

SAN MATEO HIGH SCHOOL

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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

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

School Description and Mission Statement (School Year 2018-19)

San Mateo High School (SMHS) first opened in 1902 with an enrollment of merely 14 students and a staff of one principal/teacher and two assistant teachers. Now it is a vibrant and diverse community that thrives on Bearcat “peace, passion, and pride.” At San Mateo High School, staff and students unite around academic rigor and an unrivaled tradition of school spirit. SMHS stands out, even in the state of California, as a place where diversity is valued. Staff works constantly on being a cohesive whole, giving students opportunities to create lasting memories with people from a vast array of backgrounds. San Mateo High School is a passionate place, and the quad bustles with the energy of a college campus. The students, intensely spirited, strive to meet their school’s potential and to better their rivals. The staff, highly qualified, serves as both academic and community activists. The parents, highly involved, dedicate time to supporting the school’s ambitions. The community works to put words into action: reaching toward rising expectations, SMHS focuses on what is possible rather than on what is not. SMHS’s vision is to equitably prepare all students for a successful future.

San Mateo High School excels in Advanced Placement and specialized courses, visual and performing arts, student leadership and government, and athletics. SMHS works to integrate the latest technology into the school facilities. While striving to prepare students for both college and the working world, SMHS maintains a commitment to community service and volunteerism. SMHS staff recognizes that the students have a wide array of needs, from acquiring a foundation of academic skills, to learning at an accelerated pace, to developing language, to overcoming disabilities. SMHS expects students to develop socially and academically, becoming responsible members of the community as well as productive and successful members of society.

San Mateo High School’s vision is to equitably prepare all students for a successful future.

San Mateo High School’s mission is to foster knowledge, growth, and personal responsibility so that our students will make purposeful academic, career, and life choices.

Schoolwide Learner Outcomes

PEACE

SMHS students will:

- Respect diversity and consider multiple points of view
- Communicate clearly and conscientiously through multiple mediums
- Resolve conflicts equitably

PASSION

SMHS students will:

- Explore interests in class and through co-curricular activities
- Think critically to pose thoughtful questions, define problems, analyze information, and propose solutions
- Aspire to grow academically

PRIDE

SMHS students will:

- Participate actively in the school community
- Strive to reach personal goals and take on challenges
- Graduate high school and pursue post-secondary options based on their strengths, skills, and interests

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	411
Grade 10	433
Grade 11	406
Grade 12	415
Total Enrollment	1,665

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.1
Asian	22.2
Filipino	4.6
Hispanic or Latino	43.7
Native Hawaiian or Pacific Islander	2.1
White	19.3
Socioeconomically Disadvantaged	40.0
English Learners	16.8
Students with Disabilities	8.8
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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	0	93	94	515
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2018-19)

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: 11/6/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Sewer line repair planned for former bio-tech classroom.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/6/18	
Overall Rating	Exemplary

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	65.0	61.0	77.0	71.0	48.0	50.0
Mathematics (grades 3-8 and 11)	42.0	45.0	56.0	52.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	393	334	84.99	61.08
Male	194	159	81.96	47.80
Female	199	175	87.94	73.14
Black or African American	--	--	--	--
Asian	85	66	77.65	84.85
Filipino	17	15	88.24	80.00
Hispanic or Latino	165	145	87.88	39.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	43	89.58	83.72
Two or More Races	33	26	78.79	65.38
Socioeconomically Disadvantaged	151	132	87.42	39.39
English Learners	97	77	79.38	15.58
Students with Disabilities	32	27	84.38	29.63
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	393	335	85.24	44.91
Male	194	155	79.9	41.56
Female	199	180	90.45	47.78
Black or African American	--	--	--	--
Asian	85	68	80	85.29
Filipino	17	15	88.24	40
Hispanic or Latino	165	145	87.88	14.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	43	89.58	69.77
Two or More Races	33	26	78.79	65.38
Socioeconomically Disadvantaged	151	133	88.08	15.04
English Learners	97	79	81.44	13.92
Students with Disabilities	32	25	78.13	4.17
Foster Youth	--	--	--	--

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Career Technical Education Programs (School Year 2017-18)

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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	654
% of pupils completing a CTE program and earning a high school diploma	84%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	8%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.9
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	59.4

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.5	26.2	32.8

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

There are numerous ways parents are involved in decision making and activities at San Mateo High School, and 86% of the parents who took the 2017 California Healthy Kids Survey for parents indicated that they agree or strongly agree that “the school actively seeks the input of parents before making important decisions. 82% of those surveyed indicated that “school staff take parent concerns seriously.”

SMHS is fortunate to have a highly involved Parent-Teacher Organization. A parent/guardian group called English Learner Advisory Committee (ELAC) meets three times a year and ends their work with recommendations for school improvement. There is a Latino Family Group, an Athletic Boosters Group, a Drama Boosters group, a Black Parent Association (a district-wide parents' group that meets on SMHS campus), a Music Boosters group, a GATE Parents' Group that offers grants and funds enrichment activities for students, the SMHS Foundation (Academics Booster) and all of these parents' groups meet monthly. The SMHS administrative team divides representation at these different groups, and a portion of the meetings is dedicated to giving a current school report and seeking parental involvement as needed; parents are encouraged to voice their input at Board meetings. For instance, many parents spoke to the Board when the discussion arose about relocating Peninsula High School next to SMHS and when the district was looking into implementing a "late start" schedule. SMHS parents were actively involved in speaking to the board about these recent topics, more so than other parental communities in the district. PTO and the Foundation also communicate with the school community regarding opportunities to be involved.

The SMHS Foundation is a non-profit organization that reaches out to parents, alumni, community leaders, businesses, and foundations for private philanthropic support to fund key projects identified by the school administration and staff. The Foundation involves a highly committed group of parents, and its mission is "Supporting SMHS academics and programs" SMHS Foundation raises funds to support San Mateo High School academics and programs that help prepare students for the success they deserve.

Parent/guardian volunteers also have an opportunity to serve on San Mateo's Site Council with elected student leaders, SMHS teachers, and SMHS administration. This body develops the School Plan for Student Achievement (SPSA) and approves Professional Development requests.

SMHS Principal meets monthly with the presidents of the booster groups at a Presidents' Council Meeting so that these parties have an opportunity to collaborate and ensure that their timelines don't overlap in a disruptive way and so that the communities who all support a common interest- students at SMHS- can also support one another's work as much as possible, working together for the greater good rather than in isolation.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	6.8	7.5	9.2	6.6	6.8	5.3	10.7	9.7	9.1
Graduation Rate	93.0	90.0	83.8	91.6	90.9	90.0	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	88.3	89.9	88.7
Black or African American	75.0	86.4	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	96.5	95.2	94.9
Filipino	100.0	98.4	93.5
Hispanic or Latino	76.0	81.7	86.5
Native Hawaiian/Pacific Islander	100.0	96.4	88.6
White	98.7	93.0	92.1
Two or More Races	100.0	90.5	91.2
Socioeconomically Disadvantaged	72.5	81.9	88.6
English Learners	30.0	46.0	56.7
Students with Disabilities	100.0	61.4	67.1
Foster Youth	0.0	100.0	74.1

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.6	2.8	3.8	3.3	3.8	3.7	3.7	3.7	3.5
Expulsions	0.1	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

San Mateo High School's comprehensive school safety plan was updated and accepted by the Site Council on December 10, 2018. 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 four administrators, four and a half counselors that include an Academic Intervention Counselor, 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, campus aides, counselors (academic and wellness), 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. 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 Plant Manager is active in ongoing safety meetings to ensure physical safety at all times for students and staff. 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 (monthly).

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. SMHS Staff will also participate in ALICE training in the Spring Semester. Staff training will continue over the summer and into the Fall of 2019. 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 (with the assistance of the Family Engagement Coordinator) has the ability to send out immediate messages in multiple languages to notify families of any safety concern on campus or in neighboring areas.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	23.0	40	25	19	24.0	34	26	17	25.0	24	39	13
Mathematics	27.0	17	23	22	28.0	13	25	24	27.0	9	47	6
Science	31.0	2	16	16	30.0	4	16	16	29.0	4	24	13
Social Science	29.0	8	21	23	29.0	7	25	23	29.0	6	27	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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	370
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	0.5	N/A
Resource Specialist (non-teaching)		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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	16,171.56	3,711.09	12,460.48	105,658.32
District	N/A	N/A	13,794	
Percent Difference: School Site and District	N/A	N/A	-10.2	7.4
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	96.1	20.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 Center tutors and paid student tutors, as well as support for the ELD Instructional Aide, ELD Specialist and Family Engagement Coordinator. In the past, District Title III provided funding for parent education programs such as PIQE- Parent Institute for Quality Education. During the 2018-19 school year, the school received approximately \$242,239 in donations from the SMHSF to support our instructional programs and enrich students' high school experience.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$61,772	\$50,747
Mid-Range Teacher Salary	\$99,647	\$86,127
Highest Teacher Salary	\$117,365	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$180,128	\$150,286
Superintendent Salary	\$286,000	\$238,058
Percent of Budget for Teacher Salaries	31.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	7	N/A
Science	6	N/A
Social Science	17	N/A
All courses	39	34.2

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 summer 2016- 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. Last year's foci was the implementation of Canvas, a Learning Management System.

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 SMARTE (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, in 2016-17 and 2017-18 each semester, teachers were encouraged to participate in our "Peer Observation" process; all teachers were asked to do two meaningful observations (20 minutes or more each) of their colleagues. Not only did the teachers provide one another feedback to encourage professional growth, but SMHS used these to examine our implementation of our School-wide Learner Outcomes through these Peer Observations for our WASC Report and re-created its observation form to allow for some measurement of our work in the area of our SLOs. In 2016-17, 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 School 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 and in 17-18 there were 17 requests totaling \$10,819. Funding amounts ranged from from \$250- \$5000. 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. In 2017-18, 35 teachers worked regularly with Instructional Coaches (IC) and in 2018-19, 30 teachers worked with an IC, 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.