

# SAN MATEO HIGH SCHOOL

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	SAN MATEO HIGH SCHOOL
<b>Street</b>	506 North Delaware Street
<b>City, State, Zip</b>	San Mateo, CA 94401
<b>Phone Number</b>	650-558-2399
<b>Principal</b>	Yvonne P. Shiu
<b>E-mail Address</b>	yshiu@smuhdsd.org
<b>Web Site</b>	<a href="https://www.smuhdsd.org/sanmateohigh">https://www.smuhdsd.org/sanmateohigh</a>
<b>CDS Code</b>	4136370

<b>District Contact Information</b>	
<b>District Name</b>	San Mateo Union High School District
<b>Phone Number</b>	650-558-2299
<b>Superintendent</b>	Kevin Skelly, Ph.D.
<b>E-mail Address</b>	kskelly@smuhsd.org
<b>Web Site</b>	www.smuhsd.org

### **School Description and Mission Statement (School Year 2017-18)**

San Mateo High School (SMHS) is located 20 miles south of San Francisco, in San Mateo, a city of just over 100,000, serving the surrounding communities of San Mateo, Foster City, Hillsborough and Burlingame. SMHS is one of six comprehensive high schools in the San Mateo Union High School District (SMUHSD). School and community pride are an integral part of the school environment. San Mateo High School is an ethnically and socioeconomically diverse educational community committed to academic excellence, community service, school spirit and leadership. San Mateo, home of the Bearcats, strives for excellence in our academic, athletic, performing arts, leadership, community service and professional development programs. We have a long tradition of providing both an exemplary academic program and a wide range of excellent co-curricular opportunities, including an extensive athletic program and more than 50 student clubs. The entire school community has worked hard to ensure that every student feels connected to school by creating programs and services that reach out to all students. These programs include a comprehensive special education program, English Language Development program, a Freshman orientation program, a strong honors and Advanced Placement (AP) program, an award-winning biotechnology program, and an outstanding performing arts program and many others designed to enhance the school's climate. Students participate in challenging curriculum that will prepare them for their post high school experiences whether it is continuing education or the workforce. We provide computer support for both teachers and students, including wireless internet access in every classroom. We are dedicated to the ongoing development of programs, activities and services to meet the growing needs of a global society. San Mateo High School's mission is to provide our diverse learning community with opportunities to make successful academic, career and life choices.

### **Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	441
<b>Grade 10</b>	426
<b>Grade 11</b>	410
<b>Grade 12</b>	393
<b>Total Enrollment</b>	1,670

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.1
Asian	2.2
Filipino	4.7
Hispanic or Latino	43.7
Native Hawaiian or Pacific Islander	2.1
White	19.2
Two or More Races	6.8
Socioeconomically Disadvantaged	35.7
English Learners	16.7
Students with Disabilities	8
Foster Youth	0.2

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	0	0	93	497
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which data were collected: 09/2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current and meet State and Local Standards/2015	Yes	0
Mathematics	Current and Meets Local Standards: Springboard Math Program/2017	Yes	0
Science	Current and meet State and Local Standards	Yes	0
History-Social Science	Current and meet State and Local Standards	Yes	0
Foreign Language	Current and meet State and Local Standards	Yes	0
Health	Current and meet State and Local Standards/2016	Yes	0
Visual and Performing Arts	Current and meet State and Local Standards	Yes	0
Science Laboratory Equipment (grades 9-12)	Current and meet State and Local Standards	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

San Mateo High School is a relatively new facility, having been rebuilt from 2000-2005. The new buildings are designed to integrate state-of-the-art technology with the design and architecture of the original buildings. Our athletic facilities include a main gymnasium and a small gymnasium, a heated outdoor pool, an artificial turf field and an all-weather track. On an average day, over 1,600 students, staff, and community members use our facilities. There is wireless access throughout the SMHS campus. In addition to a computer lab in the school library, the school has four computer labs; one mac lab for Journalism, Yearbook, Digital Photography and Art and Multimedia classes and three pc labs for teacher/class use. Students and teachers have access to these labs with Internet access throughout the school day. There are twelve mobile lab carts available for special programs such as Intensive Math and English support classes and Special Education. Each classroom is equipped with Internet access for teacher and student use as well as an LCD projector, a SMARTBoard or a high definition television with remote and document camera. In 2008, San Mateo High School wrote and was awarded a Career Technical Education Facilities Grant for a new Biotechnology facility in the amount of \$3 million that was matched with Measure M funds. The Biotechnology facility officially opened in December 2010. The Performing Arts Theater Renovation, an 18 month project, began in December 2011 and was completed in October 2013. In July 2012, the turf field was replaced and in the summer of 2014, the stadium went through a bleacher modernization project; bleachers were refurbished or replaced and a press box and handicap access were added. By the end of 2012, solar panel installation in the main parking lot was completed. During the spring 2015, Measure O funds were used to renovate M building. Two new modern art classrooms and a gallery were created, along with three general education classrooms, a multipurpose room, and the mac computer lab were added to accommodate future population growth.

Every summer, the whole facility is cleaned and repairs are made, so that the school community is welcomed back to a new school year. [FIT completed 08.28.17]

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 08/28/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Sewer line repair planned for former bio-tech classroom.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 08/28/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/28/17				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	76	65	79	77	48	48
Mathematics (grades 3-8 and 11)	53	42	57	56	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	412	338	82.04	64.5
Male	193	160	82.9	61.88
Female	219	178	81.28	66.85
Black or African American	--	--	--	--
Asian	85	63	74.12	87.3
Filipino	11	11	100	81.82
Hispanic or Latino	190	155	81.58	41.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	83	68	81.93	88.24
Two or More Races	29	27	93.1	81.48
Socioeconomically Disadvantaged	148	124	83.78	41.94
English Learners	106	83	78.3	24.1
Students with Disabilities	42	38	90.48	18.42

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	412	342	83.01	42.26
Male	193	162	83.94	47.47
Female	219	180	82.19	37.64
Black or African American	--	--	--	--
Asian	85	63	74.12	77.42
Filipino	11	10	90.91	60
Hispanic or Latino	190	161	84.74	17.2
Native Hawaiian or Pacific Islander	--	--	--	--
White	83	69	83.13	61.76
Two or More Races	29	25	86.21	60
Socioeconomically Disadvantaged	148	125	84.46	17.07
English Learners	106	87	82.08	14.12
Students with Disabilities	42	37	88.1	5.41

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	55	51	62	63	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### Career Technical Education Programs (School Year 2016-17)

At San Mateo High School, we have four CTE pathways. We offer a four year Biotechnology Certificate Program under our San Mateo Biotechnology Career Pathway Program (SMBCP). The SMBCP serves the needs of the industry and the community by increasing student science literacy and preparedness for biotechnology employment and advanced academics. We also offer a Hospitality, Tourism and Recreation pathway; course offerings include Foods and Nutrition and Culinary Arts. In the Arts, Media and Entertainment pathway, we offer Digital Photography and both Art & Multimedia and an Advanced Art & Multimedia course. Our fourth pathways is Information and Communication Technologies, offering Publications, Journalism, Principles of Computer Science and AP Computer Science.

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	637
<b>% of pupils completing a CTE program and earning a high school diploma</b>	94.52
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	18.18

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
<b>2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	99.7
<b>2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	43.96

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.2	26.7	31.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

San Mateo High has extremely active parent groups, including the SMHS Foundation, the PTO, Latino Parent Group and booster clubs for music, drama, and athletics. The PTO provides support for students and their families by sponsoring educational programs for parents, which in the past have included the Superintendent's update, extracurricular activities, and Jefferson Awards in addition to food/refreshments for both staff and students. Parents also serve on the School Site Council, the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC), and District Black Parent Association. These groups work closely with the school administration and faculty to ensure that parents' voices are heard and to help access all available community resources. We greatly appreciate the volunteer services they provide to all aspects of the school community; these include but are not limited to: extra help in the classroom, tutoring, office filing, processing of textbooks, field trip transportation and supervision. Parent groups meet monthly and have information posted on the school website. The Administration uses an automated phone dialing system to remind parents of meetings and activities, as well as mailers home and personal phone calls. Messages are delivered in both English and Spanish. The PTO also provides mail blasts to families that have signed up to receive the school's daily bulletin. The Family Engagement Coordinator has helped increase parent involvement and engagement at San Mateo High School, and in particular has been very successful with our Latino parents. One program organized by the Family Engagement Coordinator is the Parent Institute for Quality Education (PIQE) series. A nine week parent education program, successfully completed by 181 Latino families over the past four years.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	4.2	6.8	7.5	3.4	6.6	6.8	11.5	10.7	9.7
Graduation Rate	95.48	92.96	90	94.71	91.64	90.86	80.95	82.27	83.77



**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

Group	Graduating Class of 2016		
	School	District	State
All Students	88.01	91.14	87.11
Black or African American	66.67	59.09	79.19
American Indian or Alaska Native	100	100	80.17
Asian	97.17	96.7	94.42
Filipino	100	92.97	93.76
Hispanic or Latino	75.71	83.99	84.58
Native Hawaiian/Pacific Islander	90	87.5	86.57
White	93.85	93.79	90.99
Two or More Races	95.45	94.05	90.59
Socioeconomically Disadvantaged	85.71	71.13	63.9
English Learners	28.36	38.5	55.44
Students with Disabilities	76.23	86.2	85.45
Foster Youth	0	40	68.19

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.2	3.6	2.8	3.3	3.2	3.8	3.8	3.7	3.6
Expulsions	0.1	0.1	0.0	0.1	0.2	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2017-18)**

San Mateo High School's comprehensive school safety plan was updated and accepted by the Site Council on December 11, 2017. San Mateo High School (SMHS) has a comprehensive Safe School Plan that addresses the school's climate and the school's physical environment. Prior to the beginning of the academic school year, a Family Handbook is provided to each family of students who have been admitted to attend SMHS. This handbook contains important information regarding the attendance policies, student activities, school resource information, expected student behaviors, including school rules and progressive disciplinary action, and emergency preparedness procedures. The Family Handbook is also available in Spanish for our Spanish speaking families. Students and families can download the student handbook from the school's website. During the school year, students can also purchase a Student Planner which also contains the identical information found in the Family Handbooks.

SMHS campus is staffed with three administrators, four and a half counselors that include an Academic Intervention Counselor, one dean of students, two campus safety specialists, five Wellness Counselors, a school resource officer, a health aide, and an attendance clerk. They all assist in student safety, wellness, and campus security. To promote a safe, positive, and nurturing environment, the administration, dean of students, campus aides, school safety advocate, and school resource officer hold grade level assemblies and visit freshman English classes to introduce themselves and review the rules and policies. Throughout the school year, the Wellness Counselors help promote a safe environment by offering CALM classes, group therapy, and grade level assemblies. The School Resource Officer helps promote a safe environment by assisting with campus security, being a resource to the students, and building positive relationships with SMHS community. SMHS partners with the SMCOE to offer the FLY (Fresh Lifelines for Youth) program, which is a weekly meeting where students are mentored and are connected with positive adult role models. San Mateo High School is a closed campus. All visitors must sign in at the Main Office.

SMHS has a school safety team that meets four times each school year. There are both certificated and classified staff members on the site team. The site team analyzes data and implements any changes to the school's emergency protocol. The site team also discusses and reflects after each safety drill.

SMHS conducts monthly emergency preparedness drills, which includes earthquake, fire, secure campus, lock down / barricade and shelter in place. Big 5 Protocol training for all staff and faculty is provided throughout the year, and includes collaboration with the community such as San Mateo Police Department, Fire Department, and the SMCOE. Students are also involved in emergency preparedness teams which include First Aid and Student Status Teams, and the American Red Cross Club. Staff members are given opportunities throughout the school year to attend SMCOE professional development sessions centered around BIG 5 training and school safety.

In real emergency situations, staff can call an emergency alert extension which rings into all offices to ensure that someone will pick up the telephone or send an email to an emergency address. Substitute teachers are provided with emergency packets when on campus. Staff can also email the emergency address to ensure that each staff member in the main office and student services is aware of any staff member or student who may require immediate attention. SMHS utilizes Aeries Communication to communicate with all families via text, email and phone calls. The SMHS administration can send out messages in multiple languages to notify families of any safety concern on campus or in neighboring areas.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	37	33	13	23	40	25	19	24	34	26	17
Mathematics	28	16	25	19	27	17	23	22	28	13	25	24
Science	29	8	13	15	31	2	16	16	30	4	16	16
Social Science	29	8	17	25	29	8	21	23	29	7	25	23

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.4	415
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	0.14	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$17133.48	\$4240.87	\$12892.62	\$99,608.62
District	N/A	N/A	\$13253.66	\$92,775.59
Percent Difference: School Site and District	N/A	N/A	-2.7	7.4
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	96.1	20.3

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2016-17)**

The majority of funds at San Mateo are expended for teachers' salaries and benefits, support staff, and instructional materials. The school receives limited discretionary funding from the district to cover textbooks, instructional materials, and maintenance. LCAP provides staffing for academic intervention programs-after school Homework Centers and paid student tutors, as well as support for the ELD Instructional Aide, ELD Specialist and Family Engagement Coordinator. District Title III provides funding for parent education programs such as PIQE- Parent Institute for Quality Education. During the 2016-17 school year, the school received approximately \$214,567 in donations from the SMHSF to support its instructional programs.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$59,396	\$50,221
Mid-Range Teacher Salary	\$95,814	\$83,072
Highest Teacher Salary	\$112,850	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$148,711	\$146,114
Superintendent Salary	\$275,000	\$226,121
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	4	N/A
All courses	16	34.7

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)****Professional Development Summary 2016-2018**

Staff at SMHS (both certificated and classified) are regularly provided with opportunities for Professional Development both on and off-site. District mandated PD includes Keenan SafeSchools trainings that staff are required to complete annually, Kognito training for certificated staff that emphasizes how to recognize and converse with students exhibiting psychological distress, and other department/council led PD such as the “Summer Institute” model that began last summer- a voluntary, paid opportunity for certificated staff to get Professional Development within their own disciplines during the summer. Other district PD offerings depends on the assessed needs and interests of the staff at the time and have included opportunities such as EL Achieve Constructing Meaning workshops (ongoing), “Digital Bridge” trainings for teachers utilizing the chromebook carts in their curriculum, and more.

Teachers at SMHS also engage in PD at a site-level in various ways. All teachers are a part of a “Learning Team” (or “LT”- called Professional Learning Community or PLC at some schools) each school year. They self-select their LTs based on content-area and interest. All LTs set SMARTER (Specific, Measurable, Attainable, Realistic, Timely, Equitable) goals each school year, keep documentation of their work (though the specifics of this vary by team), and are encouraged to go through the Cycle of Inquiry and to examine student work throughout the year. During our school’s “Embedded Time,” various teacher-led PD Breakout Sessions are offered so that teachers can learn best practices from one another. Additionally, each semester, teachers are encouraged to participate in our “Peer Observation” process; all teachers are asked to do two meaningful observations (20 minutes or more each) of their colleagues. Not only do the teachers provide one another feedback to encourage professional growth, but SMHS has recently started to examine our implementation of our School-wide Learner Outcomes through these Peer Observations and has re-created its observation form to allow for some measurement of our work in the area of our SLOs. For the past two years, SMHS offered a “Standards Based Grading” (SBG) PD Workshop during the first days of summer. Approximately 35 teachers attended these trainings, some of whom have moved toward SBG implementation.

Finally, staff at SMHS is encouraged to apply for Professional Development opportunities off campus as well. The approval process involves completing a PD Request Form in which the interested party describes the PD opportunity, explains how it aligns to the school’s current Single Plan for Student Achievement (SPSA) goals, and explains how they plan to share their learnings with colleagues and students. The application is presented to the school’s Site Council for approval. There were 15 PD requests approved by Site Council during the 16-17 School Year., ranging in amounts from \$250- \$5000 (SBG cohort II). Some PD requests were for registration fees for workshops/conferences and others were for release time to collaborate and develop content learned through PD opportunities. In 2017-18, our PD budgets were cut in half; however, we are fortunate that the San Mateo High School Foundation supplemented the \$10,000 PD budget with an additional \$5,000.00 to allow for more opportunity for teacher growth.

Teachers at SMHS also have the opportunity to work with Instructional Coaches during their evaluation year. Currently (Fall, 2017), 35 teachers work regularly with Instructional Coaches on personally tailored professional development that is connected to the teacher’s evaluation goal. In May of 2017, teachers with Instructional Coaches provided feedback about the experience. 85% of respondents indicated that working with their coach was valuable or extremely valuable. The anecdotal feedback was also extremely positive overall.