

SAN MATEO HIGH SCHOOL

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

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

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

School Description and Mission Statement (School Year 2016-17)

San Mateo High School (SMHS) is located 20 miles south of San Francisco, in San Mateo, a city of just over 100,000, serving the surrounding communities of San Mateo, Foster City, Hillsborough and Burlingame. SMHS is one of six comprehensive high schools in the San Mateo Union High School District (SMUHSD). School and community pride are an integral part of the school environment. San Mateo High School is an ethnically and socioeconomically diverse educational community committed to academic excellence, community service, school spirit and leadership. San Mateo, home of the Bearcats, strives for excellence in our academic, athletic, performing arts, leadership, community service and professional development programs. We have a long tradition of providing both an exemplary academic program and a wide range of excellent co-curricular opportunities, including an extensive athletic program and more than 60 student clubs. The entire school community has worked hard to ensure that every student feels connected to school by creating programs and services that reach out to all students. These programs include a comprehensive special education program, English Language Development program, a Freshman orientation program, a strong honors and Advanced Placement (AP) program, an award-winning biotechnology program, and an outstanding performing arts program and many others designed to enhance the school's climate. Students participate in challenging curriculum that will prepare them for their post high school experiences whether it is continuing education or the workforce. We provide computer support for both teachers and students, including wireless internet access in every classroom. We are dedicated to the ongoing development of programs, activities and services to meet the growing needs of a global society. San Mateo High School's mission is to provide our diverse learning community with opportunities to make successful academic, career and life choices.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	436
Grade 10	421
Grade 11	391
Grade 12	367
Total Enrollment	1,615

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	22.8
Filipino	4.5
Hispanic or Latino	42.1
Native Hawaiian or Pacific Islander	2.5
White	19.3
Two or More Races	7.4
Socioeconomically Disadvantaged	34.9
English Learners	18.1
Students with Disabilities	9.2
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	75	0	0	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.2	3.9
All Schools in District	94.6	5.4
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	94.6	5.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 09/2014

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current and meet State and Local Standards	Yes	0
Mathematics	Current and meet State and Local Standards	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	Yes	0
Visual and Performing Arts	Current and meet State and Local Standards	Yes	0
Science Laboratory Equipment (grades 9-12)	Current and meet State and Local Standards	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

San Mateo High School is a relatively new facility, having been rebuilt from 2000-2005. The new buildings are designed to integrate state-of-the-art technology with the design and architecture of the original buildings. Our athletic facilities include a main gymnasium and a small gymnasium, a heated outdoor pool, an artificial turf field and an all-weather track. On an average day, over 1,500 students, staff, and community members use our facilities. There is wireless access throughout the SMHS campus. In addition to a computer lab in the school library, the school has three computer labs; one mac lab for Journalism, Yearbook, Digital Photography and Art and Multimedia classes and two pc labs for teacher/class use. Students and teachers have access to these labs with Internet access throughout the school day. There are twelve mobile lab carts available for special programs such as Intensive Math and English support classes and Special Education. Each classroom is equipped with Internet access for teacher and student use as well as an LCD projector with remote and document camera. In 2008, San Mateo High School wrote and was awarded a Career Technical Education Facilities Grant for a new Biotechnology facility in the amount of \$3 million that was matched with Measure M funds. The Biotechnology facility officially opened in December 2010. The Performing Arts Theater Renovation, an 18 month project, began in December 2011 and was completed in October 2013. In July 2012, the turf field was replaced and in the summer of 2014, the stadium went through a bleacher modernization project; bleachers were refurbished or replaced and a press box and handicap access were added. By the end of 2012, solar panel installation in the main parking lot was completed. During the spring 2015, Measure O funds were used to renovate M building. Two new modern art classrooms and a gallery were created, along with three general education classrooms, a multipurpose room, and a computer lab were added to accommodate future population growth. Every summer, the whole facility is cleaned and repairs are made, so that the school community is welcomed back to a new school year. [FIT completed 01.02.2015]

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 01/02/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Sewer line repair planned for former bio-tech classroom.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 01/02/15				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	69	76	75	79	44	48
Mathematics	48	53	54	57	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	391	361	92.3	76.3
Male	11	189	173	91.5	70.0
Female	11	202	188	93.1	82.1
Asian	11	83	82	98.8	91.4
Filipino	11	17	17	100.0	88.2
Hispanic or Latino	11	165	143	86.7	56.8
White	11	78	76	97.4	94.6
Two or More Races	11	35	31	88.6	87.1
Socioeconomically Disadvantaged	11	81	71	87.7	46.4
English Learners	11	53	29	54.7	4.0
Students with Disabilities	11	35	34	97.1	37.5

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	391	377	96.4	53.0
Male	11	189	186	98.4	50.0
Female	11	202	191	94.5	55.8
Asian	11	83	83	100.0	91.4
Filipino	11	17	17	100.0	76.5
Hispanic or Latino	11	165	156	94.5	20.9
White	11	78	76	97.4	69.7
Two or More Races	11	35	33	94.3	66.7
Socioeconomically Disadvantaged	11	81	76	93.8	18.4
English Learners	11	53	46	86.8	14.3
Students with Disabilities	11	35	33	94.3	6.1

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	53	55	51	66	62	63	60	56	54

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

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	420	407	96.9	51.4
Male	198	194	98.0	50.5
Female	222	213	96.0	52.1
Asian	87	87	100.0	77.0
Filipino	11	10	90.9	50.0
Hispanic or Latino	190	184	96.8	25.5
White	88	83	94.3	79.5
Two or More Races	29	29	100.0	75.9
Socioeconomically Disadvantaged	103	100	97.1	17.0
English Learners	79	73	92.4	2.7
Students with Disabilities	42	39	92.9	18.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

At San Mateo High School, we have a number of CTE courses including 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 an Arts Certificate Program to students who take four years of Visual Arts while at San Mateo. Other courses in the CTE Department include Foods and Nutrition, Culinary Arts, Digital Photography and Art & Multimedia. We are working on expanding our CTE offerings, as the Class of 2016 was the first graduating class with a CTE requirement.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	684
% of pupils completing a CTE program and earning a high school diploma	49.68%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	10%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.1
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	54.4

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.2	22	37.3

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

San Mateo High has extremely active parent groups, including the SMHS Foundation, the PTO, Latino Parent Group and booster clubs for music, drama, and athletics. The PTO provides support for students and their families by sponsoring educational programs for parents, which in the past have included the Superintendent's update, extracurricular activities, and Jefferson Awards in addition to food/refreshments for both staff and students. Parents also serve on the School Site Council, the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC), and District Black Parent Association. These groups work closely with the school administration and faculty to ensure that parents' voices are heard and to help access all available community resources. We greatly appreciate the volunteer services they provide to all aspects of the school community; these include but are not limited to: extra help in the classroom, tutoring, office filing, processing of textbooks, field trip transportation and supervision. Parent groups meet monthly and have information posted on the school website. The Administration uses an automated phone dialing system to remind parents of meetings and activities, as well as mailers home and personal phone calls. Messages are delivered in both English and Spanish. The PTO also provides mail blasts to families that have signed up to receive the school's daily bulletin. The Family Engagement Coordinator has helped increase parent involvement and engagement at San Mateo High School, and in particular has been very successful with our Latino parents. One of the main programs organized by the Family Engagement Coordinator is the Parent Institute for Quality Education (PIQE) series. A nine week parent education program, successfully completed by approximately 45 Latino families. She has also helped recruit parents to commit to a collaboration with the San Mateo County Office of Education (SMCOE) and the County of San Mateo Health System; we offered the Parent Project, a 12 week parent education series in Spanish for our Latino families..

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.40	4.20	6.80	3.60	3.40	6.60	11.40	11.50	10.70
Graduation Rate	95.67	95.48	92.96	94.39	94.71	91.64	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	95	90	86
Black or African American	80	64	78
American Indian or Alaska Native	0	0	78
Asian	100	97	93
Filipino	85	93	93
Hispanic or Latino	91	83	83
Native Hawaiian/Pacific Islander	92	91	85
White	100	93	91
Two or More Races	96	90	89
Socioeconomically Disadvantaged	89	69	66
English Learners	80	68	54
Students with Disabilities	96	89	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.8	3.2	3.6	4.8	3.3	3.2	4.4	3.8	3.7
Expulsions	0.1	0.1	0.1	0.2	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

San Mateo High School's comprehensive school safety plan was updated and accepted by the Site Council on April 18, 2016. San Mateo High School (SMHS) has a comprehensive Safe School Plan that addresses the school's climate and the school's physical environment. Prior to the beginning of the academic school year, a Family Handbook is provided to each family of students who have been admitted to attend SMHS. This handbook contains important information regarding the attendance policies, student activities, school resource information, expected student behaviors, including school rules and progressive disciplinary action, and emergency preparedness procedures. The Family Handbook is also available in Spanish for our Spanish speaking families. Students and families can download the student handbook from the school's website. During the school year, students can also purchase a Student Planner which also contains the identical information found in the Family Handbooks.

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

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

In real emergency situations, staff can call an emergency alert extension which rings into all offices to ensure that someone will pick up the telephone or send an email to an emergency address. Substitute teachers are provided with emergency packets when on campus.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	22	34	15	24	37	33	13	22.2	28	33	7
Mathematics	28	11	26	16	28	16	25	19	24.5	21	25	14
Science	30	3	16	14	29	8	13	15	27	8	22	10
Social Science	29	6	17	23	29	8	17	25	25	20	23	16

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.2	469
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist		N/A
Other	2	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$15099	\$3335	\$11764	\$94765
District	N/A	N/A	\$11966	\$93,795
Percent Difference: School Site and District	N/A	N/A	-1.7	3.5
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	120.0	26.5

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

Types of Services Funded (Fiscal Year 2015-16)

The majority of funds at San Mateo are expended for teachers' salaries and benefits, support staff, and instructional materials. The school receives limited discretionary funding from the district to cover textbooks, instructional materials, and maintenance. LCAP provides staffing for academic intervention programs-after school Homework Centers and paid student tutors, as well as support for the ELD Instructional Aide, ELD Specialist and Family Engagement Coordinator. District Title III provides funding for parent education programs such as PIQE- Parent Institute for Quality Education. During the 2015-16 school year, the school received approximately \$237,350 in donations from the SMHSF to support its instructional programs.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,081	\$46,184
Mid-Range Teacher Salary	\$92,079	\$75,179
Highest Teacher Salary	\$108,452	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$142,992	\$137,939
Superintendent Salary	\$242,550	\$217,637
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	3	N/A
Foreign Language	2	N/A
Mathematics	6	N/A
Science	6	N/A
Social Science	13	N/A
All courses	35	30

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

The 2015-16 Professional Development program at San Mateo High School was focused on two areas: Common Core State Standards (CCSS) implementation and Professional Learning Communities (Learning Teams). In the fall semester, the faculty focused CCSS/NGSS aligned lesson planning and Learning Team agreements and measurements. Faculty rotated through a regular schedule of learning team time, department meetings, faculty meetings, and faculty-wide professional development. As a faculty we implemented the SAMR model-Substitution, Augmentation, Modification and Redesignation, a method of how computer technology impacts teaching and learning for the distribution of our laptop carts. This occurs every spring semester. We also invited guest speakers to talk to the faculty and staff about addressing our transgender youth and the implementation of AB 1266. Our schedule was designed so that teachers were provided with 45 minutes of embedded common collaboration time twice per week. There are two Professional Development Days over the course of the school year; one each semester is a site facilitated day and the other is District facilitated. Teachers were able to request funds for registration fees, travel and materials. Funds were also used to provide release time for teachers to attend workshops and conferences. All requests for Professional Development funds require the approval of Site Council.