

SAINT MARY'S COLLEGE HIGH SCHOOL

Educating
the mind, heart, and soul



ACADEMIC AND PROGRAM INFORMATION

Letter from the President

Welcome to Saint Mary's College High School and our 156 years of Lasallian Catholic tradition in *educating the mind, heart, and soul*.

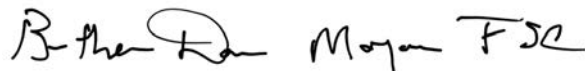
Thank you for considering Saint Mary's as a partner in educating your child. As you will discover, we have a talented group of educators who are dedicated to living and sharing our school's Mission in providing a holistic education for our students.

This Summer, almost 20 of our students attended the Young Lasallian Assembly, a gathering of 300 students from New Orleans to Washington State, including a delegation from La Salle Monclova in Mexico. These students shared with one another how our common and universal core principles of Quality Education, Inclusive Community, Respect for all Persons, Concern for the Poor and Social Justice, and Faith in the Presence of God are incorporated and lived in each local Lasallian school community. Here at Saint Mary's we carry out these principles in unique programs such as Lasallian Days, Enrichment Week, Rigor with Redemption, and Community Block.

As you walk around our beautiful and historic campus, take a moment to notice the plaques on many buildings that list the names of those who have made it possible for Saint Mary's to have such incredible facilities. Many of these same donors also help provide more than \$2 million in tuition assistance each year to over 38% of our students. We are so grateful to our parents, alumni, parents of alumni, and numerous friends who believe in Saint Mary's and support our Mission.

More than 150 years after its founding, Saint Mary's is not only still here, but is thriving. Students are encouraged to remember that there is a larger community outside the campus gates, people they may not know personally, but who have their arms wrapped around them and truly care for them. Whether a student is participating in sorting food on a holiday at the Alameda County Food Bank, discussing the challenges of growing up in America today, serving others on the Blackfeet Native American Reservation in Montana, helping a sister Lasallian school in Thailand build a chicken coop, or looking at issues in a Senior Project, we ask our students to look beyond their own reality. The entire Saint Mary's family has great HOPE for every one of our students.

Thank you again for visiting Peralta Park and for considering Saint Mary's as the high school for your child and your family.



Brother Dan Morgan FSC
Acting President

Introduction from the Principal

Everyone values education. The truth is, however, that few people know what comprises a good education. We do. We have crafted each of the many elements that comprise a high school education to produce a distinctive and superb educational experience for our students, one that very few other schools can match.

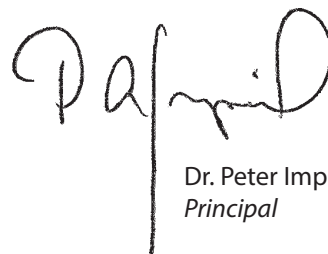
Academically, education is made up of three broad elements: (1) the curriculum—the knowledge and skills a student learns in a course of study; (2) the methods of instruction—the activities students engage in to learn the knowledge and skills; and (3) the program of assessment and grading—the feedback and coaching students receive to guide their academic performance, as well as how that feedback is reported.

A Saint Mary's student follows a course of study that is simply more fully considered than at most other schools; it is one that anticipates what students need to become productive, fully realized adults. Our Science and Mathematics not only meet students where they are, the instruction accelerates their learning, giving them the knowledge to engineer change and to innovate. Critically, our emphasis on Ethics, History, and Philosophy provides students with a fuller, richer education in the Humanities, establishing a basis for the complex critical thinking and moral decision-making that a world of Artificial Intelligence, rapid climate change, and growing economic inequality require.

A student's experience while learning is as important as the academic component of Saint Mary's. The two are, in fact, integral. We teach our students to interact with each other with respect and love and to manage the pressure that daily life brings, and we teach our students to be resilient. We do this through such initiatives as our Social-Emotional Learning curriculum, our School and College Counseling sessions, in our Inclusive Community program, in our Student Life activities, in our Interscholastic Athletics, and in our Performing Arts. Critically—and this is where we may be most distinctive—we operate following school-wide practices that incorporate our professional experience with well-established research into how young people learn best. From school-wide assessment and grading policies, to our trimester schedule, to later start days (over half our school days begin at 9:00 am for our students), we do things better.

Foundational to this is that we are a faith-centered school. The best aspects of Catholic education are made manifest at Saint Mary's. Our five Lasallian Core Principles—Faith in the Presence of God, Respect for All Persons, Inclusive Community, Concern for the Poor and Social Justice, and Quality Education—are practiced here quite seriously and very effectively.

We have designed our school to be different. A cursory glance might not reveal how different, so we challenge you to look closely today and see how different we are.

A handwritten signature in black ink, appearing to read "Peter Imperial". The signature is fluid and cursive, with a vertical line extending downwards from the end of the name.

Dr. Peter Imperial
Principal

Mission Statement

As a Christ-centered community striving to live the mission of Saint John Baptist de La Salle, Saint Mary's College High School is a Lasallian Catholic school where diversity and inclusion are essential, and quality education of the whole person is our active ministry. With community support and faith grounded in love, we teach one another to pursue a life of virtue, scholarship, and service.

600
Students



\$2.1 million tuition assistance awarded to more than 38% of our families



Each year, **70%** of students take at least one AP class

26
average
class size



40 Clubs on Campus



17 Varsity Sports Teams





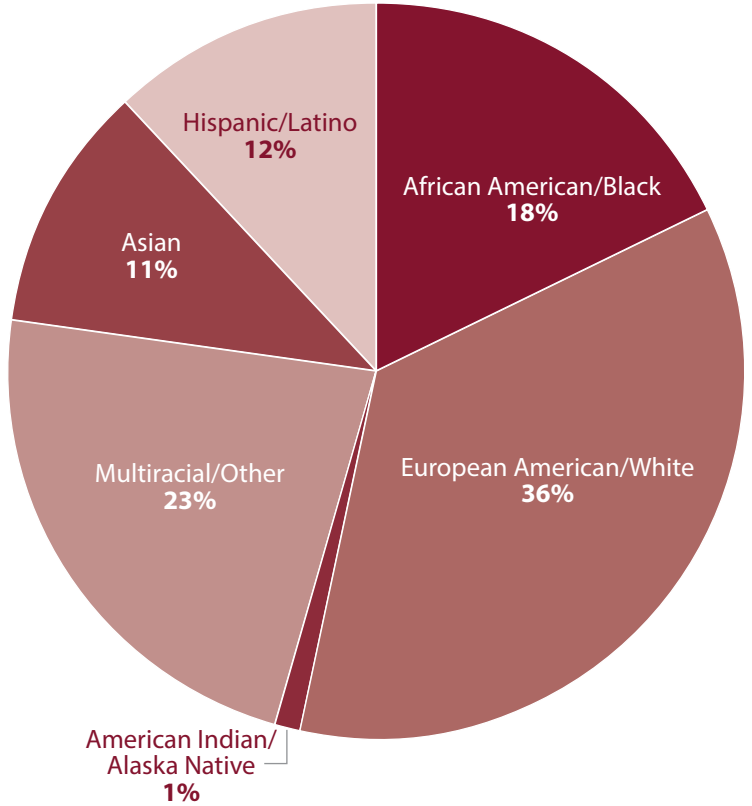
School Profile



Saint Mary's College High School was founded in San Francisco in 1863 and has been conducted by the De La Salle Christian Brothers (Lasallians) since 1868. In 1927 the school moved to its current location in Berkeley. Saint Mary's educates in the tradition of Saint John Baptist de La Salle, who founded the Christian Brothers in 1680 in France. De La Salle founded his teaching order to serve the poor. This preferential option for serving economically disadvantaged students continues to this day. More than 38% of Saint Mary's students receive financial aid annually. Saint Mary's operates as one of 17 autonomous high schools in the Lasallian District of San Francisco New Orleans. Originally an all-boys school, Saint Mary's became coeducational in the Fall of 1995. Saint Mary's students reflect the social, ethnic, religious, and economic diversity of the San Francisco Bay Area. Its college-preparatory curriculum is complemented by a full program of co-curricular organizations and clubs; programs for dance, drama, music, and visual arts; an interscholastic athletics program of 11 sports and 35 teams; and an active student government. Ninety-five percent of Saint Mary's alumni attend college immediately after graduation. Seventy-nine percent of the Saint Mary's class of 2013 have earned a college degree. The national average is 59%.

Accredited by the Western Association of Schools and Colleges and the Western Catholic Education Association

Enrollment



Graduation Requirements

- 300 credits are required for graduation.
- Students study five courses per term (15 per year); each 10-credit course is completed in two 12-week terms.
- Students may place in second- or third-year Math, World Language, and/or Visual/Performing Arts classes in the ninth grade.



<i>English</i>	<i>40 credits</i>
<i>Health</i>	<i>5 credits</i>
<i>History</i>	<i>25 credits</i>
<i>Mathematics</i>	<i>35 credits</i>
<i>Philosophy</i>	<i>15 credits</i>
<i>Religious Studies</i>	<i>40 credits</i>
<i>Science</i>	<i>30 credits</i>
<i>History/Social Studies</i>	<i>10 credits</i>
<i>Visual or Performing Arts</i>	<i>10 credits</i>
<i>World Languages</i>	<i>20 credits</i>
<i>Senior Project</i>	<i>10 credits</i>
<i>Electives</i>	<i>60 credits</i>

Curriculum and Grading

15 Advanced Placement Courses:

- Biology*
- Calculus AB*
- Chemistry*
- English Language & Composition*
- English Literature & Composition*
- Environmental Science*
- French Language*
- Physics C: Mechanics*
- Spanish Language*
- Studio Art: Drawing*
- Studio Art: 2D*
- Studio Art: 3D*
- U.S. Government & Politics*
- United States History*
- World History*

7 Honors Courses:

- Algebra 1-2 Honors*
- Algebra/Trigonometry*
- English 1-2 Honors*
- English 3-4 Honors*
- Geometry*
- Introduction to Calculus*
- Spanish 5-6 Honors*

- In 2019, 305 students sat for 428 Advance Placement examinations. Seventy-one percent of the exam scores were 3 or higher.
- All students who take an AP class are required to take its exam in May.
- Students are limited to a maximum of three AP/honors classes in one year.

Grading & Descriptors:

- A** Excellent Achievement
- B** Superior Achievement
- C** Satisfactory Achievement
- D** Unsatisfactory Achievement
- F** Failure to Exhibit Any Achievement
- I** Incomplete/ Insufficient Evidence of Learning Provided
- P** Passing Credit
- W** Withdrawn from Course

- Passing Grade = D-
- College recommending grade = C
- Pluses and minuses are given
- P after course number = course approved by University of California
- N after course number = non-academic
- GPA is unweighted; includes all academic classes
- Rank in class is not computed.



Programs Inspired by Mission and Other Distinctive Educational Features

- Enrichment Week, offered in March, engages students in a week of out-of-classroom educational experiences, led by faculty, including outdoor adventures, career exploration, spiritually based Immersion trips, and overseas travel, aligned with our curriculum. 2020 destinations include Egypt, Berlin, Ghana, Spain, Thailand, El Paso, New Orleans, and New York.
- Lasallian Days occur once per trimester. These two-day sessions extend student learning beyond the classroom and allow students to explore areas of intellectual, career, or personal interest without the immediate academic pressure of normal class days.
- Our Social-Emotional Learning Program is a semi-monthly, small-group session that teaches students the competencies necessary for academic and life success, such as self-management, resiliency, and responsible decision-making.
- Half of our students participate in Visual & Performing Arts, supported by a two-year VPA graduation requirement.
- Two-thirds of our students participate in our interscholastic athletics program, which offers 11 sports.

Class of 2019 Academic Performance: Unweighted GPA Distribution (174 Students):

3.76-4.00	35 (21%)
3.51-3.75	46 (28%)
3.26-3.50	33 (20%)
3.01-3.25	27 (17%)
2.76-3.00	10 (6%)
2.76-3.00	10 (6%)
2.51-2.75	8 (5%)
2.26-2.50	4 (2%)
2.00-2.25	1 (1%)

Class of 2019 Academic Performance: SAT Average Score: 1224

Five-Year SAT Trend*

	Score	Percentile
2014	1638	67%
2015	1677	72%
2016	1147	70%
2017	1190	74%
2018	1212	77%

* In 2016 the SAT changed from a 2400-point scale to a 1600-point scale.

Class of 2019 Academic Performance: ACT Average Score: 27.3

Five-Year ACT Trend

	Score	Percentile
2014	23.4	70%
2015	24.9	78%
2016	24.6	76%
2017	25.9	83%
2018	25.7	82%

Philosophy Statement

To see all things with the eyes of faith...

We remember that we are in the holy presence of God.

We find God present in the world, in each other, and especially in students entrusted to our care. This life-affirming faith grounded in the teachings of the Gospels and the educational spirituality of Saint John Baptist de La Salle animates our relationships and all aspects of our work as a community.

We affirm the human dignity of all persons.

As all people are made in the image of God and called to love, each person is worthy of unconditional respect. In part, we demonstrate respect by offering educational and relational experiences that challenge and engage each student with the expectation that students learn to care for themselves and for one another.

We build a community that reflects diversity.

It is in community that we are most effective, and our understanding and practice of community nurtures a sense of openness and safety. We honor the traditions of many cultures, and we work to eliminate barriers that divide people. We learn from each other.

Our calling as educators is a shared ministry with parents as primary educators, with collaboration among teachers and staff, and with the support and participation of alumni. Further, we recognize our shared mission within the broader Lasallian communities of the Bay Area, the nation, and the world.

We seek to educate the whole person—mind, body, and spirit.

A person lives in relation to others and the whole of creation. Educating the whole person embraces the spiritual, physical, emotional, intellectual, and communal dimensions of a student's life and leads us to strive for more than academic excellence. Our Lasallian Educational Outcomes (LEOs) provide an important reference with respect to each of these life dimensions. The LEOs help us measure the effectiveness of our academic, co-curricular, athletic, student-support, and campus-ministry programs.

Throughout our programs each student is expected to inquire, contribute, collaborate, reflect, and actively create a meaningful experience that results in personal growth and ownership of the student's educational journey.

Saint Mary's offers a quality college-preparatory curriculum designed to surpass university entrance requirements and address additional contemporary needs. The Saint Mary's faculty engages students to be aware and curious, ask thoughtful questions, learn from failure, access and analyze information, work and communicate with others, and adapt skills to new situations in order to become successful citizens.

We strive for the welfare and fullness of life for all.

Those who are most in need academically, economically, socially, and spiritually require special attention. We therefore endeavor to make Saint Mary's accessible to students from underprivileged living situations, especially the poor and the working classes. We educate to raise awareness of the conditions facing the poor and marginalized locally and worldwide, and we promote service opportunities for the Saint Mary's community to actively address recognized needs.



Lasallian Educational Outcomes (LEOs)

A Saint Mary's College High School graduate is...

Spiritual

Engages life consciously and acquires a Lasallian Catholic worldview inspired by the Gospel, the teachings of the Catholic Church, and the mission of Saint John Baptist de La Salle.

Intellectual

Is academically prepared for college; is curious about the world; and demonstrates disciplined, imaginative thinking.

Physical

Demonstrates respect for the truth and goodness of God's universe.

Communal

Actively contributes to communities, ranging from local to global, based on the recognition that we are responsible for each other.

Emotional

Responds positively to the creative potential of emotion.

Integral

Becomes an independent, responsible, and reflective person.



From Competence to Mastery

Saint Mary's students are taught to become agents of their own learning by introducing them to research-supported learning strategies that emphasize disciplined analytical thinking in every subject. From the evidence-based reading and writing students learn in the Humanities to the Scientific Method, to the logical, creative thinking that mathematics develops, Saint Mary's students are taught how to explore their world by engaging in critical inquiry.

Saint Mary's course requirements exceed the University of California and California State University systems' requirements. The sequence of our curriculum has been carefully designed so that each course builds upon preceding coursework. In addition, we have implemented a test-retest protocol—testing all students in October and then again in April—using The College Board's suite of standardized tests (PSAT 8/9, PSAT 10, PSAT, and the SAT) in order to measure individual student growth, while continually assessing our program's overall effectiveness.

The Scores from these twice-a-year tests not only measure students' academic growth and identify areas for improvement, they assist our teachers in creating learning experiences that result in deeper learning of key concepts. The test results have provided quantitative evidence that our students are college-ready. This evidence is supported by our alumni's college graduation rates, reported by the National Student Clearinghouse, which shows Saint Mary's alumni graduate from college at a rate 33% higher than the national average.

English Department

Many of the greatest works of literature inspire thought and discussion in our English program. The students gain perspective not only of the larger world, but also of themselves as a part of it. The department goals for our students center on the richness of experience, clarity of expression, and the development of the whole person. The English program and the school's "Writing Throughout the Curriculum" Initiative not only continue to further students' knowledge of the foundations and skills of the English language, but also emphasize comprehension, critical thinking, and clear, concise thought and expression. Students are encouraged to ask questions and express themselves through the inspiration of the words and thoughts of others as they continue to develop their own voice, both in oral and written presentations.

Freshman English Placement

All freshmen will be placed in English 1-2. Placement in English Honors is based on a student's eighth grade English academic report, a positive recommendation from the student's current English teacher, and the student's English HSPT test score. Students and their families can request to not be placed in English Honors. For students who were not placed in English Honors at acceptance, but still would like to be considered for honors-level coursework, an optional placement test will be given in May.

English Lower Division (9th and 10th Grade)

The lower-division curriculum combines the study and analysis of basic literary forms (genres) with the study and practice of writing. Writing will emphasize the importance of the paragraph as the basic unit of written expression. Literary types to be studied include the short story, the novel, poetry, drama, and mythology. Basic literary terminology germane to each type will be introduced. Overall, in addition to fostering proficiency in both reading and writing, the lower-division curriculum emphasizes understanding, appreciation, and enjoyment of the world of words and ideas. Written work is assessed in categories, including: Thoroughness of Content, Depth of Analysis, and Adherence to the Rules of Writing Mechanics.

English Upper Division (11th and 12th Grade)

Students in the upper division will build upon skills mastered in the lower division. These courses are vertically aligned, with the goal of preparing students for college-level reading and writing. Students are encouraged to develop their own voices as writers and expand from the paragraph structure to other modes of essay and narrative writing. In the junior year, students take American Literature or, if eligible, AP English Language and Composition. American Literature focuses on a number of themes in the American literary tradition. Many of the texts will expand and complement ideas that students are learning in American History. In the senior year, students may opt for two English electives or AP Literature and Composition, which is equivalent to a college freshman English course.

Advanced Placement & Honors Courses:

English 1-2 (H)

English 3-4 (H)

AP English Language & Composition

AP English Literature & Composition

Courses:

English 1-2

English 1-2 (H)

English 3-4

English 3-4 (H)

American Literature

Short Story

An Odyssey of Youth

AP English Language & Composition

AP English Literature & Composition



Mathematics Department

Advanced Placement & Honors Courses:

Algebra (H)
Geometry (H)
Algebra II & Trigonometry (H)
Introduction to Calculus (H)
AP Calculus AB
AP Calculus BC

Courses:

Algebra 1-2
Algebra 1-2 (H)
Geometry
Geometry (H)
Geometry with Advanced Algebra 1
Algebra 3-4
Algebra-Trig. (H)
Math Analysis
Statistics
Finite Math
Intro to Calculus (H)
Calculus AB
Calculus BC
Thinking Mathematically



Mathematical reasoning is a very important facet of a student's high school education. The Mathematics Program at Saint Mary's builds upon the basic skills taught in grade school and focuses upon helping students develop an understanding and mastery of mathematical principles: use logical thought, formulate a problem in a way that allows for computation and decision, make deductions from assumptions, and use advanced concepts. The course material is rigorous and challenges students to think and analyze.

We strive to provide students with an environment, a set of experiences, and specific goals and objectives that will help each individual develop his or her ability and potential to interpret quantitatively, calculate accurately, and understand and appreciate mathematical achievements and their consequences. Students study all of the different strands of mathematics, including geometry, calculus, statistics, and logic.

Freshman Math Placement

Freshmen can be placed into Honors Algebra based on their successful completion of a high school algebra course taken in eighth grade, a review of their HSPT math score, and a positive math recommendation from their grade school math teacher.

All freshmen can take the optional math placement test in the Spring for Geometry placement or to take a higher level of math. Students who are not placed in Honors Algebra at acceptance, yet are interested in testing into this course, are welcome to take the optional math placement test.

Mathematics Department

Thinking Mathematically is a one-term course that shows students how practical and cool math can be. The course will show how math provides practical problem-solving strategies and reveals solutions and patterns that are otherwise invisible to us.

Students will learn how math makes money grow (or disappear), discovering:

- Why outstanding debt on a credit card costs you much more than you think.
- Why compound interest can make you rich (if you are patient).
- How old you will be when you pay off your \$30,000, 5%-interest college loan.
- That a 30-year mortgage loan at 4.75% interest costs a lot more than one at 4.50% interest.
- How math can help you determine if the Warriors should pursue Kawhi Leonard in the free-agent market next summer (points or wins per dollar spent).

The course will show how mathematics can explain and predict, such as:

- How Stonehenge and the Mayan temples are really calendars, built to alignment with the sun.
- How math explains the spread of diseases like the 1919 Spanish Flu, which killed more people than were killed in World War I.
- How astronomers know the Hale-Bopp Comet, which was visible for 569 nights in 1995-96, will return in 4,200 years.
- What point spreads are in sports, and why Las Vegas bookies are so good at picking winners.

The course will show how complex mathematics can enhance, explain, and predict, such as:

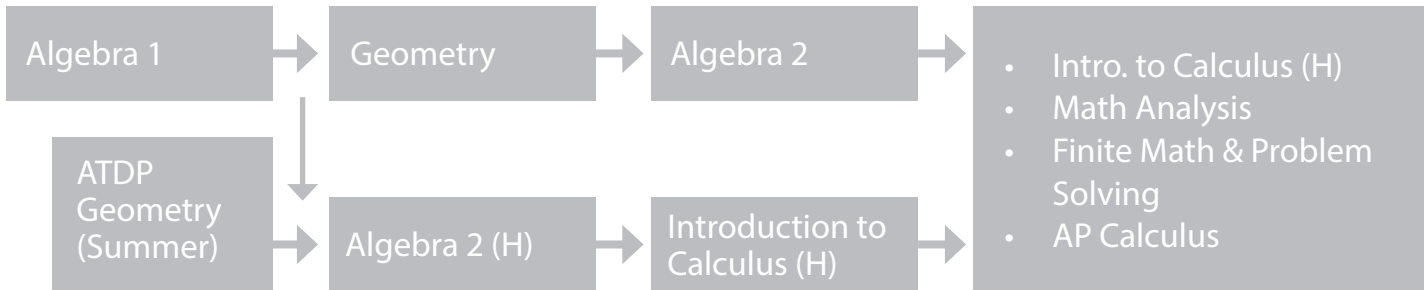
- How geometry gives paintings the illusion of three dimensions.
- How to calculate how long it will take for a NASA rocket to reach Mars.
- How algorithms help provide quick answers, but do not eliminate bias.
- How computer programming works.
- How Artificial Intelligence (AI) may take over the world.

Finally, the course will reveal how mathematics is a language. We'll see how theorems and proofs are ways to think critically and to solve problems in sophisticated ways. In doing so, the course turns research findings into practical activities and advice and enables students to build their confidence in math, which is critical to learning.

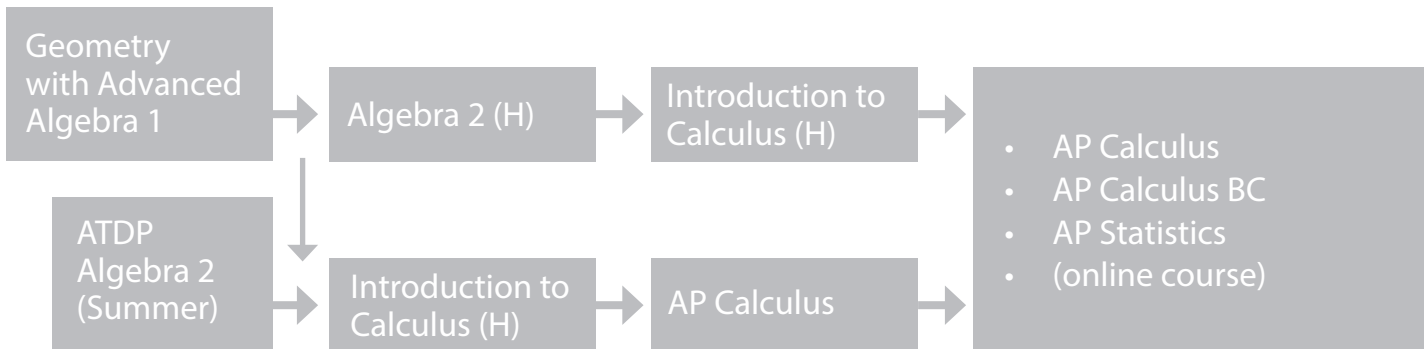


Mathematics Scope & Sequence

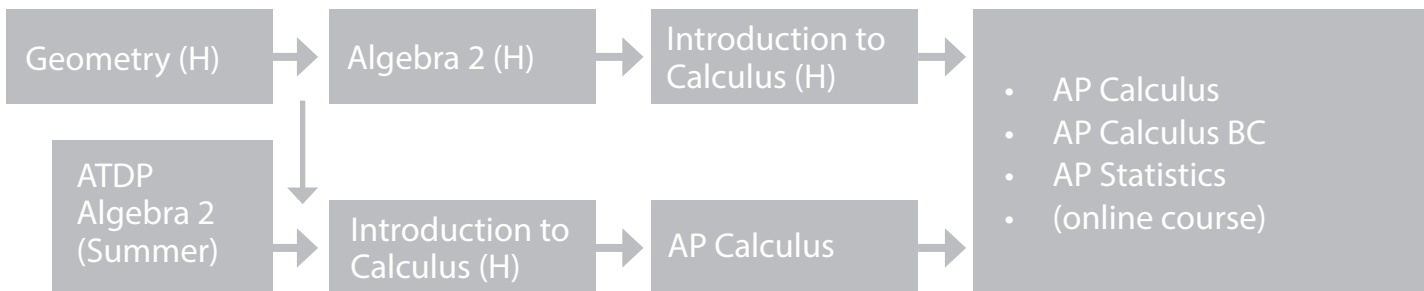
Math Sequence #1



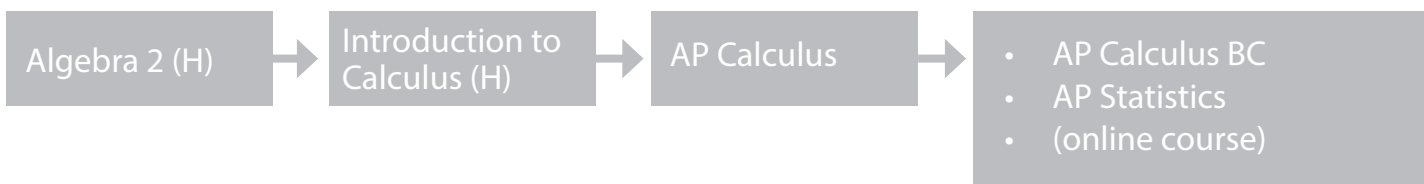
Math Sequence #2



Math Sequence #3



Math Sequence #4



Philosophy Department

The cognitive skills required in the Information Age are different from those that were demanded in the Industrial Age. As our workspaces and information landscapes rapidly change, our classrooms must adapt. It is no longer enough to focus on general intelligence and traditional subjects. The Saint Mary's Philosophy Department addresses this learning gap by helping our students develop the ability to collect, analyze, and think about data, and teaching them about how these skills are applied to problems in everyday life involving judgment, choice, and beliefs.

To expand our students' cognitive skillsets, students explore epistemology, statistics, probability theory, logic, scientific methodology, cognitive psychology, and cost-benefit theory. Most importantly, students learn how these concepts—with a little imagination—can be applied to everything from making consumer choices to forming political beliefs to critiquing media and evaluating scientific research. In other words, helping students to learn how to navigate the 21st century.

The Philosophy curriculum is a four-year program, and each student takes one trimester class per year. The common theme that ties these four years together is the intellectual disposition of metacognition (thinking about one's thinking). By mastering metacognitive strategies, students are able to monitor and control their thinking, effectively becoming agents of their own learning.

Year One: Physical, Intellectual, and Cultural Geography

This course focuses on how our physical and cultural positionality shapes our worldviews, creates our traditions and beliefs, and shapes how we think. The course seeks to create thinkers capable of listening with open minds, learning to respect different ways of knowing the world (language, emotion, perception, and reason), and learning to examine and re-examine one's own worldview.

Year Two: Cognitive Distortions, Theory of Knowledge

This course focuses on the specific ways that biases, heuristics, and fallacies lead to mental mistakes. The assumption of the

class, supported by recent brain research, is that thinking is naturally prone to cognitive traps and distortions. Spotting these cognitive distortions in everyday life is the first step in learning to reason in a more deliberate and systematic manner. The essential question of the course is "How do we recognize—and ultimately minimize—these cognitive distortions in our academic and everyday thinking?"

Year Three: Evidence-Based Thinking, Theory of Knowledge

This course focuses on reasoning about evidence, specifically exploring how we construct knowledge from the observation of evidence. Generally known as inductive reasoning, it is the kind of reasoning that is typically involved in scientific inquiry,



but can be used in any field that relies on making and testing predictions. The course also explores the habits and dispositions necessary to be an evidenced-based thinker.

Year Four: Senior Project

This course is a capstone of the Philosophy Department, designed so that students apply the knowledge and skills they have acquired throughout their high school career in a real-world context. Students pursue individual research on a topic of personal interest, guided by a mentor-teacher. Over the course of two terms, students explore their own area of intellectual passion, develop their own learning outcomes, revise their plans to meet new challenges, and reflect upon their achievements.

Fitness and Holistic Health Department

"Realizing one's potential largely depends on a lifetime commitment to fitness and holistic health – in body, heart and spirit."

The Fitness and Holistic Health Department at Saint Mary's encourages students to engage consciously in wellness and to raise awareness of—and inspire a lifelong commitment to—their holistic health. A key focus of the program is the promotion of students' awareness of how holistic wellness affects all the other aspects of one's life.

We introduce the principles of holistic health through activities, nutrition, and mental, social, spiritual, and emotional wellness. There is a focus on teamwork, setting personal fitness goals, informed decision-making based on the student's values, and continued development of critical-thinking skills, using accurate information.

The Sports Medicine course covers principles of anatomy and injury assessment and treatment. In addition, the Department sponsors fitness activities, such as lunch-time intramural competitions and Zumba classes, and works closely with the Student Life program to develop wellness activities and programs. We are also currently developing a required fitness program for all students.

Courses:

Freshman:

Health

Upper Division:

Strength & Conditioning

Sports Medicine

All students take one term of Health at Saint Mary's.

Sports Medicine is an elective offered to juniors and seniors.



What issues are addressed in the health course?

The objective of the Health Education program is to introduce students to the principles of sound nutrition, exercise, and overall wellness. The course includes discussion of values and decision-making skills, as well as the basics of nutrition, cardiovascular health and aerobic fitness; mental and emotional health; and critical information about teen pregnancy, HIV/AIDs and other STIs; and use of alcohol, tobacco, e-cigarettes, opioids, marijuana, and other drugs. Basic principles of first aid and CPR are covered, along with discussions of cyber addiction and bullying, eating disorders, teen depression and suicide, date rape and sexual assault, domestic violence, peer pressure, anger management, addiction, and self-esteem issues. Students are also introduced to basic psychology and sociology theory from Maslow, Eriksen, and Jung.

Students are encouraged to assess their current fitness, design individual programs, and set personal goals to improve their health, self-image, esteem, and self-compassion. We also emphasize driving safety and the impact of alcohol and other drug use on a teen's driving and overall health.

We invite experts from the medical and public safety communities to present information about driving safety, avoiding sports injuries, CPR and first aid, suicide prevention, and drug use and addictions.

Religious Studies

The Religious Studies program at Saint Mary's encourages and equips students to contemplate, understand, and act upon religious experiences and ideas. Students are invited to explore the biggest questions facing humanity through the lens of faith. Over the course of four years, students engage these questions through the core principles of Lasallian Catholic education:

- **Faith in the Presence of God:** Reflecting sincerely on one's beliefs and experiences and exploring the story of humanity's search for God.
- **Respect for All Persons:** Analyzing the role of religion in a diverse society and growing in compassion for all people.
- **Concern for the Poor and Social Justice:** Seeking to promote hope, solidarity, and justice based on the mission and ministry of Jesus Christ.
- **Inclusive Community:** Exploring the diverse community of the Church, including beliefs, practices, and teachings of Catholic tradition.

Frequently asked questions about Religious Studies:

Do students receive college credit for Religious Studies courses?

Yes. World Religions, Ritual and Worship, Religions in America, and Does Religion Matter? are UC-approved courses. Students will receive UC college elective credit for those classes. The grading and assessments in Religious Studies courses are similar to other academic programs at Saint Mary's. Students' grades are based on what they have learned, as demonstrated in academic assessments, not based on their particular faith or belief.



I am Catholic or a person of faith. How will Religious Studies courses help grow my faith?

Whether you are Catholic or a member of another religious tradition, Religious Studies courses seek to nourish and develop faith through critical thinking, sincere personal reflection, and a deepening relationship with the practical, spiritual, and philosophical wisdom of religious tradition.

I'm not Catholic or not religious. What should I expect in my Religious Studies courses?

Students of all backgrounds and religious affiliations are invited to think critically about the role of religion in society and to reflect sincerely on their personal beliefs and experiences. Catholicism provides a foundation and guiding framework for our approach to Religious Studies, but diverse experiences and voices are not only welcome, they are vital to our engagement with these ideas.

Course Sequence:

Students take Religious Studies courses during all four years of high school. The 9th and 10th grade courses are two trimesters in length and are required as a foundation for the four-year curriculum. The 11th and 12th grade courses are one trimester in length. These courses rotate each year as elective choices, with students taking four of the upper-division course offerings over two years.

Freshman:

Faith in the Modern World

Sophomore:

Scripture

Junior & Senior:

Social Justice

World Religions

Life and Times of Jesus

Does Religion Matter?

Ritual and Worship

Religions in America

Science Department

Advanced Placement & Honors Courses:

AP Biology

AP Physics

AP Chemistry

AP Environmental Science

Courses:

Freshman:

Biology

Sophomore:

Chemistry

Conceptual Physics

Junior & Senior:

Physics

AP Biology

Sports Medicine

Forensic Science

Marine Biology

Physiology

AP Physics

AP Chemistry

AP Environmental Science

Science is a voyage of discovery into our natural world for the purpose of explaining observation on scales both grand and minute. To this purpose, Saint Mary's provides a comprehensive and dynamic curriculum designed to motivate and prepare young people for college, career, and life. The goals of our four-year program of study are to inspire future scientists and to develop informed and engaged citizens. Students obtain a solid foundation of skills and knowledge in the physical and life sciences, incorporating the liberating qualities of unbiased perception, critical thought, and clear expression. We support our students' growth as individuals—intellectually, scientifically, and spiritually.

The science curriculum reflects an understanding, appreciation, and respect for the world in which students live: one that is rapidly changing, connected, adapting, and evolving. Our classes utilize a practical, hands-on inductive approach to science, training students to think critically—including how to think mathematically—as it exposes them to current technology. Our focus is not only for students to learn subject-specific content, but to address and encourage global awareness and civic literacy; learning and thinking skills, such as collaboration, contextual learning, and communication; information and computer technology literacy skills; and life skills, such as leadership, ethics, and accountability.

We work to develop attitudes and habits that encourage students to behave responsibly in our world community, thus making it a better place for all. We teach our students to think critically and independently; to use different methods to seek out answers; and to question, think, and research solutions from a variety of sources. This foundation prepares students to take on more challenging work, culminating in our set of Advanced Placement (AP) courses.



History & Social Science Department

History and Social Science courses are an essential part of the school's comprehensive program. They are carefully structured to give students a framework for understanding the world's cultures, the development and flow of human history, and an ability to critically analyze historic and contemporary social and political issues. Through an in-depth examination of major historic issues and themes, students deepen their understanding of how the past affects future events.



students opportunities to investigate areas of interest and to improve students' analytical and reasoning skills.

Freshman Geography: Physical, Cultural and Intellectual Geography (UC Certified)

Geography is a five-credit course in which students develop an understanding of the physical and cultural variety of our world. Students will become armchair geographers, exploring the physical landscape of Earth, the political map of the world, the impact of the landscape on people, and the impact that people have on the land. Students will explore the development of core intellectual movements and ideas generated by peoples globally. Geography is an introduction to analytical thinking in the Humanities, providing core knowledge about physical and cultural geography. It also explores how the world's peoples have developed key ideas and philosophies that are at times both distinct and shared. It serves as a hub for the entire freshman curriculum, as core skills and concepts are introduced.

World History and United States History form the foundation of this line of study. That foundation is strengthened in the junior or senior year, when students choose one course from *African History*, *East Asian History*, *Islamic History*, *Latin American History*, or *American Social History* in order to understand "the history of the world through others' eyes" and to show students the different perspectives the world's peoples have on events. It is the goal of the department to encourage students' understanding of historical patterns of human development and to appreciate the impact each generation has on the present and the future.

Course offerings in the Social Sciences—Economics, Political Sciences, Psychology, and Sociology—reveal not only *what* is happening and why, but also *how* events affect us. These electives offer

Advanced Placement & Honors Courses:

AP World History
AP US History
AP Government

Courses:

Freshman:

Geography

Sophomore:

World History
AP World History

Junior:

U.S. History
AP U.S. History

Senior:

Government & Law
AP U.S. Government

Economics

Electives:

African History
Islamic History
East Asian History
Latin American History
American Social History
Introduction to Psychology
Introduction to Sociology
Perspectives on Diversity

Visual & Performing Arts Department

Advanced Placement & Honors Courses:

AP Art (Studio & Design)

AP Art 2D

Courses:

Introduction to Visual Arts

Intermediate Visual Arts

Advanced Visual Arts

Introduction to Dance

Intermediate Dance

Advanced Dance

Introduction to Theatre Arts

Intermediate Theatre Arts

Advanced Theatre Arts

Beginning Band

Intermediate Band

Advanced Band

Advanced Jazz Ensemble

Related Courses:

Introduction to Architecture & Design

Multimedia Design

Audio & Video Production

The philosophy of the Visual and Performing Arts Department is to establish a strong foundation in Dance, Theater Arts, Visual Arts, and Music as it gives students an understanding of, and appreciation for, the artistic disciplines. We encourage exploration, expression, and creativity. Our Visual and Performing Arts courses give students a knowledge of tools and techniques in the arts that allow them to develop their own gifts and talents.

As working artists themselves, our instructors prepare lessons and opportunities that challenge students to create, perform/present, respond to, and connect with the arts. From theory to practice, students develop their individual creative skills and skills for collaborative creativity. Students are encouraged to develop their talents by enrolling in as many of these courses as is reasonable throughout their tenure at Saint Mary's.

Visual and Performing Arts courses are an essential part of education that aims to inspire students as it enhances learning across the curriculum. The program requires students to practice orderly and intuitive thinking, challenges them to think critically, and necessitates physical work to express themselves.

The Visual and Performing Arts:

- Give students tools and techniques in different media that allow them to develop their own creative gifts, moving from basic theory to practice.
- Provide an opportunity for students to grow in awareness of their surroundings, their relationships to those surroundings, and their relationship to each other.
- Develop autonomy and teamwork by working on a student's individual skills and creative expression, as well as their ability to share and contribute those skills with the larger community.
- Create a venue for students to learn about themselves, to practice self-discipline, and to reach into their innermost spirit and learn about themselves.



World Languages Department



Advanced Placement & Honors Courses:

Spanish 5-6 (H)

AP Spanish

AP French

Spanish Courses:

Spanish 1-2

Spanish 3-4

Spanish 5-6

Spanish 5-6 (Honors)

Spanish 7-8

AP Spanish Language

French Courses:

French 1-2

French 3-4

French 5-6

French 7-8

AP French

Acquiring proficiency in a foreign language promotes respect for, understanding of, and participation in our multicultural society, even as it opens up new ways of thinking and processing information. It is our hope that each student may experience the fulfillment that comes with communicating in another language as they add these new dimensions to their understanding of the world.

Colleges and universities have varying foreign language requirements for entrance, but nearly all require at least two years of the same language, and many of the top institutions require three or four years. Colleges and universities may also have exit requirements in foreign language that may be met by study in high school if a student completes the Advance Placement (AP) course and passes the AP exam in language and culture.

Freshman Language Placement

Incoming freshman students with extensive experience in Spanish or French who wish to accelerate into a higher-level course may do so by taking the language placement exam in early May at Saint Mary's. They will then be placed in the language level recommended by the World Language Department faculty, based on their performance in four skill-based categories: reading, writing, speaking, and listening.

Native speakers of Spanish or French should carefully consider one of the following options:

1. studying a third language, or
2. testing into a higher level of Spanish or French during their freshman year.

Faculty

Banks, Connor '00, *Dean*

Becerra, Karina

Bertero, Adolph '74

Davey, Hannah

Duckett, Kimberly

Duffala, Christina '09

Figueroa, Adalberto

Filson, Casey '85

Forte, John '81

Gallien, Lisa

Gonzales, Amy

Gonzalez, Adalberto '07

Harkness, Carla

Heuer, Jonathan

Dr. Imperial, Peter, *Principal*

Jaeger, Numo

Kelly, Gregory

Lawson, James '81

Libby, Katie

Mahoney, Catherine

Marks, Jeremy

McConnell, Kelly

McCormick, Clare

McManus, Joan

Mohun, Denis

Molinelli, Cathy, *Vice Principal*

Morgan, Brother Dan, *Acting President*

Nguyen, Elliott '08

Pacheco, Michael

Palladino, Joseph

Panlilio, Andrea

Paulson, Dawn

Payne, Cherisse

Petersen, Joe

Policar, Becky

Quach, James

Ready, Katlyn

Riccardi, Robert '07

Rogers, Jeff

Rubey, Brent

Sachowitz, Athalia

Sommers, Mike '74

Sutphin, Craig

Dr. Tierney, Kathleen

Dr. Troyani, Sara, *Dean of Academic*

Voltaire, Olistide '11

Walton, Alexandra

Dr. Wesley, Simon

Puck, Lawrence '78, *President*

Ryan, Sonia

Mahalak, Elizabeth





17 faculty members coach an athletic team



12 out of 49 faculty are alumni



34 out of 49 or 68% of faculty hold a masters or higher

Enrichment Week

Enrichment Week occurs in early March each academic year, at which time the academic curriculum stops for one week and students participate in a course developed and moderated by a faculty member or outside agency. Rooted in our Lasallian Educational Outcomes (LEOs), Enrichment Week extends learning beyond the classroom and into the real world. All courses correspond with one or more of the following categories:

- College and/or Career Exploration
- Educational and/or Cultural Experience
- Recreation and/or Physical Wellness
- Service and/or Spirituality

Students are encouraged to take one course from each category over their four years.

A few of the courses offered in March 2019 were: The Amazing Race, The Best of the Bay Area, Culinary School: Kitchen on Fire, Tech Tour: The Future is Already Here, San Francisco by Land & Sea, The Evolution of Hip Hop, and Lifeguard Training. Travel opportunities included our immersion programs to the Bamboo School in Thailand and the Blackfeet Reservation in Montana, as well as trips to Ghana, Haiti, Sicily and Malta, and Eastern Europe: Vienna, Krakow, and Prague.



Lasallian Days

Saint Mary's knows that great educational opportunities exist outside of the traditional classroom. In that spirit, **Lasallian Days** provide opportunities for students to participate in spiritual, educational, and social activities outside of their regular courses. **Lasallian Days** take place on two specially designated days within each academic term so students can benefit from these activities without missing important instructional time.

It is the duty of all Lasallian educators to "touch the hearts, minds, and souls" of their students. This means that teachers must be engaged in the students' lives as mentors through retreats, educational excursions, service work, and cultural experiences. Joining the faculty in their work in student mentorship are many Saint Mary's alumni who provide unique professional perspectives and insights, and introduce students to internship opportunities.

Topics, service opportunities, and excursions are designed to meet the needs of students at each grade level. Each program or seminar in which students participate will be taught or shared through the lenses of our Mission and LEO's.



Ministry



The Lasallian Catholic tradition and Mission of Saint Mary's College High School is the origin of the Ministry Program, in which the student's spiritual development and maturation is at the center of our activities. In a unique way, the Ministry Program attends to the spiritual environment of the school community so as to support our community members' individual and communal growth towards an engaged life of faith, service, and community.

Inspired by the message of Jesus Christ as found within the Gospels, our programs are developed with our diverse community in mind, and all members of the Saint Mary's community are invited to deepen their relationship with God and journey further in faith from whatever spiritual point of origin they find themselves.

Five major areas comprise the scope of the Ministry Program:

- Liturgy: Communal prayer gathers Saint Mary's together in celebration.
- Retreat: Reflecting upon the journey of life.
- Service: Developing habits of altruism.
- Immersion: Finding God on the margins of society.
- Vocation: Called to discern God's call for the future.

The Ministry Center, located behind the Library in Saint Joseph's Hall, is open daily and offers resources and program information for Saint Mary's students, faculty, and staff.



Student Activities

Student activities are an essential part of co-curricular life at Saint Mary's. Co-curricular activities are intended to complement the educational experience of traditional classroom activities. Activities provide creative opportunities for student leadership and participation in a variety of ways that further school unity and civic responsibility. The Student Activities program is responsible for coordinating clubs, organizing dances, and generally promoting school spirit among the community.

Lasallian Student Leadership

Leadership at Saint Mary's College High School provides students autonomy in the governance of their affairs as a means towards creating a community based on shared purpose, trust, and tradition. Being a part of student government is a privilege, not a right, and involvement in student leadership teaches students important lessons regarding the proper balance of freedom and responsibility.

The purpose of Student Leadership is four-fold: to foster and to promote a sense of school spirit and belonging; to sponsor and organize social activities; to empower the student body through a multi-level model of democratic governance; and to serve as a liaison between the student body and administration/faculty to bring about a sense of shared ownership, pride, and mutual trust.

Clubs

Our Mission Statement and Lasallian Educational Outcomes are witness to our commitment to diversity. We believe that our school must be an example of men and women of various cultures, identities, and backgrounds working together to create one, united community. With this goal in mind, Saint Mary's does not allow or support clubs or organizations that divide the community by ethnicity, culture, gender, sexual orientation, or economics.

There are approximately 40 clubs at Saint Mary's. Clubs are created and run by teacher moderators and student leaders. Many students find involvement in clubs to be a key component of their involvement in the Saint Mary's community. The annual Club Fair each September introduces students to all of the club offerings on campus and encourages participation.



School Counseling & Academic Support

School Counselors offer a mediated learning experience by guiding each student to promote agency over his or her life and advocating for each student to reach his or her academic potential. Services are tiered based on student needs:

First Level: At the first level, all students are seen at least twice a year to discuss academic progress, course selection, academic planning, and college-prep orientation. The primary focus of these sessions is to monitor and create action plans related to developmental and social progress. The college selection process operates at this level and is directed and implemented by the College Counselor.

Second Level: The second level applies to those students who are working with a problematic situation, such as a period of difficult adjustment in the areas of academics, social, family, or spiritual issues. These counseling sessions are designed to evaluate the situation, determine a course of action, and provide support either within the school community or through outside referrals.

Third Level: Level three is for students who have historically struggled in the academic and/or social arena or who are involved in a crisis situation. The goal is to provide the appropriate scaffolding to support and guide the student's academic and social transition into the high school community. The desired result is that the student internalizes these structures and is then able to navigate independent from these outside structures, therefore moving into a level-one counseling situation.

Learning Difference and Support

Saint Mary's College High School supports students who have mild/moderate documented learning disabilities or medical/physical needs that require classroom accommodations. We follow the guidelines set by the College Board for students with learning disabilities and attention deficits. Students have 1:1 coaching meetings with the Academic Support Specialist throughout the trimester. The meetings are designed to address each student's learning profile and style, as well as to promote self-awareness and advocacy skills.

In order to be considered for accommodations, students need to submit a current psycho-educational assessment (completed within the past three years) that clearly states a diagnosis and offers recommendations. Saint Mary's College High School reserves the right to request an updated evaluation upon admission. Contact the Academic Support Specialist for a list of evaluation options that are College Board-approved.

Students who struggle with academic habits of scholarship are eligible for academic supports. Students may be invited to attend a short-term time management and organizational skill-building boot camp, which is held each trimester. In conjunction with the boot camp, individual consultation is also instituted at this level.



Peer Assisted Learning Support is available to all students who need subject-specific support. Tutoring may take place before school or during A-Block for a designated period of time based on a contract between the student, mentor, and Academic Support Specialist. Since the services at this level are tailored to the individual needs of the student, tutoring may be 1:1 or provided in a small-group review. We offer both peer and teacher-led tutoring sessions.

In partnership with the parent community, the School Counseling Program also offers bi-annual parent education evenings. Topics address current issues in the areas of learning disabilities, successful study habits, the teenage brain, and college preparedness. All students and parents are invited and encouraged to attend these events. Please check the school calendar for the Fall and Spring dates and times.

College Counseling

Our College Counseling Program ensures that our students are prepared to optimize their post-secondary educational opportunities. The college application and admissions process has grown more complex in recent years, and Saint Mary's prepares our students to navigate that process efficiently and knowledgeably. Our students' college readiness begins in the freshman year, and their awareness of post-secondary education is strengthened throughout their four years. Our college counseling process is a multi-faceted one.

Grade 9: Freshman learn about their four-year college-preparatory curriculum and why their academic performance in those courses matters. Each Spring, freshman complete a four-year plan with their guidance counselor focusing on what courses are required by universities and four-year colleges. In the Winter, parents are invited to their first College Awareness Night, where realities about going to college are presented and myths are exposed.

Grade 10: Sophomores meet with the Director of College Counseling at the start of the year, when she leads them through a transcript review to reinforce the academic expectations of colleges and universities. Students are also introduced to college-application software, which is critical in the college-application process. Sophomores will complete a Learning Styles Interest Inventory to help them discern what majors and careers align with their strengths. Throughout the sophomore year, counselors work with students to revisit the four-year plan they created during their freshman year. In Spring, parents are invited for a "College Reality Check" evening, during which we offer a picture of current realities in American postsecondary education.

Grade 11: The junior year is critical, both academically and regarding the college discernment and application process. In the early Fall, juniors take the PSAT (see below). Once results are received, juniors meet with their counselor to assess their senior-year curriculum. Junior class meetings begin in November with an overview of college-application software and a college-research assignment. Individual meetings with college counselors begin in December and continue through the senior year. At College Night in December, parents and students receive a timeline for juniors and learn to develop a college list using college-application software. College visits are encouraged in the Spring of junior year during Enrichment Week or Lasallian Days. Case Studies Night is a critical evening for parents and students. It includes representatives from 100 colleges and universities who use a variety of case studies to offer insights for parents into the college admissions process. In the Summer, Saint Mary's offers College Access, a four-day course in which students begin the college application process and work on personal statements.

Grade 12: During this critical year, seniors take the College Advisory Class, which includes an overview of the application process and step-by-step instructions for its successful completion. The Fall is filled with one-on-one meetings with our two college

The College Counseling Program begins freshman year.

College Advisory Class:

Ninety-five percent of Saint Mary's alumni attend college immediately after graduation.

Ninety-one percent of those alumni matriculate at four-year colleges and universities.

Over 100 colleges representatives visit Saint Mary's in the Fall.

College Counseling Office Resources:

- One-on-One College Meetings
- Job/Internship Postings
- Scholarship Bulletins
- College Nights for Parents in Freshman, Sophomore, Junior, and Senior Years
- Case Studies Night in the Junior Year
- College Financial Aid Night in the Senior Year



College Counseling



counselors, visits to colleges, writing of personal statements, finalizing of college lists, and completion of college applications. Early conversations about financial aid take place in the Fall and continue with the College Financial Aid Night for parents in January.

SAT/ACT Preparation: Saint Mary's prepares our students to take the college admissions exam by employing The College Board's suite of standardized exams using a test-retest protocol. Our students take the 8/9 for freshmen, PSAT 10 for sophomores, PSAT for juniors, and the SAT for juniors and seniors in October and April. This allows us to measure individual student academic growth and our program's effectiveness. Our testing protocol also doubles students' opportunity to practice taking the college entrance exam in a no-stakes environment. Our students take the SAT twice (April of junior year, and October of senior year) on our campus on a school day, rather than at another school site on a Saturday. The cost of the exams is included in Saint Mary's tuition. The Saint Mary's Class of 2019 had an average SAT score of 1195. Nationally, the average SAT score in 2019 was 1059.



In addition, practice SAT and ACT exams are offered to juniors in December. We partner with test-prep companies to offer ACT and SAT practice exams on campus free of charge. Saint Mary's also offers SAT and ACT prep classes on campus in the early evenings in September and October and again in February and March. These classes are taught by Saint Mary's teachers at times that match student schedules, and at a price affordable to all students.





College Acceptance List

- | | | | |
|---|------------------------------------|-------------------------------------|--|
| Academy of Art University | Fisk University | Oregon State University | University of California, Davis |
| Alabama State University | Fordham University | Pace University | University of California, Irvine |
| American University | Fort Lewis University | Pacific University | University of California, Los Angeles |
| Arizona State University | Franklin and Marshall University | Pennsylvania State University | University of California, Merced |
| Azusa Pacific University | Georgia State University | Pepperdine University | University of California, Riverside |
| Baylor University | Gonzaga University | Point Loma Nazarene University | University of California, San Diego |
| Berkeley City College | Goucher College | Portland State University | University of California, Santa Barbara |
| Binghamton University | Grand Canyon University | Prairie View A&M University | University of California, Santa Cruz |
| Boise State University | Hamline University | Pratt Institute | University of Colorado at Boulder |
| Boston College | Hampton University | Princeton University | University of Colorado at Colorado Springs |
| Boston University | Holy Names University | Purdue University | University of Connecticut |
| Brandeis University | Howard University | Quest University Canada | University of Denver |
| Bucknell University | Humboldt State University | Reed College | University of Florida |
| California College of the Arts | Indiana University at Bloomington | Regis University | University of Illinois, Urbana-Champaign |
| California Poly State University, Pomona | Iona College | Ringling College of Art and Design | University of Kentucky |
| California State Poly University, San Luis Obispo | Ithaca College | Saint Mary's College of California | University of Maine |
| California State University, Channel Islands | Johnson and Wales University | San Diego State University | University of Maryland, College Park |
| California State University, Chico | Kings College London | San Francisco State University | University of Massachusetts, Amherst |
| California State University, Dominguez Hills | Knox College | San Jose State University | University of Michigan |
| California State University, East Bay | Laney College | Santa Clara University | University of Missouri, Columbia |
| California State University, Fullerton | Las Positas College | Santa Monica College | University of Nevada, Las Vegas |
| California State University, Long Beach | Lawrence University | School of the Art Institute Chicago | University of Nevada, Reno |
| California State University, Los Angeles | Lewis & Clark College | School of Visual Arts | University of North Carolina, Asheville |
| California State University, Monterey Bay | Linfield College | Seattle University | University of Oregon |
| California State University, Northridge | Long Beach City College | Seton Hall University | University of Portland |
| California State University, Sacramento | Louisiana State University | Siena College | University of Puget Sound |
| California State University, San Bernardino | Loyola Marymount University | Sierra Nevada College | University of San Diego |
| California State University, San Marcos | Loyola University Chicago | Smith College | University of San Francisco |
| California State University, Stanislaus | Loyola University, New Orleans | Sonoma State University | University of Southern California |
| Carroll College | Macalester College | Southern Methodist University | University of Tennessee, Knoxville |
| Chabot College | Manhattan College | Southern Oregon University | University of Texas, Austin |
| Chapman University | Marist College | Spelman College | University of the Pacific |
| City College of San Francisco | Menlo College | St. John's University | University of the Redlands |
| Clark Atlanta University | Miami University, Oxford | Stanford University | University of Utah |
| Clark University | Middlebury College | Stevens Institute of Technology | University of Washington |
| Clemson University | Montana State University, Billings | SUNY College at Cortland | University of Wisconsin, Madison |
| Cogswell College | Montana State University, Bozeman | SUNY College at Oneonta | USC – School of Visual Arts |
| Colorado State University | Montclair State University | Swarthmore College | Vanguard University of Southern California |
| Columbia College Chicago | Morehouse College | Syracuse University | Villanova University |
| Concordia University – Irvine | Mount Holyoke College | Temple University | Virginia Tech |
| Concordia University – Portland | New York University | Texas A&M University | Washington State University |
| Contra Costa College | Norfolk State University | Texas Christian University | Washington University in Saint Louis |
| Dartmouth College | North Carolina State University | Texas Southern University | Western Washington University |
| DePaul University | Northeastern University | The George Washington University | Whitman College |
| Diablo Valley College | Northern Arizona University | The University of Arizona | Willamette University |
| Dillard University | Notre Dame de Namur University | Trinity University | Woodbury University |
| Dominican University of California | Nova Southeastern University | Tulane University | Xavier University |
| Drexel University | Occidental College | University of Alabama | Xavier University of Louisiana |
| Emerson College | Ohio State University | University of British Columbia | Yale University |
| | Ohio Wesleyan University | University of California, Berkeley | |

Athletics

70% of our students participate in one or more sports programs.

75% of our varsity teams were recognized as NCS scholastic teams, honoring them for 3.00 GPA or higher.

Saint Mary's is a member of the Tri-County Athletic League (TCAL) Rock Division and Division IV North Coast Section (NCS) within the California Interscholastic Federation.

Consistent with the Mission of Saint Mary's College High School, the athletic department strives for excellence by offering students model programs and mentors that work to develop high standards of scholarship, leadership, athletic instruction, and sportsmanship. Athletics department staff consider each student an individual and make students' welfare our highest priority. Therefore, while winning records and championship banners are appreciated and valued, they cannot stand alone as the sole barometer of success. Instead, success must be defined and measured by asking ourselves how well we prepared our student-athletes for a successful life in our society.

Thus, it has become the overriding goal of the athletic department to:

- Maintain broad-based programs the equal of any in the league or section, while at the same time viewing competition as the means to a healthy respect of self and others;
- Field teams that compete at the highest levels of league and section play, while at the same time promoting the values of honesty, integrity, commitment, and hard work;
- Provide coaches and mentors whose expertise, knowledge, and passion in their respected fields is second to none, and who also regard themselves first and foremost as teachers whose goals include the mandate to educate student-athletes in the Catholic-Lasallian tradition; and
- Insure that students are provided a supportive environment through facilities, equipment, personnel, and all other forms of assistance; receive fair and equitable treatment; and all have an equal chance to succeed.

Despite the challenges that come along with "pursuing victory with honor," Saint Mary's College High School is committed to settling for nothing less. The past has proven that our athletic programs can, indeed, produce teams and programs that encompass whole-hearted success. Each coach, parent, and athlete has a part to play if these program goals are to be accomplished. By establishing an understanding of each of our responsibilities, we are better able to accept the actions of others and provide greater benefit to our student-athletes.



Men's Athletics By Season	Women's Athletics By Season
<p><i>Fall</i></p> <ul style="list-style-type: none"> Cross Country (Varsity & JV) Football (Varsity & JV) Golf (Varsity) <p><i>Winter</i></p> <ul style="list-style-type: none"> Basketball (Varsity, JV, & Frosh) Soccer (Varsity, JV, & Frosh) <p><i>Spring</i></p> <ul style="list-style-type: none"> Baseball (Varsity, JV, & Frosh) Swimming & Diving (Varsity & JV) Track & Field (Varsity & JV) Tennis (Varsity) 	<p><i>Fall</i></p> <ul style="list-style-type: none"> Cross Country (Varsity & JV) Volleyball (Varsity, JV, & Frosh) Tennis (Varsity) <p><i>Winter</i></p> <ul style="list-style-type: none"> Basketball (Varsity & JV) Soccer (Varsity & JV) <p><i>Spring</i></p> <ul style="list-style-type: none"> Softball (Varsity & JV) Swimming & Diving (Varsity & JV) Track & Field (Varsity & JV)

2017-2018 Athletic Year in Review



Baseball TCAL Rock Division 2017 Champions

Women's TCAL 2017
Champions **Cross Country**

Golf Men's TCAL 2017 Champions



Men's TCAL Rock Division 2017-18 Champions
Men's 2018 North Coast Division 4 (Second Place) **Soccer**

Softball TCAL Rock Division 2018 Champions

Men's TCAL 2017 Champions
Women's TCAL 2017 Champions **Tennis**



Track & Field

- Men's TCAL 2017 Champions
- Men's TCAL 2018 Champions
- Boy's North Coast 2017 (Second Place)
- Women's TCAL 2017 Champions
- Women's North Coast 2017 Champions
- Girl's Meet of Champions 2017 Nor Cal Champions
- Women's TCAL 2018 Champions
- Women's Track 2018 North Coast (Second Place)
- Girl's Meet of Champions 2018 Champions

Tuition

Tuition Assistance

Applications and awards are made annually and are determined by reviewing each family's total resources, coupled with the amount of funds available. The financial assistance program strives to provide tuition assistance to as many families as possible. Our funding for this program is provided through the generosity of parents, alumni, students, and friends of Saint Mary's.

FACTS Management provides the financial evaluation information to Saint Mary's for the purpose of determining the financial needs of each applicant. Filing the FACTS form will allow families to be considered for both the Saint Mary's Financial Assistance Program, as well as the FACE (Family Aid to Catholic Education) Program, a Diocesan tuition-assistance program.

It is important to meet all of the financial assistance deadlines. Late or incomplete applications may not be considered, since the limited funds available will have already been distributed to those who applied on time.

Saint Mary's does not offer academic or sports scholarships. We encourage all families who feel they will need financial assistance to file with FACTS before the February 7, 2020 deadline.

Financial Assistance Deadline: February 7, 2020

The FACTS deadline is Friday, February 7, 2020 for both continuing and prospective families. Once again, please remember to mail, fax, or upload your supporting documents directly to FACTS Management. For an online application, please go to smchigh.org/admissions. The form will be under the financial tab for tuition assistance.

FACTS online forms submitted after the February 7, 2020 deadline will be considered late and will be reviewed after the first round of applicants.

The tuition and fee information below represents the tuition and fees for the 2019-20 academic year. The tuition and fees for the 2020-2021 school year will be available in February 2020.

The tuition for 2019-20 is \$19,380.

The non-refundable registration fee for freshmen is \$750.

Tuition for international students is \$29,070 per year, with a \$900.00 registration fee.

The non-refundable registration fee for continuing students is \$600.00.



Reflection

August 1, 2018

Good Morning,

I sure hope you are having an enjoyable summer. We have been chasing the perfect rope swings in the Pacific Northwest, swimming in swimming holes with visiting family, and visiting a big cat sanctuary in Washington State run exclusively by volunteers. Our son had one race in Oregon, with the biggest wind and swell The Gorge has seen in a while, and he was happy he did it and placed very well. He wanted to back off racing this year and he did. No Molokai to Oahu 32-mile race with the training required! His decision allowed him to make some money for college expenses—yep we had that talk—and slow down and hang out with friends.

Along the way, we listened to “Why We Sleep.” Thank you for the recommended reading. Of course, I worry about my firefighter husband and his constant lack of sleep and if I’m honest it took me a week to get past the first pages of all the diseases that can happen when we don’t sleep well. The silver lining is that it gave the framework to have great conversations with our son about sleep, college, expectations, drugs, and alcohol. I asked a question or two and then listened. Long car rides for 8 hours-plus helps!

I’m saying all of this to thank each of you for your direct and indirect guidance of our son and the values you have helped create at Saint Mary’s. Sleep and rest help give time for reflection that we all need, especially a student entering into a brand new phase of learning.

As we went about our different schedules of orientation at SDSU, some of the culture was very familiar; office hours and your final exams may not be at your class time, they may be on a different day and time. This was new to some students. Our son looked over at us at this opening speech and said, “Saint Mary’s has prepared me for this. This is what I worked for.” Cue swelling pride and mom tears that later my son and husband chuckled about. It was an extraordinary day, filled with school pride, sage advice (parents it’s time to back off; do not text your child until they text you), and professors saying, “I don’t fail a face” and “I don’t write a recommendation for an anonymous person.” We are thankful that yes, indeed, it all worked out and he is at the college of his top choice. We are thrilled for him. Our daughter will reap the benefits of our understanding that there are many ways to define success and her path is certainly that, her path.

Even though our son’s schedule was a challenge—Weber’s Honors College courses can be a challenge to fit in and, guess what, there’s not as many Chem202 classes as there are Chem101—he met his people. Other surfers and skaters that are in honor classes, outgoing, happy to be in a fun and challenging place where the school is excited to have you. 94,000 applicants, 8000 accepted, 300 Honors College accepted. Yes, Saint Mary’s staff and faculty, you done good!

Thank you for your continued care in the success of each student, even if that student needs to leave to pursue another dream, as our daughter did. She feels welcome at Saint Mary’s any time she visits. Ms. Paulson certainly gave her the space to follow her dreams, as did Mr. Filson and Ms.G.

This mama is starting a new job today, back in my professional field. My husband is getting sent to the fires and the kids are now making me dinner when I come home. Times are a changing and it’s exciting, even if there a few speed bumps!

Have a wonderful school year.

Fondly,
Renee

The Bells of Saint Mary's

**They always shall guide us,
In all of our sorrows,
Our victories, and hope.
For we will be faithful
To all you have taught us,
To live for truth,
To trust in God,
Saint Mary's Hail!**