

Update on District Goal #3: Engaging & Relevant Learning



San Mateo Union High School District
January 20, 2022

DRAFT

District/Board Accountability Reporting

In line with SMUHSD School Board & Local Control Accountability expectations, the District reports outcomes to the Board across its four main areas of focus throughout the year:

Goal:	Data Source:	Dates:
Authentic Relationships	<i>Certificated Staff Diversity</i>	September 23, 2021
	<i>Student, Family & Staff Surveys</i>	March 24, 2022
Safe and Connected Communities	<i>Student Discipline and Attendance Data (done via Weekly update to Board)</i>	October 28, 2021
Inclusive & Relevant Learning for Every Student	<i>Academic Data</i>	January 20, 2022
	<i>English Learner Progress</i>	April 21st
Supporting and Empowering staff	<i>Staff Survey</i>	March 24

Presentation Overview

- I. 2021-22 SMUHSD Goals/Metrics Quick Review - *Focus on Goal 3*
 - A. Fall 2021 Panorama Survey: *Relevant & Engaging Learning Experiences*
 - B. Fall 2021 Semester Grades among present and “chronically absent” students
 - C. 10th Grade Students “On-Track” for Graduation (current 11th graders)
 - D. Percentage of students enrolled in one or more AP/IB/College Course - Fall 2021, AP/IB Trend Data
 - E. SAT results - Spring 2021 (Administered in lieu of CAASPP)
 - F. Graduation Rate - District-wide (class of 2021)
- II. Questions/Answers
- III. Class of 2021 Outcomes in **Appendix**:
 - A. A-G Completion Rate (in lieu of College/Career Indicator)
 - B. School Graduation Rates
 - C. Summer School 2022 Overview

District Goals: 2021-2024

I. Authentic Relationships

II. Safe & Connected Communities

III. Inclusive & Relevant Learning for Every Student

IV. Supporting & Empowering Staff

Inclusive & Relevant Learning for Every Student

Every SMUHSD student is provided with (academic, social, and emotional) learning experiences that are relevant and inclusive. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.

District Goals (LCAP goals)

- Ensure learning experiences for all students that are aligned with their identities, lived experiences, and interests in all subject areas.
- Continue to build and implement a strong multi-tiered system of support anchored in culturally relevant and responsive pedagogy, curriculum, and assessment.
- Improve students' access to coursework aligned to their interests and post-secondary career and academic goals

Progress of OUR Collective Equity Work

Many school & district initiatives in service of equity

2018-2019

Equity Advisory Formed

Support through National Equity Project for Instructional Coaches

2019-2020

District & School administrators trained with National Equity Project

Equity Committee provides input on Equity Vision & Mission

Equity Vision and Mission Adopted by Board

Ethnic Studies adopted as Graduation Requirement

Board Workshop on Equity through San Mateo County School Board Association

2020-2021

Grand Jury Report "Hate @Schools--Opportunities Lost"

Administrator and Teacher "Teach-in" conducted by Student Equity Team

Board Workshop with NEP

Anti-Racist Taskforce creates RFP Contract with Joe Truss & Shane Safir

HR DEI consultant hired

Outreach to Pacific Islander & Latino Families

"Unity in the Community"- partnership with BPA

Administrator Retreat with Truss & Safir BLM Task force Presentation

Increased participation in Equity Advisory

2021-2022

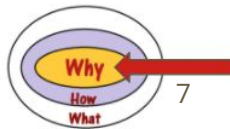
Anti-Racist Community of Practice with Truss & Safir

Anti-Racist Professional Learning Launched for all Staff (3 full day training and 2 minimum day trainings)

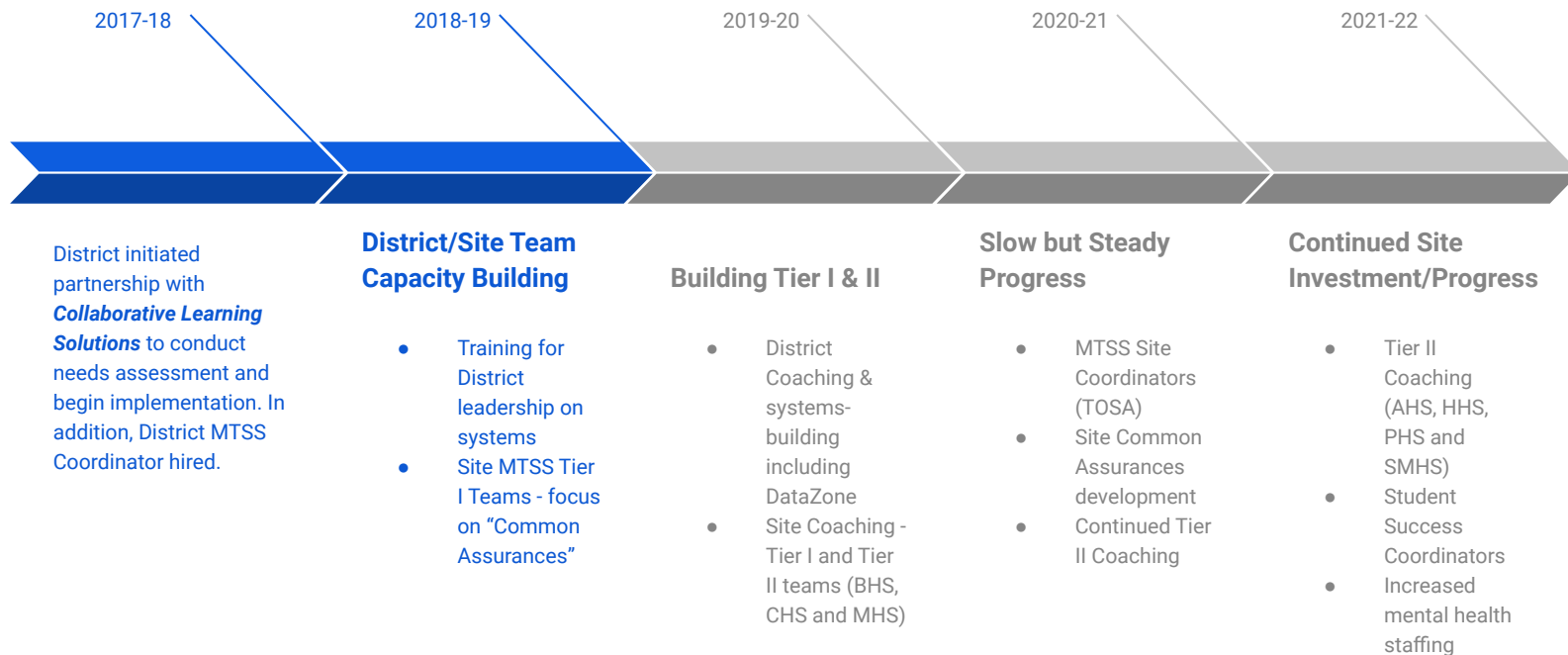
Equity Advisory expands and provides

Racial Equity BP

Equity Advisory Continues to convene



Our Work to Implement a Multi-Tiered System of Support (MTSS)



Goal 3A

- *Ensure learning experiences for all students that are aligned with their identities, lived experiences, and interests in all subject areas.*

Goal 3A - Panorama “Back to School” Survey Results - 1

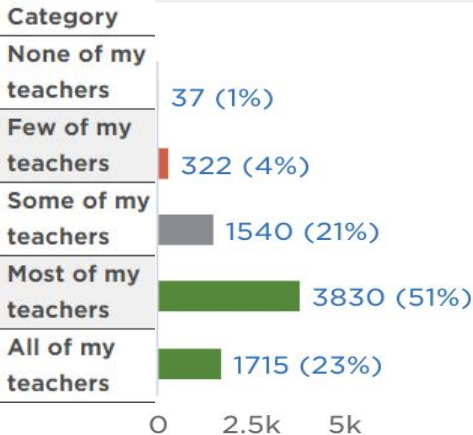
QUESTION

How many of my teachers want me to explain my answers and/or my thinking.

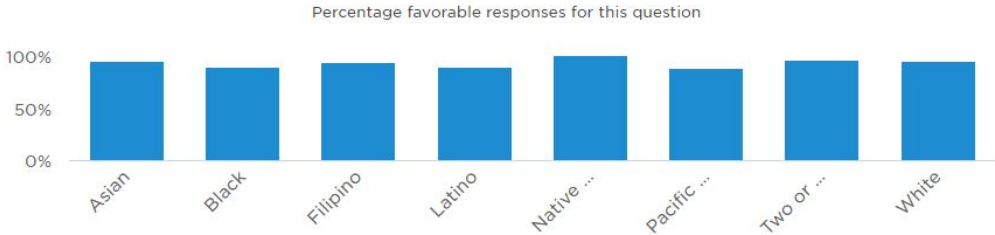
94%
responded
favorably

PANORAMA San Mateo Union High School District

Answer distribution



Breakdown by Student Primary Race_Ethnicity



San Mateo Union High School District

Category	San Mateo Union High School District
Asian	96
Black	90
Filipino	94
Latino	90
Native American/ Alaskan	100
Pacific Islanders	89
Two or More Races	97
White	96

Goal 3A: Panorama Back to School Survey Results - 2

QUESTION



In how many of my classes do we learn a lot almost every day.

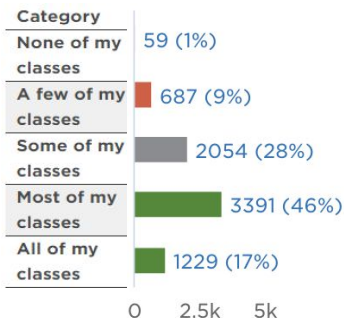
86% 

responded
favorably



San Mateo Union High School
District

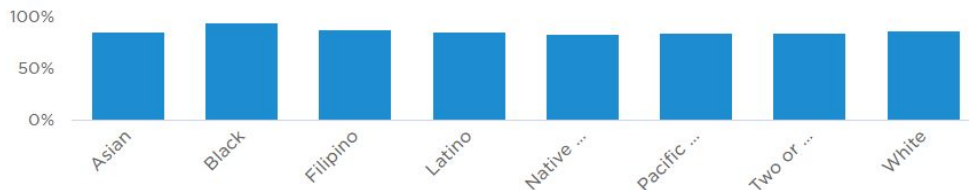
Answer distribution



Breakdown by Student Primary Race_Ethnicity



Percentage favorable responses for this question



● San Mateo Union High School District

Category	San Mateo Union High School District
Asian	86
Black	94
Filipino	88
Latino	86
Native American/ Alaskan	83
Pacific Islanders	84
Two or More Races	84
White	87

Goal 3A - Panorama “Back to School” Survey - 3

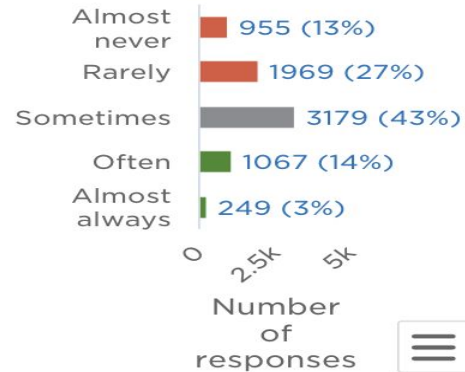
QUESTION

✓ How often does what I learn in class help me outside of school.

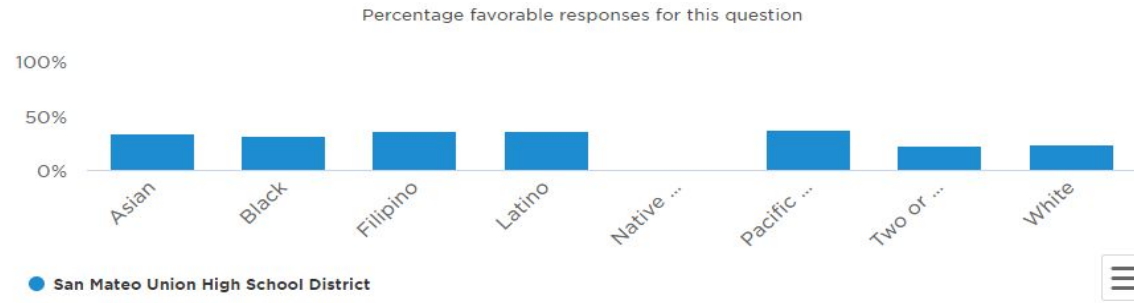
31%
responded
favorably



Answer distribution



Breakdown by Student Primary Race_Ethnicity



Category	San Mateo Union High School District
Asian	34
Black	31
Filipino	36
Latino	36
Native American/ Alaskan	0
Pacific Islanders	37
Two or More Races	23
White	24

Goal 3 - Panorama “Back to School Survey” - 4

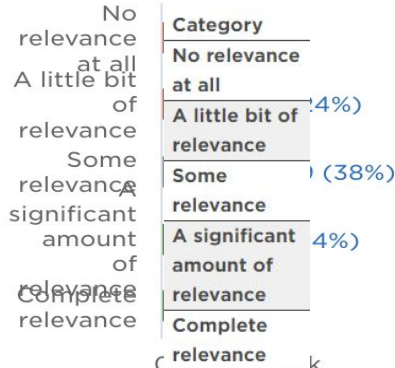
QUESTION

✓ How relevant is your school work to your daily life?

46 %
responded
favorably

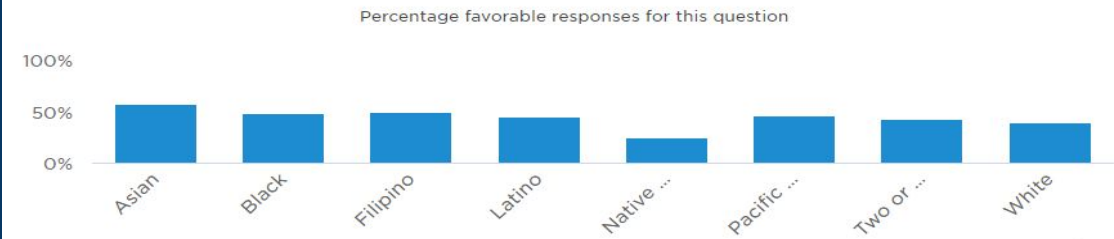


Answer distribution



Number of responses

Breakdown by Student Primary Race_Ethnicity

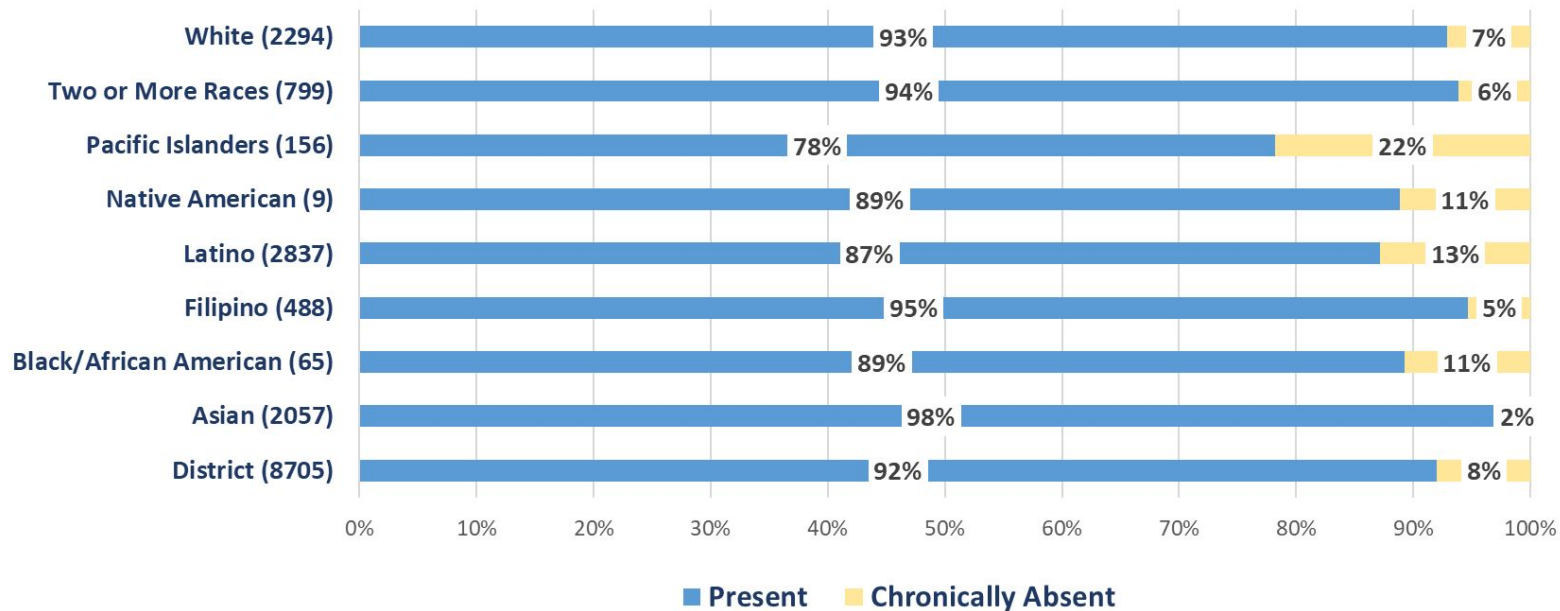


San Mateo Union High School District

Category	San Mateo Union High School District
Asian	57
Black	48
Filipino	50
Latino	45
Native American/ Alaskan	25
Pacific Islanders	46
Two or More Races	43
White	39

Attendance - Fall Semester 2021
“Present” Students
vs.
“Chronically Absent” Students

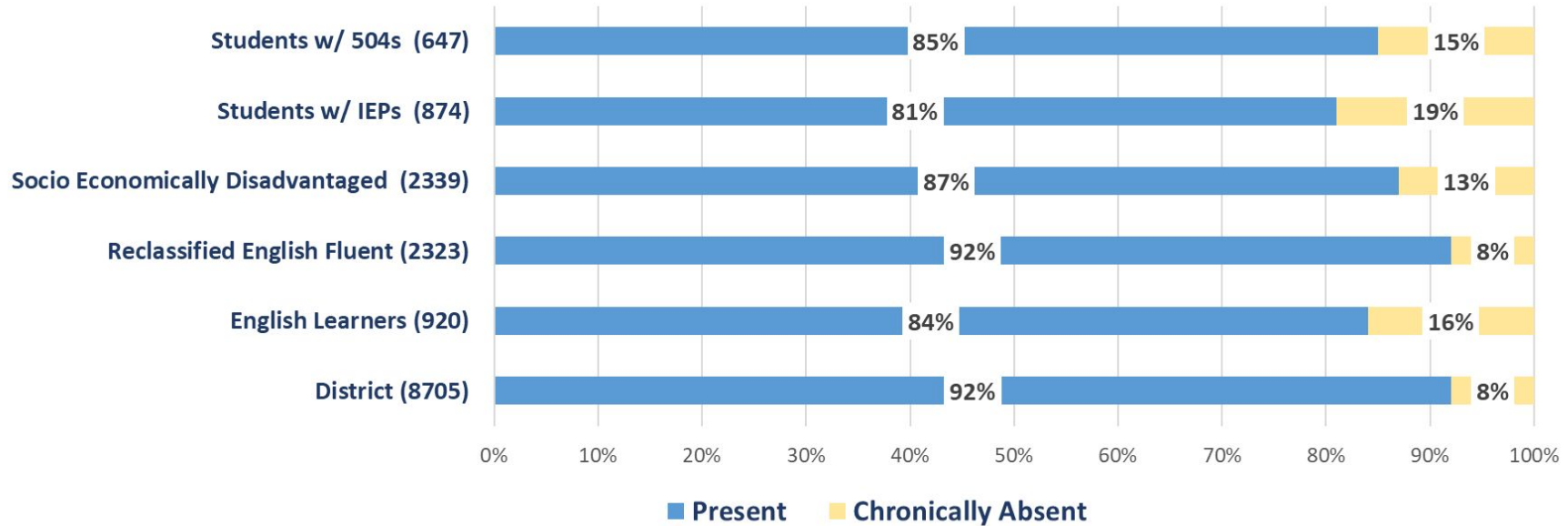
Fall 2021 End of Semester - Attendance Present vs. Chronically Absent Students



Cohort: Students receiving report cards for Fall 2021



Fall 2021 End of Semester - Attendance Present vs. Chronically Absent Students



Cohort: Students receiving report cards for Fall 2021



Fall 2021 Semester Grades

Final Fall Grade Results by Core Subject - *Students Consistently Attending* - 2021

	Grades											
	A	B	C	CR	P	D	F	NM	W			
Engaged/Present Students										Pass Rate	D/F Rate	Count of Students
Career Technical Education	75%	14%	7%	0%	1%	1%	1%	0%	1%	96%	3%	1349
English	49%	31%	13%	0%	0%	5%	2%	0%	0%	94%	6%	7909
English Language Dev	63%	17%	8%	0%	0%	6%	6%	0%	0%	89%	11%	87
Fine and Performing Arts	82%	10%	5%	0%	0%	1%	1%	0%	0%	98%	2%	3861
Health	71%	18%	8%	0%	1%	1%	1%	0%	0%	98%	2%	905
Mathematics	48%	26%	16%	0%	0%	6%	3%	0%	0%	90%	9%	7464
Non Departmental (ND)	63%	12%	5%	0%	17%	1%	1%	0%	0%	98%	2%	3651
Physical Education	73%	15%	6%	0%	2%	2%	2%	0%	0%	96%	4%	4248
Science	53%	25%	15%	0%	0%	5%	2%	0%	0%	93%	7%	6591
Social Science	54%	27%	13%	0%	0%	4%	2%	0%	0%	94%	6%	6997
World Languages	55%	29%	11%	0%	0%	4%	2%	0%	0%	94%	6%	4815
Total Grades	58%	23%	11%	0%	2%	4%	2%	0%	0%	94%	6%	8000

1,502 (18.8%) students who were Consistently Present received a D or F grade. The remaining students have an **81.2% success rate** for Fall 2022. **n = 8,000, Engaged/Present Students**

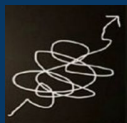


n=8,647
All students
with grades



Final Fall Grade Results by Core Subject - Chronically Absent Students - Fall 2021

	Grades									Pass Rate	D/F Rate	Count of Students
	A	B	C	P	D	F	NM	W				
Student IS Chronically Absent												
Career Technical Education	40%	33%	12%	2%	9%	2%	0%	2%	87%	12%	234	
English	18%	26%	26%	1%	15%	13%	1%	0%	85%	15%	665	
English Language Dev	55%	18%	27%	0%	0%	0%	0%	0%	100%	0%	11	
Fine and Performing Arts	47%	21%	14%	1%	7%	9%	0%	0%	91%	9%	290	
Health	23%	27%	19%	3%	12%	14%	3%	0%	84%	16%	74	
Mathematics	19%	19%	25%	1%	16%	19%	1%	0%	79%	21%	1228	
Non Departmental (ND)	40%	13%	8%	30%	4%	3%	1%	0%	96%	4%	391	
Physical Education	21%	22%	17%	5%	14%	18%	2%	0%	80%	20%	362	
Science	18%	25%	23%	1%	16%	16%	1%	0%	83%	17%	499	
Social Science	23%	26%	21%	0%	15%	13%	1%	0%	86%	14%	584	
World Languages	16%	26%	28%	0%	13%	16%	1%	0%	83%	17%	322	
Total Grades	25%	23%	20%	5%	13%	13%	1%	0%	86%	14%	693	



396 (57%) students who were Chronically Absent (missed at least 10% or more of the semester - 9 days/54 periods) received at least one D or F grade.

Chronically Absent Students have a **43% success rate** for Fall 2022. **n = 693, Chronically Absent Students**

n=8,647
All students
with grades



Summary/Analysis

Overall:

- Gaps in performance among groups persist, and **attendance** continues to be the key issue
- Course-Passing rates among students consistently attending (82% of all students) is in line with recent years (even a bit better in some subject areas)
- Students consistently present passed courses across all subjects (90%-98% passing rates)
- Key student groups disproportionately chronically absent (8% of students overall):
 - Pacific Islander Students: 22% chronically absent in fall 2021
 - English Learner Students: 16% chronically absent in fall 2021
 - Students with IEP's: 19% chronically absent
 - Chronically absent students failed classes at significantly high rates across subject areas: 25%-58% failure rates

Strategies to address attendance issues:

- Anti-Racism initiative to create culturally responsive schools/classrooms - "Warm Demanding"
- Continued targeted outreach to families of chronically absent students
- Hiring of new District EL Social Worker & School-based Social Worker (planned) at PHS
- College Counseling classes and similar course offerings intended to support student college/career planning - finding purpose/value in school
- Tier II Supports for social-emotional needs

10th Graders “On-Track”

10th Graders “On-Track” - 2020-21 School Year, Comprehensive HS’s

On Track by Race/Ethnicity

Asian	96% (541)
Black/African American	83% (18)
Filipino	96% (77)
Latino	80% (706)
Native American	100% (2)
Pacific Islander	74% (43)
Two or More Races	92% (210)
White	94% (577)

On Track by Program

English Learners	59% (192)
RFEP	90% (601)
Socio-Economically Disadvantaged	78% (565)
Students w/ IEPs	72% (224)

89% (2,174)

On-Track for Graduation Rate

2020-21SY 10th Graders must have 110+ credits during Fall 2021 in order to qualify as “On-Track” for graduation.



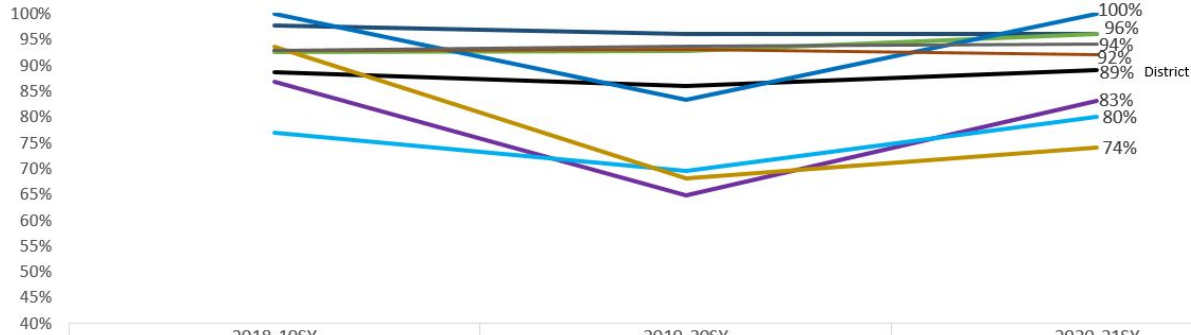
Cut Points

Beginning of the Year

	Extremely Off Track	Moderately Off Track	Slightly Off Track	On Track
9	NA	NA	NA	NA
10	<or =35	35.01-45	45.01-59.99	60+
11	<or =95	95.01-100	100.01-109.99	110+
12	<or =140	140.01-150	150.01-169.99	170+

10th Graders “On-Track” - 2020-21 School Year, Comprehensive HS's

Sophomores On Track by Race/Ethnicity
Years: 2018-2019, 2019-2020 and 2020-2021



	2018-19SY	2019-20SY	2020-21SY
District	89%	86%	89%
Asian	98%	96%	96%
Black/African American	87%	65%	83%
Filipino	92%	93%	96%
Latino	77%	69%	80%
Native American	100%	83%	100%
Pacific Islander	93%	68%	74%
Two or More Races	93%	93%	92%
White	93%	94%	94%

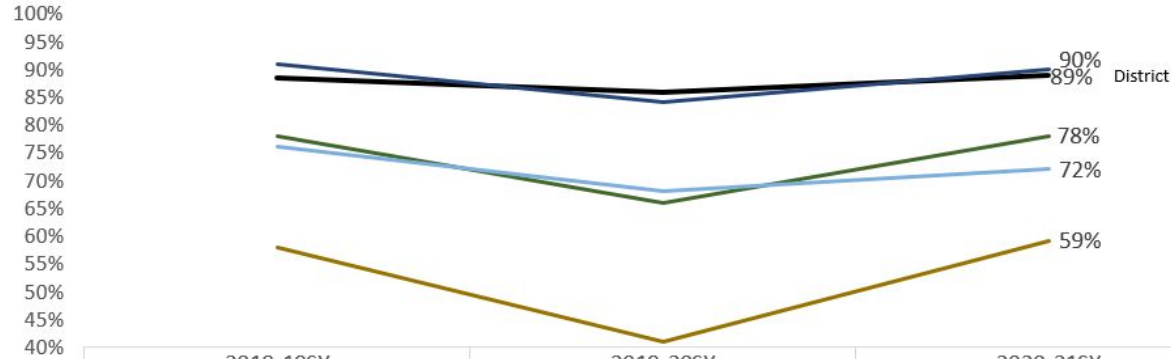
Total Cohort	2018-19SY	2019-20SY	2020-21SY
District	2291	2317	2174
Asian	503	532	541
Black/African American	15	17	18
Filipino	93	109	77
Latino	760	704	706
Native American	4	6	2
Pacific Islander	46	50	43
Two or More Races	250	245	210
White	620	654	577



Beginning of the Year				
	Extremely Off Track	Moderately Off Track	Slightly Off Track	On Track
9	NA	NA	NA	NA
10	<or =35	35.01-45	45.01-59.99	60+
11	<or =95	95.01-100	100.01-109.99	110+
12	<or =140	140.01-150	150.01-169.99	170+

10th Graders "On-Track" - 2020-21 School Year, Comprehensive HS's

Sophomores On Track - Program Groups
Years: 2018-2019, 2019-2020 and 2020-2021



	2018-19SY	2019-20SY	2020-21SY
District	89%	86%	89%
English Learner	58%	41%	59%
Reclassified Fluent	91%	84%	90%
Socio-Economically Disadvantaged	78%	66%	78%
Students w/ Disabilities	76%	68%	72%

Total Cohort	2018-19SY	2019-20SY	2020-21SY
District	2291	2317	2174
English Learner	213	194	192
Reclassified Fluent	631	656	601
Socio-Economically Disadvantaged	600	550	565
Students w/ IEPs	232	221	224



Beginning of the Year				
	Extremely Off Track	Moderately Off Track	Slightly Off Track	On Track
9	NA	NA	NA	NA
10	<or =35	35.01-45	45.01-59.99	60+
11	<or =95	95.01-100	100.01-109.99	110+
12	<or =140	140.01-150	150.01-169.99	170+

Summary/Analysis

Overall Outcomes:

- Maintenance of high levels of overall % “on-track” (89%) - *Fewer students who will be credit deficient downstream*
- Gaps in performance among groups persist
- Significant improvement among in % of SED (from 69% in 2020 to 78% in 2021) & LTEL Students (48% in 2020 to 59% in fall 2021) “on-track”

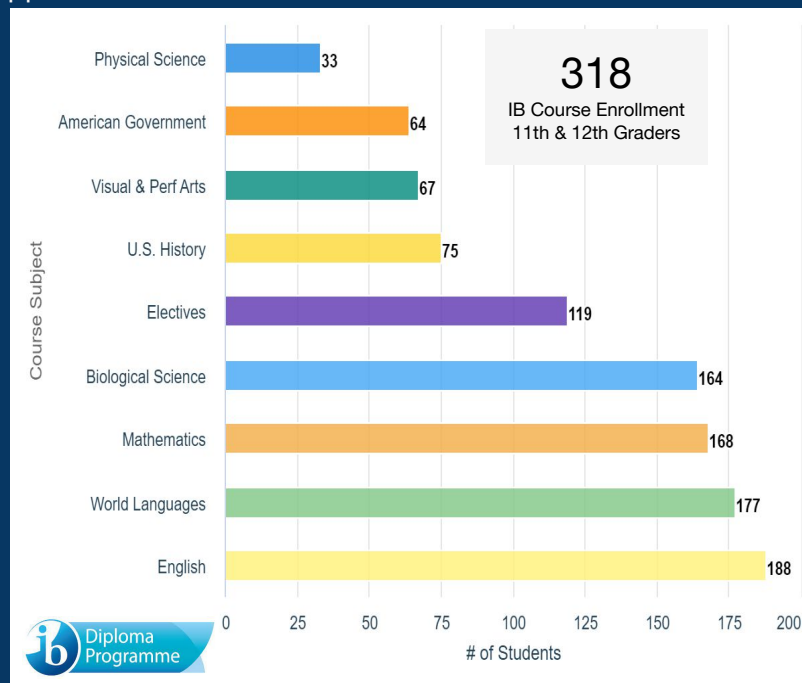
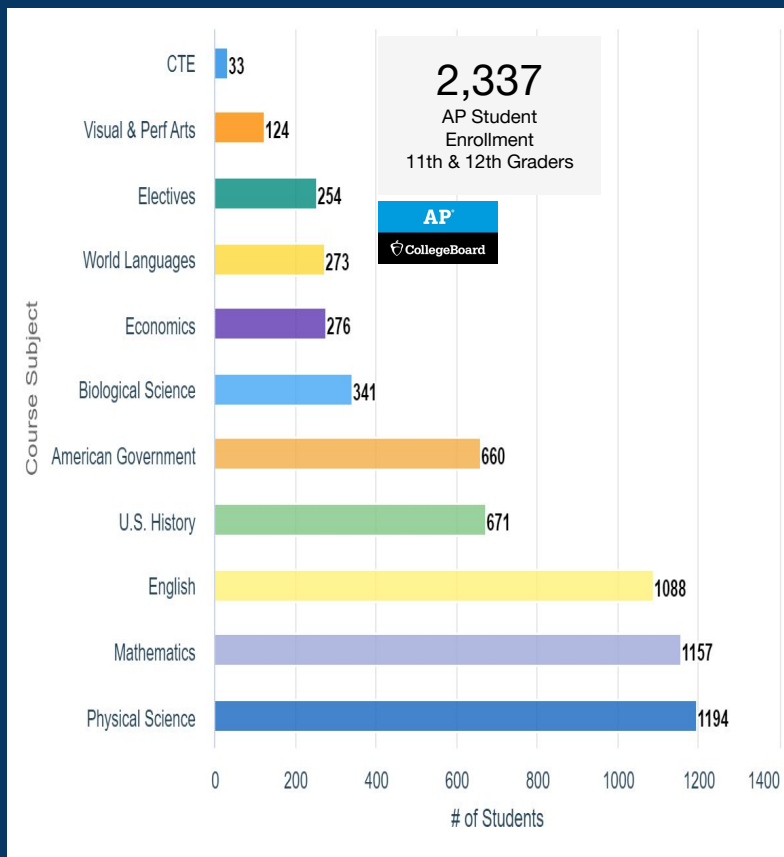
Strategies to address areas of need:

- Credit Recovery (Summer School and On-site)
- School counseling outreach/support

AP/IB/College Course Enrollment - Fall 2021

AP/IB Enrollment Fall 2021

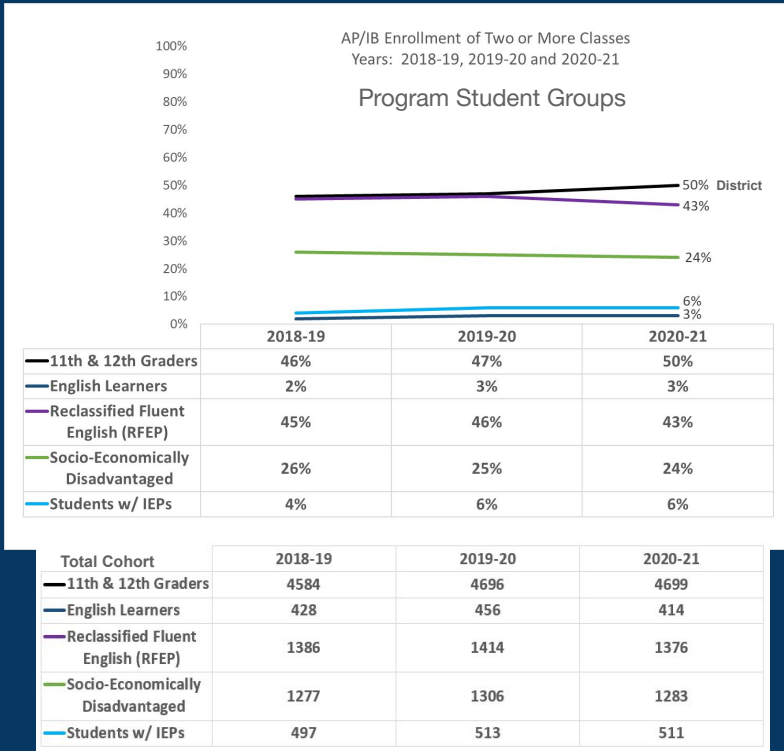
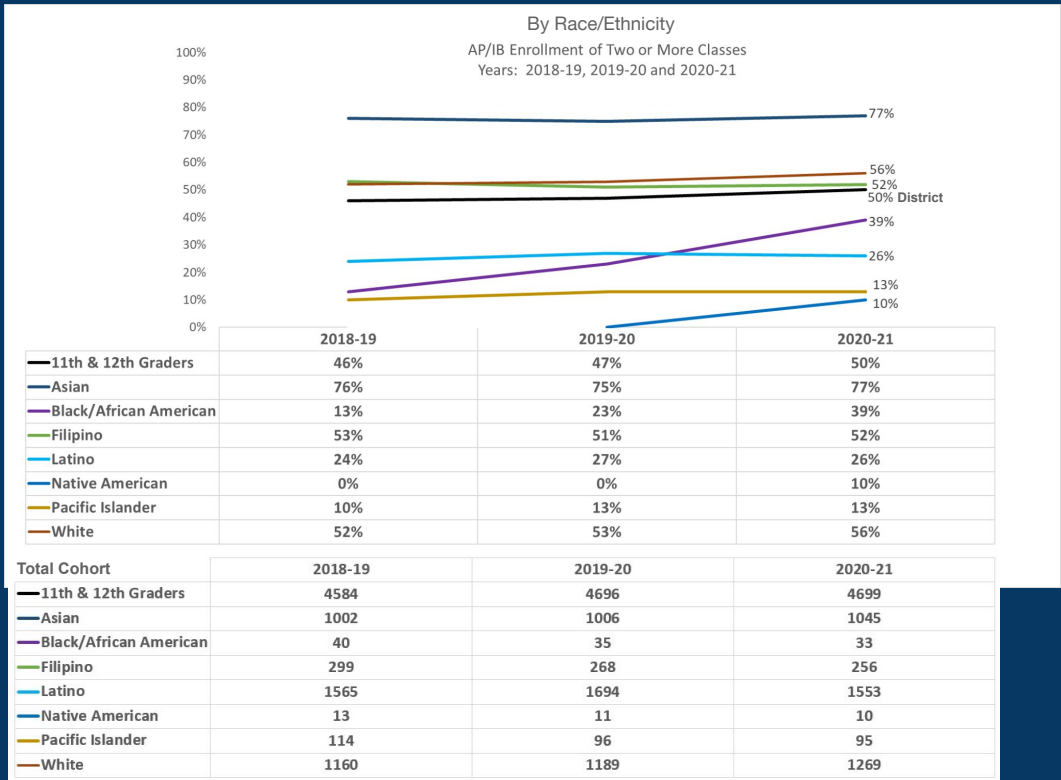
Upperclassmen Enrollment in One or More Courses



Total
AP/IB/College
Enrollment
66% (of 4,669)
Total 11th & 12th Graders

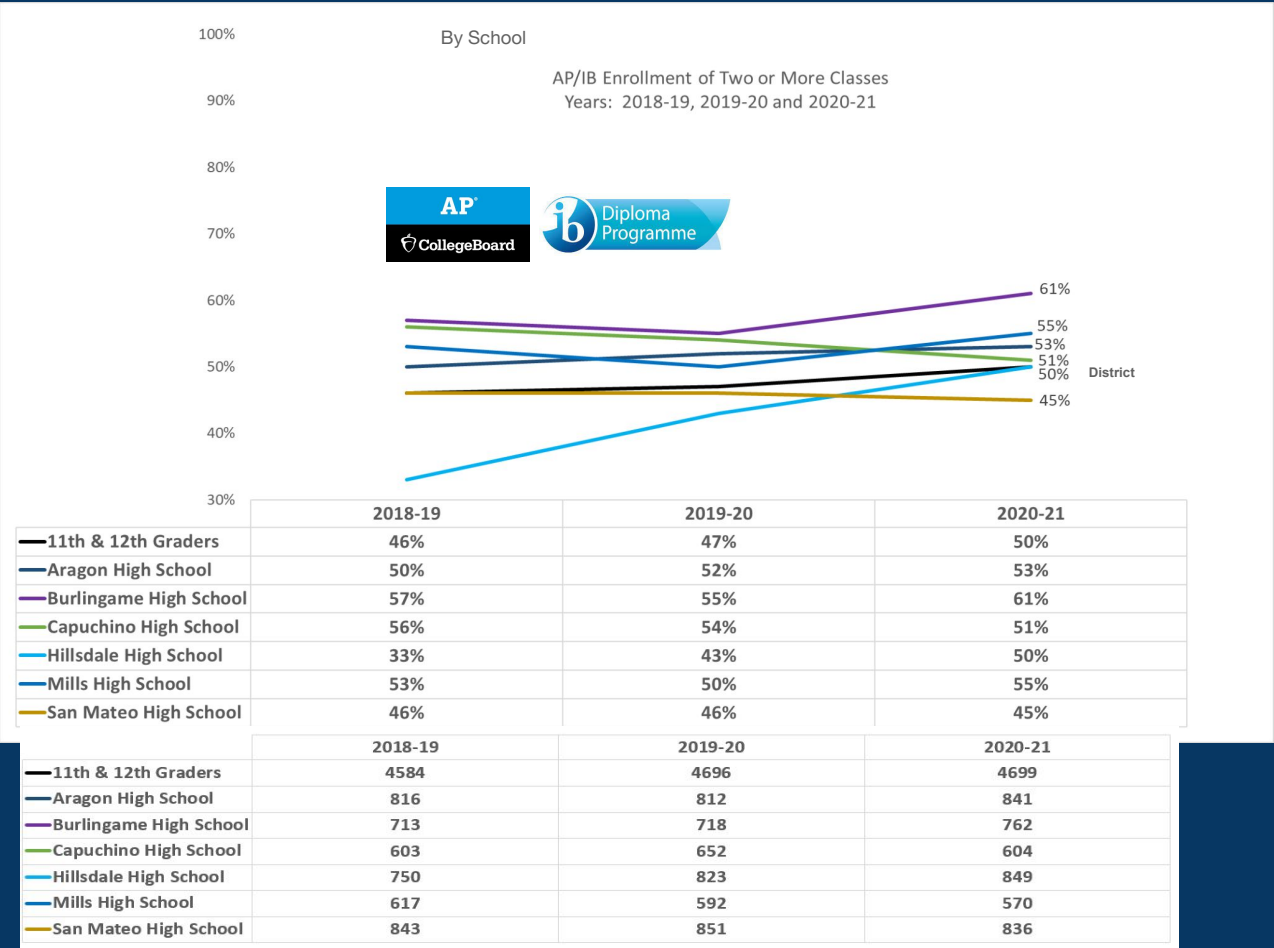
AP/IB Enrollment Trends by Student Groups

Students who have or are taking 2+ classes: The College/Career Indicator (CCI) “Prepared” status
This data trend shows 11th and 12th Graders who have taken two AP/IB courses.



AP/IB Enrollment by School

The College/Career Indicator (CCI) “Prepared” status by AP/IB Exam requires passing scores within two courses. This trend data shows 11th and 12th Graders who have taken two AP/IB courses.



Increased enrollment found from the pre-pandemic baseline year of this metric.

Total Cohort

Dual Enrollment

39% of Class of 2021 took at least two semesters of dual enrollment course during high school and **95%** of them passed their courses. This is an increase from Class of 2020's 36% with similar pass rate results.

School	Class of 2021	Enrollment Rate	Pass Rate
District	2370	39%	95%

Student Group	Class of 2021	Enrollment Rate	Pass Rate
District	2370	39%	95%
Asian	512	38%	98%
Black	16	38%	100%
Filipino	122	48%	100%
Latino	841	37%	89%
Native American/Alaskan	4	50%	100%
Pacific Islanders	44	59%	92%
Two or More Races	219	45%	98%
White	612	38%	100%
English Learner	234	18%	70%
RFEP	697	46%	93%
Socio-Economically Disadvantaged	684	40%	89%
Students w/ IEPs	283	33%	87%

Summary/Analysis of AP/IB/College Course-taking

Overall:

- Significant increases in Dual Enrollment participation (rose from 36% to 39%)
- Continued high levels of enrollment overall in AP/IB courses
- Growth was muted/flat in AP/IB
- Growth in Dual Enrollment was significant
- Continued differentials in enrollment among subgroups

Strategies to address issues:

- Continued counselor outreach/encouragement
- Continued improvement of promotional materials
- AVID
- Continued promotion of Dual Enrollment

SAT Results - Spring 2021

Scholastic Aptitude Test - Proxy for CAASPP in spring 2021

SMUHSD school sites administered the SAT as a volunteer opportunity for ALL students in lieu of the CAASPP in spring 2021 due to ongoing hybrid learning situation in place last spring.

SAT Overview: Students are considered “college and career ready” when their SAT section scores meet both the Math and the Evidence-Based Reading and Writing **benchmarks**. It's important to note that college readiness is a continuum—students scoring below the SAT benchmarks can still be successful in college, especially with additional preparation and perseverance.

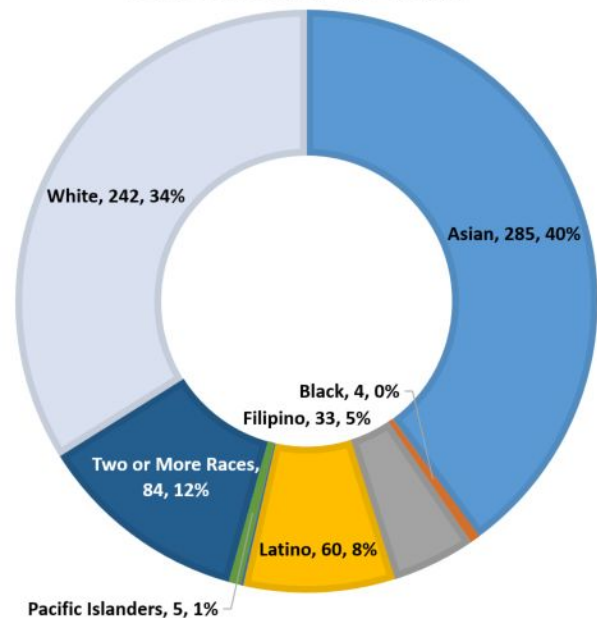
Benchmark Scores:

- Evidence-based Reading & Writing: **460+**
- Mathematics: **510+**

Spring 2021 SAT Results



TOTAL SPRING 2021 TEST-TAKERS



San Mateo Union High School District - 759 Test Taker(s)

SAT School Day March 2021 - May 2021, 11th grade - Scores & Benchmarks

Total Score/Section Scores

Group	Number of Test Takers	Total Score 400-1600	ERW Score 200-800	Math Score 200-800
District	759	1262	628	634
State	17,728	1177	586	592
Total Group	888,336	1004	508	496

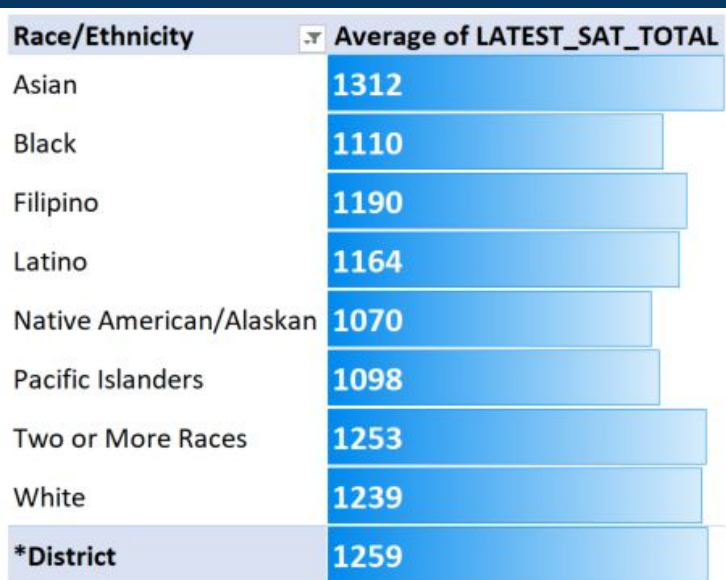
School	Number of Test Takers	Total Score 400-1600	EBRW Score 200-800	Math Score 200-800
Aragon High School	161	1290	645	645
Burlingame High School	169	1253	623	629
Capuchino High School	44	1114	560	554
Design Tech High School	48	1292	646	646
Hillsdale High School	103	1225	613	612
Mills High School	115	1259	618	641
San Mateo High School	119	1315	653	662

Spring 2021 SAT Results

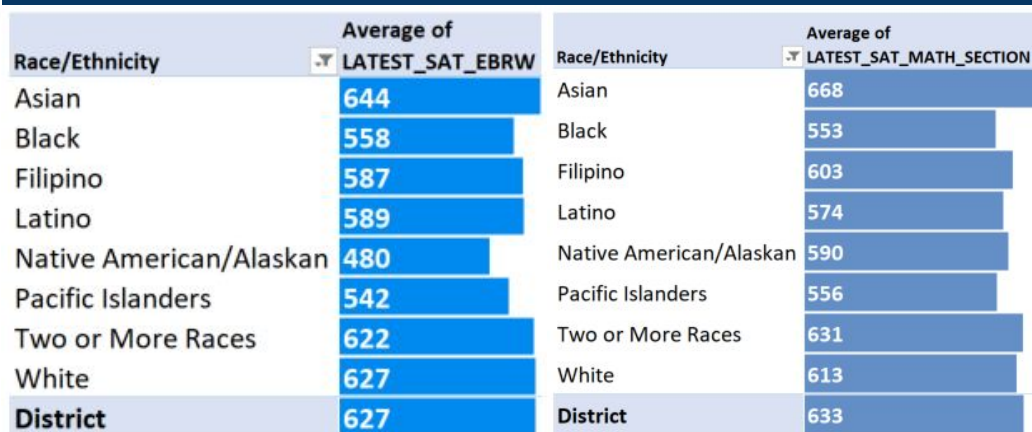
SAT®



SMUHSD hosted an SAT School Day administration during the month of April 2021 with sign-ups open to all 11th graders. **759 students participated in the Spring SAT administration** with 48 students being from Design Tech High (D-Tech), the district's charter school. SMUHSD students exceeded that state's benchmark by 7%.



*Without D-Tech



Group	Number of Test Takers	Total Score 400-1600	ERW Score 200-800	Math Score 200-800
District	759	1262	628	634
State	17,728	1177	586	592
Total Group	888,336	1004	508	496

Summary/Analysis

Overall:

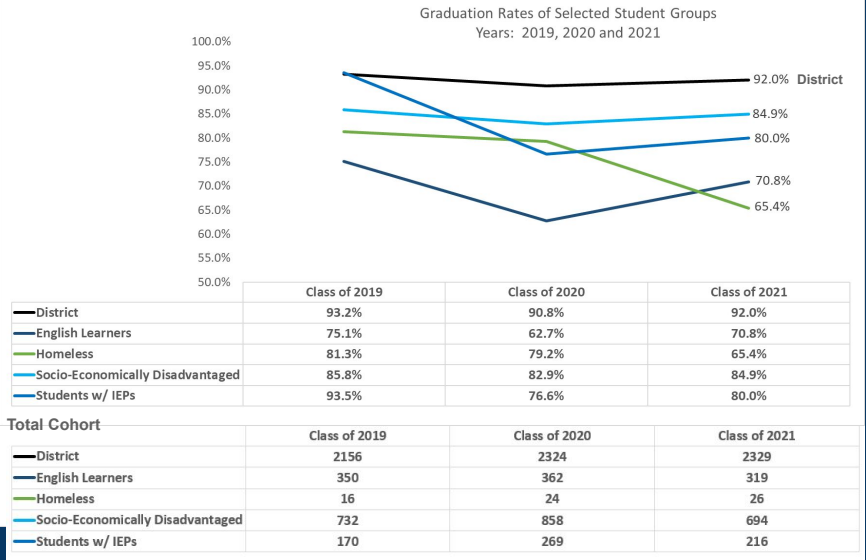
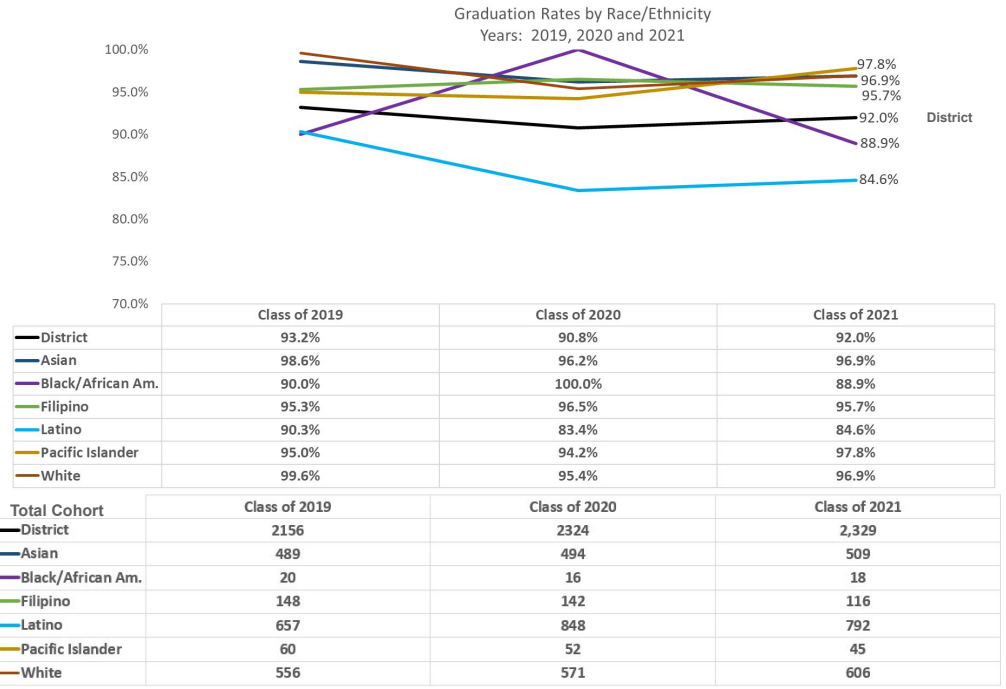
- 759 Students participated in SAT
- Outcomes were strong among this group of students
- Note - *SAT results are not representative of all district students*

The District will go back to administering the CAASPP this spring to all 11th Grade students.

Class of 2021 Outcomes:

Grad. Rate, A-G Completion & AP/IB/College Course-taking

Graduation Rates by Student Groups



As previously reported, engaged students have continued to thrive throughout the pandemic. However, our Socio-Economically Disadvantaged Students have faced the most challenges with the disruption of in-person learning. Black and Latino students are approaching high dashboard status while the district's most vulnerable populations have medium status.

The California School Dashboard will not be reporting change this year due to the reporting exemption of the 2019-20SY. The California School Dashboard status and change matrices may be revised before change is reported again to reflect the current circumstances.



Summary/Analysis - Class of 2021

Overall:

- Graduation Rate was consistent with past outcomes
- Continued gaps in performance:
 - Latino and Pacific Islander student groups saw slight improvement over 2020
 - dip in African American student group is, in part due to small cohort size

Strategies to address graduation issues:

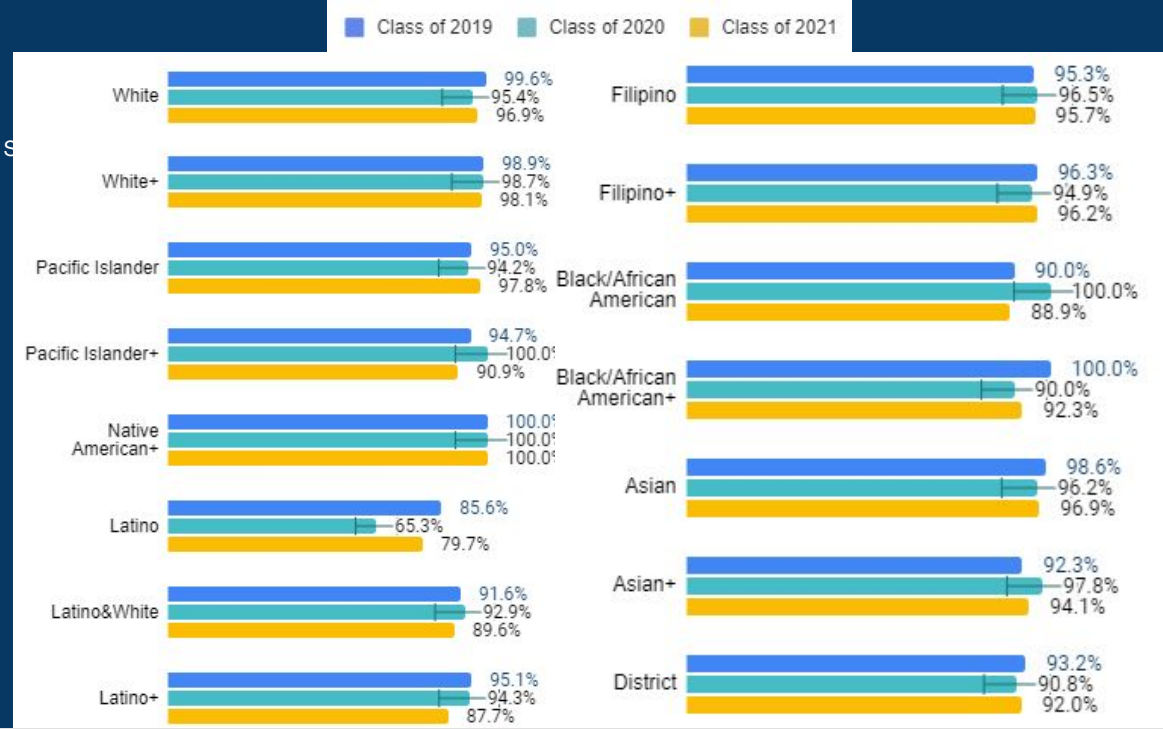
- Continued support from school counseling teams
- Social worker investments
- Credit Recovery options

Questions/Comments?

Appendix:

- A-G Completion - Class of 2021
- Summer School 2022 - Update

Graduation Rates - Two or More Races Disaggregated vs. Their Respective Race/Ethnicities



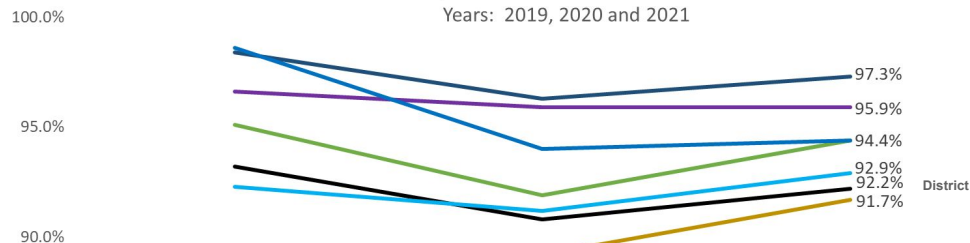
	Class of 2019		Class of 2020		Class of 2021	
White	99.6%	556	95.4%	571	96.9%	606
White+	98.9%	93	98.7%	78	98.1%	101
Pacific Islander	95.0%	60	94.2%	52	97.8%	45
Pacific Islander+	94.7%	57	100.0%	13	90.9%	10
Native American+	100.0%	5	100.0%	2	100.0%	3
Latino	85.6%	397	65.3%	230	79.7%	471
Latino&White	91.6%	166	92.9%	354	89.6%	129
Latino+	95.1%	102	94.3%	149	87.7%	93
Filipino	95.3%	148	96.5%	142	95.7%	116
Filipino+	96.3%	54	94.9%	56	96.2%	51
Black/African American	90.0%	20	100.0%	16	88.9%	18
Black/African American+	100.0%	23	90.0%	9	92.31%	24
Asian	98.6%	489	96.2%	494	96.9%	509
Asian+	92.3%	39	97.8%	45	94.12%	48
District	93.2%	2156	90.8%	2324	92.0%	2329

Race/Ethnicities with a plus (+) sign are students who are formally identified as “Two or More Races”. The Two or More Races cohort has been recategorized within this data set to identify their first listed race/ethnicities. If a second race exists, a plus (+) has been added to the cohort name. This has been done to increase representation of culture among our student groups for the graduation rate metric.

Students who identified as Black, Latino, or White along with an another race/ethnicity had trends of higher graduation rates vs. students who did not identify with another race/ethnicity. Conversely, Asian students who identified with a second race had trends of lower graduation rates. Exclusion to Black+ cohort - Ethnicity = Latino, Race = Black (as these students were rolled up to Latino+)

School Graduation Rates

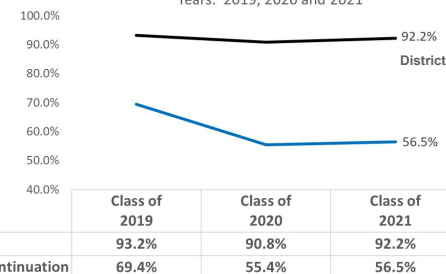
Comprehensive Site Graduation Rates
Years: 2019, 2020 and 2021



	Class of 2019	Class of 2020	Class of 2021
District	93.2%	90.8%	92.2%
Aragon	98.4%	96.3%	97.3%
Burlingame	96.6%	95.9%	95.9%
Capuchino	95.1%	91.9%	94.4%
Hillsdale	92.3%	91.2%	92.9%
Mills	98.6%	94.0%	94.4%
San Mateo	88.6%	89.2%	91.7%

Total Cohort	Class of 2019	Class of 2020	Class of 2021
District	2,156	2,324	2,325
Aragon	383	410	410
Burlingame	356	341	341
Capuchino	267	321	321
Hillsdale	339	365	365
Mills	288	319	319
San Mateo	394	435	435

Peninsula Continuation Graduation Rates
Years: 2019, 2020 and 2021



Total Cohort	Class of 2019	Class of 2020	Class of 2021
District	2,156	2,324	2,325
Peninsula Continuation	124	130	131

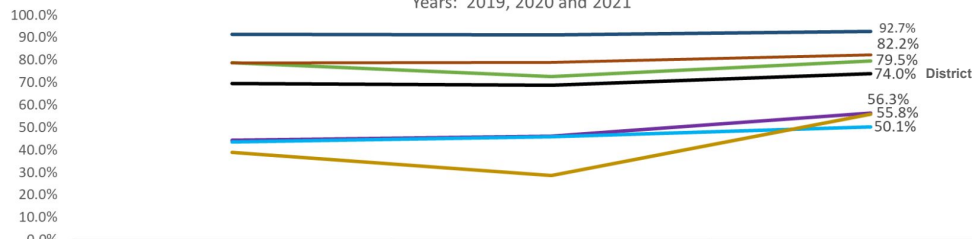
SMUHSD comprehensive schools continue to exceed county and state graduation rates.

Despite the pandemic, Class of 2021 maintained “high” to “very high” dashboard status which follows the trends of previous years.

While our most vulnerable special program students at Peninsula Continuation have been impacted by the disruptions, the school’s mainstream students are able to meet “high” Dashboard Alternative School Status (DASS). This achievement data is challenging to see within the state’s 4 year adjusted cohort reporting method.

College/A-G Readiness by Student Groups

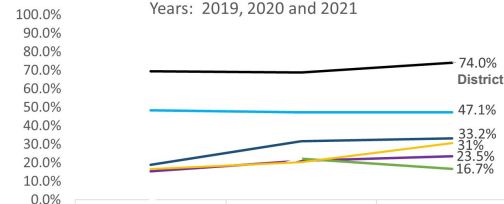
College/A-G Readiness Rates
Years: 2019, 2020 and 2021



	Class of 2019 UC/CSU Ready	Class of 2020 UC/CSU Ready	Class of 2021 UC/CSU Ready
District	69.4%	68.8%	74.0%
Asian	91.4%	91.2%	92.7%
Black/African Am.	44.4%	46.2%	56.3%
Filipino	78.8%	72.5%	79.5%
Latino	43.5%	45.9%	50.1%
Pacific Islander	38.9%	28.6%	55.8%
White	78.7%	78.8%	82.2%

Total Cohort	Class of 2019 Diploma Graduates	Class of 2020 Diploma Graduates	Class of 2021 Diploma Graduates
District	2042	2131	2,143
Asian	489	476	495
Black/African Am.	18	13	16
Filipino	113	109	112
Latino	589	730	676
Pacific Islander	54	49	43
White	550	546	588

College/A-G Readiness Rates
Years: 2019, 2020 and 2021



	Class of 2019 UC/CSU Ready	Class of 2020 UC/CSU Ready	Class of 2021 UC/CSU Ready
District	69.4%	68.8%	74.0%
English Learners	18.8%	31.7%	33.2%
Homeless	15.4%	21.1%	23.5%
Foster-Youth	0.0%	22.2%	16.7%
Socio-Economically Disadvantaged	48.4%	47.3%	47.1%
Students w/ IEPs	16.6%	20.3%	31%

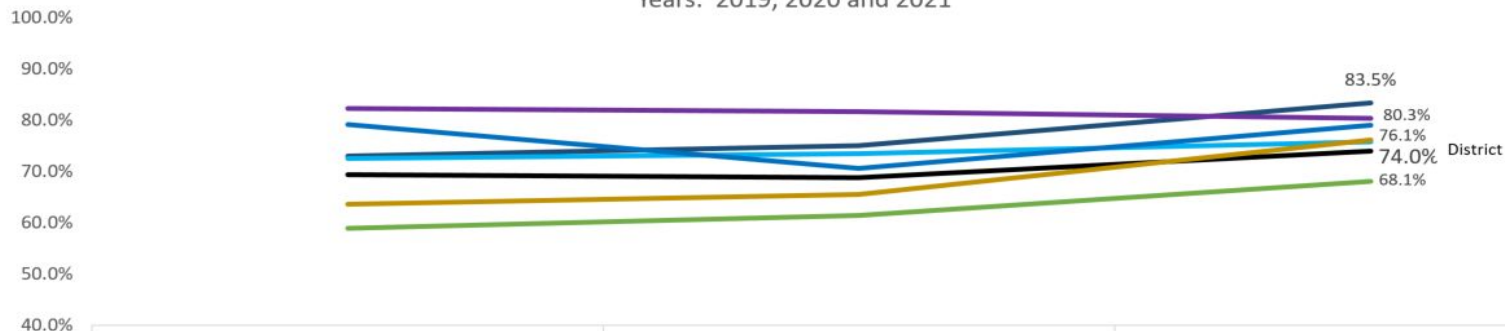
Total Cohort

	Class of 2019 Diploma Graduates	Class of 2020 Diploma Graduates	Class of 2021 Diploma Graduates
District	2042	2131	2,143
English Learners	138	227	319
Homeless	13	19	17
Foster-Youth	0	11	6
Socio-Economically Disadvantaged	628	617	694
Students w/ IEPs	168	39	216



College/A-G Readiness by School

College/A-G Readiness Rates
Years: 2019, 2020 and 2021



	Class of 2019 UC/CSU Ready	Class of 2020 UC/CSU Ready	Class of 2021 UC/CSU Ready
District	69.4%	68.8%	74.0%
Aragon	73.0%	75.1%	83.5%
Burlingame	82.3%	81.7%	80.3%
Capuchino	58.9%	61.5%	68.1%
Hillsdale	72.5%	73.5%	75.9%
Mills	79.2%	70.6%	79.1%
San Mateo	63.6%	65.5%	76.1%

Total Cohort	Class of 2019 Diploma Graduates	Class of 2020 Diploma Graduates	Class of 2021 Diploma Graduates
District	2042	2131	2,143
Aragon	385	394	389
Burlingame	345	328	344
Capuchino	258	301	302
Hillsdale	320	336	410
Mills	289	299	254
San Mateo	374	397	356

Summer School 2022

Summer School Overview

Credit Recovery & EL Summer Program (June 3-July 11):

- Teacher-led courses - facilitated by Canvas & other digital tools
- Traditional Course Offerings - graduation requirements
- Hybrid Program (50% in-person/50% remote, but still teacher led)
- Pursuing enrichment opportunities once/twice during each session - field trips/college and career planning
- Investigating a pilot program to help students “jump start” back into school - *chronically absent students*