

San Mateo High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 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
Email Address	yshiu@smuhsd.org
School Website	https://www.smuhsd.org/sanmateohigh
County-District-School (CDS) Code	4136370

2022-23 District Contact Information

District Name	San Mateo Union High School District
Phone Number	650-558-2299
Superintendent	Randall Booker
Email Address	rbooker@smuhsd.org
District Website Address	www.smuhsd.org

2022-23 School Overview

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. Our students, intensely spirited, explore varied interests and participate in a variety of extracurriculars and volunteer opportunities. Our faculty and staff, highly qualified, serve our students as academic mentors and support our students' endeavors. Our parents/guardians, highly involved, dedicate time to supporting the school's ambitions. Our 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, Biotechnology, 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 developing self-advocacy skills. 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 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

2022-23 School Overview

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	403
Grade 10	428
Grade 11	386
Grade 12	452
Total Enrollment	1,669

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	0.0
Asian	22.3
Black or African American	0.8
Filipino	4.2
Hispanic or Latino	45.1
Native Hawaiian or Pacific Islander	1.9
Two or More Races	7.1
White	18.6
English Learners	21.3
Foster Youth	0.1
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	41.8
Students with Disabilities	11.1

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	68.50	80.32	391.50	82.79	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.40	0.10	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	2.17	12.10	2.57	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	1.58	10.20	2.17	12115.80	4.41
Unknown	13.60	15.93	58.50	12.37	18854.30	6.86
Total Teaching Positions	85.40	100.00	472.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.30	
Total Out-of-Field Teachers	1.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

At the end of each school year, Department Chairs are asked to conduct an inventory of books that are used by their department. Where there are shortfalls, books are ordered and replaced for the following school year using textbook abatement funds and lost textbook funds.

Year and month in which the data were collected	09/2017
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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

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 1,700 students, staff, and community members use our facilities. There is wireless access throughout the SMHS campus. The school has one mac lab for Journalism, Yearbook, Digital Photography and Art and Multimedia classes; it is used 7 periods a day. All students have been provided a District issued chromebook. Hotspots are checked out to students; students on the NSLP are given priority. Each classroom is equipped with Internet access for teacher and student use as well as a SMARTBoard or a high definition television with remote and document camera. In fall 2021, all teachers received a new Dell laptop. 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. During summer 2019, the track was replaced. Repair projects resumed in the summer 2021, our Main Gym's roof was replaced. Measure L projects will begin as soon as the Board of Trustees approves of the project list. In Spring 2022 meetings began to start designing our new Athletics facilities, which will include a gymnasium, general education classroom, weight room, an athletics training room, and two locker rooms with coaches' offices. Ground breaking takes place in May 2023. Every summer, the whole facility is cleaned and repairs are made, so that the school community is welcomed back to a new school year.

Year and month of the most recent FIT report

11/7/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

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 Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	68	N/A	76	N/A	47
Mathematics (grades 3-8 and 11)	N/A	45	N/A	50	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	392	316	80.61	19.39	68.35
Female	199	159	79.90	20.10	79.25
Male	193	157	81.35	18.65	57.32
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	83	75	90.36	9.64	90.67
Black or African American	--	--	--	--	--
Filipino	19	16	84.21	15.79	81.25
Hispanic or Latino	179	138	77.09	22.91	44.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	33	89.19	10.81	87.88
White	64	46	71.88	28.12	89.13
English Learners	71	45	63.38	36.62	11.11
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	34	30	88.24	11.76	56.67
Socioeconomically Disadvantaged	166	133	80.12	19.88	45.86
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	26	72.22	27.78	15.38

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	392	331	84.44	15.56	44.85
Female	199	163	81.91	18.09	47.85
Male	193	168	87.05	12.95	41.92
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	83	80	96.39	3.61	86.25
Black or African American	--	--	--	--	--
Filipino	19	17	89.47	10.53	35.29
Hispanic or Latino	179	150	83.80	16.20	15.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	29	78.38	21.62	65.52
White	64	46	71.88	28.12	58.70
English Learners	71	62	87.32	12.68	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	34	30	88.24	11.76	41.38
Socioeconomically Disadvantaged	166	145	87.35	12.65	16.55
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	26	72.22	27.78	12.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	44.44	NT	50.81	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	439	387	88.15	11.85	44.44
Female	228	200	87.72	12.28	43.5
Male	211	187	88.63	11.37	45.45
American Indian or Alaska Native	0	0	0	0	0
Asian	107	105	98.13	1.87	68.57
Black or African American	--	--	--	--	--
Filipino	21	19	90.48	9.52	42.11
Hispanic or Latino	163	137	84.05	15.95	13.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	24	85.71	14.29	54.17
White	106	91	85.85	14.15	63.74
English Learners	57	48	84.21	15.79	2.08
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	43	35	81.4	18.6	11.43
Socioeconomically Disadvantaged	164	137	83.54	16.46	16.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	38	73.08	26.92	13.16

2021-22 Career Technical Education Programs

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 Media Arts and an Advanced Media Arts course. Our fourth pathways is Information and Communication Technologies, offering Publications, Journalism, Principles of Computer Science and AP Computer Science.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	628
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.02
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	71.31

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	87%	88%	87%	89%	91%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

There are numerous ways our parents/guardians are involved in decision making and activities at San Mateo High School. SMHS is fortunate to have a highly involved Parent-Teacher Organization. The Bearcat PTO sponsors an event each semester where students, nominated by a faculty or staff member, are recognized with a certificate, small gift and a recognition lunch. The PTO also recruits parents/guardians to assist with beginning of the year activities such as Orientation, Registration and textbook distribution. During the pandemic, general meetings were held via zoom and they continue to hold general meetings via zoom with guest speakers every other month. All families are invited and translation is provided. We have seen a huge increase in family attendance with online meetings, so the decision was made to continue with online meetings.

A parent/guardian group called English Learner Advisory Committee (ELAC) meets three times a year and ends their work with recommendations for school improvement. We are also fortunate to have a site Latino Parent Group (Latinos Unidos), an Athletic Booster Group, a Drama Booster group, a Music Booster group, and Foundation (Academic Booster); each conducting monthly Board meetings. 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/guardians are encouraged to voice their input at these meetings. PTO and the Foundation also communicate with the school community regarding volunteer opportunities and other 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. The 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 Single Plan for Student Achievement (SPSA) and approves Professional Development and Diamond Grant 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.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		6.7	3.6		3.9	3.9		8.9	7.8
Graduation Rate		89.2	89.5		91	92.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	449	402	89.5
Female	232	213	91.8
Male	217	189	87.1
American Indian or Alaska Native	0	0	0.0
Asian	108	106	98.1
Black or African American	--	--	--
Filipino	21	20	95.2
Hispanic or Latino	171	131	76.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	29	29	100.0
White	105	103	98.1
English Learners	95	57	60.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	188	148	78.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	56	48	85.7

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1728	1713	356	20.8
Female	862	856	174	20.3
Male	866	857	182	21.2
American Indian or Alaska Native	0	0	0	0.0
Asian	374	371	18	4.9
Black or African American	14	14	5	35.7
Filipino	70	70	12	17.1
Hispanic or Latino	798	792	242	30.6
Native Hawaiian or Pacific Islander	34	33	9	27.3
Two or More Races	123	122	23	18.9
White	315	311	47	15.1
English Learners	406	400	135	33.8
Foster Youth	1	1	1	100.0
Homeless	10	10	7	70.0
Socioeconomically Disadvantaged	757	753	234	31.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	214	210	92	43.8

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.31	2.49	2.45
Expulsions	0.06	0.05	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	5.27	0.22	6.06	0.20	3.17
Expulsions	0.00	0.06	0.00	0.07	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.27	0.06
Female	4.41	0.00
Male	6.12	0.12
American Indian or Alaska Native	0.00	0.00
Asian	2.14	0.00
Black or African American	7.14	0.00
Filipino	4.29	0.00
Hispanic or Latino	8.27	0.13
Native Hawaiian or Pacific Islander	8.82	0.00
Two or More Races	0.81	0.00
White	2.86	0.00
English Learners	10.10	0.25
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.79	0.13
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.62	0.00

2022-23 School Safety Plan

San Mateo High School's comprehensive school safety plan is updated annually and accepted by the Site Leadership Team and the School Site Council in January of every year. 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 in both English and Spanish and is posted to our school website. 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 SMHS Bearcat PTO provides all freshmen, AVID, Guided Studies and Special Education students with a school planner. General education students can also purchase a Student Planner which also contains the identical information found in the Family Handbook.

SMHS campus is staffed with four administrators, a part time Dean of Students, five academic counselors, two campus safety specialists, five Wellness Counselors, 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, and counselors (academic and wellness) hold grade level assemblies at the beginning of the school year. The Administrative team always visits freshman English classes to introduce themselves and review the rules and policies. The Administration is also planning a spring semester, "State of the Bearcat" grade level assemblies to review information, policies and procedures. Throughout the school year, the Wellness Counselors help promote a safe environment by offering group therapy and 1:1 counseling services. San Mateo High School is a closed, cellphone-free campus. All visitors must sign in at the Main Office. We have two full time Campus Safety and Security members.

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. There are current students that participate in the safety meetings as well. The Facilities 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 random 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 San Mateo County Office of Education (SMCOE). Staff training continues to be offered throughout the 2022-23 school year. 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 (888) 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 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 (Parent Square) to communicate with all families via text, email and phone calls. The SMHS Administration (with the assistance of the Family Engagement Coordinator and Dean of Students) has the ability to send out immediate messages in multiple languages to notify families of any safety concern on campus or in neighboring areas.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	28	35	16
Mathematics	27	12	40	14
Science	27	10	22	13
Social Science	29	9	26	21

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	38	33	14
Mathematics	23	31	37	5
Science	24	15	22	11
Social Science	26	14	31	15

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	30	34	15
Mathematics	24	24	38	7
Science	26	10	27	9
Social Science	28	12	21	23

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	355.11

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,301.52	2,168.79	11,132.72	114,316.77
District	N/A	N/A	14,225.97	\$117,180.81
Percent Difference - School Site and District	N/A	N/A	-24.4	-2.5
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	51.2	19.4

2021-22 Types of Services Funded

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 and ELO funds provide staffing for academic intervention programs-after school Homework Center (Bearcat Den) tutors, including 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 2022-23 school year, the school received approximately \$200,000 in donations from the SMHSF to support our instructional programs and enrich students' high school experience. Examples of funded items include, but are not limited to: Cellphone Free environment (YONDR), upgrading SMARTBoards, Professional Development, Equity Grant, security cameras, AVID Scholarships, extra stipends for teachers, spirit gear (to boost positivity for both students and staff), etc.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$71,432	\$55,947
Mid-Range Teacher Salary	\$115,228	\$90,080
Highest Teacher Salary	\$135,718	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$193,088	\$164,633
Superintendent Salary	\$322,400	\$261,984
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	32.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	2
Foreign Language	3
Mathematics	9
Science	7
Social Science	14
Total AP Courses Offered Where there are student course enrollments of at least one student.	39

Professional Development

We are continuing our Professional Development with our Anti-Racist School and Community Transformational Journey. Each PD is designed and organized around anti-racist work, which include, but is not limited to working in racial affinity groups, building empathy and connection, conducting empathy interviews, reading "Grading for Equity." In addition, staff (both certificated and classified) are regularly provided with opportunities for Professional Development both on and off-site. District mandated online Safe Schools PD transitioned from Keenan SafeSchools trainings and Praesidium's Armatus Learn to Protect and Target Solutions programs that all staff are required to complete annually. During the summer the District provided funds for PLCs to collaborate.

Teachers at SMHS engage in PD at a site-level in various ways. All teachers are a part of a "Professional Learning Community" (PLC) each school year. They self-select their PLC based on content-area and interest, as many teachers have more than one teaching assignment.. All PLCs 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. Once a month schools, who are paired up, attend self-selected Friday workshops. They include: Multilingual Learners, Complex Instruction, Centering Student Voice, and Equitable Assessments. Since 2016 each spring semester, teachers are encouraged to participate in our Peer Observation Weeks "POW"; all teachers are 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 2017 WASC Report and re-created its observation form to allow for some measurement of our work in the area of our SLOs. We hope to continue this process as we go into a self-study year. This year, in addition to POW, we have invited teachers to shadow a student for a day to gather "street data" on students' experience at SMHS.

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. We are fortunate that the San Mateo High School Foundation has offered to supplement our PD budget to allow for more opportunity for teacher growth. Teachers continue to request PD funding to attend workshops and conferences.

Non-permanent teachers in the District work with Instructional Coaches during their evaluation year. We have reached a point where all our teachers have had the opportunity to work with an Instructional Coach through the evaluation process.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement			