals and focused on student achievement and well-being using some data to inform decision making.

**A3: Leadership for Learning**

To what extent do the school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students needs and achievement?

To what extent is there evidence of accountability through implementing practices, programs and providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP?

The school's Site Leadership Team (which includes the PD and MTSS TOSAs) meets monthly to discuss the overall needs of the school in supporting students' diverse needs. Administrators share findings from data and SLT makes decisions and initiates actions based upon what was found in the data. That information is then disseminated to the staff for more feedback and/or follow-up. Additionally, the administration and TOSAs meet biweekly.

Although data is used effectively to drive decision making in some areas such as attendance, MTSS, regarding Yondr, and some departments, the committee found that there is not consistent practice among all groups across all programs. The school relies heavily on state testing results to measure student academic achievement.

The school has identified the need for regular meeting times to analyze data school-wide to better inform practices. Structures and protocols to analyze data are also needed to make efficient use of that time. This would also include the collection and use of more anecdotal data. Such structures and protocols will strengthen the PLCs in all subject areas. This in turn will then lead to consistent monitoring of results and the impact on student learning and complete the ongoing cycle of continuous improvement.

The SPSA includes an analysis of student scores on the most recent CAST, CAASPP, and ELPAC assessments. The committee verified that the school's action plan is integrated into the SPSA and aligned with the LCAP.

**Leadership for Learning that supports high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

The school's leadership, faculty, and staff analyze data to determine student needs, select and implement aligned strategies and monitor results, however this analysis and use of data to drive decision making is not uniform across all programs and curricular departments. Monitoring student progress and then making adjustments thus completing a cycle of continuous improvement should be strengthened. Where data is used to drive decision making, for example MTSS, the process is not clear or transparent. There is also a need for greater accountability for the implementation of goals and the impact on student learning. Uniform PLC practices and procedures would help facilitate this work.

The school leadership and staff demonstrate shared decision-making and responsibility for actions and implementation of goals. The schoolwide action plan/SPSA is correlated to and aligned with the LCAP. Parent and community involvement is limited and occurs mainly through the LCAP process and the School Site Council.

**A4: Qualified Staff and Professional Development**

To what extent do qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

The District implements procedures that ensure that the leadership and staff are qualified based on staff background and training. The school's certificated and most support staff is very stable, there is limited turnover. Certificated staff is appropriately assigned. There are two days of on-boarding professional development for new staff as well as continued support by an instructional coach. The evaluation is a five year process and is clearly defined. Instructional coaches are assigned to each teacher who is on their full evaluation cycle.

The school and district are committed to providing training for staff. There is ongoing professional development built into the school year, both district and site specific. The school's professional development is typically guided by the site's PD TOSA with the support and in line with the district's goals. Recent professional development has centered on such themes as Grading for Equity and Anti-Racism. The school also sets aside time for teachers to observe each other, encouraging staff to learn from each other. Additionally content specific pd occurs throughout the year. Any district provided professional development is supported with paid substitutes for teachers to attend.

It was not clear to the committee that the staff intentionally and consistently evaluates the effectiveness of training on teacher practices and student learning. Nor did the school have a focused professional development plan.

The school implements a clear system to communicate administrator and faculty policies and procedures. The faculty handbook is updated annually and a digital version is on the school website. The handbook clearly defines responsibilities, operational practices, and decision-making processes.

**Qualified Staff and Professional Development that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

The leadership and staff are well qualified, supported by a commitment to professional development, and committed to students' academic, personal and social success. New teachers and those having a full evaluation are supported by instructional coaches. There is a TOSA position dedicated to professional development. There is a need for a more focused professional development plan.

Although there has been interest and work on grading policies, the use of data, and PLCs, because of outside influences, especially the District anti-racism training in response to the Grand Jury, PD has at times been more reactive than proactive. Other PD foci and opportunities have been much more based on SMHS student and staff needs.

District and school procedures ensure that leadership and staff are qualified based on staff background and preparation. Effective supervision and evaluation procedures are in place. It was not clear that there is a consistent process to evaluate the effectiveness of professional development and its impact on teacher practices and student learning.

The school team communicates administrator and faculty policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

The school would benefit with a systematic schoolwide approach to a continuous intentional cycle of improvement based on student performance data, student needs and research. The school has expressed an interest in continuing the work in grading for equity to deepen their understanding and practice of complex ideas such as standards based grading.

**A5: Resources**

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner goals/graduate profile, academic standards, and college- and career-readiness standards?

Initial resource allocation decisions occur in the SLT and are then coordinated through administration and the site accounting technician. Departments oversee their budgets. Expenditures are aligned with the SPSA and the LCAP. Site council oversees the awarding of Diamond Grants and professional development requests.

The district has transparent procedures in place to develop an annual budget, conduct audits, and follow quality accounting practices. Annually, the Board of Trustees approves the budget for the upcoming fiscal year. Before this approval, The Fiscal Services Department collaborates with the site to gather input for the budget. The district undergoes a periodic audit.

The process for replacing physical materials such as textbooks and novels is clear and streamlined. Department chairs and the site accounting technician work together to make sure that departments have an accurate inventory of materials and make purchases of new materials through the appropriate funds. Departments each have a budget for supplies. Although these budgets were formerly divided between expenditures on student materials and teacher materials, that distinction is no longer in place.

San Mateo and SMUHSD have made major investments in technology in the years since the COVID-19 pandemic. This includes initiating a 1:1 device to student ratio. Each student is issued a Chromebook at

the beginning of the year, and they are expected to use it for all school work. Investments in infrastructure—internet bandwidth, digital subscriptions, proprietary applications, etc.—have also been made in the last five years.

The campus is safe, beautiful, functional and well-maintained. Although it is not a fenced campus, students report feeling safe and are happy to be there. Facilities were judged to be in *exemplary* condition on the most recent SARC.

San Mateo High School is a modern and attractive school campus and a dedicated school plant operations staff who undertake the day-to-day work of keeping everything running smoothly. A renovation from 2014-2015 added a state-of-the-art Biotechnology facility, dedicated art classrooms and a gallery space, a digital media lab, and other classroom spaces. Currently underway is a major construction project that will add some athletic facilities including a new large gym and tennis courts to mitigate the impact of SMHS's joint use agreement with the City of San Mateo.

**Resources that supports high achievement for all students.**

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

**Narrative Rationale:**

Human, material, physical and financial resources are sufficient and used appropriately to support student success. School leadership, faculty and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and goals of the schoolwide action plan/SPSA and the LCAP. Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices. The policies and procedures for acquiring and maintaining adequate instructional materials and equipment are understood and implemented efficiently.

The school's facilities are exemplary, safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including technology use and digital learning goals and resources.

**CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

**Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

1. A well-trained and professional staff who have plenty of opportunities for continual professional learning and growth.
2. Remarkable material resources, from supplies for students to support and pay for teachers to engage in professional development.
3. A staff focus on moving toward greater equity for student populations who have been historically marginalized.
4. A skilled, veteran staff who has institutional knowledge of the school site that can support newer staff with new district and school wide initiatives.

**Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

1. Develop and implement collaborative processes to create a more equitable master schedule

paying attention to the particular needs of English Language Learners and SWD students, and students of color.

2. The school leadership team with input from all stakeholder groups review and revise the schoolwide learner outcomes to make them more focused.
3. Improve communication of mission/vision, schoolwide goals, use of identified data tools, to all faculty, staff, and stakeholders.
4. Develop, implement, and monitor school-wide accountability around instructional strategies, PLC, data analysis, and schoolwide agreements.
5. Utilize the PLC process to strengthen content area and cross-curricular collaboration that uses data that informs instruction to support all students.

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- School report
- Observation of campus and facilities
- Meetings with District, classified staff, teachers, focus group, operations manager, students, parents
- Review of documents

## **CATEGORY B. CURRICULUM**

### **B1: Rigorous and Relevant Standards-Based Curriculum**

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

San Mateo High School (SMHS) prioritizes the adoption, alignment, and maintenance of effective and relevant curriculum across all teaching areas. The district-wide implementation of new textbooks reflects current curriculum trends. Spanish and Social Science courses have adopted new textbooks within the last year. Moreover, SMHS has expanded its course offerings to encompass a diverse range of subjects, from Ethnic Studies to Career Planning and Development, catering to the interest of the student body. Teachers at SMHS engage in professional development opportunities to enhance their knowledge and skills in line with current educational research and standards. They utilize Professional Learning Communities (PLCs) to collaboratively plan and lesson design to ensure it meets the needs of all students. Additionally, the transition to online teaching during COVID has equipped teachers with digital curriculum expertise, facilitated by training in the learning management system Canvas. This concerted effort towards curriculum development and implementation is evidenced by student learning outcomes, college and career preparedness, and the integration of real-world applications into the learning experience, ultimately promoting student-centeredness and well-being.

SMHS demonstrates a robust commitment to college and career readiness standards and academic excellence through its comprehensive array of classes aligned with A-G requirements and Schoolwide Learning Objectives. The integration of technology across all courses enriches the learning environment, while SMHS stands out for its emphasis on transferable skills. Students are encouraged to apply knowledge from diverse subjects, such as visual and media arts, to develop job skills applicable in real-world scenarios like animation creation. This interdisciplinary approach not only enhances the curriculum but also equips students with the tools for success in college and careers. SMHS further supports college and career readiness through its Career and Technical Education (CTE) Department, offering pathways in Health Science and Medical, Arts, Media & Entertainment, Hospitality, Tourism & Recreation, and Information & Communication Technologies. These pathways provide hands-on experiences and cultivate transferable skills, preparing students for the demands of the workforce.

Additionally, SMHS organizes career fairs, offering students invaluable opportunities to engage with industry professionals, explore career pathways, and practice essential skills like resume writing and interviewing, further enhancing their readiness for future endeavors.

SMHS has cultivated strong partnerships with community organizations and institutions to bolster student success and provide a holistic educational experience. Regular communication with parent groups, law enforcement agencies, support services, and feeder schools, coupled with multiple 8th grade nights, ensures that SMHS remains connected to community needs and fosters a sense of belonging within its student body. Additionally, SMHS's CTE instructors collaborate closely with local colleges and career organizations, facilitating opportunities for students to bridge classroom learning with real-world experiences, aligning with future career pathways.

The counseling staff at SMHS plays a pivotal role in guiding students through their academic journey, offering personalized meetings to ensure students meet graduation requirements and pursue post-secondary goals. The College and Career Center staff provide extensive support in scholarship applications, job placements, and college exploration, further enriching students' educational experiences. Moreover, SMHS's dual enrollment programs with local community colleges allow students to enroll in college-level courses, equipping them with advanced skills and knowledge while still in high school, thus enhancing their readiness for future academic and career pursuits.

***Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

San Mateo High School boasts a standards-based curriculum designed to foster academic achievement and engagement among most of their diverse student body. The CTE Pathways initiative facilitates both on-campus and post-secondary opportunities, including dual enrollment in courses, leading to commendable placement on the California Dashboard for most students. However, the Student Learner Outcomes are not overtly supported and may need to be revisited in the lens of curriculum. Nonetheless, while certificated staff demonstrate progress in discussing horizontal and vertical articulation within subject-specific courses during PLCs, there is a recognized need to enhance coherence and alignment across all the curricula. Additionally, further efforts to foster collaboration between the school district and feeder schools are essential to promote alignment and strengthen curriculum and career pathways for all students.

## **B2: Equity and Access to Curriculum**

To what extent do all students have equal access to the school's entire program and to what extent does the school prioritize opportunity and advancement for all students? To what extent do students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals?

Through its curriculum, SMHS offers a wide range of classes, including A-G courses, over 22 Advanced Placement (AP) classes, four CTE pathways, and support classes such as Self, Society, and Empowerment. The school prioritizes student engagement with these programs through various initiatives, including 8th Grade Family Night where students present what the opportunities are available at SMHS and counselor visits to feeder middle schools. Additionally, counselors attend Back to School Night, provide relevant information for each class at grade-level information nights, and assist students in selecting appropriate courses during classroom presentations. Additionally, teachers provide students with information about courses for the upcoming school year at Course Preview Day, further ensuring that students have the information they need to make informed and appropriate decisions. A structured process is in place for students to explore post-secondary options through the College and Career Center,

which offers individual counseling sessions, group meetings, and visits from college and trade representatives. Furthermore, the SMHS AVID program supports students, particularly those from underrepresented groups, in navigating the path to college readiness through rigorous coursework, organizational skills development, and college preparation activities spanning all four years of high school. Each year of the AVID elective builds upon the skills learned in previous years, culminating in comprehensive college application support during senior year.

SMHS boasts a rigorous curriculum that fosters collaborative learning and real-world application of knowledge. Teachers at SMHS provide opportunities for students to engage in discussions, explore evidence, and support their thinking, enriching lessons with activities like resume writing, interview practice, and career research presentations. Utilizing Canvas, an integrated learning management system, teachers leverage multimedia tools to disseminate information and gather student submissions, facilitating seamless communication between students, staff, and families while offering individualized feedback on student work. SMHS maintains an open policy for AP classes, ensuring accessibility for all students regardless of prior grades, and AP teachers actively work to diversify enrollment and make content more accessible. Additionally, SMHS offers Dual-Enrollment programs through community colleges at no cost to students, providing opportunities to explore post-secondary options and deepen subject knowledge. Recognizing the evolving needs of immigrant students, SMHS has expanded and tailored classes such as Spanish for Native Speakers and subject-specific courses for English Learners, demonstrating a commitment to meeting the diverse academic and linguistic needs of all students.

Through its curriculum, San Mateo High School fosters a deeply inclusive and supportive community, enriched by the active involvement of various family organizations and support groups. These organizations, including the Latino Families Group, Music Boosters, and Athletic Boosters, contribute significantly to the school's resources through extensive fundraising efforts, providing essential support such as staffing, technology, and extracurricular resources. Collaboration between parents, teachers, and administrators ensures students receive comprehensive support throughout their high school journey. SMHS utilizes Canvas as a learning management system, offering a wealth of resources for students, staff, and families, facilitating easy access to student progress, grades, and assignments, while also promoting effective communication with school staff. The integration of Naviance further empowers students and families in evaluating and planning post-secondary collegiate goals, with features such as career interest surveys and college preferences accessible to parents for review. Moreover, SMHS actively promotes internship and volunteer opportunities, particularly in fields like biotechnology, leveraging the school's renowned programs and state-of-the-art facilities to provide valuable experiential learning experiences. To ensure effective communication with non-English speaking families, SMHS offers a range of resources, including designated Family Engagement Coordinators, the Language Line Interpreter service, and staff members proficient in languages other than English, demonstrating a commitment to fostering an inclusive and accessible learning environment for all stakeholders.

***Equity and Access to Curriculum that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

Curriculum development at SMHS is facilitated through PLC teams, promoting alignment among certain subject areas. The school utilizes Canvas to provide access to daily curriculum materials and facilitate communication with students and parents. SMHS places a strong emphasis on community engagement, fostering relationships with various family organizations to support student participation in programs. While students at SMHS feel a sense of belonging within their diverse groups, staff recognize the need for greater integration among diverse groups to ensure equitable access to curriculum and enrollment pathways. The CTE pathways are highly regarded by most students & staff, offering rigorous coursework, internships, and post-secondary options. However, the Career Center is underutilized, and information about trades and off-campus occupational programs opportunities is



limited, reaching only a select group of students who actively seek it or are referred by counselors. Emphasizing the development of four-year plans may help all students make informed decisions regarding their educational and career pathways.

## **CATEGORY B: CURRICULUM**

### **Areas of Strength for Curriculum:**

1. Staff at SMHS delivers a standards-based curriculum across courses to meet graduation requirements and student profiles effectively.
2. The integration of equipment and technology, notably the successful transition to a 1-to-1 Chromebook initiative, enhances the learning process and accessibility for students.
3. Teachers demonstrate creativity and rigor through the development of self-made curriculum resources, observed to be engaging and challenging during classroom observations.
4. SMHS prioritizes student access to AP programs and CTE courses, offering diverse educational pathways for students' academic and career development.

### **Growth Areas for Continuous Improvement for Curriculum:**

1. Develop and implement schoolwide strategies to increase use of data to inform instruction and determine interventions
2. Continue to implement and monitor strategies so all students can make appropriate choices and pursue a full range of realistic college and career and/or other educational/career options which may include creating 4-year plans.
3. Develop a structured framework and accountability for PLCs to collaboratively design and implement curriculum enhancements with vertical and horizontal alignment, fostering continuous improvement in teaching practices, and student learning outcomes.
4. Foster stronger curriculum articulation within the school district and feeder schools to promote curriculum alignment with the support, guidance, and direction of the district office.
5. Implement cross-curricular curriculum initiatives to enhance student learning experiences and ensure rigorous standards are maintained throughout the curriculum development process.

### **Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Classroom Visits & Resources
- Focus Group B: Q & A
- Student Work Folder
- Interviews with College & Career Staff, ELD, Teachers, & school counselors
- SMHS Curriculum [Guide](#) & Master Schedule
- Math Vertical [Alignment](#)
- SMUHSD Instructional Technology [Tools](#)
- CTE [Pathways](#)
- SMUHSD Dual Enrollment [Program](#)
- SMUHSD Career [Expo](#)
- SMHS Club [List](#)
- Canvas
- Multiple Parent Groups & Organizations
- Cafecito
- Open Policy of AP Courses
- Counseling [Presentations](#) (B2SN, 8th grade, Junior Class)

## CATEGORY C. LEARNING AND TEACHING

### C1: Student Engagement in Challenging and Relevant Learning Experiences

To what extent do all students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college- and career-readiness indicators?

At SMHS, they strive to ensure that all students are involved in challenging and relevant learning and work in an equity-centered learning environment. One way that they have done this is through diversifying their curriculum course offerings to better meet the needs and interests of their students. They have added courses such as Ethnic studies, Latin@ studies, and Creative Writing. Additionally, intensive literacy support is provided to English learners that have been identified as reading at a 4th grade level or below and are struggling with decoding and demonstrating markers of dyslexia.

SMHS has transitioned from Learning Teams (LT's) to Professional Learning Communities (PLC's) to align curriculum and assessment, implement Standards-Based Grading (SBG), and address the needs of all learners. Evidence of this work is captured in their PLC minutes where there is evidence of collaboration and alignment around strategies that promote effective learning environments.

Student support systems have been instituted since the last WASC visit. Examples of these are the implementation of co-taught courses, the Bearcat Den, peer tutoring, and athletic study hall.

Students also have the opportunity to take rigorous courses such as Advanced Placement (AP) and concurrent/dual enrollment courses that provide students with an opportunity to challenge themselves academically and potentially earn college credit.

SMHS utilized teacher-provided agendas that capture all pertinent learning information for students to include objectives, learning goals, assessments, and assignments. The purpose of this agenda is to provide students with clarity on what is expected of them in the classroom, so they can stay on track with their learning. Rubrics are used to assess student learning and to provide clear criteria for grading student performance and skill and have students understand the expected standards. Students are also provided with model assignment and grading criteria to have a reference point of work samples. SMHS utilizes a variety of educational technology tools to differentiate student learning and scaffold instruction. Examples of these tools include Google Suite, Peardeck, Kahoot, Quizlet, and EdPuzzle. Interactive tools such as these provide learning experiences that are tailored to student needs and interests.

Students are exposed to real-world learning experiences that aims to prepare for college and career readiness. Examples of these are role playing activities, texts and assessments that incorporate accessing online websites that are incorporated into the hospitality sector (hotels and restaurants).

***Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

Students at SMHS are engaged in challenging and relevant learning experiences. Evidence of this is the addition of courses aligned to student interest such as Ethnic Studies, Latin@ Studies, and Creative Writing. These courses provide opportunities for students to access relevant curriculum based on student feedback. In addition, through courses offered in the Biotech pathway, students have an opportunity for a prestigious internship opportunity. Students in the culinary pathway (Foods and

Nutrition) have an opportunity to engage industry professionals, visit local businesses, and engage in real-world work experiences. Similarly, students are provided with college and career readiness opportunities such as job shadowing, resume writing, job search, and interview preparation through the college and career center. Both the biotech and food & nutrition pathways offer dual enrollment opportunities in the local community college district.

Departments through the PLC process have adopted standard based grading rubrics to create a more clear alignment of grading practices and feedback opportunities for students to attain understanding and/or mastery of academic content. In addition, students are provided with interactive tools to augment their learning through differentiated instruction and student led learning.

## **C2: Student-Centered Instruction through a Variety of Strategies and Resources**

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking skills, problem solving, and application of learning?

Teachers utilize agreed upon instructional strategies such as the Socratic Seminar, debates, circles, and other small group activities. The purpose of these strategies is to provide students with practice of their speaking and listening skills, and to develop meaningful and articulate academic language.

Peer review is a strong component of feedback provided to students. Examples of peer review include written feedback, photography/design in publications, and presentations. Teachers also utilize the following instructional strategies to enhance student collaboration and active learning: jigsaw, turn and talk, think-pair-share. The use of technology and digital learning tools is intended to enhance and support student learning, teachers make use of various platforms and strategies. They incorporate metacognitive reading strategies, annotation skills, and note-taking strategies to help students make meaning while reading and analyzing texts. They also utilize spaced repetition of key concepts throughout the year to reinforce learning.

SMHS takes a focused approach to provide students with connections between the curriculum and real-life applications. Students in the career investigation and planning classes explore future career pathways, create resumes and cover letters, develop soft skills, and take field trips to career related sites. Art and CTE courses also provide students with field trip opportunities to downtown San Mateo, Curiodyssey, the Oakland Zoo, and the California Academy of Sciences (Art and Photography classes), as well as larger field trips to downtown San Mateo and San Mateo's Central Park. The CTE Culinary program has taken field trips to Career Day at SFO Airport, the Grand Hyatt SFO, and Green Beans Coffee Company. This practical approach to learning and networking equips students with the required skills to solve real-world problems and provide solutions to complex issues. Lastly, SMHS also has an effective AVID program that provides field trip experiences to universities and colleges.

SMHS through a district wide initiative has created a Student Equity Council (SEC) to provide guidance, feedback, and voice to students at SMHS. This collaborative effort between students and administration is an attempt to increase student voice concerning school-wide efforts on important issues. The curriculum utilized for the SEC is the Youth Council Leadership Learning (YCLL). Students who are in this program also receive college credit. There is an AVID program on site that focuses on student voice and agency. This program promotes access to at-risk students in the middle who find community, support, and guidance throughout their high school career. Support takes the form of academic monitoring, A-G college readiness, field trip opportunities, study groups, and ongoing guidance from their AVID coordinator, AVID teachers, and counselors.

Teachers are encouraged to utilize SEL strategies in the classroom to ensure that students are receiving support and can have a place to voice concerns in order to feel empowered in their learning. Examples of

this include questionnaires, circles, self awareness activities, and mindfulness practices. The purpose of this is to foster strong relationships and develop students' social and emotional skills.

Teachers incorporate technology and digital learning tools to promote student learning. They utilize programs such as Canvas and Google Suites to assign student work. These tools provide quick and effective feedback to students and track academic progress. Other educational technology tools used are Nearpod, Peardeck, Quizlet, and Kahoot to facilitate class participation and assess student understanding. Students also use EdPuzzle, NoRedInk, and Desmos. These tools are incorporated so that students have choice and access to supplemental curriculum that interest them and provide self-paced learning that engages students. SMHS believes that these opportunities foster student growth and promote student voice and agency.

Through elective courses SMHS provides students with career readiness and applied learning opportunities. For example, SMHS Biotechnology career pathway provides students with a well established summer internship opportunity which includes an internship course and the potential to earn an unpaid summer position at a local biotechnology company. In the internship course, students refine the writing and interviewing skills they began developing in their biotech coursework, and participate in real interviews with several partner companies. Students who are chosen for an internship work closely with a company mentor to contribute to a research project; the lab experience and interpersonal skills they gain uniquely prepare them for many different post-secondary education and career opportunities after they graduate from SMHS. The CTE Food and Nutrition pathway provides students with the opportunity to earn their Food Handlers Certification, Food Handlers Managers Certification, American Hotel & Lodging: Guest Service Gold Certificate, and/or a Food & Beverage Entry-Level Professional Skills Certificate. Students who are enrolled in the Culinary Cafe also collaborate with fellow student chefs to create the menu, prepare the food, and manage a delivery service within the campus. In addition, students collaborate with the marketing, sales, and service departments to align the needs of the cafe in order to best serve its clientele.

***Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

Teachers are encouraged by the school to utilize social emotional learning opportunities in the delivery of instruction. This has provided students with an opportunity to provide feedback in their learning experiences. Examples of this include Google Survey feedback, exit ticket surveys, and empathy surveys. Some PLC's are aligned in this work. It would be ideal to have a school-wide expectation on student-centered instruction that is anchored to the schools' SLO', mission and vision.

Students can also participate in the Student Equity Council (SEC) to express their voice and agency on student-centered instruction and instructional strategies to better support student learning.

Lastly, there is evidence of the integration of education technology in the classrooms. Students have access to Nearpod, Peardeck Quizlet, etc. These ed tech tools provide students with the opportunity to engage in different learning modalities and to gamify their learning experiences. Additional opportunities for teachers to receive professional development on specific ed tech tools would be important to support the continued use of technology tools and increase student experiences with the technology.

## **CATEGORY C: LEARNING AND TEACHING**

### **Areas of Strength for Learning and Teaching:**

1. Implementation of Professional Learning Communities (PLCs): San Mateo High School has transitioned from Learning Teams to PLCs, which has allowed for better alignment of curriculum and assessment. PLCs also enable teachers to address the needs of all learners and ensure that all students are provided with challenging and relevant learning opportunities.
2. Diversified Curricular Offerings: SMHS has expanded its range of courses to better meet the needs and interests of its students. By adding courses such as Ethnic Studies, Latin@ Studies, and Creative Writing, the school is providing students with a more diverse and inclusive educational experience.
3. Commitment to an Equity-Centered Learning Environment: The school's mission and vision statements clearly express its commitment to equitably preparing students for success. Through various initiatives and programs, including the implementation of Standards-Based Grading and the Student Equity Council, the school has made progress in creating an equity-centered learning environment where all students have equal access to a relevant learning experience.
4. Transition to creating a standards based grading protocol that is equity driven and fosters greater student academic success.

### **Growth Areas for Continuous Improvement for Learning and Teaching:**

1. Subject-aligned curriculum and standards-based grading. The staff felt the need for school-wide implementation as well as aligning of grading policies and percentages across the departments.
2. Access to information about career and pathways: Staff and students feel that despite amazing programming offered in the college and career center, students would benefit from increased access to information connected to careers and pathways.
3. Equity and transparency in student course selection
4. Implement and review a 4 year college plan to support student college and career readiness
5. Actionable and clear PLC process that is data driven across all curricular areas
6. Student voice and advocacy around curricular needs and academic support.

### **Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Transition from LT to PLC's
- Evidence of Standards Based Grading
- Multilingual courses to support ELD students
- Multilingual Coordinator
- Professional development opportunities for continuation of GM/CRR strategies
- Agendas are not schoolwide
- Alignment of Department Norms
- Alignment of Site Instructional Norms
- Alignment on the use of tutorial

## **CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**

### **D1: Reporting and Accountability Process**

To what extent do the school leadership and instructional staff use effective and equitable assessment

process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders/educational partners?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

San Mateo identified the school-wide use of the same Learning Management System (CANVAS) to share information with students and families as a strength. Our findings identified an ongoing need to train staff, students, and families on how to access and use the platform. Many of the staff felt the platform was not conducive to supporting the needs of the families of San Mateo. The Latino Parents group has done training on Canvas. Outreach about school technology has been focused primarily on the Latino and ML parent community. These efforts have been coordinated by the Family Engagement Coordinator. There is training and usage by students. However, there is not an ongoing plan to support or train parents.

San Mateo High is striving to develop equitable assessments to help guide and inform changes and support professional learning goals. The school recognizes the need to identify data points to support intentional use of grade-level standards. While some data is utilized to guide the grading practices of a few departments, the school is working towards a standardized grading policy across departments, emphasizing fairness and consistency.

San Mateo High School has embarked on a proactive journey to initiate the integration of common assessments, aiming to become a cornerstone in driving school-wide programs and fostering the robust development of meaningful professional growth opportunities. Through this strategic endeavor, the school endeavors to not only identify but also strategically allocate the required resources essential for catalyzing comprehensive improvements across all facets of its educational framework.

San Mateo High School strategically incorporates an extensive array of tools designed to collect and meticulously analyze data, forming a robust foundation for informed decision-making. These data-driven insights are tailored to cater specifically to their intended audience, providing nuanced and relevant information that proves instrumental in shaping comprehensive strategies.

The utilization of Professional Learning Communities (PLC) as a platform to analyze will help with enhancing the effectiveness of interpreting this data. There is further need for training on how to utilize the data to support continuous improvement. The site needs to identify what data sources and points are pertinent in helping to develop a culture of data users. Specifically, staff members identified a few platforms that they needed training, one was Ellevation.

***Reporting and Accountability Process that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective    Effective    **Somewhat Effective**    Ineffective

**Narrative Rationale:**

San Mateo High School is trying to integrate a wide range of tools to collect and analyze data to form a foundation for informed decision-making. The school is attempting to use Professional Learning Communities (PLC) to facilitate collaborative data analysis, enhancing the school's ability to make evidence-based decisions on curriculum development and scheduling. This process will be dependent on the support from the district to conceptualize a district-wide curriculum plan to address the inequities and support. The district will need to be able to monitor and measure the impact. The need to provide in-depth data analysis to inform instructional practices and help support district and site decision-making will need district support and guidance.

Additionally, the school is working towards a standardized grading policy across departments, emphasizing fairness and consistency. Data analysis within each department informs adjustments to course designs, grading methods, and instructional approaches. The overarching shift towards standards-based grading highlights the institution's commitment to an equitable and progressive educational environment. This site initiative will need guidance from the administration to make sure there is some coherence to the district's goals.

## **D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress**

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments?

Educators are employing various methods and platforms to track students' progress, with a growing trend towards adopting a standardized grading system across departments. While the graduate profile lacks clarity, there's a notable emphasis on academic standards and preparing students for college and career paths.

The use of student feedback to help monitor progress student progress is used sporadically across the campus in many forms. The search for more empirical and or anecdotal assessment sources is divided amongst the staff. The recognition of the need for this type of data to move forward is agreed upon. The support of the district to provide time and resources to make this an intentional process to support the goals of the district is needed. The site administration needs to monitor and track the data to support fidelity.

San Mateo High School is strategically advancing towards a comprehensive alignment of its grading policy, aiming for a more universal standard across various departments and courses. This pivotal shift underscores the school's commitment to consistency and fairness in its assessment practices. Each department employs distinct methodologies to rigorously analyze data, recognizing the nuanced requirements of their respective domains. The collected data serves as a crucial compass, guiding departments in refining course designs, enhancing grading methodologies, and fine-tuning instructional strategies. Moreover, this concerted effort is steering the institution towards the adoption of standard-based grading, a progressive approach that focuses on a student's mastery of specific skills and knowledge. This holistic transformation reflects San Mateo High School's dedication to fostering an equitable and forward-thinking educational environment.

***Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

Developing processes and practices in utilizing data to drive programs are constantly expanding. The need to identify common assessments need to be established by departments and administration.

## **CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**

**Important evidence about student learning from the self-study and the visit that supports these**

**strengths and growth areas for continuous improvement include the following:**

- Conversations with Focal Group
- Meeting with PD Lead teacher
- Meeting with District Leadership
- Conversations with Teachers
- Conversation with ML lead teachers
- Conversation school leadership

**Areas of Strength**

1. Entire school uses the same Learning Management System (CANVAS) to share information with students and family. Staff is well-versed in the LMS as well as additional resources to best support student groups.
2. Teachers use a variety of technological tools for formative and summative assessments. These are accessible to students as classes incorporate them across grade-level and content areas.
3. There has been an increase in interest and adoption of Standards Based Grading and aligned grading practices across class subjects.

**Areas of Growth**

1. More transparent communication of schoolwide data with teachers in order to create schoolwide objectives and learning targets.
2. Identify relevant data and ways to gather relevant data to support all students.
3. Greater uniformity of grading across content areas to give students a clearer, more consistent, and more equitable assessment system.
4. Understanding the needs of all students, including multilingual students, and provide as many academic opportunities to help develop more post-high school opportunities as possible, including an A-G pathway and AP opportunities.
- 5.

**CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH****E1. Family and Community Involvement**

To what extent does the school leadership employ a wide range of culturally sensitive and inclusive strategies to encourage family and community involvement, especially with the learning/teaching process?

San Mateo High School demonstrates a robust commitment to fostering a culturally inclusive environment, evident through a multitude of clubs, cultural affinity groups, and events that celebrate the diverse backgrounds of its student body and staff. These initiatives, such as La Raza Unida, Poly Club, and Black Parents Association, contribute to a sense of belonging and inclusivity. Monthly celebrations of various cultural heritage months further reinforce this commitment. The school's curriculum reflects this diversity with courses like Intro to Ethnic Studies and Latin@ Studies, offering students a more comprehensive and representative learning experience. Efforts to be bilingual inclusive are evident through initiatives like the Spanish-language school newspaper and bilingual morning announcements. Recognizing the academic achievements of English Learner (EL) students through ELD Academic Recognition Certificates highlights the school's dedication to equity and recognition. Anti-racist training for staff, initiated in Fall 2021, underscores a commitment to fostering equitable learning environments. Additionally, the school promotes compassion and community engagement through initiatives like AVID posters and volunteering opportunities, culminating in the annual Jefferson Awards. The School Site Council, inclusive of students, teachers, and parents, fosters collaboration and decision-making for school improvement. Parental involvement is significant, demonstrated through various booster groups and fundraising programs, and a variety of diverse parent organizations such as the Foundation, PTO, Latino Parents Organization, and Cafecito, further enriching the school community.



The school also hosts a variety of events geared toward building community involvement and awareness such as 8th grade night where SMHS school life and academics is the focus, Culture Day, Open House and various donation drives to support local community organizations, just to name a few.

San Mateo High School demonstrates a strong commitment to valuing the diverse cultures of its student and adult populations by providing inclusive learning opportunities and materials. Through a myriad of clubs, cultural affinity groups, and events such as Poly Club, La Raza Unida, and GSA Coming Out Day, the school celebrates the rich tapestry of ethnicities and backgrounds within its community. Monthly celebrations honoring Women's History Month, Hispanic Heritage Month, and other cultural observances further reinforce the inclusive atmosphere. Additionally, the school has expanded its course offerings to cater to a more diverse learning audience, and has made efforts to incorporate literature from non-European backgrounds into the curriculum. The introduction of EL Soccer and the establishment of ELD Academic Recognition Certificates highlight the school's dedication to recognizing and supporting the academic achievements of English Learner students. Moreover, the school has actively pursued anti-racist training for staff, focusing on equitable grading practices and modifying educational approaches rooted in white supremacy. Book clubs centered on dismantling white supremacy defaults in education further facilitate these efforts. The school fosters a culture of compassion through initiatives like the "Peace, Passion, Pride" slogan and encourages student engagement with the local community through volunteering opportunities. The involvement of parents in booster groups, fundraising programs, and organizations and School Site Council demonstrates their active participation in the school community, further reinforcing its inclusive culture.

San Mateo High School's leadership cultivates strong rapport and trust with students, staff, families, and the wider community, emphasizing the value of each individual's identity. The school's commitment to recognizing and celebrating the diverse ethnicities and backgrounds within the community is evident through a plethora of clubs, cultural affinity groups, and events like La Raza Unida and Poly Club. Monthly celebrations honoring various cultural milestones further foster inclusivity. Additionally, the school's proactive measures to diversify course offerings and curriculum, such as the inclusion of Intro to Ethnic Studies and efforts to incorporate literature beyond a European background, reflect a commitment to reaching a more diverse learning audience. Efforts to enhance bilingual inclusivity, anti-racist training for staff, and initiatives like ELD Academic Recognition Certificates demonstrate a dedication to equity and recognition of marginalized voices. The school's culture of compassion, exemplified by the unofficial slogan "Peace, Passion, Pride," encourages student engagement and community involvement through avenues like volunteering opportunities and the yearly Jefferson Awards. Collaborative decision-making through the School Site Council ensures that voices of all stakeholders are heard, fostering a sense of shared responsibility for student achievement. Moreover, the active involvement of parents in various booster groups and fundraising programs underscores a collective commitment to supporting the school community.

Staff has made significant steps towards addressing inequities in this area, and students and staff acknowledge that there is more work to be done in strengthening the inclusivity of the school and creating a welcoming environment for all students, especially marginalized groups.

**Family and Community Involvement that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

The school demonstrates a strong commitment to engaging families and the broader community in supporting student success through various initiatives. The Bearcat Den, Wellness Counseling collaboration, and CTE focus highlight the school's efforts to provide comprehensive support that meets

students' academic, social-emotional, and career needs, fostering a positive school environment. Additionally, the partnership with local community colleges, financial aid workshops, and purchase assistance programs indicate proactive efforts to ensure access to resources and opportunities for all students, regardless of socioeconomic background. Furthermore, the involvement of students in activities like peer tutoring, the canned food drive, club participation, and the Freshman Ambassador Program showcases a culture of collaboration and community engagement, strengthening connections between students, families, and the school. Overall, these initiatives demonstrate a highly effective approach to involving families and the community in supporting student achievement and well-being.

The school offers many opportunities and utilizes multiple modes of communication to encourage parent and community involvement and is taking steps to ensure all staff create a welcoming environment for all students..

## **E2: School Culture and Environment**

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning?

To what extent does the school leadership develop a culture that is characterized by trust, inclusivity, professionalism, equity, and high expectations for all students?

San Mateo High School's policies, regulations, and resources are strategically designed to ensure a safe, clean, and orderly learning environment that nurtures the needs of all students, including measures for internet safety. The school's focus on engaging English Learner (EL) students and providing academic support is evident through tailored initiatives such as Tech/Canvas orientations, dedicated School Counselors, and EL-specific school orientations. In response to the mental health crisis among young people, the Wellness Counseling Department has expanded its services, offering drop-in hours and interventions tailored to students' needs through a tier referral system. Technological equity is prioritized, with every student receiving a Google Chromebook to bridge the technology gap, supplemented by hotspot provisions during remote learning and access to educational databases. A cell phone-free campus policy, implemented through YONDR pouches, promotes student engagement and reduces disciplinary issues. The Week of Welcome initiative fosters a sense of community and acclimates new students to campus culture, while the Bearcat Social Club coordinates staff bonding activities like happy hours, hikes, and bike rides, as well as recognizing significant milestones. Paws for Praise and Bearcat Awards recognize significant contributions by staff and students respectively. These comprehensive efforts underscore the school's commitment to creating a supportive and inclusive environment conducive to learning and personal growth for all stakeholders.

The school is clean, orderly and safe. School Plant Operation Employees (Custodians) and Campus Safety Specialists can be seen working on projects and supervising students throughout passing periods, breaks, and lunch. Despite the large campus, students report that staff is highly vigilant and quick to respond to situations that arise on campus. School discipline data and remarks from staff and students reflect the feelings of safety and that behavior is addressed promptly and appropriately by administration and the Dean.

The school is aware and making gains on addressing the disproportionality in discipline by subgroups through the use of Restorative Practices, Wellness Counselors, and alternative means of suspension.

San Mateo High School's school culture exemplifies a commitment to caring, concern, and high expectations for all students, fostering an environment that honors individual differences and social-emotional needs while prioritizing learning. Students and staff report that access to the Wellness

Counselors has had a positive impact on students being able to deescalate their behavior in what would otherwise end up in a disciplinary referral from the teacher. Technological equity is emphasized through initiatives like providing Google Chromebooks to all students and ensuring access to high-speed internet during remote learning through the distribution of internet hot spots; these are still available to students with priority given to students on the Free & Reduced Lunch Program. Additionally, the implementation of a cell phone-free campus policy using YONDR pouches promotes student engagement and reduces disciplinary issues, fostering a focused learning environment. The Week of Welcome initiative fosters a sense of community and supports new students in acclimating to campus culture, while the Bearcat Social Club coordinates staff bonding activities, celebrating significant milestones and fostering a supportive staff community.

San Mateo High School fosters an atmosphere of trust, respect, equity, and professionalism throughout the entire school community, supported by a range of initiatives designed to meet the diverse needs of students and staff alike. The school's commitment to engaging English Learner (EL) students and providing academic support is evident through tailored initiatives such as Tech/Canvas orientations and dedicated EL School Counselor, promoting inclusivity and equity. In response to the mental health crisis, the Wellness Counseling has expanded its services, offering drop-in hours and interventions tailored to students' needs, fostering a safe and supportive environment. The Week of Welcome initiative and activities coordinated by the Bearcat Social Club further strengthen community bonds and promote a sense of belonging. Staff recognition programs like Paws for Praise and student awards like Bearcat Awards reinforce a culture of appreciation and mutual respect. These comprehensive efforts underscore San Mateo High School's commitment to fostering an inclusive, supportive, and professional school community where all individuals feel valued and respected.

Students and staff report that there are multiple opportunities available to them to participate and engage in school activities. Staff and students are aware that the clubs and groups tend to be isolated and composed of a homogenous makeup and have the desire to get groups to intermingle. Students and staff report that they would like to see more diversity in those that hold leadership roles, such as the student makeup of leadership class and those that lead clubs and school activities.

***School Culture and Environment that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

The school demonstrates a strong commitment to fostering a positive and inclusive environment conducive to student success through various initiatives. The Bearcat Den provides targeted academic support, ensuring students are on track for graduation, athletics, and college applications, while also addressing their individual needs. The collaboration between the Bearcat Den and the Wellness Counseling Team reflects a holistic approach to student well-being, promoting mental and socio-emotional health during high-stress periods. Additionally, the focus on Career Technical Education (CTE) and internship opportunities offers students diverse pathways for career exploration and hands-on learning experiences, enhancing their engagement and motivation. Programs like AVID, financial aid workshops, and peer tutoring further support students academically and socio-emotionally, contributing to a positive school culture focused on student achievement. The school's emphasis on community engagement, demonstrated through activities like canned food drives and the Freshman Ambassador Program, fosters a sense of belonging and connection among students, ultimately contributing to a supportive and high-achieving school environment.

The school sees the need for continued progress in this area.

### **E3: Academic, Social-Emotional, and Multi-tiered Supports**

To what extent do all students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at the school and in the community?

San Mateo High School has made significant gains in strengthening their MTSS Tier 2 and Tier 3 approaches to provide personalized support and alternative instructional approaches to meet the diverse needs of its students. The focus of the interventions have been in the areas of attendance, academics, discipline, and social emotional needs. To address attendance, truancy letters, SART conferences, and SARB meetings are held to support families. There are a variety of interventions in place to address academic and social emotional needs such as The Bearcat Den, which was established in 2021 and serves as an academic-focused organization within the school library, offering extra support to help students improve grades and meet graduation, athletic, and college application requirements. Supported by dedicated staff, tutors, and instructional assistants, the Den collaborates closely with the Wellness Counseling Team to provide additional assistance during high-stress periods, incorporating wellness breaks and therapy dog visits to support students' mental and socio-emotional health. Moreover, the school has intensified its focus on Career Technical Education (CTE), with a dedicated full-time staff member in the Career Center facilitating internships, dual enrollment opportunities, and field trips to local tech centers, offering students hands-on learning experiences and exposure to diverse career pathways. The AVID department organizes college campus visits, financial aid workshops, and partnerships with local community colleges to provide dual enrollment opportunities, application assistance, and information sessions, ensuring students have access to post-secondary education pathways. Additionally, the school offers various support programs such as peer tutoring, OSCR program for grade recovery, MTSS referral forms for academic and socio-emotional support, and initiatives like the canned food drive, extensive club list, and Freshman Ambassador Program to foster school spirit, student engagement, and community involvement. Through these comprehensive efforts, San Mateo High School demonstrates its commitment to personalized academic support, equity, and student success.

While the staff is utilizing and implementing Tier I supports across the school, there is a need for identifying these strategies as tier I supports and a need for transparency around all tiers of the MTSS process and dissemination of MTSS data regularly and routinely with staff.

San Mateo High School employs a range of methods to assess and measure the effectiveness of its multi-tiered supports. Firstly, the school conducts thorough data analysis, examining student academic performance, attendance, and behavior data to track the impact of interventions such as the Bearcat Den and peer tutoring programs. Additionally, feedback from students, staff, and parents is actively solicited to gain insights into the perceived effectiveness of support programs and identify areas for improvement. Progress monitoring is also integral, with programs like the Bearcat Den closely tracking students' progress over time by monitoring their grades, attendance, and engagement to ensure they are making academic gains. Qualitative assessment methods, including interviews and focus groups, provide deeper insights into the impact of supports on students' social-emotional well-being and academic success. Finally, collaborative review processes such as the MTSS referral process and regular meetings like KidTalk enable staff to collaboratively review student needs and interventions, facilitating adjustments to better meet students' needs. Through these comprehensive assessment methods, San Mateo High School continuously evaluates its supports to make informed decisions aimed at enhancing student outcomes.

The school leadership has established routine meetings where the effectiveness of identified interventions in place is effective and whether students are in need of further support in various areas.

San Mateo High School fosters robust student engagement in both curricular and co-curricular activities aligned with overarching student goals and geared towards college and career readiness through several strategic initiatives. Firstly, the Bearcat Den provides vital academic support to assist students in meeting graduation, athletic, and college application requirements, leveraging the expertise of a dedicated staff alongside tutors, instructional assistants (I.A.s), and library personnel. Secondly, the school collaborates closely with the Wellness Counseling Team, integrating additional support during high-stress periods through activities like designated "Wellness Breaks" and therapy dog visits around finals to address students' mental and socio-emotional well-being. Additionally, San Mateo High School emphasizes Career Technical Education (CTE) opportunities, offering internships, dual enrollment courses, and certifications in fields such as biotech, healthcare, and technology, nurturing hands-on learning experiences and career exploration. Furthermore, the institution facilitates various college readiness programs, including college campus visits for AVID students, financial aid workshops, and partnerships with local community colleges to provide dual enrollment options and application assistance. Moreover, financial assistance programs funded by community donations support students in need, alongside peer tutoring initiatives that promote collaborative learning environments and provide credit for peer tutors. The school also offers grade recovery options such as the OSCR program, enabling students to make up grades or repeat classes through supervised online learning. Additionally, the MTSS referral system ensures prompt intervention for academic and socio-emotional support needs, facilitated through regular meetings like KidTalk. Moreover, San Mateo High School encourages student participation in a wide range of co-curricular activities, providing an extensive list of club options and supporting students in establishing their own clubs to foster diverse interests and engagement. Finally, the Freshman Ambassador Program facilitates a smooth transition for incoming freshmen through peer-led campus tours, information sessions, and adjustment support, promoting a sense of belonging within the school community. Through these multifaceted initiatives, San Mateo High School cultivates a dynamic and inclusive environment that nurtures students' academic, social, and emotional development while preparing them for post-secondary success.

San Mateo High School provides numerous opportunities for students to deepen their sense of self, forge personal and community connections, and become advocates for their own needs and supports. The Bearcat Den, established in 2021, offers academic support to ensure students meet graduation, athletic, and college application requirements, with a dedicated staff member overseeing the program. Additionally, the Den collaborates closely with the Wellness Counseling Team, offering mental health support during stressful periods and organizing activities like "Wellness Breaks" and therapy dog visits. The school's focus on Career Technical Education (CTE) includes internships, dual enrollment courses, and field trips to local tech centers, providing hands-on learning experiences and career exploration opportunities beyond traditional academic pathways. Students also benefit from the AVID department's college campus visits and financial aid workshops, fostering college readiness and accessibility. Moreover, initiatives such as the Peer Tutoring program, purchase assistance programs, and MTSS referral system empower students to seek academic and socio-emotional support as needed. The school's emphasis on community engagement is evident through activities like canned food drives, club participation, and the Freshman Ambassador Program, which facilitates peer-led campus tours and adjustment support for incoming freshmen. Overall, these initiatives enable students to develop a strong sense of self, build meaningful connections, and advocate for their holistic needs and supports within the school community.

***Academic, Social-Emotional, and Multi-tiered Supports that support high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

The Bearcat Den initiative provides academic support to address student academic needs. Moreover, the collaboration between the Bearcat Den and the Wellness Counseling Team reflects a holistic approach to student well-being, with efforts to address mental and socio-emotional health needs during

high-stress periods. The focus on Career Technical Education (CTE) offers diverse opportunities for career exploration and hands-on learning, while programs like AVID and financial aid workshops enhance college readiness and accessibility. Additionally, initiatives such as the Peer Tutoring program, purchase assistance, and MTSS referral system further support students academically and socio-emotionally. The school's commitment to community engagement, as evidenced by activities like canned food drives and the Freshman Ambassador Program, fosters a sense of belonging and connection among students, enhancing overall student achievement and well-being.

While the staff is utilizing and implementing Tier I supports across the school, there is a need for identifying these strategies as Tier I supports and a need for transparency around all tiers and strategies of the MTSS process and dissemination of MTSS data regularly and routinely with staff.

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**

### **Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:**

1. District-wide professional development opportunities available to staff to create awareness around the importance of an equitable school environment along ethnic, demographic, social-economic, and other individual identifiers.
2. San Mateo offers a variety of intervention opportunities including, but not limited to, Bearcat Den, Tutorial, Peer Tutoring, Wellness Center that are available for students to access during and outside of school hours.
3. Student interaction with peers and academics has improved since implementation of Yondr in 2019.
4. Many curricular and extracurricular offerings to meet the needs of a diverse student body.
5. Career Technical Education opportunities offer diverse opportunities for career exploration and hands-on learning through internships, dual enrollment, and certification programs.
6. San Mateo has a clean, orderly, and safe learning environment that promotes personal, academic, and social emotional growth.
7. Use of alternatives to suspension to support the social emotional needs of students.
8. Developed MTSS Tier II and Tier III supports and monitoring of supports in place

### **Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:**

1. Apply the concepts of rigor and scaffolded supports simultaneously to support all students.
2. Establish clarity and accountability on schoolwide commitments around class and schoolwide procedures regarding instruction and discipline.
3. Strengthen teacher efficacy in supporting all learners academically, especially English Learners and Students With Disabilities.
4. Encourage inclusivity through greater representation in visible academic, co-curricular, and extracurricular programs through promoting connectedness amongst the student body and integration of groups.
5. Improved Communication and Awareness of Support Services. There is a need to enhance communication and awareness among students, parents, and staff about the various support services available, ensuring that all stakeholders are well-informed and can easily access the assistance they need.
6. Be more intentional about identifying students who would benefit from strategic support to ensure equitable outcomes for academics and social emotional needs.

7. Expand opportunities for students to explore careers that do not require a college degree and identify opportunities to align the teaching of soft skills.
8. Identify existing Tier 1 strategies in use at the school and create transparency around all tiers and strategies of the MTSS process. Disseminate the MTSS data regularly and routinely with staff.

**Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Class visits
- Campus tour
- Observations before school/after school/break/lunch
- Master Schedule
- SMHS Club List
- CA Dashboard data on graduation rates, attendance, suspension, attendance
- Chronic Attendance Data
- Student Handbook Attendance Policy
- District SARB Procedures
- Suspension Report (updated 3/12/24)
- Bearcat Den Data Sheet
- SPED IA schedule
- MTSS/PD Faculty Meeting Presentation Slides (September and December)
- Tier II referral process form review and Tier II/III Team Agenda 2023-2024
- Student Work Samples
- Discussions with Parent/Community Committee, Leadership, Certificated/Classified group, Focus Groups E and D, students, Superintendent, Assistant Superintendent, Board Member and Interviews with Site administration, TOSAs, School Psychologist, Activities Director, Instructional Assistants for ELD and SPED, Resource Specialist, teachers, campus supervisors, and classified.

## **Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement**

### **Schoolwide Strengths**

The visiting committee identified the following schoolwide strengths:

1. Students who are happy to be at SMHS, know that there is a place for everyone on campus, and exemplify school spirit.
2. A school culture that celebrates and welcomes its diversity and focuses on greater equity for student populations who have been historically marginalized.
3. A well-trained, professional, veteran staff who have opportunities for continual professional learning and growth and are committed to all students' academic, personal, and social achievement.
4. A compassionate staff and culture that provides emotional support for students through the Comprehensive Wellness Center, student accessibility to services, and wellness as well as school counselors.
5. A staff and program that provides students with the support needed for academic achievement including MTSS.
6. A staff who continues to investigate and to initiate programs to support students' success. These include the expansion of the use of alternatives to suspension and evidence of restorative practices, grading for equity, standards based grading, and PLCs.
7. A staff that provides rigorous and relevant instructional activities ranging from AP classes to the Biotech program, the career pathways, and a strong Visual and Performing Arts program.
8. A safe, clean, well maintained, beautiful campus that supports student learning.
9. A parent community that feels included and heard and who provide significant support for student

learning through the San Mateo High School PTO and Foundation for Excellence..

10. A school community that provides students with an amazing range of clubs and extracurricular activities.
11. Remarkable material resources, from supplies for students to support and pay for teachers to engage in professional development.

### **Schoolwide Growth Areas for Continuous Improvement**

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan.

1. Site administration, together with the TOSA team, ELD leadership, ELD staff and PLCs, develop and implement tiered supports that promote EL students' success in content-area courses and ELA and math state mandated assessments.
2. The site administration, TOSAs and staff revise, refine, improve, and monitor school systems and policies to promote collective efficacy as a team and ensure equitable and intentional access to resources and support student academic, social and personal success. This will include the master schedule. These steps are essential in developing a culture of accountability by the site and district leadership.
3. Site administration, counselors, the Career and Community Service Coordinator, in cooperation with PLCs and the ELD and Special Education staff, expand opportunities for students to explore careers that do not require a college degree and identify opportunities to align the teaching of soft skills so that all students have inclusive and relevant learning opportunities.
4. Site administration, AVID teachers, and AP teachers work with teachers and staff to encourage more diverse participation and greater representation in visible academic, co-curricular, and extra-curricular programs.

In addition, the visiting committee has identified these growth areas that need to be addressed:

5. The site administration and all staff together with students and parents review and revise the schoolwide learner outcomes to clearly identify what it means to be a Bearcat. These outcomes will help unify the school's efforts toward implementation of schoolwide systems and structures in supporting success for all students.
6. The administration, certificated staff, MTSS TOSA, and support staff more transparently and intentionally identify students who would benefit from strategic supports to ensure equitable outcomes for academics and social emotional needs through the use of assessment, MTSS, and consistency of methodology.
7. The site administration and certificated staff strengthen the PLC process across all curricular areas to support student learning. This should include vertical and horizontal articulation within subjects and departments.
8. District and site administration together with teachers and staff increase the analysis and use of a variety of data to drive decision making in all aspects of the school programs and curriculum to better support student success.



## Chapter 5: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan/SPSA**

The school's action plan has four goals:

1. Support EL students' success in content-area courses.
2. Revise, refine, and improve school systems to ensure equitable access to resources and support.
3. Expand opportunities for students to explore careers that do not require a college degree and identify opportunities to align the teaching of soft skills.
4. Encourage more diverse participation and greater representation in visible academic, co-curricular, and extra-curricular programs.

- **Evaluate the school improvement issues:**

The school's action plan is its SPSA. It is focused on student learning and supports the identified major student learner needs. There is strong commitment among all staff and parents, particularly through the Foundation, and with the support of the district, to accomplish these goals. Resources are available. Oversight of the plan rests with the School Leadership Team including the Teachers on Special Assignment, the site administration, and the School Site Council.

### **The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

The committee found that analysis of data/information about the major student learner needs and student achievement, school operation, and program supports the identified prioritized growth areas in the action plan. The plan focuses on improving student achievement. The plan is well organized and includes appropriate actions.

### **The capacity to implement and monitor the schoolwide action plan/SPSA.**

**Visiting Committee Rating (select one):** **Highly Effective** Effective Somewhat Effective Ineffective

**Narrative Rationale:**

The action plan was developed with input from staff, who are committed to student achievement and are invested in the plan. The school has demonstrated overt commitment to equity, diversity, and inclusion. Initiatives started include standards based grading, PLCs, and grading with equity. The staff want to continue work in these areas.

### Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned prioritized areas of strength and growth.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.		X		
Acceptable progress by all students		X		
Vision and Purpose (A1)		X		
Governance (A2)		X		
Leadership for Learning (A3)			X	
Qualified Staff and Professional Development (A4)		X		
Resources (A5)	X			
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Processes (D1)			X	
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		X		
Family and Community Engagement (E1)	X			
School Culture and Environment (E2)		X		
Multi-tiered Personal, Social-emotional, and Academic Support (E3)		X		
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need		X		
The capacity to implement and monitor the schoolwide action plan/SPSA	X			