

SELF-STUDY VISITING COMMITTEE REPORT

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 25-28, 2012

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Chapter I: Student/Community Profile (2 pages)

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school.
- School's analysis of student achievement data (e.g., *CAHSEE, AYP, API, AP, college SAT, graduation rates, and Program Improvement status*).
- Other pertinent data (e.g., *attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students*).
- ➔ **Note:** Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.
- Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.

San Mateo High School, home of the Bearcats, is one of seven high schools in the San Mateo Union High School District. The school was established in 1902 and is one of three public high schools located in the city of San Mateo. San Mateo is a city of approximately 100,000 residents, located 20 miles south of San Francisco. San Mateo High School students come primarily from the surrounding diverse socio-economic and ethnic suburban communities of San Mateo, Foster City, Hillsborough, and Burlingame. The high school has a long tradition of providing its students with both an exemplary academic program as well as a wide range of excellent co-curricular opportunities, including an extensive athletic program and over 30 student clubs. Its full range of academic courses includes: a rigorous Honors and Advanced Placement program, an award winning biotechnology program, a visual arts certificate pathway, and an outstanding performing arts program. The high school has a modified A/B block schedule that provides students and teachers with the opportunity to enrich the curriculum and instruction through project-based learning, the extensive use of technology, and individualized support.

San Mateo High School's mission is to provide our diverse student population with opportunities to make successful academic, career and life choices.

PROFILE: ENROLLMENT

Current enrollment at San Mateo High School is 1,378 students in grades 9 through 12. They have seen a slight increase in enrollment this year. Since they are an open enrollment district, the District has approved a number of intra-district transfers. Staffing at their schools has been affected by capacity issues and declining enrollment in some of the neighborhood schools; the District allowed few transfers out of San Mateo High School. Student demographics are reflective of the surrounding communities and show a wide range of socioeconomic, ethnic/language, and academic backgrounds.

The number of Latino students has shown the most significant growth in recent years and now appears to average approximately 40%. The student population is now: 25.9% White, 40% Latino, 21.4% Asian, 4% African American, 3.5% Pacific Islander, and 5.2% Filipino.

PROFILE: SPECIAL POPULATIONS

The Special Education Program consists of seven Special Education teachers serving approximately 170 students or 12.3% of their student population. The special education population at San Mateo has remained stable over the past few years. After reaching a high in the 2007-08 school year, the percent of English Language Learners (ELLs) at San Mateo slowly declined over the past three years, but is currently on the rise. Spanish-speaking students represent close to 80% of the total number of ELLs. The school has a full ELD Program including classes for beginning and intermediate ELL students, Spanish for Native Speakers classes, sheltered classes and support services for advanced students in core academic subjects. Since the majority of ELL students are Spanish-speaking and underperforming, the school has also increased support services by adding an Intervention Counselor and hiring Spanish-speaking personnel for more parent outreach.

San Mateo has one of the highest Free and Reduced lunch (NSLP) populations in the District. Currently, 29% are on free lunch and 5.3% on reduced lunch. They actively inform families of the application process each year during parent orientation. Through the generosity of the San Mateo High School Foundation, funds are provided to students on the NSLP to buy yearbooks and graphing calculators, attend prom and field trips. Students must be in good standing in order to receive financial assistance for these items.

San Mateo has an active GATE program. Services to these students are coordinated at the district level and include enrichment activities as well as assistance with preparation for college. The majority of GATE students at San Mateo are encouraged to take a rigorous course of study that includes Advanced Placement classes.

PROFILE: ATTENDANCE

The San Mateo Union High School District is a Basic Aid district and does not receive state funding based on Average Daily Attendance (ADA); however, attendance is an educational priority for the school and the district since it can impact the academic success of individual students. The ADA at San Mateo High School has remained steady over the past few years.

From 2007 through 2011, the ADA has fluctuated only slightly from 95.5%. Over the past couple of years, San Mateo focused on tardiness to school/classes, holding tardy sweeps on a regular weekly basis with the understanding that students need to be on time to class in order to get the most benefit from instruction. Additionally, home visits are conducted for students who are identified as habitual truants by the Dean of Students and the School Resource Officer. In 2011, the SMUHSD revived the School Attendance and Review Board (SARB) to address the most truant students. Once a student is identified as a habitual truant, and interventions have failed, SMHS schedules monthly appointments with the parent and the SARB Board to address the student's attendance issues.

PROFILE: STUDENT BEHAVIOR AND DISCIPLINE

The school-level discipline team consists of one-and-a-half campus aides, the full-time dean, the two assistant principals, the School Resource Officer (SRO), the School Safety Advocate (SSA), and the principal. At the beginning of each school year, the administrative team meets with all students by grade level to discuss school rules and consequences.

The San Mateo Police Department, in conjunction with some discretionary funding from the school, has been able to provide San Mateo High School with a full-time School Resource Officer (SRO). A review of the suspension data for the past three years shows a slight decrease in the percent of students suspended. However, the number of suspensions has actually increased for injuries and fights as well as suspensions for threats to individuals and groups. These increases coincide with increased gang activity in the City of San Mateo. The district and school have joined together with the San Mateo Police Department to address the increased gang activity through specific prevention and intervention programs with both students and their parents.

For the 2010-11 school year, the type of offenses committed by students, in order from highest to lowest are as follows: fighting, disruption, drugs, theft, threats, vandalism and dangerous objects. The ethnic breakdown for suspension was 68% Latino, 11% White, 8% African American, 13% is made up of Pacific Islanders and others.

PROFILE: STUDENT PERFORMANCE DATA

San Mateo High School uses a variety of data to measure the overall academic achievement of students, such as the PSAT and SAT, Advanced Placement exams, the California High School Exit Exam (CAHSEE), the Standardized Testing and Reporting (STAR) Program,

student GPAs, graduation data, the California English Language Development Test (CELDT), and student performance in core academic courses. Common assessments for a number of core courses have been developed. At San Mateo High School, all juniors take the PSAT in October with the exception of selected CAHSEE tutorial students.

Graduation and Preparation for College

Of the 2011 graduating class, over 90% of the students have indicated that they will be attending either a community college or a four-year college. Graduation data comparing 2007-2011 shows that there had been a decrease in the number of students graduating who had met the University of California entrance requirements. In 2002, the district began the implementation of an academic core that requires all students to take the preliminary entrance requirements for the University of California/California State University systems during the 9th and 10th grade. Since focusing on this goal, the percent of graduating students who are UC-eligible has climbed from 37.3% to 49.1% (2001-2005) and then dropped - 50.7% to 41.2% (2007-2011).

GRADUATION DATA

Number of Seniors who Graduated and were UC Eligible					
Academic Year	Students in Senior Class	Number of Graduates	Percent of Class which Graduated	Number of Seniors UC Eligible	Percent of Seniors UC Eligible
2007-08	342	288	84.2	146	50.7
2008-09	353	297	84.1	154	51.9
2009-10	276	249	90.2	128	51.4
2010-11	272	260	95.9	107	41.2

The school’s SAT verbal and math scores have consistently been above the district and state averages. SMHS students also perform well on the PSAT as evidenced by the number of National Merit Commended Students and Semifinalists. In an effort to emphasize its vision of every student being prepared to enter college after graduation, all juniors, with the exception of CAHSEE tutorial students, have been required to take the PSAT during the school day for the

past three years. This program has been largely school funded.

A significant number of San Mateo High School students participate in Advanced Placement classes. Students at San Mateo have access to an extensive Advanced Placement program that includes 14 courses offered: AP Biology, AP Chemistry, AP Government & Politics, AP English Literature and Composition, AP English Language and Composition, AP Macroeconomics, AP Environmental Science, AP European History, AP Calculus AB, AP Calculus BC, AP Statistics, AP Spanish Language, AP United States History, and AP Physics B. In 2004, the school implemented an open-enrollment policy for its advanced standing and AP classes. During the school year, a group of teachers meet monthly with the goal of recruiting and retaining more underrepresented students in these programs. A high percentage of SMHS students earn a three or better on all AP tests given. We also allow students who are not enrolled in AP classes to pay for and take AP exams, including exams in courses SMHS does not offer. The current ethnic breakdown for overall participation in AP classes is heavily weighted to Asian and White students – Asian student numbered 164, White students were 109, Latino students numbered only 43 and there were only 3 Black students involved in AP.

Advanced Placement Enrollment and Testing Participation

	# Enrolled in AP classes *	# Exams Taken	Percent Tested
2007-2008	709	555	78%
2008-2009	650	513	79%
2009-2010	555	577	100%
2010-2011	691	726	100%

Academic Performance Index

A review of the school's API scores from 2008-2011 shows an increase in overall student performance from 745 in 2008 to 785 in 2011. In 2011, the API score increased by 40 points, to 785. From 2008 to 2011, Asian student scores increased from 879 to 925, Latino scores increased from 603 to 653, and the scores of White students increased from 857 to 881. The scores of Socio-economically Disadvantaged students have remained relatively unchanged prior to 2011, but showed gains in the most recent scores. This gap is also evident in the academic

performance of Latino students in both mathematics and English. The underperformance of Latino students is also reflected in the lack of participation in advanced-level courses including the extensive Honors and Advanced Placement Program at San Mateo.

2011 ACADEMIC PERFORMANCE INDEX

San Mateo	2011 Growth	2010 Base	2010-11 Diff	2011 Growth Target	Growth Target Met
All	785	745	40	750	no
Afr. American/Black					
Asian	925	901	24	A	A
Filipino					
Hispanic/Latino	653	593	60	603	yes
Pacific Islander					
White	881	863	18	A	A
Economically Disadvantaged	632	589	43	609	yes
English Learners	634	641	-7	649	no
Special Education					

Adequate Yearly Progress

San Mateo had been an underperforming school under No Child Left Behind since 2008. Three subgroups, Hispanic/Latino, Socioeconomically Disadvantaged, and English Learners did not meet the target proficiency rate in English or mathematics. After getting out of Year 3 of Program Improvement (PI) in 2007, San Mateo was back in Program Improvement, Year 1 in 2010.

STAR Results

A review of the STAR results for San Mateo shows some interesting trends that have occurred as a result of several curricular changes. As a result of the implementation of an academic core, all incoming 9th graders are placed in Algebra 1 or a higher-level math class. The Algebra I Learning Team developed common assessments and pacing guides, and also implemented Algebra support classes for targeted students. They currently offer both strategic

and intensive Algebra I support classes for those students. Students scoring at proficient or advanced level increased from 13% to 25.36% in the Algebra I CST. The number of 9th graders taking the Biology exam decreased significantly from 2008 to 2010. Some 9th graders were targeted and identified as needing reading support and placed in an applied science class instead of Biology. The percent of students scoring proficient or advanced on the Biology exam increased in 2011: in 9th and 10th grades from 47% to 67.16%. For 2011-12, science placements of 9th graders was overhauled to support the ELLs, expanding upon the Biology Sheltered offerings to allow ELLs access to the Biology curriculum and Sheltered Instruction Observation Protocol (SIOP) instructional support. SMHS is moving towards Biology for all 9th graders, and reducing applied science enrollment to non-ELLs reading four or more years below grade level.

California High School Exit Exam

Over the last three years, the percent of students passing the California High School Exit Exam has increased, a result of the school's focus to ensure that students are adequately prepared for the exam. As with other test results, there is a performance gap between Latino students and White and Asian students. This gap also exists between socioeconomically-disadvantaged students and White and Asian students. For the past three years, the school has put in place specific interventions, such as tutorials with an emphasis on CAHSEE preparation, for general education, special education and ELL students to help improve their performance on the CAHSEE. As a result, the percent of students in these groups who have passed the exam has increased. In 2010-11, over one-third of 10th graders were enrolled in CAHSEE tutorial based on diagnostic pre-tests. All 11th and 12th graders were enrolled, as well, if they had not taken or passed the CAHSEE.

English Language Learners

At SMHS, 18.8 percent of students are English Language Learners, or speak a language other than English at home. Every September, Limited English Proficient (LEP) students are tested using the California English Language Development Test (CELDT). San Mateo High School has the largest number of students that take the CELDT in our District, nearly double the Spanish-speaking students of any other school.

Chapter II: Progress Report (2 pages)

Since the last self-study:

- Comments on the school's major changes and follow-up process.
- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

The past six years have brought new opportunities and challenges for the San Mateo High School community. Following the move into their new facility, they began an extensive technology upgrade designed to support the implementation of their action plans. All classrooms have at least a computer, an LCD projector and screen. Nineteen classrooms have SMART boards, and fifty three classrooms have document cameras. Through Title I funding, SMHS purchased Strategic Class Mobile Labs, which are used for teaching Intensive and Strategic Reading Support classes. Netbook carts were purchased for the English, math, and special education departments. In addition to these five mobile labs, they have five classroom and library computer labs. As helpful as these new technologies are, professional development time must be allotted for staff members to learn how to incorporate these new technologies into their teaching.

Over the past five years, San Mateo High has found itself in and out of Program Improvement (PI) status under the No Child Left Behind (NCLB) Act. SMHS was placed in PI during the 2007-08 school year and tested out during 2008 – 09. Unfortunately, they re-entered PI during the 2009 school year and remained there for the next two years. While test scores continue to improve, SMHS, especially EL students, have not always met the targeted scores. All levels of administration and instruction, beginning with their Leadership Team and Site Council and extending through every classroom and committee, have made improving test scores a priority. The Mateo Madness program, a teacher-led initiative, was especially successful in motivating students to do their best on STAR testing and in providing effective test-taking strategies. This program was responsible for taking SMHS out of PI in the spring of 2008. After skipping Mateo Madness during the 2008-09 year – and dropping back into Program Improvement – they restored the program last year and made the greatest improvement in STAR test scores within their district.

In measuring their students against the NCLB expectations, SMHS continues to fall short of targeted improvement goals with EL students in English and Math. The stigma of remaining in PI, despite the great efforts of their staff and students, led the district to make a bold decision

at the end of the 2010-11 school year: SMHS has opted out of Title I designation and reallocated resources to continue to serve all students. This removal from PI will eliminate distractions and ensure that all students meet their goals and achieve success in high school and beyond.

One of the greatest concerns that arose from SMHS' last WASC evaluation was the limitations placed on the school community by the six-period schedule, especially those students who needed additional core studies academic support and students who wished take electives. Over the past five years, the district-wide shift from a six-period day to a seven period day has lifted this limitation. San Mateo High continues to implement a modified block schedule. Many students take six or seven classes, and all students have an additional tutorial period; the vast majority are assigned a tutorial with one of their classroom teachers. A variety of new classes have joined established courses to provide students with a rich choice of academic, elective and support programs, as well as post-secondary opportunities. Some of these classes include CAHSEE Preparatory Tutorials, Strategic Algebra and English Support classes, Intensive Algebra and English Support, AVID, Amigos and tutorials for athletes. Thanks to the changes in their schedule, SMHS was able to modify and expand their course offerings to help their students achieve their academic goals.

ACTION PLAN #1: Ensure that all students have the skills and academic identity necessary to complete the Academic Core successfully.

- **Evaluate, maintain, and expand existing educational support programs.**

After evaluating existing educational support, the SMHS staff identified some programs that needed to be expanded for all students, with special attention paid to our most at-risk population. One of the most comprehensive ways to reach all students is the use of tutorial classes. Tutorials, held twice a week for fifty minutes during the school day, allow students to work on projects and homework, to travel to one of their other teachers to receive additional instruction or make up a missed assignment or test. Over the past several years, special tutorials have been created to target students who have been identified as needing additional support for state tests (CAHSEE Prep) or language acquisition (Amigos).

- **Facilitate student transition from middle school to high school.**

Although SMUHSD is not a unified K through 12 district, SMHS has developed significant methods of articulation with feeder schools. Counselors and core subject teachers coordinate with middle school counselors to determine appropriate placement in classes. Some departments, such as Math, World Language and Performing Arts, require placement tests or

auditions for freshmen petitioning for advanced study. Middle school special education teachers meet with high school case managers for all incoming 9th graders. Department chairs annually update the curriculum guide that provides students with descriptions of all the courses San Mateo High School offers, and all departments are represented at the annual 8th Grade Information Night, where students and their parents find out more about departments and programs.

- **Develop student and staff resources to support the growth of student academic identity.**

As SMHS implements the district-adopted academic core, staff members continue to assess the needs and goals of all students, especially those who do not see a four-year post-graduate educational plan in their future. While they promote programs that will support students through the academic core and challenge them to take on the most rigorous academic programs they can master, they understand the need to develop more varied programs to help their widely diverse student body establish their academic identities.

ACTION PLAN #2: Provide increased choices for 11th and 12th graders that lead to specific post-secondary educational opportunities.

- **Support and expand electives.**

The district-wide adoption of a seven-period day has provided opportunities for many students to fit an elective course into their crammed schedules. This has led to the creation of many new courses and the expansion of current sections across the curriculum, providing students with new learning experiences and potential new pathways to post-graduate choices.

- **Ensure that all students have an appropriate and realistic educational and vocational post-secondary plan.**

The San Mateo High community articulates with middle school students, families and staffs so every student may develop an appropriate high school educational plan and create opportunities for post-graduate education and/or work. Providing more options for the students is SMHS' greatest challenge. District graduation requirements are aligned with UC/CSU entrance requirements, addressing the desire to provide all students with the opportunity to qualify for a four-year college education. This does not reflect the many students who do not plan to attend a four-year university directly out of high school or, perhaps, at all, and who opt instead for vocational education or immediate entry into the workforce. These students have had fewer options to prepare for their post-graduate goals. The staff continues to address this disparity and create more pathway programs. For example, as mentioned earlier, classes connected to the Biotechnology, Visual Arts and Hospitality and Hotel pathways have grown

significantly. Students are educated each year about what each department has to offer in terms of coursework and career instruction. SMHS implemented a Course Preview Day for students to visit three different instructors to discover more about their programs. The information they gather from this event assists them in planning their course schedule for the following year.

- **Increase school to career programs.**

The development of curricular pathways in Biotechnology, Visual Arts and Nutrition is the beginning of an effort to offer our students a more varied array of opportunities after high school. Biotech and Hospitality students can take advantage of internship opportunities in order to explore firsthand a wide assortment of jobs in these respective fields. In World Language, for example, Spanish for Native Speakers students visit businesses like Univisión to observe a television studio in action and find out about employment opportunities.

ACTION PLAN #3: Implement a school structure that better meets the changing educational needs of San Mateo High School students.

- **Establish and maintain a schedule that serves the needs of all students and faculty.**

For over a decade, San Mateo High School has maintained a modified block schedule. This schedule has undergone a number of modifications, some imposed by district-wide changes and others after evaluations of the schedule's effectiveness. The district move from a six-period to a seven-period day necessitated schedule retooling. As a result of this change, a disagreement arose among the staff regarding the efficacy of tutorials. The primary concern was over trading instructional time for a period where most students were not fully engaged in study or remediation. Steps have been taken to improve tutorial efficacy: tutorials are now assigned by grade level, increasing the effectiveness of counseling and class-based activities. Tutorial meetings have been reduced from four per week to two.

ACTION PLAN #4: Provide a standards-based curriculum school-wide that will ensure that all students at San Mateo High School will meet or exceed all district and state academic requirements.

- **Align subject area curriculum and instruction with district and state standards.**
- **Identify and use multiple measures of assessment to determine appropriate interventions for students who are not meeting academic standards.**
- **Increase teacher awareness and use of instructional strategies that will assist students in meeting academic content standards.**

This action plan reflects a broad ongoing effort throughout the district to align all

curriculums to reflect state standards and to provide support to our students to reach a level of proficiency on all standards.

Chapter III: Self-Study Process (1–2 pages)

- Include a copy of the school's expected school wide learning results.

Expected Schoolwide Learning Results: Peace, Passion, Pride

PEACE

SMHS students will:

- demonstrate respect for others, and celebrate multiple points of view;
- contribute in meaningful and compassionate ways to their communities;
- communicate effectively and resolve conflicts respectfully.

PASSION

SMHS students will:

- be life-long learners who ask thoughtful questions, evaluate information, and think critically;
- identify their interests and share them with others in class and through extracurriculars.

PRIDE

SMHS students will:

- be productive citizens who take pride in their achievements;
- conduct themselves honorably both in school and in their communities;
- graduate high school and pursue post secondary options based on their strengths, skills and interests.

- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
 1. The involvement and collaboration of all staff and other stakeholders to support student achievement

SMHS staff was divided into the five focus groups. Collaborative time was spent weekly throughout the year on the self study, in focus groups and in home groups. Surveys were given to parents, students, and staff. The results of these surveys were included in the self study. After assessing these results, SMHS decided to make closing the achievement gap a major priority of their action plan. In addition to closing the achievement gap, two other significant issues arose during focus team and home group discussions: the need to look beyond standardized assessment and foster deeper critical thinking skills in students, and the need to develop career pathways to meet the needs of the over 50% of the student body that does not choose to attend a four-year university. Additional support for both these action plan items came from the student survey, in which students requested more attention be paid to their personalized post-secondary plans, and to the district-wide school climate survey taken by the staff, where critical thinking and career

pathways emerged as two of the top priorities.

2. .The clarification and measurement of what all students should know, understand, and be able to do through expected school wide learning results and academic standards (*note the selected expected school wide learning results examined by the school*)

San Mateo High School's ESLR's "Peace, Passion and Pride" are the driving force behind the positive school climate. District and state standards direct curriculum and instruction.

3. The gathering and analyzing of data about students and student achievement

The staff recognizes the importance of gathering and analyzing student data and they are beginning the process. One tool they are beginning to utilize is Data Director, but more in-service and practice are needed for the staff to feel comfortable with this process.

4. The assessment of the entire school program and its impact on student learning in relation to expected school wide learning results, academic standards and WASC/CDE criteria

The SMHS WASC self study reflects an awareness of the needs of staff and students.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan

San Mateo High School's action plan addresses the key concerns that surfaced during their self study. The school action plan identifies three areas of concern and outlines steps to address the concerns over the next five years. The action plan also lists the individuals and groups responsible for each component.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists (10–20 pages)

Based on the school's self-study and Visiting Committee findings, for each criterion (in the following categories) provide an analytical summary of what currently exists and its impact on student learning:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
- B. Standards-Based Student Learning: Curriculum
- C. Standards-Based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth

Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the WASC/CDE Tools section of the WASC/CDE Accreditation Manual and the WASC Accreditation Term Determination Worksheet).

At the end of each category (A, B, C, D, and E), provide the following:

- A summary highlighting the areas of strength (if any).
- Highlight the key issues (if any) that need to be addressed to ensure quality education for all students.
- List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

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

A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further by expected school wide learning results and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Vision – ESLRs – Profile: The school has established a clear, coherent vision (purpose) of what students should know and perform; it is based upon high quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

Development/Refinement of Vision/ESLRs: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected school wide learning results are effective.

Understanding of Vision and ESLRs: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the expected school wide learning results.

Regular Review and Revision: The school is implementing an effective process for regular review/revision of the school purpose and the expected school wide learning results based on student needs, global, national and local needs, and community conditions.

The school has a vision; however, the vision/purpose is not known by everyone and not generally followed. School vision does not drive departmental effort. Best teaching practices drive these goals, as well as state standards and assessments.

The vision is focused on all students being ready for college; however, some of the staff feel that there is a segment of the school population which may benefit more from a career pathway and vocational training than focusing entirely on achieving the UC/CSU requirements.

There is a school wide belief that all students can achieve at high levels. However, many students are failing, and an achievement gap still exists especially between the Latino and White and Asian students.

There is support for the school's purpose from the governing board and administration.

While San Mateo reports that ESLR's have been dropped, Peace, Passion and Pride (developed by student leadership classes) is embedded in the culture of the campus.

A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school wide learning results and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board have delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single school wide action plan and its relationship to the Local Educational Agency (LEA) plan?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Governing Board: There is clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Relationship of Governance to Vision and ESLRs: The governing board's policies are directly connected to the school's vision and purpose and expected school wide learning results.

Understanding Role of Governing Board: The school community understands the governing board's role, including how parents can participate in the school's governance.

Governing Board's Involvement in Review/Refinement: The governing board is involved in the regular review and refinement of the school's vision and purpose and expected school wide learning results.

Professional Staff and Governing Board: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.

Complaint and Conflict Resolution Procedures: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's shareholders are effective.

The district supports the achievement of state and core academic standards by all students. The district regularly communicates and works with staff. The governing board monitors results and approves SPSA.

A3. To what extent based on student achievement data, does the school leadership and staff make decision and initiate activities that focus on all students achieving the expected school wide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative: The school's planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

School Plan Correlated to Student Learning: The school's Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected school wide learning results, and academic standards.

Correlation between All Resources, ESLRs and Plan: There is correlation between allocation of time/fiscal/personnel/material resources, expected school wide learning results, and the improvement school wide action plan.

There are many staff-led groups and classes/programs to support academic achievement.

The creation and implementation of the Single Plan for Student Achievement (SPSA) has been erratic. In the past, specifics of the plan, as well as results, have not been widely shared. However, upon creation of the school's WASC action plans, they are now aligned.

Collection, analysis, communication, and responses to student data are works in progress, and the efficacy of measures taken in response to data (i.e. developing new courses and assessments) are unclear.

A4. To what extent does a qualified staff facilitates achievement of the academic standards and the expected school wide learning results through a system of preparation, induction, and ongoing professional development?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Employment Policies/Practices: The school has clear employment policies/practices related to qualification requirements of staff.

Qualifications of Staff: The school has procedures to ensure that staff members are qualified based on staff background, training and preparation.

Maximum Use of Staff Expertise: The process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning is effective.

Defining and Understanding Practices/Relationships: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Staff Actions/Accountability to Support Learning: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations.

Evaluation of Existing Processes: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

San Mateo High School has a system of preparation, induction and professional development, but the time spent is inadequate and sometimes lacks clear goals and/or follow-through of ideas shared. A professional development coordinator has been hired on site. Staff is hopeful that professional development will be more focused, meaningful and reflective of the action plan objectives (i.e. critical thinking, differentiated instruction).

District collaboration time is available and more focused than it used to be. Much of the time is used for common assessments grading and evaluation.

A5. To what extent are leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Support of Professional Development: The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected school wide learning results.

Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Measurable Effect of Professional Development: There are effective operating processes that determine the measurable effect of professional development on student performance.

Data is often reviewed, but does not always drive instruction. There is not a lot of time to follow up on data. Data Director is in its infancy and not all teachers have been trained in its use.

Localized projects (i.e. interdepartmental sharing of best practices, writing across the curriculum, examination of our schedule) are initiated intermittently.

The goals of professional development are not always based on school priorities or driven by data; the staff feels that professional development changes month to month and year to year.

A6. 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) to support students in accomplishing the academic standards and the expected school wide learning results?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions: There is a relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected school wide learning results and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Practices: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Facilities: The school's facilities are adequate to meet the school's vision and purpose and are safe, functional, and well maintained.

Instructional Materials and Equipment: The procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Well-Qualified Staff: Resources are available to enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

Long-Range Planning: The district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected school wide learning results are effective and are regularly evaluated.

Some certificated and classified positions have been lost or reallocated, making it more difficult to maintain adequate infrastructure and systems. All staff members pitch in to make the best and most appropriate use of the resources they do have.

Outside funding sources are key for sufficient operation, from the upgrade of their buildings to the expenditure for basic classroom supplies and technology, as well as the ability to offer some elective classes and after-school programs. The SMHS Foundation has become an integral source of funding for services, materials and programs.

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

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any):

- Despite budget cuts, SMHS offers all programs that were offered 6 years ago.
- The school has current educational technology that is widely used.
- The district has become more financially stable
- The SMHS Foundation has become an integral source of funding for services, materials and programs

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students:

- Programs for professional growth need improved organization, follow up and focus.
- Career exploration opportunities for all students need to be improved and expanded.
- Appropriate school-wide instructional practices need to be identified and evaluated.
- The achievement gap needs to be closed.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self Study
- Focus Groups
- Classroom Observation
- Parent Meeting

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school wide learning results.

To what extent are the expected school wide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Academic Standards for Each Area: The school has defined academic standards for each subject area, course, and/or program.

Congruence: There is congruence between the actual concepts and skills taught, the academic standards and the expected school wide learning results.

Student Work — Engagement in Learning: There is congruence between the actual concepts and skills taught, the academic standards and the expected school wide learning results.

Accessibility of All Students to Curriculum: A rigorous, relevant and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

Integration among Disciplines: There is integration among disciplines at the school.

Curricular Development, Evaluation, and Revisions: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Policies-Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Articulation and Follow-up Studies: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

San Mateo High School emphasizes collaboration within departments and with the district to align curriculum with state standards. The progress appears to be different depending on the discipline. For example, in English, teachers are working to develop standards-based curriculum, instruction and assessments for each grade level, with key assignments and common assessments developed on a district-wide level and administered at every school site. Pacing guides exist for English classes, but primarily for 9th and 10th grade. Math appears to be fully aligned with state standards, as are the sciences. Social science curriculum has been rewritten to better reflect state standards and this process is ongoing district-wide for all Social Science courses. Core subject areas have “push in” (extra support) classes and tutorials to aid student progress, as well as learning teams with pacing guides and common assessments. There are numerous support classes (including tutorials, transitional ELD and sheltered classes) available in English, math and science classes, which meet 2-3 times a week. Additionally, there are homework centers available. Tutorials, as well as an after-school homework center, were begun for athletes to provide support needed to maintain the students' grades and eligibility for athletic participation. There are also CAHSEE preparation tutorials and support classes.

There are common assessments within disciplines and implementation of Data Director as an assessment tool has begun. The ELD Department uses Data Director to access student scores for district benchmarks and reading assessments and uses this information to determine student progress and make appropriate placements.

There has been a district wide push to increase the rigor of graduation requirements, aligning them with UC/CSU requirements. The school has increased its offerings in AP courses and developed several unique tracks, such as Hotel and Hospitality and Supervisor and Management Training. The school also has a biotechnology center and all biotechnology courses are skill-based classes that require students to succeed at an 80% proficiency level.

San Mateo High School has a robust Visual and Performing Arts program. The performing arts program includes drama, music, and dance which attracts students from throughout the district. This program also includes an advanced course in Musical Theatre. Along with an orchestra, symphonic band, jazz band, choir and concert choir, the music program includes the only competing Marching Band in the district. The Visual Arts program offers courses such as art, photography, art and multimedia and a pathway for students to receive a visual arts certificate.

The San Mateo Biotechnology Career Pathway (SMBCP) Program is an award-winning, nationally recognized program consisting of three levels of Biotechnology and an internship research program. SMBCP is a collaborative partnership between educators, industry, and the community to bring high-level science concepts, industry employee etiquette, work-place experiences and career exploration to students. Students from schools throughout San Mateo County are enrolled in the program, which is articulated with programs at the community college and college level.

In addition to department-based development of methods of instruction, assessment and remediation, work is done across the curriculum through the School Leadership Team (comprised of administration, department chairs, Teachers on Special Assignments (TOSAs) and Activities Director), Site Council (made up of administrators, teachers, students and parents), and SWAT teams, created out of staff discussions about issues pertaining to student success.

Through surveys and discussions, critical thinking and career pathways emerged as two of the top priorities. SMHS decided to look beyond standardized assessment and foster deeper critical thinking skills in students, as well as to develop career pathways to meet the needs of the over 50% of the student body that does not choose to attend a four-year university. Students also requested more attention be paid to their personalized post-secondary plans.

B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs — Full Range of Choices: All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. The school provides for career exploration, preparation for postsecondary education and pre-technical training for all students.

Student-Parent-Staff Collaboration: Parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals.

Monitoring/Changing Student Plans: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Post High School Transitions: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

San Mateo High School has an open enrollment policy for all AS/H/AP courses. All students are accepted according to various criteria i.e., teacher recommendations, previous grade/performance, AS/H/AP contract. An ethnic breakdown of AP/AS/H classes was not provided, but it appears that the large (40%) Latino population is not well represented within the honors and AP classes because fewer Latino students (19 out of 78, or 24.5%) completed the UC/CSU course requirements, compared to Asian students (43 out of 60, or 71.6%) and White students (54 out of 78, or 69.2%). A group of teachers (Target Twenty SWAT) met with the goal of recruiting and retaining more underrepresented students for these programs; however, their efforts have not met with a significant increase in reaching these under represented students and this remains a concern of the staff.

The Counseling Department coordinates proactive services and curriculum. Counselors schedule yearly grade level parent/student information nights which include: 4-year planning, graduation requirements, A-G college entrance requirements, college testing and application procedures, financial aid and scholarship information, CAHSEE/STAR planning/preparation, Naviance registration and Schoolloop support. All SMHS students and families are invited to evening events through mailers, phone dialers, parent news-letters, Naviance, Schoolloop, school bulletin & marquee. The counselors also meet with students twice a year in groups to discuss these areas, with an additional week in the spring for all juniors to discuss college planning in more depth. Individual students meet with counselors to adjust schedules and review 4 year plans. SMHS holds an Academic Intervention Week with personal conferences for academically at-risk students (2 or more F's) in the 9th and 10th grades.

The AVID program has recently undergone major realignment and there is a 4 year AVID elective sequence. Teachers are trained through a 4 day AVID summer institute and the high school works closely with middle schools to identify potential and/or current AVID candidates.

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Real World Applications — Curriculum: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Meeting Graduation Requirements: The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

All students are encouraged to pursue a post secondary education (4-year, 2-year, vocational) and an approximately 41.2% of graduating students are UC/CSU eligible. SMHS has implemented programs to assist students who are academically at-risk of not graduating or who are in need of additional emotional, mental, social and cultural support. Academic support includes planning and implementing Intervention Day, as well as including Response to Intervention strategies, such as co-taught courses, daily afterschool homework centers, weekly Family Literacy Night, and bi-weekly tutorial periods. Interventions have expanded to include courses such as Guided Studies, Blended Learning, and Intensive English and Algebra courses. Faculty, staff and students receive training on cultural sensitivity and awareness to provide increased emotional support for at-risk students. Parents groups, including the Black Parent Association, the Latino Parent Association, the Pacific Islander Parent Group, and the PTO

grade-level groups meet to learn about and address the needs of the diverse population. These parent groups often volunteer to lead or assist at school events and functions throughout the year. There are CASHEE intervention classes, as well as support classes in the core subject area.

In addition to meeting with counselors about graduation and four year plans, students are encouraged to self-monitor academic progress/grades in their classes. Classroom teachers communicate student progress towards graduation, making phone calls and e-mails for students academically at-risk and the majority of teachers communicate missing assignments and post grades on Schoolloop more frequently than the required 6-week progress report. Teachers are required to send home senior fail notices and make contact with parent/guardian for students in jeopardy of failing courses each semester. Student Services (Attendance and Discipline office) closely collaborates with the Counseling Department to ensure students are attending school on a daily basis and are receiving appropriate support and interventions.

However, SMHS recognizes that there is a serious gap between Latino students and Asian and White students' rates for graduation, dropouts, AP enrollment and UC/CSU requirements. The school is developing plans to close this achievement gap and make curriculum relevant to all students.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- In class support systems
- Naviance- Career/College Pathways software
- College Counselor
- Teaching other disciplines across disciplines within classrooms (cross-curricular collaboration)
- Continued support and expansion for the AVID program
- Thriving Biotechnology Pathway, with state-of-the-art facilities
- Award-winning Visual and Performing Arts program

Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students:

- Need for curriculum for Strategic Algebra Support/Intensive Algebra Support or the Newcomer Class
- Time needed for cross curricular collaboration
- Increased recruitment of underrepresented students in AP classes
- Address the serious gap between Latino students and Asian and White students in rates for graduation, dropouts and UC/CSU requirements
- Professional development to address the new Common Core standards

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self Study
- Meetings with focus groups

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Results of Student Observations and Examining Work: The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected school wide learning results. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Student Understanding of Performance Levels: The students know beforehand the standards/expected performance levels for each area of study.

Differentiation of Instruction: The school's instructional staff members differentiate instruction and evaluate its impact on student learning.

Student Perceptions: The students understand the expected level of performance based on the standards and the school wide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences.

At SMHS, most of the courses, textbooks, curricula, and unit guides are aligned with state standards and with the district's own rigorous expectations. District-wide benchmarks in several disciplines, created by a committee of educators within the district, are used to assess student achievement and provide information for teachers regarding academic progress. Some teachers track data through Data Director to examine student performance and reflect on/adjust instruction accordingly.

One of the primary examples offered by SMHS as evidence of a school-wide commitment to academic excellence is the use of composition notebooks across all disciplines. The notebooks are used as organizational and learning tools in English, science, math, history and music; teachers have adapted the notebooks to fit their disciplines (i.e., lab notes for science and literary terms for English). Cornell notes are also used in several subject areas.

SMHS also points to the integration of technology into instruction as a key strength of its academic program. Teachers and students regularly use computer technology for word processing, spreadsheets, SMART Boards, graphing calculators, and notebook labs. All students in 10th and 12th grade English classes develop PowerPoint projects. Unique software programs are also in place with the music department's use of "Finale," the counseling department's use of "Naviance," and the CAHSEE preparation courses' use of "Revolution Prep." Most teachers also use Schoolloop to post relevant information and communicate expectations to students and parents.

Finally, SMHS provides a range of interventions for underperforming students. The math department, for example, offers push-in Algebra, Integrated Math 1-2, Intensive Algebra Support and Strategic Algebra Support for students who score Below Basic in Algebra 1-2. Similarly, in the English department, students performing at the Below Basic to Basic levels can be placed in the Strategic English Support class and those at the Far Below Basic to Below Basic levels can receive necessary help in the Intensive Support class. In addition, the literature that students

encounter is appropriate to the grade and academic level of each class.

Although support services exist for underperforming students, particularly the EL population, teachers could benefit from professional development targeted at meeting the needs of these students.

- C2.** To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Knowledge: Teachers are current in the instructional content taught and research-based instructional methodology.

Teachers as Coaches: Teachers work as coaches to facilitate learning for all students.

Examination of Student Work: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Examination of Student Work: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected school wide learning results.

Examination of Student Work: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Real World Experiences: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

Teachers at SMHS incorporate strategies and activities that address different learning modalities, providing varied and meaningful ways for students to demonstrate mastery of the standards. For example, in history classes, students respond to document-based questions, engage in simulations, and participate in debates. In English, students share ideas in Socratic Seminars and through presentations on the historical background of the literature they read. In CTE courses such as Child Development, students engage in hands-on learning experiences, conducting lessons in actual preschool classrooms.

SMHS also encourages learning beyond the classroom through fieldtrips and volunteerism. The ELD and AVID classes, for instance, regularly take field trips to college campuses, the marching and jazz bands compete throughout the nation, and the dance program and history department offer trips to New York and the American South. Volunteerism at the school can be observed in the PE department's community service requirement and in the world language department's tutorial that partners native Spanish speakers with Spanish learners.

Teachers work cooperatively in departmental learning teams, meeting 3-4 times a month to

create lessons, assessments, and activities. However, teachers have expressed a desire for more time devoted to departmental and school wide collaboration and professional development.

Both teachers and students make regular use of technology to enhance academic experiences in the classroom. In addition to SMART Boards in 19 classrooms, document cameras are used in 53 classes, allowing teachers to review and critique student work. English teachers also use color-coded PowerPoint slides for grammar instruction and portable notebook labs with Microsoft Suite to assist students with papers and presentations.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- use of common assessments in several departments
- collaboration within departments to develop curricula and refine instructional practices
- technology is integrated into instruction
- regular use of Schoolloop by a majority of the teachers

Key issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students:

- training for teachers in use of technology such as Data Director and Smartboards
- more differentiated and project-oriented assignments
- teachers need more support for developing instructional practices to better serve the EL population
- a school-wide approach to stimulate critical thinking and analysis

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Classroom observations
- self study
- focus groups

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Professionally Acceptable Assessment Process: The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Basis for Determination of Performance Levels: The school has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Appropriate Assessment Strategies: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Demonstration of Student Achievement: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected school wide learning results, including those with special needs.

9th-11th students take California Standards Tests (CST) in English, math, social science and science. Scores are sent home every summer and added to Data Director. CAHSEE scores are sent to parents. Students who did not pass their sophomore year are placed in support tutorials the following year.

Common assessments are given in English, math, science, social studies, world languages, physical education and health. Teachers concentrate instruction based on student test results. 9th English CP students and ELD take department generated unit tests. All math courses also give unit tests. ELD is starting to give these tests.

All 10th graders take the CAHSEE diagnostic tests in Math and English. All freshmen take Gates-MacGinitie Reading Test. Results are used to place student in Intensive and Support English classes.

AP scores, in addition to being sent home, are published to the community.

All 11th graders take preliminary Scholastic Aptitude Test. Results are sent home to guide review for the SAT.

The school sends home progress reports and final grades three times per semester. These are used for remediation and placement in fall interventions and Student Study Teams.

D2. To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use assessment results to enhance the educational progress of every student?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Curriculum Embedded Assessments: The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Student Feedback: Student feedback is an important part of monitoring student progress over time based on the **academic** standards and the expected school wide learning results.

Modification of the Teaching/Learning Process: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Monitoring of Student Growth: The school has an effective system to monitor all students' progress toward meeting the academic standards and expected school wide learning results.

Teachers use the results obtained from a wide variety of assessments to make decisions on content review, pacing, instructional strategies, areas of emphasis or de-emphasis, diversifying instruction, and student placement in appropriate classes, etc.

- D3.** To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school wide learning results?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Assessment and Monitoring Process: The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

Reporting Student Progress: There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected school wide learning results.

- D4.** **To what extent does the assessment of student achievement in relation to the academic standards and the expected school wide learning results drive the school's program, its regular evaluation and improvement and usage of resources?**

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

The district has supported the school in providing the software tools to record student achievement, analyze data, and report results of it. They purchased Data Director two years ago and teachers are just beginning to receive instruction in its use. The school now has a 1/5th Data and Assessment Coordinator position to assist teachers in creating reports and using data more effectively. San Mateo High School uses Schoolloop as a communication tool among teachers, students and families. Most teachers use Schoolloop regularly.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- All departments regularly employ assessments based on standards-based instruction throughout the school year.
- Many departments use common unit tests.
- Most teachers use Schoolloop to keep student families apprised on a daily basis of student assignments, assessments, and their results.
- The school holds an Intervention Day for freshmen and sophomores after the first Progress Report period in fall. During this week, counselors and teachers offer information, advice, and support to the families of students who are struggling.
- All juniors take the PSAT during a regular school day. Sophomores have the option of also taking the test.
- For students in first year Algebra and first and second year English classes, there are six common assessments given district-wide. Teachers meet to evaluate the results of these formative assessments and plan future instruction.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students:

- The district lacks a comprehensive and easy-to-use assessment reporting system for teachers.
- Assessment information from feeder districts should be available to teachers digitally before student enrollment to aid in placement and planning instruction.
- Increased teacher collaboration time and embedded time are necessary to develop formative assessments, evaluate their results, and plan future instruction.
- Teachers lack a common vocabulary and system for reinforcing discipline-specific skills, language, and concepts.
- The school should invest in tools such as career inventories and assessments to help students investigate post-secondary options.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self study
- Focus groups
- Classroom observations.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

Use of Community Resources: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Parent/Community and Student Achievement: The school ensures that the parents and school community understand student achievement of the academic standards/expected school wide learning results through the curricular/co-curricular program.

The school leadership employs a wide range of strategies to encourage parental and community involvement. SMHS supports many parent groups, such as grade level, ethnic (Latino, Polynesian, Black); Family Literacy Night; Boosters (Music, Drama, Athletic), PTO, SMHS Foundation, the Art Advisory committee. They organize evenings with targeted parents and students such as Eighth Grade Night, Freshman Orientation, Back to School Night, Academic Intervention for struggling students, College Information Night, as well nights for grade level counseling and information. Parents are offered a variety of options for contributing to the school and students' academic success. Schoolloop and Naviance provide a way for parents to monitor their child's progress.

E2. To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Safe, Clean, and Orderly Environment: The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning.

High Expectations/Concern for Students: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Atmosphere of Trust, Respect and Professionalism: The school has an atmosphere of trust, respect and professionalism.

San Mateo High School attempts to make their school community a safe, clean and orderly environment. High expectations for all students, staff, and faculty are part of their school mission statement and general philosophy. The school has emphasized these expectations, leading to a safe, clean, and orderly place. San Mateo HS educates students about rules and expectations early in the school year with administrator class visits and grade-level assemblies. The student handbook rules are implemented all year long, from the classroom level to the school level. At San Mateo High School, the vast majority of students feel safe while on campus. However, more consistent enforcement of every school policy would help. For example, teachers could consistently stand outside their classrooms during passing to maintain order.

The Renaissance program which recognizes student achievement has contributed to improved academic success through incentive programs and rallies. The Leadership class has significantly contributed to school spirit and enthusiasm of the student body, creating and embodying the ESLR's – Peace, Passion and Pride.

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Adequate Personalized Support: The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

Direct Connections: The school has direct connections between academic standards and expected school wide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services.

Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school wide profiles, and processes and procedures for interventions that address retention and redirection.

Support Services and Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education and other programs.

Equal Access to Curriculum and Support: All students have access to a challenging, relevant and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Co-Curricular Activities: School leadership and staff link curricular and co-curricular activities to the academic standards and expected school wide learning results.

Student Involvement in Curricular/Co-Curricular Activities: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Student Perceptions: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

At SMHS each student has a four-year plan. There is a well-staffed college and career center, including a full time college counselor funded by the SMHS Foundation. However, students need guidance to explore postsecondary options other than a direct path to college. More Regional Occupation Program classes on site are needed. The college and career center needs to have more resources for students who are interested in exploring vocational career options. Case managers implement each IEP including vocational and transitional goals and communicate with these with teachers, families, and community members when applicable.

Students who need it are offered extra academic support. For example, there are co-taught intervention support classes, tutorials, and after school homework centers. However, many in the math department see a need for a pre-algebra course for struggling students with a focus on English language learners. Academic and engagement strategies should be a focus of staff

development to aid teachers working with the significant EL population.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

- Outreach to the Latino community
- The Renaissance program for academic recognition
- School spirit and pride
- The Leadership Class spearheads activities and community service efforts to create a positive and safe learning environment
- Well staffed counseling department provides individual support to students

Key issues for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students:

- Increase the amount of exposure to career opportunities for non-college bound students
- Encourage all teachers to use Schoolloop more frequently
- Encourage more parent involvement, especially assuring that 9th and 10th graders are on track for graduation and college.
- Students, staff and parents should be aware of all the support networks, including after school study opportunities

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self Study
- Parent/ Community Committee
- School Loop
- School Site Council
- School and Safety Plan

Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

General Comments:

The Visiting Team spent four days examining San Mateo High School and found that it was an enthusiastic school serving a diverse population well. It is a very safe and welcoming environment with a caring and devoted staff and a proud student body. As with any school, there are areas for commendation and growth. The school has identified some of these areas in their self study.

Schoolwide Areas of Strength (list numerically)

1. The school has current educational technology that is widely used
2. The SMHS Foundation has become an integral source of funding for services, resources, materials, and events
3. Thriving Biotechnology Pathway, with state-of-the-art facilities
4. Award-winning Visual and Performing Arts program
5. Full time college counselor funded by the SMHS Foundation
6. Successful AP program
7. Expanding AVID program
8. School spirit and pride
9. The Leadership Class spearheads activities and community service efforts to create a positive and safe learning environment

Schoolwide Critical Areas for Follow-Up (list numerically)

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

Chapter V: Ongoing School Improvement (1–2 pages)

- Include a brief summary of the school wide action plan

San Mateo High School’s action plan consists of three major action items: increase opportunities to explore career goals and develop technical and vocation skills; improve methods of instruction that focus on critical thinking and practical applications; and increase the academic achievement of underperforming subgroups.

Action Plan #1: Post-Secondary Options -Increase opportunities to explore career goals and develop technical and vocational skills.

- Objective 1: Research and implement curriculum to guide students through career exploration
- Objective 2: Assess career goals: determine range of student interests and growing future industry
- Objective 3: Support specific training and technical/vocational opportunities
- Objective 4: Review and modify all aspects of program annually

Action Plan #2: Improve methods of instruction that focus on critical thinking and practical applications.

- Objective 1: Educate ourselves and gather information regarding critical thinking
- Objective 2: Develop techniques of teaching critical thinking
- Objective 3: Share and implement critical thinking practices
- Objective 4: Evaluate implemented practices and make appropriate modifications

Action Plan #3: Increase the academic achievement of underperforming subgroups

- Objective 1: Improve student motivation, organization, and performance by fostering positive student/teacher relationships
- Objective 2: Examine the efficacy of the current block schedule with respect to teacher availability for students and create more access for students to meet with teachers.
- Objective 3: Better coordinate and expand the impact and presence of after school programs such as Latino Parent Night, Mana, and Family Literacy Night to create a more positive image and understanding of our school in the minds and hearts of our struggling students.

- Comments on the following school improvement issues:
 - ✓ Adequacy of the school wide action plan in addressing the identified critical areas for follow-up
 - ♦ Do the action plan sections address the critical areas for follow-up?
 - ♦ Will the action plan steps enhance student learning?
 - ♦ Is the action plan feasible within existing resources?
 - ♦ Is there sufficient commitment to the action plan, school wide and system-wide?
 - ✓ Existing factors that will support school improvement
 - ✓ Impediments to improvement that the school will need to overcome
 - ✓ Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the school wide action plan.

The San Mateo High School Action Plan addresses most of the perceived needs of the school. However, the Visiting Committee recommends that two objectives be added to the action plan. In Action Plan #2, the Committee recommends that an objective be added that addresses the training for and implementation of the new Common Core standards. This addition will support the school's goal of school wide critical thinking practices. In addition, the Committee recommends that an objective be added to Action Plan #3 which addresses the recruitment, retention and support of all students, especially under represented ethnicities, for the AS/AP courses. Additionally, support for teachers is needed to aid this expanded group of AP students.

The three major action plans are well thought out and the staff and resources are available to adequately address the proposed action plans.