

San Mateo High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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
Grade Span	9-12
County-District-School (CDS) Code	4136370

2025-26 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	www.smuhsd.org

2025-26 School Description and Mission Statement

San Mateo High School (SMHS) first opened its doors in 1902 with an enrollment of just 14 students and a staff of one principal/teacher and two assistant teachers. Now it is a vibrant and diverse community of just under 1600 students, 90 faculty members and 60 support staff.

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. The staffulty (Staff & Faculty) works on giving students opportunities to create lasting memories with people from a variety of backgrounds. Our students explore varied interests and participate in a variety of extracurriculars and volunteer opportunities. Our staffulty, serve our students as academic mentors and support our students' endeavors. Our parents/guardians are highly involved and dedicate time to

2025-26 School Description and Mission Statement

supporting the school’s ambitions.
SMHS’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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	427
Grade 10	379
Grade 11	357
Grade 12	394
Total Enrollment	1,557

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8
Male	48
Non-Binary	0.3
Asian	22.7
Black or African American	1
Filipino	3.4
Hispanic or Latino	47.5
Native Hawaiian or Pacific Islander	1.9
Two or More Races	7.5
White	16
English Learners	20.7
Foster Youth	0.1
Homeless	0.8
Socioeconomically Disadvantaged	42.3
Students with Disabilities	10.9

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.

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)	68.7	82.04	387.4	79.14	234405.2	84
Intern Credential Holders Properly Assigned	0	0	4.8	1	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	0.92	13.3	2.72	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.17	5.2	1.06	11953.1	4.28
Unknown/Incomplete/NA	14.1	16.87	78.6	16.07	15831.9	5.67
Total Teaching Positions	83.8	100	489.5	100	279044.8	100

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.

2022-23 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)	67	79.88	382.9	80.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.43	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.1	2.5	12.4	2.61	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	0.64	5.8	1.23	11746.9	4.23
Unknown/Incomplete/NA	14.2	16.98	73	15.34	14303.8	5.15
Total Teaching Positions	83.9	100	476.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	69.4	80.05	382.3	79.45	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5.9	1.24	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.2	1.49	15	3.12	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	0.5	3	0.62	12112.8	4.34
Unknown/Incomplete/NA	15.5	17.96	74.8	15.56	13705.8	4.91
Total Teaching Positions	86.7	100	481.2	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.5	0
Misassignments	0.70	1.5	1.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.70	2.1	1.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.4	0
Local Assignment Options	0.10	0.1	0.4
Total Out-of-Field Teachers	0.10	0.5	0.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.4	1.7	2.1
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	0.7	0.1

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

2025-26 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. Our library assistant ensures that teachers have the textbooks they need by working with other schools in the district.

Year and month in which the data were collected

09/2017

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

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

School Facility Conditions and Planned Improvements

San Mateo High School was almost entirely rebuilt from 2000-2005. The new buildings were designed to integrate state-of-the-art technology with the design and architecture of the original buildings. Our athletic facilities include a main gymnasium, an athletic training center (opened May 2025) and a small gymnasium, a heated outdoor pool, an artificial turf field and an all-weather track.

On an average day, over 1650 students, staff, and community members use our facilities. There is wireless access throughout the SMHS campus. The school has one mac lab for our digital arts classes; it is used 6 periods a day. We also have another mac lab for our Journalism and Yearbook classes. All students have been provided a District issued chromebook. A majority of classes have portable powerpack units for student use. Hotspots are checked out to students; students on the NSLP are

School Facility Conditions and Planned Improvements

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 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. By the end of 2012, solar panel installation in the main parking lot was completed. 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. During the spring 2015, Measure O funds were used to renovate the 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. During summer 2019, the all-weather track was replaced. Repair projects resumed in the summer 2021, (after COVID) our Main Gym's roof was replaced. Measure L projects began in spring 2023. In Spring 2022, meetings to design our new Athletic Training Complex began. This project included a gymnasium, tennis courts, upgrades to the baseball and softball fields, a general education classroom, an athletics training room, and two locker rooms with coaches' offices. Ground breaking took place in May 2023 and completion was May 2025. In summer 2024, the turf field was replaced. 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	August 27, 2025
--	-----------------

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			
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		

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	66	63	71	74	47	48
Mathematics (grades 3-8 and 11)	43	44	47	51	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	359	297	82.73	17.27	63.30
Female	174	142	81.61	18.39	72.54
Male	182	153	84.07	15.93	54.25
American Indian or Alaska Native	0	0	0	0	0
Asian	70	64	91.43	8.57	87.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	181	138	76.24	23.76	36.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	22	91.67	8.33	90.91
White	63	57	90.48	9.52	91.23
English Learners	68	38	55.88	44.12	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	132	99	75.00	25.00	40.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	30	76.92	23.08	13.33

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	359	289	80.50	19.50	44.29
Female	175	136	77.71	22.29	47.79
Male	181	150	82.87	17.13	40.67
American Indian or Alaska Native	0	0	0	0	0
Asian	70	62	88.57	11.43	83.87
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	180	136	75.56	24.44	13.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	22	88.00	12.00	68.18
White	63	57	90.48	9.52	64.91
English Learners	67	47	70.15	29.85	6.38
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	131	93	70.99	29.01	19.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	27	69.23	30.77	11.11

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	43.06	43.42	49.35	48.61	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	362	304	83.98	16.02	43.42
Female	179	147	82.12	17.88	44.90
Male	182	157	86.26	13.74	42.04
American Indian or Alaska Native	0	0	0	0	0
Asian	84	80	95.24	4.76	76.25
Black or African American	--	--	--	--	--
Filipino	15	14	93.33	6.67	50.00
Hispanic or Latino	160	132	82.50	17.50	12.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	23	82.14	17.86	60.87
White	65	47	72.31	27.69	68.09
English Learners	49	40	81.63	18.37	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	12	11	91.67	8.33	18.18
Socioeconomically Disadvantaged	115	96	83.48	16.52	17.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	28	66.67	33.33	7.14

2024-25 Career Technical Education Programs

San Mateo High School offers two CTE pathways in the Health Science & Medical Technology, and Arts, Media & Entertainment industry sectors. A four-year Biotechnology Certificate Program under our San Mateo Biotechnology Career Pathway (SMBCP) includes a summer internship experience and capstone independent research project. Two-year Digital Media Arts pathways include concentrators in Digital Photography and Media Arts along with advanced levels of each course. Additional CTE course offerings include: AP Computer Science, Advanced Drama, Career Exploration & Life Planning, College & Academic Success, Computer Science Principles, Foods & Nutrition, Journalism, Photoshop Fundamentals, Publications, Tech Theater.

2024-25 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	659
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	27.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	30.6

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.65
Graduates Who Completed All Courses Required for UC/CSU Admission	58.27

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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 9	90.26%	90.02%	91.45%	90.50%	91.45%

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.

2025-26 Opportunities for Parental Involvement
San Mateo High School is proud to have an active parent volunteer program. However, it has been hindered by the implementation of a clearance process at the District Office. While student safety is a priority, the clearance process can be a tedious one, involving fingerprinting, a TB test, ASCC certification or waiver and two hours of online training. The SMHS PTO & Foundation, Athletics, Music and Drama Boosters recruit parents/guardians to assist with beginning of the year activities

2025-26 Opportunities for Parental Involvement

such as Orientation, Registration and textbook distribution. Each semester, the SMHSPTO & Foundation sponsors a Bearcat Luncheon to recognize students. Families are asked to donate time and baked goods for this occasion. Athletics Boosters run concessions at every home football and basketball game, where an army of volunteers is required to keep up with the demand. Our Music Boosters volunteer their time and energy into weekend competitions, field shows and parades. They also usher at our concerts. Our Drama department produces three productions each year, where volunteers are needed to build sets, make costumes, do hair and makeup, sell tickets, publicize the productions, and act as ushers/ticket takers. The SMHS Principal meets monthly with the presidents of each of the booster groups at a Presidents' Council Meeting. These parties have an opportunity to collaborate and ensure efficiency to avoid duplicating services. They support one another's work as much as possible, working together for the greater good rather than in isolation and in competition with one another. A parent/guardian group called English Learner Advisory Committee (ELAC) meets four times a year and ends their work with recommendations for school improvement. Representatives from our site ELAC, also serve on the DELAC (District) where they report to the Board of Trustees each year. Our Latino Parents Organization (LPO) meets monthly- providing a variety of opportunities for families to learn more about our school and supporting students. The LPO also organizes fundraisers and events for our staff and student community.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	11.1	7.9	6.9	6.7	5.3	4.6	8.2	8.9	8
Graduation Rate	87.4	89.7	91.3	91.5	92.5	93.5	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	392	358	91.3
Female	193	179	92.7
Male	198	178	89.9
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	89	84	94.4
Black or African American	--	--	--
Filipino	15	15	100.0
Hispanic or Latino	181	157	86.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	29	28	96.6
White	68	64	94.1
English Learners	125	101	80.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	208	182	87.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	56	50	89.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1640	1595	323	20.3
Female	850	826	182	22.0
Male	786	765	140	18.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	360	356	23	6.5
Black or African American	16	15	5	33.3
Filipino	56	55	6	10.9
Hispanic or Latino	799	767	211	27.5
Native Hawaiian or Pacific Islander	31	30	16	53.3
Two or More Races	119	116	21	18.1
White	257	254	41	16.1
English Learners	397	367	103	28.1
Foster Youth	--	--	--	--
Homeless	32	29	12	41.4
Socioeconomically Disadvantaged	766	739	207	28.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	187	185	67	36.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.3	4.43	3.41	3.52	3.35	2.96	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.06	0.18	0.02	0.05	0.09	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.41	0.18
Female	2.35	0.12
Male	4.58	0.25
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.83	0.00
Black or African American	12.50	6.25
Filipino	1.79	0.00
Hispanic or Latino	4.13	0.13
Native Hawaiian or Pacific Islander	12.90	0.00
Two or More Races	1.68	0.00
White	4.28	0.39
English Learners	5.04	0.25
Foster Youth	0.00	0.00
Homeless	3.13	0.00
Socioeconomically Disadvantaged	4.96	0.26
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.56	1.07

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 October 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 PTO & Foundation provides all AVID 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 full time Dean of Students, five academic counselors, three campus safety specialists, five Wellness Counselors, a health aide, a Family Engagement Coordinator, and an attendance clerk. They all assist in student safety, wellness, and campus safety. To promote a safe, positive, and nurturing environment, a few dedicated department teachers and administration team created a series of powerpoint presentations outlining all school policies and expectations. Each teacher shared these slides during the first week of school.

The Administrative team visits PE classrooms to introduce themselves to new students and review the rules and policies. 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, cell phone-free campus. All visitors must sign in at the Main Office. SMHS has a school safety team that consists of both certificated and classified staff members. 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 monthly safety drill.

SMHS conducts random monthly emergency preparedness drills, which includes earthquake, fire, secure campus, lock down/barricade and shelter in place. The Big 5 Protocol training for all staff and faculty is provided throughout the year, and includes collaboration with the community such as the San Mateo Police Department, Fire Department, and the San Mateo County Office of Education (SMCOE). Staff training continues to be offered throughout the 2025-26 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.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	34	13
Mathematics	25	31	25	12
Science	25	15	23	6
Social Science	25	18	27	17

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	36	12
Mathematics	25	28	32	8
Science	24	14	20	8
Social Science	26	17	28	12

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	33	37	13
Mathematics	25	23	31	10
Science	26	11	17	13
Social Science	26	15	30	13

2024-25 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	343.04

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	18,106.60	3,131.61	14,975.00	121,201.93
District	N/A	N/A	19,167.22	\$133,238
Percent Difference - School Site and District	N/A	N/A	-24.6	-9.5
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 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. District and Tier 3 funds provide staffing for the ELD Instructional Aides, an ML Specialist and Family Engagement Coordinator. Our Tier II grant covers Bearcat Den, an afterschool homework center, tutor and mentor stipends and supplies. Our PTO & Foundation purchases gift cards that are used as incentives for mentoring. During the 2024-25 school year, the school received approximately \$310,000 in donations from the SMHS PTO & Foundation to support our educational programs, such as AVID and our Student Leadership class, as well as teacher projects and student incentive programs. The SMHS Administration also asked for camera upgrades, to improve the safety and security of our students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$79,574	\$67,238
Mid-Range Teacher Salary	\$128,361	\$106,841
Highest Teacher Salary	\$151,187	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$167,233
Average Principal Salary (High)	\$237,089	\$193,950
Superintendent Salary	\$307,000	\$314,304
Percent of Budget for Teacher Salaries	27.52%	29.51%
Percent of Budget for Administrative Salaries	5.08%	4.87%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	32.1
-----------------------------------	------

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	6
Fine and Performing Arts	1
Foreign Language	3
Mathematics	7
Science	7
Social Science	14
Total AP Courses Offered Where there are student course enrollments of at least one student.	38

Professional Development

The District offered a PLC Fellows Program, where PLCs signed up to work with a ML teacher support coach, which is directly aligned to our site PLC goals this year. The District also offered, as part of the Newly Hired Teacher Program, UDL workshops. Faculty are encouraged to attend conferences and workshops, as related to their content. San Mateo High School regularly sends Physical Education teachers to the CAHPERD conference. This year our Visual Arts Teachers hope to attend the NAEA (National Arts Educators Association) Conference and our new Music Director will attend CASMEC (California All State Music Educators Conference) and the MidWest Clinic. New this year, our Activities Director, Athletic Director, Renaissance and Athletics Leadership teachers, and administrators who oversee these programs will attend CADA. As an AVID certified school, AVID teachers have the opportunity to attend the annual conference, as well as workshops and AVID showcases. Our

Professional Development

Assistant Principal who oversees the ML program will be attending the QTEL (Quality Teaching for English Learners) conference in Washington DC in January 2026 with other District administrators and teachers.

In addition, District mandated online Safe Schools PD are provided through Protect and Target/Vector Solutions and McKinney-Vento programs that all staff are required to complete annually. New teachers are supported through our District's new teacher program and receive induction support to clear their credential, as appropriate.

On site, we have focused our PD time on our PLOs, teaching of skills necessary for the ELPAC and CAASPP tests, as well as helping teachers develop strategies that are authentic and engage learners to interact and learn from one another. We have also spent some time as a staff reviewing our District's Instructional Framework, with a focus on Learner's Reality.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	