



## **CAPUCHINO HIGH SCHOOL | HUMANITIES ARTS SATELLITE BUILDING**

San Mateo Union High School District, San Bruno, California

## EXECUTIVE SUMMARY

The new Humanities Arts Satellite Building (HASB) at Capuchino High School in San Bruno, California is the result of years of hard work by a dedicated team of teachers, staff, members of the San Mateo Union High School District and an innovative architectural firm, that developed a fine arts, crafts, digital media and animation studio complex that rivals professional and college level facilities. The HASB has been instrumental in bringing students from all of Capuchino's programs together to experiment with the arts. It has exposed them to potential well-paying career options in arts, media and technology, broadened their horizons and built lifelong interests. Its curriculum reflects the pragmatism and creativity for which Silicon Valley is known, and it prepares students to work within this challenging yet robust job market.

The HASB, along with other campus facilities and sister programs developed by teachers and administrators at Capuchino with the help of the San Mateo Union High School District, have helped turn around community perceptions of the high school. No longer considered a troubled school, it has become a vibrant educational community offering opportunities to a much broader segment of the student body, whether enrolled in the academically rigorous International Baccalaureate program, regular academic and career technical education classes or the County Special Education program.

### > A THOROUGH, COMPREHENSIVE PLANNING PROCESS:

The HASB is the brainchild of Capuchino's staff, especially by then-principal Katya Villalobos and visual arts and career technical education teacher Maria Sky. They wanted a place that would encourage students to think of themselves as professionals, and to regard their work on the same level. Ms. Sky sought to provide the students with the standard of facilities similarly found in college or work environments. Located in the San Francisco Bay Area, home to Pixar, Electronic Arts, and at the time, Lucasfilm, its game division LucasArts, and Industrial Light & Magic, the region is a global center for digital animation, and also well-regarded for its fine arts and ceramics. The proximity to these professional corporations aided the planning process by providing a vision of the types of facilities and curriculum the school wanted to offer. Working under the direction of San Mateo Union High School District superintendent Tom Mohr, Sky, with the assistance of Villalobos, Dominic Bigue - Visual and Performing Art Department Chair, and other faculty and staff, diligently evaluated the benchmark facilities available to them in order to create professional-level programs and facilities for their students.

### CAPUCHINO AT A GLANCE

Capuchino is a comprehensive, urban public high school located in San Bruno, California. It is one of six high schools in the San Mateo Union High School District. San Bruno is in San Mateo County, which lies between San Francisco and Santa Clara Counties; it's considered part of Silicon Valley.

Grades 9 – 12

2010 student enrollment: 1123

#### Ethnic/Racial Makeup of the School Population

African American	3%
Asian	9%
Caucasian	26%
Filipino	13%
Latino	41%
Pacific Islander	7%
Other	1%

Students Receiving Free or Reduced Lunch:	29%
Students Who Speak Languages Other than English at Home:	43%
Students Receiving Special Education Services:	14%
Students Who are English Language Learners:	15%
Mainstreamed English Language Learners:	77%
Special Ed Students in >2 Special Ed Classes/Day	58%
Special Ed Students in ≤2 Special Ed Classes/Day	42%
2010 Grads Who Intend to Attend 4-Year Colleges:	32.2%
2010 Grads Who Intend to Attend 2-Year Colleges:	60.1%
Total College Bound:	92.3%
Juniors/Seniors Taking at Least One IB Course:	63%

#### — From the March 2012 Western Association of Schools and Colleges (WASC) Report

The County Special Education and District Hearing Impaired programs are located at Capuchino High School. It is the only school in the district to offer the academically rigorous International Baccalaureate diploma program.

The planning process set in motion for the CTE grant application, led the school to rethink their curriculum, the facilities they wanted, and the ultimate building design. Previously designated an II/ASUP Under Performing School, the positive effects of the planning process were evident by the time the school applied for CTE funding in 2008: The staff had successfully raised educational standards and students' scores had markedly increased. This parallel between the raising of the school's performance with its architectural makeover has held steady throughout the redevelopment of Capuchino.



**> DEVELOPMENT OF COMPREHENSIVE EDUCATIONAL SPECIFICATIONS AND/OR PROGRAM OF REQUIREMENTS:**

With the encouragement and input of Principal Katya Villalobos, Department Chair Bigue and Superintendent Mohr, Sky took the lead in developing a California State Career Technical Education (CTE) Facilities Funding grant in order to double the budget for the building. The CTE grant is a competitive merit based award of up to \$3 million, plus an equal amount of funds matched by the District. Sky developed an initial conceptual plan by drawing on an Excel spreadsheet and worked with a diverse stakeholder team to develop the curriculum and building requirements. After winning the CTE grant and matching funding, the work was used as the basis of the building's and program's educational specifications. A tenth grade student was enlisted to render the concept. Sky and the school administration used this material to help explain her vision to the architectural firm that was redeveloping Capuchino into a college-like campus.

**> A DESIGN THAT MEETS THE EDUCATIONAL PROGRAM REQUIREMENTS WITH SPECIAL EMPHASIS ON FUNCTIONALITY OF EDUCATIONAL SPACES:**

Capuchino did not stop at collaborating with the architectural team; Ms. Sky and other members of the task force personally visited local college facilities, as well as those of the digital animation giant Electronic Arts to tour and benchmark their facilities. To get the HASB studios exactly right, Capuchino participated in a "Tech Prep Articulation Agreement" between the College of San Mateo, a nearby community college, and the District, which arranged for specialized teacher training in multimedia studies. Through this, Sky received instruction from Lynda.com, The Walt Disney Company's ACME training, and a weeklong Digital Media Academy at Stanford University.

Because the lead architect is also a practicing artist, nailing down the fine details of these working studios was as important to the design team as it was to the teachers and students who would be using the HASB. The entire architectural team paid special attention to functional and technical needs such as adequate work space, specialized storage, and north-facing windows. They also understood that students and teachers would benefit from having exhibit areas, so they designed the building's lobby to also function as gallery space with moveable display walls and professional lighting.

The Architect, who is also a respected community artist, along with teachers Zan Truman and Maria Sky, and artist Marylea Adams, came up with a project to integrate student art and class curriculum with a design element of the new building: The Hero Tiles. Students designed and fabricated ceramic portrait tiles that have been installed on the exterior walls of the HASB. The project engaged students in the design process and inspired them to connect with the legacy and work of people they considered their personal heroes.

*Images*

*Top: Programming diagram*

*Bottom: Natural light study*

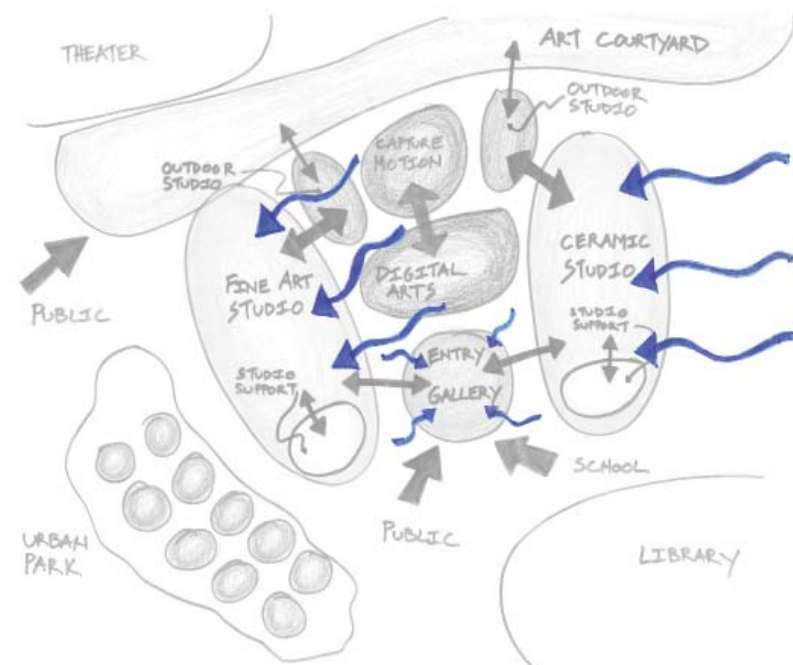
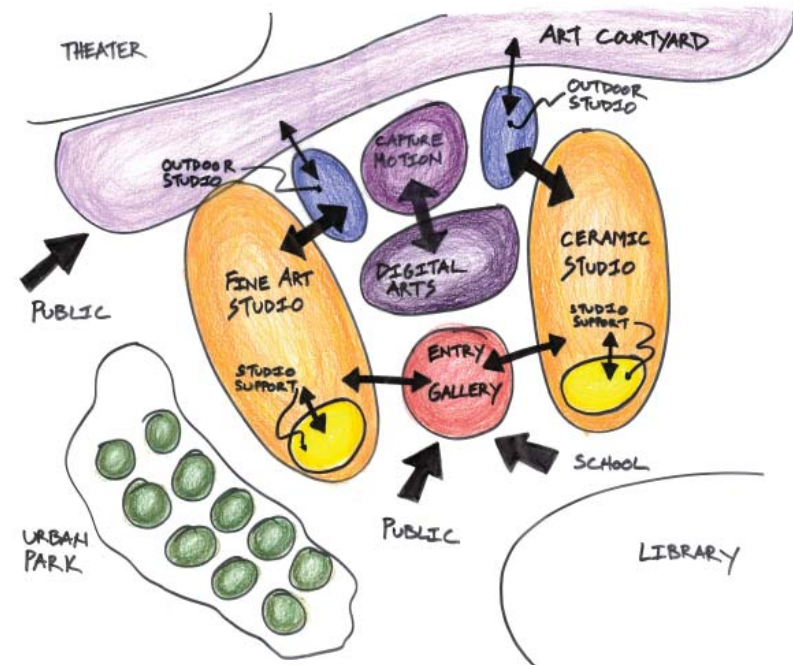






Image  
Capuchino High School Site Plan  
Highlighting HASB Facility



## > OUTCOMES

Now that the HASB has been in operation since 2012, its effect upon Capuchino High School and the community is clear and remarkable:

- Participation in CTE programs, especially in the Arts, Media and Entertainment program, (part of the Technology Arts program based in the HASB), has increased and includes ample representation from all of Capuchino's programs. The classes designed for teaching 30 students, consistently enroll 35, the maximum allowed under Districts policies. In fact, actual demand is greater: Participation in the Media Arts program would be higher if the school had additional staff to offer more class sections.
- Teachers report that students who have taken classes at the HASB continue on these studies after they graduate at a noticeably higher rate than before the new facility was opened. This is partly due to being exposed to professional-grade resources, but it's also a product of the teachers' pedagogical methods and the new curriculum, which encourage students to think of themselves as professionals.
- As the result of the benchmarking process during planning and design, Capuchino High School now has closer relationships with schools its students feed into, like Cañada Community College and San Jose State University, as well as with the digital arts entertainment studio, Electronic Arts.
- Incidents of vandalism, especially graffiti tags, have all but disappeared. Students take pride in maintaining the HASB, as well as the rest of the redeveloped high school.
- Community perceptions of Capuchino High School have turned around. According to District staff, Capuchino was once considered a "gang" school and the "black sheep of the district." It is now sought out for its strong resources, including the HASB and its sister CTE programs, the Art of Video, and FEAST for food-service training. Students apply from other schools in the San Mateo Union High School District, as well as through inter-district transfers, in order to take part in these programs.



**We challenge them enough so they are learning something, but not so much that they're overwhelmed and stop learning. These facilities lend themselves beautifully to that; the kids are using them and learning. It's a delightful space, so conducive to the learning environment.**

**— Maria Sky, Teacher,  
Technology Arts Program**

## WHY CAPUCHINO'S VISUAL ARTS BUILDING IS EXCEPTIONAL:

- Innovative Process
- Community Engagement
- Innovative Programming
- Innovative Planning
- Support of Learning
- Balance of Needs
- Functional Adaptability
- Creative Site Development
- Overall Impression

### INNOVATIVE PROCESS:

The overall quality of the planning process

The curriculum and building program for Capuchino High School's HASB was encouraged by the school's principal and art department head, as well as the district superintendent, and it was conceived by a gifted teacher who partnered with an architecture/community-arts firm. All understood that people need to learn the technical and intellectual skills in order to be successful, professionals working in the art and design fields. They leveraged state career technical grant funding to nearly double the budget for the building. With that, they were able to significantly increase the building's size and functionality. With their background and motivation to make a difference, they achieved a program and facility far beyond norms.

### COMMUNITY ENGAGEMENT:

The degree of community involvement in the planning process

The team built community support for the bond funding that helped construct the HASB. They sought help from local colleges and major digital entertainment studios to help identify the kinds of curricula and facility resources that would be most effective for helping students gain strong professional skills, and established lasting ties to guide its ongoing implementation. Once under design, the teachers and the architectural team collaborated to develop a community art project for the students that was incorporated into the building's exterior finishes.

### INNOVATIVE PROGRAMMING:

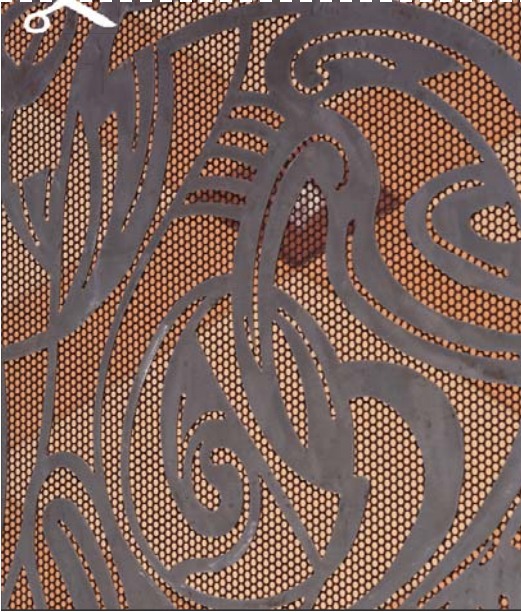
The quality of the educational specifications/program of requirements resulting from the planning process

In order to get Capuchino's Arts, Media and Entertainment offerings right, the team forged ties with local colleges and corporations. The lead teacher took classes through a multi-institutional training program at Stanford and in Los Angeles at Disney's ACME program so she could teach Capuchino's students current in-demand professional techniques in animation and other digital media.

### INNOVATIVE PLANNING:

The uniqueness of the educational facility solution

Because the design team included a practicing community artist as lead architect, the fitting of the technical and functional needs to the program's teaching methods is extraordinarily close. Professional-grade lighting, equipment, storage and work space are attentively designed and installed to match what each subject needs, without restricting flexibility for potential changes in the future. The project team brought opportunities to engage with the arts inside and outside of the building through a dual-purpose lobby/gallery, outside instructional support areas, the Hero Tile community art project executed by Capuchino students, the fence and gates designed by artist Bob Lamp which open onto an adjacent arts courtyard providing spillover space.





**SUPPORT OF LEARNING:**

The quality of the design response in fulfilling the needs of the educational curriculum

Along with tailoring the HASB to the requirements of professional fine, ceramics and digital artists, the classrooms are laid out to facilitate one-on-one and small group peer-to-peer learning. This allows for greater collaboration among the diverse student body. Equally important, Capuchino's test scores and outcomes have consistently improved with the implementation of the modernization process, and the school is now sought-after by prospective students and their parents. Because of the caliber of the Technology Arts program, students from other high schools within and outside of the San Mateo Union High School District seek to apply.

**BALANCE OF NEEDS:**

Evidence that the planning process achieved multiple goals of the district & community

Developing the HASB allowed the San Mateo Union High School District to accomplish several goals at once: allocating resources strategically by creating a district resource center in the arts; elevating CTE programs and encouraging student participation by offering classes that prepare graduates for college and the job market; and raising the community's opinion of Capuchino High School.

**FUNCTIONAL ADAPTABILITY:**

The flexibility and adaptability of the design response

During planning and design, the team utilized outside resources to fine tune the building program and underwrite its costs. Consequently, the building is used for both traditional art instruction as well as career technical education. The HASB relies on movable furniture and equipment whenever practical, in order to minimize costs as subject matter and teaching technique change, and to allow students ample room to work and collaborate on their art projects, whether painting, using motion capture and a green screen, firing large scale ceramics or working with printing presses.

**CREATIVE SITE DEVELOPMENT:**

Creativity in the site development in responding to the space, program, and educational specifications

Integrating the Hero Tile student art into the exterior wall surfaces of the HASB, has nearly eradicated incidents of graffiti tagging and other vandalism that was a major problem before modernization. As part of the renewal process, all buildings on campus now emulate the California Mission-style architecture associated with many California colleges and universities, thereby visually associating the school with these other excellent academic institutions and tying it to the site's historic past as a Mexican-era hacienda.

**OVERALL IMPRESSION:**

The overall impression that the project as a whole is a product of a comprehensive planning process

Through the vision and concerted efforts of the project team, the HASB has been remade into a center of excellence that other local schools look to as a role model. It has been instrumental in transforming Capuchino's reputation as a troubled school to one where students enroll from other schools within and outside of the district because of the quality of its programs and resources.



## SCOPE OF WORK

The HASB is a new, standalone 9,900 square foot studio building for fine art, ceramics, digital arts, and animation. It forms part of a new arts complex at this collegiate-style high school campus. This complex is one of two smaller quadrangles flanking Capuchino's main quad, known as the Spirit Court. Both of the flanking quads are designed to host community functions, such as exhibit openings and performances. The HASB is paired with a recently expanded performing arts and music complex that is served by a large arts courtyard.

The HASB is laid out in a three-winged, single story structure. Each wing houses a studio classroom, linked by a gallery lobby with both movable and permanent exhibit display walls. Each room has generous floor areas and high ceilings. All areas except the digital arts room have tall north facing windows for good sun exposure.

Capuchino High School stands on the site of a former hacienda, Rancho del Capuchino, which was built during the Spanish colonial era of California. The original high school started in 1950 on the site and was built out until 1959. The old campus was designed in a midcentury Modernist style, and its building systems and envelopes were failing by the time that then Superintendent Tom Mohr brought its renewal up for a bond. Measure D was passed in 2000, which began a fifteen-year modernization program that was nearing completion with the passing of a second bond in 2006, Measure M.

Superintendent Mohr saw that rebuilding Capuchino presented an opportunity to re-make its image within the community, and he asked the design team to use California Mission-style collegiate architecture, like that at Stanford University, which is just a half-hour's drive from Capuchino. Collegiate architecture is a powerful symbol within the Bay Area region, and Mohr realized that remaking Capuchino, which was grappling at the time with an undeserved reputation as a gang school, would both link the campus to its historic Spanish colonial past, a source of pride among Bay Area residents including its growing Latino population, and raise the community's estimation of the high school. He was right on both counts.

The HASB is one of many new, renovated and/or expanded buildings at the redeveloped Capuchino campus designed by the architectural team that also developed the high school's master plan in 2011. Only the track and field facilities are designed by another firm.

### *Images*

*Top: Campus Before*

*Center HASB & Urban Park*

*Bottom: HASB & Art Courtyard*







Image  
Ceramics Studio



All of the buildings have been designed to meet California's Division of the State Architect guidelines and energy standards. The building is near the San Andreas Fault and meets all seismic design requirements for life safety. A single-story structure, the HASB and its adjacent courtyard feature many "universal design" principles, which provide equal access to the disabled.

The program of the HASB was determined through an intense process of curriculum development by the school. The community engagement process involved not only the school's teachers, staff, parents and students, as well as San Mateo Union High School and State of California administrators, but also local middle schools, college and area employer participants. This in turn identified how to use the new facility to support both traditional art classes and career technical education instruction.

The HASB has three primary instructional areas: fine arts, digital arts and animation, and ceramics. These are linked by a large entry lobby that doubles as an art gallery. Each studio has an adjacent outdoor area that is fenced off but accessible from the Arts Courtyard. This custom fence and gate was designed by Bob Lamp and the team's principal architect; the gates display visual representations of the three main art studios as well as section off outdoor support areas for art instruction. To extend the vision of the building as a center for fostering creativity in Capuchino's students, art teachers Zan Truman and Maria Sky, along with the principal architect, and the artist Marylea Adams, developed a community art project for the building's facades, the Hero Tiles. Students created portrait tiles of their personal heroes: great artists, entertainers, politicians, educators and sports legends.

**We went through an interior change with the school; with the teachers and with professional development. Now we're changing the school from the outside. No one's going to see the good stuff inside when they don't like the outside.**

**- Margarita Navarro, Assistant Principal**

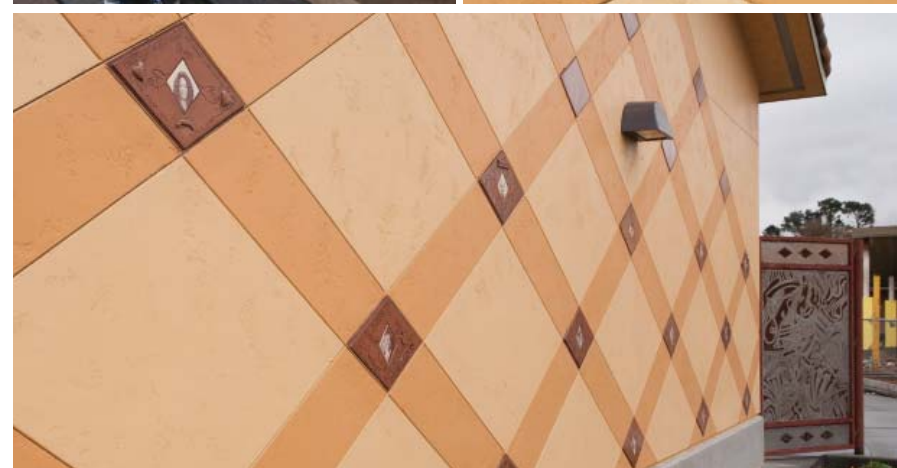
#### *Images*

*Top: Tile sketching workshop*

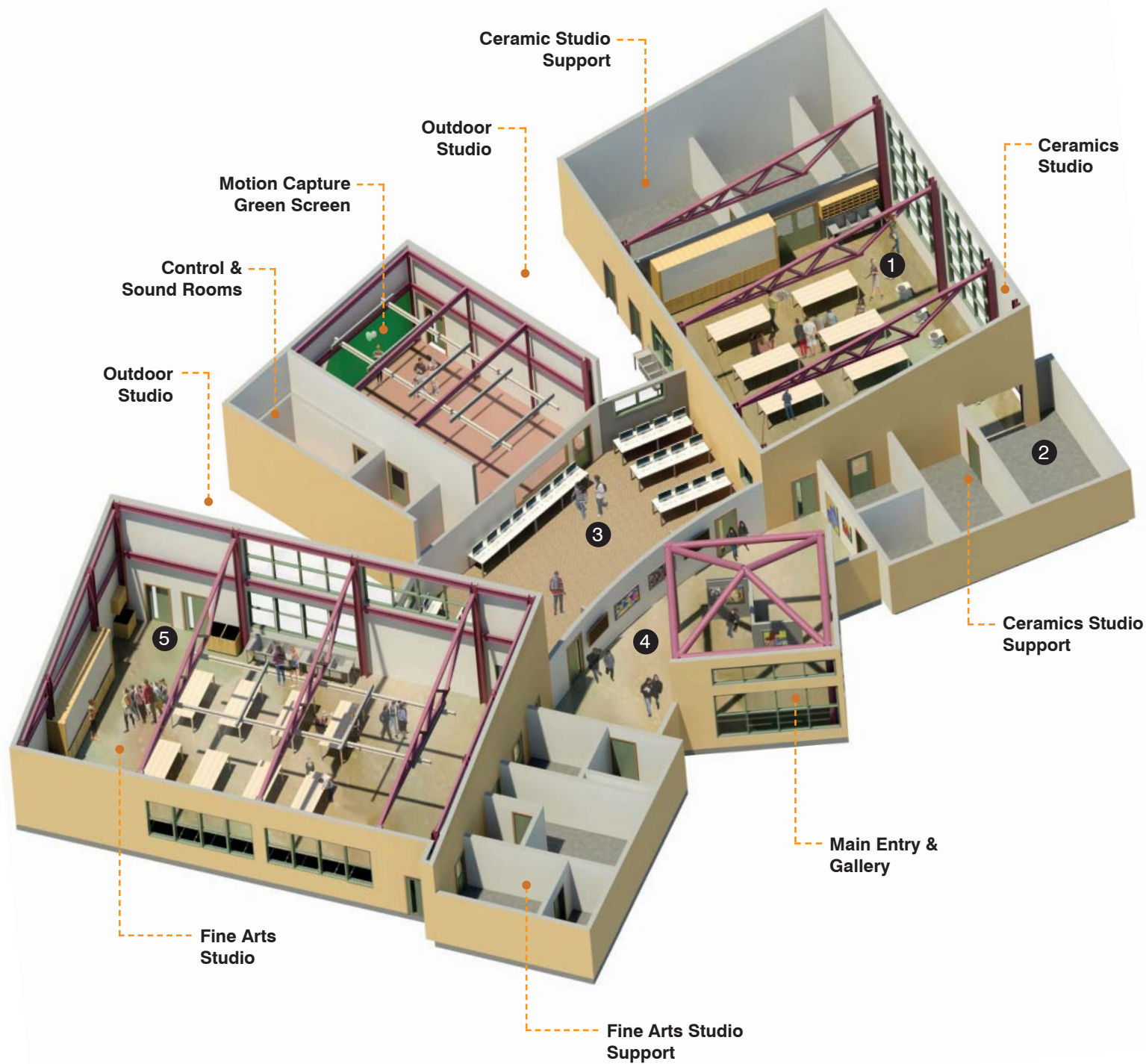
*Center Left: Student sketching her preliminary designs for her Hero Tile*

*Center Right: Finished student created Hero Tiles*

*Bottom: HASB exterior showcasing Hero Tiles*







## BUDGET

The HASB was funded partly by matching funding from a Career Technical Education (CTE) Facilities funding grant through the California State Office of Public School Construction (OPSC), as well as by San Mateo Union High School District School Bond Measure M. The OPSC CTE initiative ran for two years; it provided up to \$3 million per grant, based on matching funding from the District. Capuchino applied for and received \$2.5 million in matching funds. As the project proceeded, Capuchino opted to increase its funding in order to further enhance the building. All funding was allocated only for capital improvements.

### Budget Breakdown

#### COSTS

Building Construction Cost	3,146,431.25
Soft Costs	1,324,461.12
<b>Total Anticipated Project Cost</b>	<b>4,470,892.37</b>

New Equipment	
Gas Kiln	23,009.46
Drawing tables	12,500.98
Capture Motion Equipment	8,256.40
Animation Equipment	5,719.00
Sound Equipment	2,942.64
<b>Total New Equipment</b>	<b>52,428.48</b>

<b>Total Project Cost</b>	<b>4,523,320.85</b>
---------------------------	---------------------

#### FUNDING

LEA Cash Match	2,261,660.43
State Funding	2,261,660.43
Loan from State	0
Total State funds requested	2,261,660.43
<b>Total Cost of Project</b>	<b>4,523,320.85</b>

Costs for running the Media and Design Arts Pathway program over the expected 30-year lifespan of the new HASB were modest. Given a conservative projection of a 1.24% annual growth in student enrollment over time, the estimated annual capital cost of the new facility with its equipment came to \$322 per student.

Industry interest in the Media and Design Pathways program as well as Capuchino's HASB has also yielded additional funding for school programs through corporate donations from companies like Electronic Arts. Digital arts and media industry companies, as well as technology companies with substantial digital arts divisions and crafts-associated companies who provide matching grants to Capuchino include:

- Adobe Systems Incorporated
- Business Wire
- Cadence Design System, Inc.
- Cisco Foundation
- Corning Incorporated
- Dell Direct Giving Campaign
- Dolby Laboratories
- eBay Foundation
- Electronic Arts Inc.
- Epocrates Inc.
- Ericsson Inc.
- Google Matching Gifts Pro
- Hewlett Packard
- Houghton Mifflin Company
- IBM Corporation
- Intuit Foundation
- Lithotype Company
- Logitech
- Macromedia
- Macworld Communications, Inc.
- McGraw-Hill Companies, Inc.
- The Medtronic Foundation
- Microsoft Giving Program
- Motorola
- National Semiconductor
- NCR
- NEC Electronics America Inc.
- Nikon Precision Inc.
- Nokia
- Novellus Systems
- Oracle Corporation
- Palm, Inc.
- PC World Communications
- Philips Electronics
- Qualcomm Inc.
- Rambus, Inc.
- Radio Shack/Tandy
- San Jose Mercury News
- SAP Matching Gift Program
- SBC
- Sony Computer Entertainment America Inc.
- Sprint
- Sun Microsystems
- Symantec
- Synopsis
- Tektronix
- Telcordia Technologies
- Texas Instruments
- Textron
- TIBCO Software Inc.
- Tyco Electronics Matching Gift Program
- United Technologies Corporation
- United Business Media LLC
- United Technologies
- Verizon
- Wiley & Sons Inc., John
- Yahoo! Inc



## COMMUNITY ENGAGEMENT PROCESS

The success of the HASB and the Arts, Media and Entertainment program it houses is the direct result of the District engaging its faculty and the greater community in its planning, design and operations.

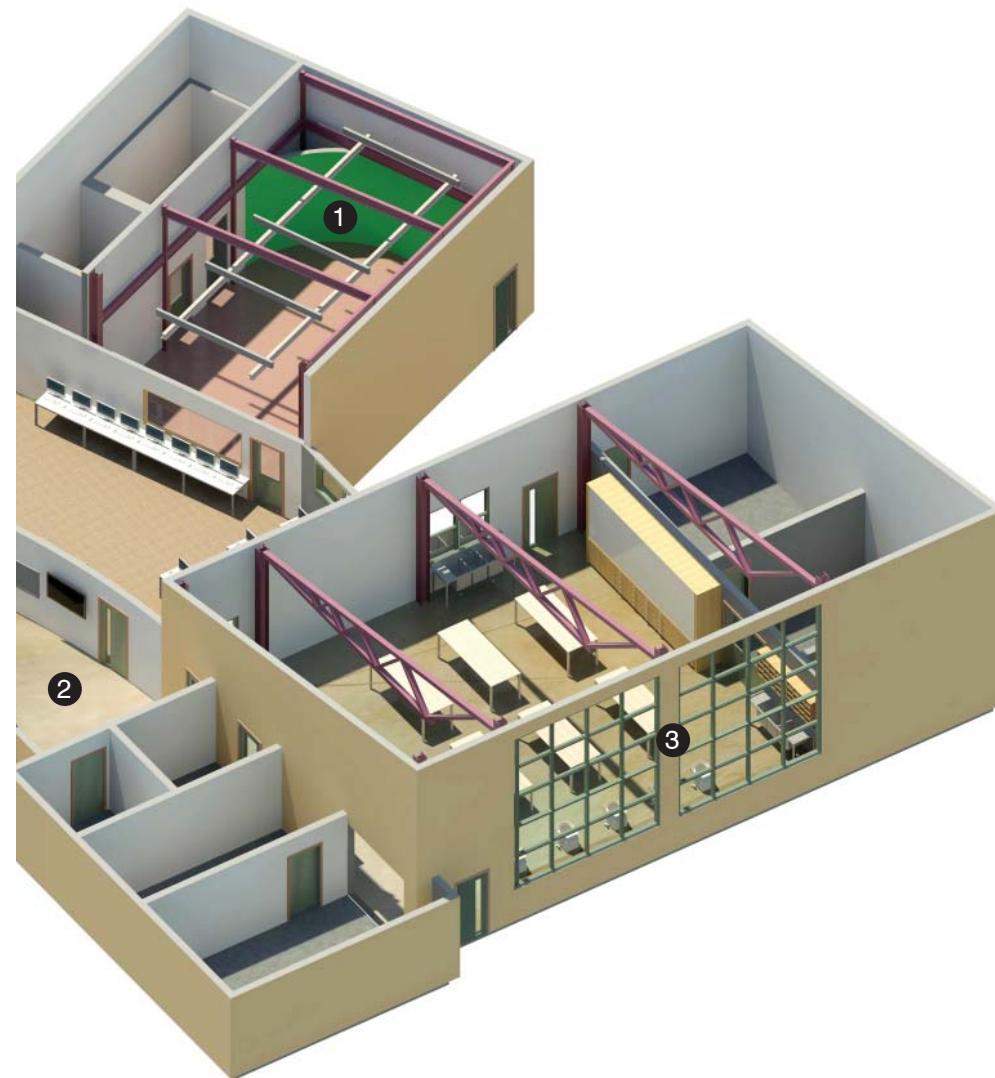
### > KEEPING CAREER TECHNICAL EDUCATION RELEVANT WITHIN A COMPLEX REGION

The building's development came as much from a desire to provide relevant work-force training for high-demand, well-paying careers as to provide meaningful traditional and digital art education for lifelong learning. The need for well-trained workers in digital arts is constant in the Bay Area, which at the time of the grant application and building development, was home to LucasArts, Electronic Arts, Pixar, Dreamworks and Industrial Light & Magic, as well as many other small to medium companies. Pay is good and job prospects for the foreseeable future are bright.

Compared to other high demand, high wage jobs in the Bay Area, digital arts careers can be secured with fewer years of specialized training. This is especially relevant in the Bay Area, where the strong economy and local political conditions have made housing costs among the highest in the country. According to the September 2013 Brookings Institute/J.P. Morgan Chase study, "Export Nation 2013: U.S. Growth Post Recession," film and music industry royalties comprise the largest U.S. export for our nation's top 100 metropolitan areas. In 2012 annual earnings were nearly \$14 billion.

### Summary of the California Occupational Employment Projections 2004-2014

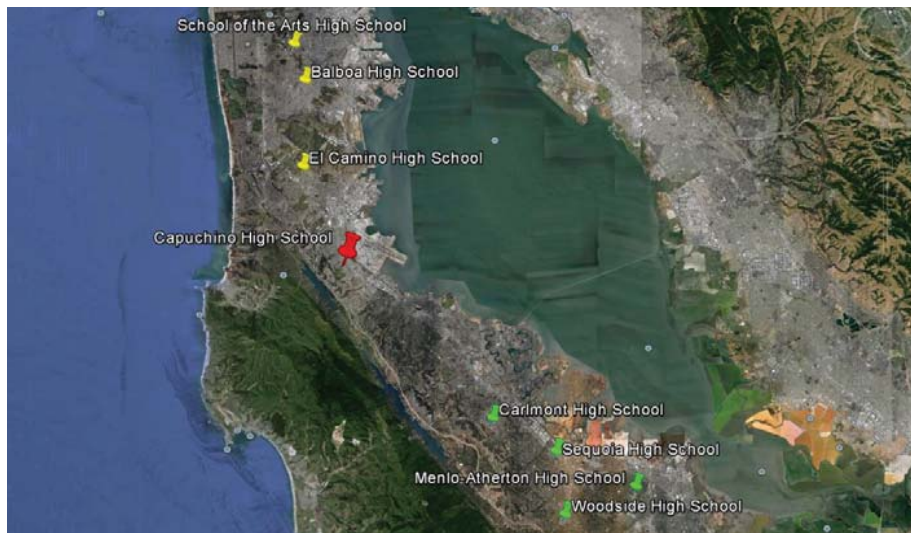
Occupation	Employment		% Employment Change	Average Annual Job Openings	Median Hourly Wage	Required Education & Training
	2004	2014				
<b>Total, All Occupations</b>	<b>16376500</b>	<b>19013700</b>	<b>16.1</b>	<b>649800</b>	<b>16.14</b>	n/a
<b>Management Occupations</b>	<b>1044300</b>	<b>1215400</b>	<b>16.4</b>	<b>35720</b>	<b>43.54</b>	
General & Operations Managers, Advertising, Marketing, Promotions	219900	264300	20.2	8590	48.47	BA/BS + Experience
<b>Architecture &amp; Engineering</b>	<b>340000</b>	<b>393000</b>	<b>15.6</b>	<b>12520</b>	<b>34.71</b>	
Architects	16700	19200	15.0	440	33.89	BA/BS Degree
<b>Office &amp; Administrative support</b>	<b>2751200</b>	<b>2984500</b>	<b>8.5</b>	<b>86690</b>	<b>14.85</b>	
Desktop Publishers	3200	3900	21.9	140	17.32	Post-Secondary Voc-Ed
<b>Construction &amp; Extraction</b>	<b>946800</b>	<b>1124700</b>	<b>18.8</b>	<b>35710</b>	<b>20.33</b>	
Tile & Marble Setters	17400	22800	31.0	810	19.89	12 Month Out
Painters, Construction, Maintenance	68300	81100	18.7	2320	16.38	1 to 12 Months Out
<b>Production Occupation</b>	<b>1047700</b>	<b>1098400</b>	<b>4.8</b>	<b>20520</b>	<b>11.77</b>	
Jewelers, Precious Stone, Metal Workers	5200	5400	3.8	120	13.16	Post-Secondary Voc-Ed
Tailors, Dressmakers, Custom Sewers	5900	6400	8.5	150	11.06	12 Month Out
<b>Arts, Design, Entertainment, Sports, &amp; Media</b>	<b>416100</b>	<b>493700</b>	<b>18.6</b>	<b>15190</b>	<b>19.14</b>	
Art Directors, Fine Artists including painters	10000	11900	11.3	360	38.21	BA/BS + Experience
Multi-Media Artists & Animators	25500	30100	18.0	1010	32.97	BA/BS Degree
Video & Motion Picture	6800	8000	21.2	280	31.95	1 to 12 Months Out
Graphic Designers	31700	38200	14.2	870	21.50	BA/BS Degree
Broadcast Technicians	4500	5300	17.8	190	16.11	Post-Secondary Voc-Ed



1. Motion Capture Green Screen
2. Main Entry & Gallery Space
3. North Facing Windows

*Images  
Students displaying their work in  
the Main Entry/Gallery space*

Developing an enhanced Media and Design Arts pathway curriculum and facility was a forward-thinking, community-minded goal, tailored to regional needs. At the time of the grant, few local schools offered programs comparable to what was proposed for Capuchino; within San Francisco and San Mateo counties, which together had a population of 1,523,686 in 2010 and of that number, approximately 265,000 of which were 18 or under in age, only three public high schools had close counterparts, and four others offered instruction only in web design, video and film.



#### **Geographic Proximity of Similar CTE Programs**

**Carlmont High**  
ROP Web Design

**School of the Arts**  
Film & Video

**Woodside High**  
Film Critique & Production

**Sequoia High**  
ROP Web Design

**Balboa High**  
Animation, Video  
Production, Digital Media &  
Graphic Design

**El Camino High** Graphics  
& Animation, Multimedia,  
Video, Digital Photography

**Menlo-Atherton High** Web  
Design & Video Production

Both Capuchino High School and the San Mateo Union High School District have had a long and successful history of offering CTE programs that were directly tailored to the San Francisco Bay Area and Silicon Valley. When the aviation and aeronautics giant Lockheed Martin was a major employer in the region, Capuchino offered aircraft building, along with auto and wood shop classes. Now, the San Mateo Peninsula is providing career education in digital arts, exposing students to job opportunities that pay well and have optimistic forecasts in Silicon Valley and elsewhere.

In addition to Arts, Media and Entertainment classes, the CTE program at Capuchino has courses in Child Development, and Food Education and Service Training (FEAST). The FEAST program was the first to receive purpose-built space as Capuchino was redeveloped. Like the HASB, the facilities for the FEAST program were partly funded by grants secured by CTE faculty, including teacher Maria Sky, who also guided the design and outfitting of the FEAST classrooms to emulate professional catering kitchens. The FEAST program has been a huge success, earning recognition from the California State Department of Education, multiple FHA-HERO State and National awards, and from the National Restaurant Association.

Capuchino was not a destination school; it had been the third or fourth school of choice. People used to choose Mills or Burlingame first; Capuchino was if they had to. Now people say, “Wow! I’m coming to Capuchino.” Those kids are excited, those parents are excited.

- Margarita Navarro  
Assistant Principal



## ➤ DIVERSE STAKEHOLDERS ENRICH THE PROCESS

The District and Capuchino staff recognized that making a successful Media and Design Arts pathway facility would both change the curriculum and method of teaching. To make this work, they would have to engage with parents and students at Capuchino, as well as a much larger group of stakeholders: the leaders of the San Mateo County Office of Education Regional Occupation Program (ROP), state administrators, local colleges, and industry. Three different task forces were involved:

- The Digital Media & Animation, Art & Multimedia Advisory Committee focused specifically on developing the Media and Design Arts curricula and the HASB facility.
- The Capuchino High School Site Council Advisory Committee included: Capuchino's administration; art, social sciences and leadership instructors; students and parents.
- The San Mateo Union High School Career Technical Advisory Committee included: district staff responsible for curriculum, school to career transition, adult school offerings, and a student; the dean of creative arts/business division at the College of San Mateo, a community college; representatives from other San Mateo Union High School District schools; and industry representatives from other CTE programs.

Stakeholders from all groups were actively engaged, particularly the Media and Design Art Advisory members. These participants came from middle schools, high schools, regional occupation centers and programs, students, parents, counselors, community members, business and industry partners, and community colleges. Their input was used to develop, articulate, review and approve the Career Technical Education Plan used for both developing the curriculum and funding the HASB.

As a result of this effort, the stakeholders were able to identify the projected demand for media and design arts careers in the region and the potential economic benefit to those trained by these programs. The stakeholders identified what was needed in the curriculum and how to align it with district and state CTE programs, and translated those needs into a building program, as well as furniture, fixtures and equipment, detailed down to computer hardware and software.

Institution	Participant	Job Title
San Mateo Union High School District Office	Patricia Kurtz	Director of Curriculum
Parkside Intermediate School - Feeder School	Angela M. Addiego	Principal
Capuchino High School	Katya Villalobos Ron Berggren Maria Sky Zan Trueman Dominic Bigue Sharon Bleviss Kevin Thomas Terri French Alexander Macy	Principal Assistant Principal Art/Animation Lead Instructor Ceramics/Sculpture Modeling Video/Film Instructor Special Education Chair Counselor College/Career Advisory Student
Canada College	Jean McCorney	Professor, Multimedia Art & Technology
Cogswell College	Susan Harby	Associate Professor
College of San Mateo	Sam Sanchez	Professor, Film
San Mateo County Office of Educational, Regional Occupations Program	Andrew Klase Tricia Giovanazzi Carlos Melendez	Director of Educational Services Administrative Assistant ROP Adult Student
The Simpsons	Debbie Bruce	Character Layout Animator
Lucas Arts Entertainment	Dave Cerra Matt Ornstein	Associate Producer Character Animator
Radium	Jonathan Keeton	Director, Lead Artist
Schwab Learning	Steve Snyder	Creative Director/Sparktop.org
Consultant	Nadia Tereshchenko	Consultant
Lizmar Media Design & Video Production	Nancy White	Owner
Electronic Arts Inc.	Julie Wynn	Manager, EA Outreach & Corporate Giving, U.S.



## > CHALLENGES

The process had many challenges to overcome. At the time the process was initiated, Capuchino's arts programs were housed in rooms in an aging building from the 1950s that needed repair and lacked the infrastructure for teaching digitally-based arts. The former building had substandard electrical, mechanical, and plumbing systems, inadequate ventilation and lighting, and non-optimal work space. The buildings had three art rooms totaling 4,000 square feet, designed to accommodate 20 students, yet class sizes were typically 30-35 students, with only five computer stations available in a room.

Funding was also scarce at the time. California historically hovers at the bottom for state education funding, largely because of Proposition 13, which decades ago minimized the ability for raising property taxes. As a result of this, school districts must rely on passing bonds within their communities to fund construction and expand operating budgets. Without local support, Measure M, which would pay for what turned out to be half of the HASB budget, would fail, and there would be no building. Because of this, the District and Principal Villalobos turned to the arts and CTE faculty to develop an enhanced curriculum for the Media and Design Arts Pathway that would eventually fund not only the HASB, but also the facilities for a sister program, the Art of Video, in another building on campus. Getting both of these fund sources was critical for the success of the program.

There was another, more complicated problem. Historically, Capuchino was the lowest-performing school in the San Mateo Union High School District, and people often referred to it as "the black sheep of the district." Yet its scores had steadily risen with the advent of the campus modernization. Capuchino had developed a reputation in the community as a gang school; many years ago, there had been a stabbing on campus, and the school had not been able to shake off this stigma despite years of continually improving test scores and graduation rates. Many people felt like the school's good traits were dismissed, and many parents shied away from sending their children to Capuchino, requesting sibling transfers to other San Mateo Union

High School District high schools years after the older child had graduated. Assistant Principal Margarita Navarro noted that when school staff were directed by the district to check on the status of students who lived in the San Bruno neighborhood devastated by the 2010 Pacific Gas and Electric explosion, which leveled blocks of homes, they found that many students who should have been attending Capuchino because of their home's location were actually going to other schools in the district, which indicated that the community's poor opinion of Capuchino still lingered.

Ms. Navarro commented that teachers, including Maria Sky, felt like the community looked down on them too. The old buildings gave a negative impression of the school and its community. Because of the way the school looked, Sky initially did not want to teach there; In 1985 before she started at Capuchino, there was a general negative opinion about it. But she quickly found the students and faculty were terrific and the negativity unwarranted. The modernization of the campus now reflects the positive aspects of the school.

Getting the new building was not just a matter of increasing educational offerings and repairing dilapidated structures; securing funding for the continuing modernization was critical for turning Capuchino around. The HASB was a key win in this ongoing community outreach effort.

## AVAILABLE ASSETS

Despite the negative perceptions surrounding Capuchino before modernization, it had many strong assets to leverage. It had a committed district administration and faculty who wanted to make a difference in both academic and career tech programs, and who saw these programs as mutually supportive. They dedicated personal time and efforts to bettering the programs and sought out coaching from career technical training programs at the county and state level.

At 34 acres, the school campus was unusually large for a dense suburban setting, and while many of the buildings were past their useful lifespan, others could be modernized relatively economically. Despite the previously sullied reputation Capuchino had in the community, local residents consistently supported education funding. There is also an interested corporate and community college base, who helped advise the faculty about programs and facilities.



## > DEVELOPING THE RIGHT PROGRAMS

Everyone involved in developing the Media and Design Arts Pathways program for Capuchino wanted to provide students with substantial learning opportunities that would put them on a successful career path. The project abstract for their 2008 Career Technical Education Grant captures their intent:

It is vital that our students be provided with the educational opportunities to compete in a "knowledge-based" market. In the immediate San Francisco, San Mateo, and Santa Clara counties there are many media-based career opportunities—but only those students that possess the knowledge, creativity, flexibility and critical thinking skills will be able to secure positions in this growing, fast-changing and knowledge-based global economy. Our future goals and objectives are as follows:

- To provide an environment that prepares students to master the academic, technical, critical-thinking, decision-making, and interpersonal skills needed upon graduation and entrance to post-secondary education and careers.
- To provide an enriched sequence of courses and pathway choices that best suit student's interests and talents.
- To provide real-world hands-on opportunities that incorporate rigorous academic, Visual and Performing Arts, Foundation and CTE standards that are essential for students to understand and master, so that they will become contributing citizens in the present global economy.
- To be responsible and flexible in their decisions and to be able to transfer knowledge and skills to new situations, to think conceptually, and be creative.
- To have opportunities to work as a team when creating media related projects.
- To increase the size of facilities to comfortably house 35 students per class.

Based on their individual strengths and availability of new facilities, students will be able to develop the appropriate knowledge and skills for media-based careers. For example, a student good at visualization may choose to become a commercial artist, photographer, sculptor/modeler, or architect. A student who enjoys computers could concentrate his studies in animation, visual effects, ads, game and web design.

The new facilities, as planned, will give students the opportunity to explore options to progress in the required sequence of courses, and to develop their interests as they become proficient in the knowledge and skills needed for high-wage and demanding careers in the multimedia and design industry.

A complex web of interrelated classwork was developed; it linked academic offerings in English, communications, social science, traditional art, and CTE Media and Design Arts classes. In fact, initial concepts for the HASB planned to locate the new building adjacent to a new Humanities Classroom Building in order to promote synergies between areas of study. It also factored in opportunities for student internships to gain practical experience, and anticipated students embarking on multi-disciplinary projects where they would enlist students in other classes to work on related projects to complete parts of the effort. As the CTE grant application explained, "Students enrolled in the animation class could "hire" ceramics students to help mass produce items needed for stop motion." Maria Sky related the higher goal the entire team had in mind, "I want to expand their experiences at the high school level, so they can go further at college level. I want them to understand how to solve problems and find answers."

### *Images*

*Top: Student with Hero Tile*

*Center: Students in Fine Arts studio*

*Bottom: Students in Digital Arts classroom*



At Capuchino, the Art and Multimedia, Digital Media and Animation, and Art of Video each have their own Regional Occupation Program (ROP) advisory board to help guide the relevance and quality of education. Ultimately, a list of goals and standards were developed, including an Accountability Plan, with yearly meetings held by the Advisory Committee to review courses and validate the relevance of the material and projects covered. It would interface with the San Mateo Union High School District Career Technical Education Advisory Committee on a yearly basis in order to examine expectations and update curricula to District needs. In addition, there are connections with Capuchino's school-site-based advisory committee.

The Media and Digital Arts Pathway team devised a suite of course offerings that allowed students in all programs, whether college-track or in specialized learning situations, to take advantage of its classes. Because Capuchino is a relatively small comprehensive high school and would have only one teacher for this pathway, the offerings were engineered so both traditional and CTE classes could be "stacked" together, or taught concurrently in the same class, while meeting CTE and fine and

performing arts program certification standards. These classes conformed to University of California UC (a-g) approved standards so that students could be considered for their highly competitive application process. The classes were also aligned through the Regional Occupation Program to obtain ROP certification, in conjunction with the College of San Mateo, a well-regarded, local community college. The Advisory Committee set a goal of 92.5% of all MDA Pathway students earning ROP certification.

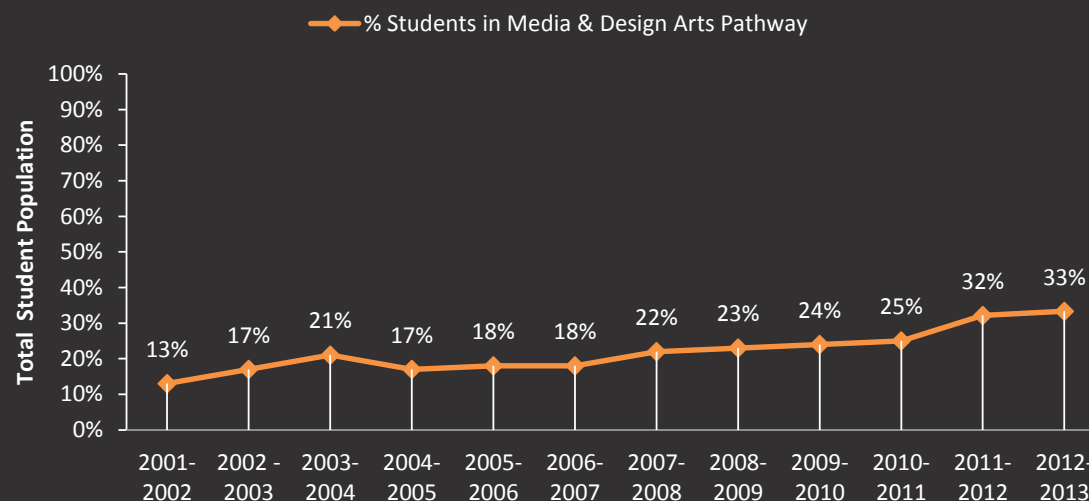
The projections have been accurate up to the point where Capuchino could actually staff these classes; because they are only funded for one Media and Design Arts teacher, who also teaches traditional fine arts classes, enrollment has been artificially kept at a lower level than actual demand.

Giving access to the opportunities offered through the Media and Design Arts Pathway was critical for giving all students a strong chance for future success; at the time of the CTE grant application, Capuchino was wrestling itself out of its designation as an II/AUSP Underperforming School, and many student populations needed help.

Capuchino's teachers needed training too, in order to be prepared for the new technical and pedagogical challenges they would encounter as the new curriculum was introduced. In response, the district arranged for relevant staff to participate in the Bay Region Initiative for Digital Gap Elimination, or BRIDGE Project, funded through a California Senate Bill 70 Quick Start Grant and offered through the Cabrillo College Tech Prep Consortium two counties away. Through the BRIDGE Project, Capuchino's MDA teacher Maria Sky was given online training through Lynda.com, ACME training from Disney, Inc. and a week-long Digital Media Academy course at Stanford. This was an enormous help in launching the program. Ms. Sky augmented this training with other training she took on her own.

As the lead instructor on the Advisory Committee, Sky led outreach to local colleges and digital media industry companies, in particular with Electronic Arts, to visit their facilities and learn firsthand what Capuchino's programs should comprise. From these visits, the team understood what the classes would need and was able to devise detailed and comprehensive equipment lists to outfit the new studios at professional levels.

Enrollment Trend in Media & Design Pathway



\*Years 2008 - 2013 use projected data

Although improvements are being made every day, there are still many challenges, for example, 56% of the 2007 freshman class, excluding English Learner (EL) classes, are reading below 9th grade level. Capuchino's 2007 CBEDS 1185 student population is comprised of the following mix:

58%	EO (English Only)
35%	are IFEP/RFEP (Initial English Fluent Proficient/ Re-designated Fluent English Proficient)
29%	FEP (Fluent English Proficient)
23.6%	IB (International Baccalaureate) students
22.1%	Comp Ed
12.6%	of EL (English Learners) students. Of the EL students, 47% have been here less than three years,
10%	are underschooled.
13.9%	Special Education Students
10.7%	GATE (Gifted and Talented Education) students
1.2%	HIP (Hearing Impaired Program Students. All HIP students from the six district high schools attend this program located at Capuchino High School.



## EDUCATIONAL ENVIRONMENT

### > HOW THE ENVIRONMENT SUPPORTS THE CURRICULUM

The CTE Funding Grant provided a clear image of what would be needed in the new HASB in order for the Media and Design Arts Pathway, as well as traditional fine art classes to flourish.

The goal of any CTE program is to teach students to be self-directing contributing members of society. We live in a global, technology-infused, and information/internet based competitive world. CTE coursework provides students with academic and technical skills that allow them to communicate, think and solve problems, take responsibility for their decisions, be flexible and willing to use previously learned knowledge, and apply it to new situations, working either individually or as part of a team in order to complete projects in a timely manner. CTE and Art Standards are incorporated into the program and new facilities and equipment will transform a good program into an outstanding program that more students will be able to utilize.

The HASB was programmed and designed by practicing artists and teachers, and their expert knowledge has made the building a role model for other schools. Lead instructor Maria Sky had two primary goals in developing the HASB: that students would be able to learn and practice art-making in one-on-one and small peer group situations, and that students would use the same equipment they would find in professional studios so they would be proficient once they entered the workforce or advanced onto college programs. Having professional quality equipment and studio space, has resulted in students taking their work more seriously, and given them greater self confidence when continuing into college programs or the workforce.

To get Capuchino's building as close as possible to the actual working environments for a digital arts studio, Ms. Sky also visited Entertainment Arts (EA), the global video game developer in Redwood City, California. She both toured the studios and met with staff in order to get the HASB studios up to their level. She worked with a tenth grade student to use CADD software to render the team's ideas as 2-D and 3-D drawings. Ms. Sky continued further and personally took animation classes at San Francisco State University to learn the techniques and use the equipment herself. As a result of this attention to detail, the animation studios have a green screen room for superimposing live action with animation, and Sky has procured motion capture suits for students to use for their projects. Because fundamental animation concepts are common to both traditional and digital arts animation, the HASB provides facilities to teach both to students, further enhancing their skills.

As a result, the Advisory Group developed the following building program:

1. A classroom for both foundation and advanced courses in traditional arts with:
  - Ample space to work on individual and group projects
  - Storage areas for supplies and students' works-in-progress
  - In-house library comprised of art-based instructional and reference texts that are available for student and faculty use
  - Designated space for specialty work in textiles, metal, tile and glasswork
  - Designated space for painting and airbrushing, with proper ventilation
2. A classroom for digital art and animation with:
  - Space for 35 computer stations and areas for printing and scanning
  - Overhead LCD projector, screen and seating area for viewing educational materials and critiquing student work
  - Area for stop motion, Claymation, capture motion, and other visual effects
3. A classroom for clay-based sculpture, model-making and ceramics with:
  - Ample space to work on individual and group projects
  - Storage areas for supplies and students' works-in-progress
  - In-house library of sculpture-based instructional and reference texts
  - Glazing and spray booth, equipped with OSHA approved ventilation
  - Area for electric kiln and outdoor area for Pugmill, Raku and gas kilns
4. An outdoor workspace for both the art and sculpture/ceramic classrooms
5. An exhibition room, to house and display student media, animation, design, art, drawings, paintings, and sculpture projects, which will be open to the public.

Having the right equipment is not enough; the architectural team outfitted the classrooms for the planned equipment to function, as well as keeping the building flexible for future changes. Proper lighting, acoustics and ventilation systems designed to minimize exposure to hazardous materials often used in ceramics and traditional visual arts, were installed in the studios.

The digital studios utilize a lighting design that minimizes glare. Flexibility was kept in mind when designing the studios; The digital computer stations are readily available to students and allow for quick reconfigurations and switch-outs. Classroom setups are easily changeable; Most classroom furniture is movable, so teachers can reconfigure their setups for a variety of teaching and learning styles, as the Common Core encourages. This flexible design allows for expanding learning modalities and future innovative uses of the spaces.

The years-long efforts of faculty like Maria Sky have been recognized by state and national awards for Capuchino's Visual Arts and FEAST studies. It has encouraged more students to participate in all Capuchino's CTE programs, including students applying for transfers within and outside of the San Mateo Union High School District.

By providing up-to-date career technical facilities, students are given valuable experience learning with professional-grade equipment in facilities that replicate real work environments. The students who participate in Capuchino's visual art programs, continue in higher proportions to take additional classes in these disciplines after graduating, whether at community colleges or four-year colleges.

#### **> HOW THE ENVIRONMENT SUPPORTS A VARIETY OF LEARNING AND TEACHING STYLES**

The concept of marrying fully functional, professional quality studio spaces, with the adaptability to suit different and changing learning environments was an essential design consideration. The four types of learning spaces in the HASB include: fine arts studio space; digital classroom space; stop motion video space; outdoor studio support and work space.

The flexible nature of the studio/classroom configurations allow for multiple modes of learning, from traditional classroom instruction, to small group, collaborative, and one-on-one learning. All of the classrooms support project based learning, allowing students and teachers to deliver "hands-on" learning experiences. Equipped with both specialty and traditional educational equipment, the classrooms can be configured according to the teachers' needs and teaching modalities.

In addition to the classroom leaning spaces, the entry lobby was designed to function as an art gallery and multiuse exhibition space, equipped with movable gallery walls and track lighting. In this space learning often happens in both formal and informal instruction. Not only utilized as a space students can display their work, it functions as a way to engage other classes in dialogue about the projects, prompts discussion and art critiques, allows for small and impromptu performance based art and music, and enhances both traditional and project based course curriculums.

The faculty and architects designed the HASB to help facilitate student-centered individual and small group learning by providing ample practicum space with professional equipment where students and teachers can work side-by-side on projects. Peer-to-peer learning has flourished in this setting.

**When the kids step in my art classes, and I get students from all grades and programs, I want to treat them as individuals and with respect.**

**— Maria Sky, Teacher,  
Technology Arts Program**

*Images*

*Top: Fine Arts Studio*

*Center: Student displaying her works in the Gallery/Main Lobby space*

*Bottom: Students working on assignments in the Digital Arts classroom*





## PHYSICAL ENVIRONMENT

### > PHYSICAL ATTRIBUTES OF THE ENVIRONMENT

Walking into the HASB is like going to a college arts program. The functional layout of the building can partially be attributed to the fact that both the architectural team and the school's faculty included individuals with backgrounds in the arts. This understanding of the desired functionality of the space can be seen throughout the building. The Ceramic and Fine Arts Studios utilize semi industrial interior finishes, high ceilings outfitted with lighting grids that are fully adjustable, ceiling trusses that allow for hanging various objects, and ample natural lighting with large north facing windows. Classrooms and Studios have large workspaces that are configurable to individual teaching modalities, and generous cleanup and storage areas. Some key safety features include ventilation systems strategically located near workspaces to optimally capture noxious gases and direct them toward the floor, instead of rising to the ceilings. A dedicated glaze room connected to the Ceramics Studio is equipped to handle the safe storage and mixing of toxic glaze components.

The Digital Arts and Media classrooms are broken into two connected spaces: the Digital Arts classroom and the Motion Capture studio. The studio space is equipped with a green screen, motion capture cameras and equipment, a director's booth, and soundproofing acoustical panels mounted on the walls and ceilings. The spaces are linked by large viewing windows, so students in the digital arts classroom can see what is taking place in the other space. The digital workstations are easily movable, so teachers can reconfigure the space for particular needs. The lighting design minimizes screen glare at students' workstations.

Student art adorns the outside of the HASB and entire art complex in a permanent installation made up of ceramic tiles called "The Hero Tiles". Working in collaboration with the architect and an outside artist, students were asked to design and fabricate tiles, of figures they deemed to be inspirational heroes.

In addition to the Hero Tile art project, the team worked with the School District to commission a series of decorative art fences and gates for the large Arts Courtyard and the two smaller Studio Support Courtyards which open directly into the respective studio classrooms. The two Studio Support Courtyards provide outdoor support areas to the arts classes, one specifically for ceramics, and one for general arts practice. Designed in collaboration with Bay Area artist Bob Lamp, the gates safeguard students and visitors from potentially dangerous studio equipment, such as the large gas-fired kiln housed in the ceramics outdoor courtyard.

The Studio Support Courtyards allow for the classrooms to be extended outside. They provide additional workspace, and specialized storage areas, capable of housing materials requiring specialized storage to meet additional safety regulations, or restrict access from students. Both smaller courtyards open onto the adjoining large Arts Courtyard, which forms the center of the school's arts quadrangle. This multi-functional space can

further be used by teachers and students to expand their classroom environment, as well as utilize it for larger community art gatherings.

With its single story layout, at-grade entrances and wide doorways, the HASB graciously utilizes "universal design" principles within its California Mission architectural context. The lobby of the HASB doubles as an art exhibition space, outfitted with professional gallery lighting and freestanding movable exhibit walls. The gallery lobby reinforces CTE's mission of prompting students to adapt a professional outlook toward their work.

### > HOW THE FACILITY FITS WITHIN THE LARGER CONTEXT OF THE COMMUNITY

The HASB, as well as the entire Capuchino campus, is designed in a California Mission architectural style that grows out of the site's original use as a Spanish-era hacienda. The architecture of most of the older educational and civic buildings throughout the state is California Mission, including many University of California and California State University campuses, as well as nearby Stanford University. Capuchino's close physical resemblance to these university buildings is immediately recognized by Bay Area residents and influences them to associate the high school with academic learning.

With its concrete stucco walls colored deep ochre and red clay tile roofs, the new and renovated architecture of Capuchino High School also refers to the state's heritage as a former Spanish colony and former part of Mexico. Like the rest of California, nearly half of Capuchino's students are Latino, and that proportion is growing. So Capuchino's architectural style holds particular resonance for its community, especially because of the site's Spanish-era history.

**With the redevelopment, you step on campus and feel the ambience; it's not a factory-made cookie-cutter design. You feel like you're at a college campus.**

**— Maria Sky, Teacher,  
Technology Arts Program**



Image  
HASB & Art Courtyard



## ➤ HOW THE PROJECT INSPIRES AND MOTIVATES

The studios of the HASB are outfitted with professional equipment and emulate real-world working conditions. Because of their exposure to digital, applied and fine arts at Capuchino, a high proportion of students continue with these studies at college and enter the workforce in these areas.

Both the academics and the facilities encourage mixing students from all of Capuchino's programs, including students in International Baccalaureate, regular, and special education classes. The capacity to make compelling art transcends traditional preconceptions about academic excellence, and students encounter a learning environment at the HASB where everyone learns from one another, no matter what program they're enrolled in.

The Hero Tile art project has given students a sense of pride and has shown them their work and studies are meaningful. It and the other community art installed throughout campus has helped transform student perceptions about the school, and incidents of vandalism have all but disappeared.

**The Capuchino community has been thrilled with the result. Said Ms. Sky, “I was so glad [the lead architectural firm] was hired because they made a point of involving the students, e.g. the Hero Tiles. They made the buildings of the campus match and look fabulous. [They] looked at the building from the viewpoint of the end users, and as professional working artists would, getting the right lighting and spaces outdoors connected to classrooms to give students broader space to work in.”**

*Image  
Fine Arts Studio*



## RESULTS OF THE PROCESS AND PROJECT

### > HOW THE PROJECT ACHIEVES EDUCATIONAL GOALS AND OBJECTIVES

Because the San Francisco Bay Area prides itself on being a “knowledge economy” as well as a global center for innovation, Capuchino’s mixing of academic and career tech facilities introduces students to attractive jobs they can strive for and attain after leaving high school. Combining academically rigorous classes such as those in the International Baccalaureate programs with the career technical education classes emulates the emphasis on applied knowledge for which Stanford and UC Berkeley, the area’s globally prominent universities, are renowned.

Capuchino’s career tech programs and facilities are tailored to the job market in the Bay Area, particularly for the digital arts, for which the region is a global leader. It emphasizes careers that help the local economy and gives students a leg up for well-paying jobs. This is the latest iteration of the District’s CTE program efforts, which have consistently responded to the regional economy. In the past, when the Bay Area helped pioneer the US aviation and space industry, CTE offered aviation-oriented programs like aircraft building. The offerings have shifted with industry needs and more recently the programs have been centered on food, with the FEAST program, and digital arts and technology, with the Technology Arts programs which include the Arts, Media and Entertainment program that is headquartered in the HASB. Capuchino High School is part of San Mateo County, which is located near the heart of Silicon Valley; the Technology Arts offerings directly address regional workforce demands for the foreseeable future.

Marrying together enhanced CTE classes and the sought-after International Baccalaureate program with the redevelopment of Capuchino as a college-style campus has changed the perception of the high school on many levels; it’s particularly improved the school’s academic stature. The enhanced career tech programs have drawn many students to try these classes, including college-track and special education students. They have also attracted inter-district transfers.

### > HOW THE PROJECT ACHIEVES SCHOOL DISTRICT GOALS

The HASB, along with the other enhanced CTE offerings at Capuchino has turned the school into a regional benchmark for the visual arts, and its sister programs in food service and video journalism. By strategically allocating resources to enhance the Visual Arts and Art of Video programs along with designating Capuchino as the district center for the FEAST career tech program, the District was able to raise its academic offerings and improve its facilities well beyond those typically found at high school level.

Because the elevation of CTE program offerings the San Mateo Union High School District has raised perceptions and consequently, academics and college-track student performance at Capuchino. They also encouraged faculty involvement in the development of new programs and facilities. Through this, both academic and career tech programs have

thrived, and students have transferred to Capuchino to take advantage of the school’s enhanced resources.

The HASB originated from the vision and hard work of dedicated faculty members and administrators at Capuchino High School and San Mateo Union High School District. The programs sponsored by the faculty who helped develop enhanced facilities by seeking and securing matching grant funds have won state and national recognition for the school and the District. Their efforts have not only given the school an outstanding facility that is used as a benchmark for other high schools, it’s improved the educational experience and has become a magnet for students. Because of the redevelopment, the visual arts program has formed stronger ties with the local colleges and digital arts employers in the region.

As a result of all the hard work and collaboration, Capuchino has more enhanced resources than other local high schools. Assistant Principal Margarita Navarro found that the community has a completely different attitude toward Capuchino since its modernization:

Now with the makeover, people want to send their kids here. They say, “Oooh, I want to send my kids there.” Part of it is the makeover, but part of it is the work to make it public. People are in awe, people are in disbelief, when they see it. “Do I have to pay to get into here? Is there a special application to go here?” I have to tell them, “No, this is your school.” This tells me that new families have a new impression and are seeing the Capuchino of the 21st century. The new Capuchino has evolved.

**The integration of student art into the buildings and site, led by the design team, has also encouraged increased participation by students in arts programs. Students are inspired to emulate their peers and to consider themselves professionals.**



As Assistant Principal Margarita Navarro related, the attitude of the entire Capuchino community has been improved by the process of being encouraged to develop new curricula, like the Media and Design Arts Pathway, and facilities to support them, such as the HASB.

It all came from the perception that Capuchino thought they were lower on the totem pole, that they weren't good enough and made to feel less-than by the District. They thought events were done specifically because the District thought they were less. It was our own perception of ourselves, and not the District's. I came in and said, "You have to be your own cheerleaders. We can't keep putting ourselves down." We have kind of grown out of that, evolved out of that. It does help that our API scores have gone up 60 points. Our test scores are better; Our discipline rates have gone down. All the indicators are improving.

### ➤ HOW THE PROJECT ACHIEVES COMMUNITY GOALS

For years, Capuchino High School had struggled with an undeserved reputation as a gang school. This came in part because of the deteriorated state of the buildings on campus, which did not age well. The high school's overall redevelopment has raised the stature of Capuchino in the community. The redeveloped campus has instilled a sense of pride among students, and incidences of vandalism and neglect have all but disappeared. This is in part from the new and renovated buildings, but it is also a result of the community art installations that are featured throughout the Capuchino High School campus. As lead teacher Maria Sky says, "I don't see the things I'd see on the old buildings, like graffiti tags. The redevelopment has really changed the community perspective of the school and this area".

Capuchino now has sought-after programs in academics and career technical education that draw students from other schools. The HASB is emblematic of this change. Students have been given the opportunity to learn in professional-level career tech environments. By encouraging students to participate in both academic and career technical classes, they are exposed to intellectually rewarding, applied knowledge learning that is consonant with both the goals of Common Core teaching and the values prized in the regional workforce, which is heavily a "knowledge economy."

In planning the facilities for the HASB, teachers visited with local companies like Electronic Arts, San Jose State University, and Cañada Community College to tour their operations and learn from them. These meetings have built ties with these companies and schools that have provoked their ongoing interest in Capuchino and its students, further benefiting the school.

The new architecture strengthens the community's pride in the school, and it also enhances the desirability of the area to current and prospective residents and businesses. So many objectives have been attained through the development of the HASB and the work of a dedicated team of faculty, school administrators and architects.

## CAPUCHINO'S REPUTATION TURNS AROUND

Unsolicited Reviews on GreatSchools.Org  
Captured on March 22, 2014

Community Rating: 4 Stars, based on 28 ratings

*Posted November 4, 2013*

*Capuchino High School This a great school....The teachers here are really helpful and they take the time to help the student comprehend the subject as long the student is willing to learn. The reputation Capuchino has been misunderstood. Capuchino is a great school not only because it's an IB school, but because of the environment it has to offer. It has diversity and it is a life learning experience. It is a place of prosperity, it makes the student and the parent feel welcomed.*

*Posted February 19, 2013*

*I am a very satisfied parent of two Cap graduates class of 2006 and 2011. I found the staff to be extremely capable, hardworking and accommodating to my very different students' needs. The leadership program creates an extremely exciting and spirited atmosphere that is Cap's greatest strength. My girls really LOVED coming to school every day. A large A+ goes to Principal Shamar Shanks who expects student's to bring their best every day and is willing to help them one on one if they ask. My students always received attention and help from their caring teachers and supportive counselors. The IB diploma program was extremely rigorous yet effectively prepared our student for Boston College where she is currently a sophomore who feels indebted to her principal, counselors, teachers and staff for preparing her to work hard and earn success. I have one more child and look forward to four more years at Capuchino High School! —Submitted by a parent*

*Posted October 8, 2012*

*I am a Cap alumni of the past graduating class, 2012. I have to say many people have a bad presumption of Cap, but unless you actually go to the school you'll realize this is the best high school in the district. The teachers are amazing! If you need help they will aid you, if you care for your grades then they will make the time for you. The administration are tough because they want the best learning environment possible, which is reasonable. I loved Cap, made many new friends, I have strong bonds with me teachers who led me to success. The IB program is great and rigorous, I actually completed the full diploma program, was the captain of the basketball team, did swimming and joined clubs! The atmosphere is wonderful this school has prepared me for my future. Now I attend UC Berkeley as an undergrad and will continue to thank Cap for everything it has done for me.*