

# San Marino High School

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WASC 2020  
Focus on Learning  
Self- Study Report  
February 23-26, 2020

ACS WASC/CDE Focus on Learning  
Manual,  
2018 Edition



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## Preface

**Explain the school self-study process used to accomplish the outcomes of the self-study, i.e. timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:**

- 1. The involvement and collaboration of all staff and other stakeholders to support student achievement.**
- 2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.**
- 3. The analysis of data about students and student achievement.**
- 4. The assessment of the entire school program and its impact on student learning in relation to the SLOs, academic standards, and ACS WASC/CDE criteria.**
- 5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.**

Following the receipt of a 6-year-clear accreditation as a result of the self-study and Visiting Committee Visit in 2014, several recommendations were implemented, notably the assignment of an ongoing WASC Action Plan Coordinator. During Summer of 2014, the principal appointed Lisa Davidson, a teacher, as the WASC Action Plan Coordinator and secured funding for this position. The same teacher has held the position since then, and in 2017 a co-coordinator, Ana Teleguario-Lee, was added. This team has led the current self-study effort and the newer co-coordinator will continue after the 2020 visit. It is likely the co-coordinator model will continue to be supported by the district and school for the next WASC cycle. The site administration and the board of education remain committed to a WASC process with continuity and integrity.

2014 - 2017 were dedicated to the implementation of the Action Plan, as detailed in Chapter 2 of this report. The Action Plan outlined three goals: assisting at-risk students, extracting critical information, and improving oral presentation skills. Growth targets met for the first goal include a full-time dedicated Student Support Service Counselor and Wellness Initiative, survey development and implementation (Senior students, parents, staff), an increase in referrals to the Wellness Counselor, and although a target limit of no more than 3% D/Fs in any department was not attained, D/Fs did stay relatively constant (over the accreditation period the focus shifted from at-risk academic students to whole student wellness and resiliency, so the D/F percentage is no longer a valid measurement). For the second goal of extracting critical information, End of Year Reports were redesigned and implemented and include alignment with CCSS and other standards as well as SLOs and WASC goals. A new focus on oral presentation resulted in stakeholder surveys, and a schoolwide oral presentation rubric and assignments.

Beginning Fall 2017, staff attention turned toward the self-study to culminate in a visit Spring 2020. Following an established timeline for each year, Focus Groups were formed with all campus stakeholders, including faculty, staff, students, administration, community members, parents, and district representatives. Teacher-leaders were identified and groups met during assembly time, professional development time, and late starts. The 2014 report was reviewed, the Action Plan and accomplishments were reviewed, and Focus Groups began to address the indicators and prompts for their topic for the 2020 Self-Study. The culminating effort was the identification of Strengths and Areas of Growth for each group; the entire stakeholder group then

convened to determine the SMHS Areas of Growth. Once the three goals were agreed upon, the stakeholders regrouped to develop the language for each goal as well as the Action Plan for each goal, as detailed in Chapter V: Schoolwide Action Plan. Our new Action Plan addresses Communication, Academic Integrity, and Student and Staff Wellness. The two WASC Co-Chairs were available as a resource to all groups throughout the process.





## Chapter 1 Progress Report

## Chapter 1: Progress Report

- **Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**
- **Comment on the process for implementing and monitoring the schoolwide action plan aligned with LCAP.**
- **Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas (growth areas for continuous improvement) from the last full self-study and all intervening visits.**

Beginning Summer 2014, the Action Plan Coordinator worked closely with the Assistant Principal for Curriculum, Instruction, and Guidance to specify tasks, responsible party, and deadlines to implement the Action Plan, including establishing a standing WASC Committee to address each goal and produce materials to implement each goal. That committee re-designed the End of Year Report for all departments to align with the schoolwide learner outcomes, new Common Core standards, and the SPSA. The newly designed report is still used by each department to track student learning; it is submitted to the high school administrators and presented to the Board of Education. Additionally, the WASC Committee collaboratively designed all-school rubrics to be used for Oral Presentations; all departments use the in-common rubric for at least one assessment each year as reported in EOY reports. Lastly, in accordance with the San Marino Unified School District Wellness Initiative, specific steps were taken to address student wellness on campus, including the creation of a Wellness Center and a dedicated Wellness Counselor.

To best understand and track student learning, several surveys were designed, administered, and evaluated over the six years since our last visit: Senior Student Survey, Parent Survey (available translated into Mandarin), and Staff Survey. Additionally, we use the California Healthy Kids Survey and the California Healthy Kids Survey, Teacher Version and have conducted Challenge Success surveys of stakeholders. Student Wellness continues to be a significant topic of discussion and professional development activity and, in fact, is one of the current self-study goals. Furthermore, data regarding student achievement is maintained yearly and reported in Chapter 2 of this report.

The Chapter 3 Self-Study report was completed by Focus Groups in early Spring 2019, including Strengths and Areas of Growth as well as identification of Action Plan Goals. New sub-groups were formed to detail the language of the goals, with all stakeholders involved: parents, community, faculty, students, and administration. A series of edits to fine tune the report occurred Spring 2019 by the co-chairs, administration, and an English teacher. The report was completely compiled Summer 2019, reviewed by faculty at a professional development day in Fall 2019, and submitted for Board of Education approval Fall 2019 before being sent to the Visiting Committee.

San Marino High School has had significant staffing change during the six years since our last accreditation. None of the administrative team of 2014 remains on campus; we have a new principal as of Fall 2017 and two new assistant principals as of Fall 2018. Many departments have experienced significant turnover in staffing, such as the English Department which has four



teachers new to SMHS since 2014. The district was without a permanent superintendent (there was a temporary superintendent) since Fall 2018, although the position was filled with a new superintendent beginning Summer 2019. There is a new Executive Director of Curriculum and Instruction at the district.

Since the last accreditation, CCSS has been widely implemented on campus, signaling the adoption of new textbooks, curricular reviews, and improved teaching practices. Additionally, Social Science has a new framework, World Languages has new standards beginning 2019, and Science has adopted NGSS, necessitating curriculum changes and curricular changes. CTE Pathways in Media Arts, Business, and Computer Science are fully developed and board approved; implementation as of Fall 2019 is tiered to previous coursework taken by students. PE courses are being re-aligned within the Master Calendar to facilitate course offerings. AP and Honors courses have seen increased accessibility, expansion in course offerings, and extensive parent/student information offerings with lowered and widely standardized prerequisites. Honors Humanities, in collaboration with The Huntington Gardens, and STEM, in collaboration with CalTech, are successfully launched and remain part of the course offerings.

As ancillary efforts to the WASC self-study, the district and SMHS have launched a Wellness Committee and Wellness Initiative, a Safety Committee, and a Homework Committee in addition to the standing School Site Council and Academic Advisory Committee. Mindfulness has been incorporated into the curriculum and Link Crew has become a vital part of student wellness.

The 2014 WASC goals guided our most recent schoolwide action plan and are aligned to our current Schoolwide Learner Outcomes as follows:

**Goal One: Enhance, Develop and Organize Programs and Interventions to assist students that are academically, emotionally, and socially at-risk.**

- Related SLOs: Civic Responsibility, Critical Thinking, Post-Secondary preparation

**Goal Two: Enhance, Develop and Organize Programs and Interventions to improve students' ability to extract critical information and meaning from text and from oral presentation across all content areas.**

- Related SLOs: Critical Thinking, Post-Secondary Preparation, Technological Proficiency

**Goal Three: Develop and Implement Programs and Interventions to improve students' skills to adapt to 21st Century requirements with a focus on oral presentation.**

- Related SLOs: Critical Thinking, Post-Secondary Preparation, Technological Proficiency

Below is a summary of progress on each identified area of growth from the last report:

Goal #1: Enhance, Develop and Organize Programs and Interventions to assist students that are academically, emotionally, and socially at-risk.

<b>Growth Targets from Last Action Plan</b>	<b>Evidence of Progress toward Growth Targets</b>
Student Support Service Counselor data benchmark	At-risk counselor gathered data about other schools and completed training in substance abuse, “Strong Teens,” and Link Crew (2016-present). A formal referral and tracking system was created and extended to the Wellness Center on campus.
Benchmark new student/staff survey	Surveys were created for Senior students (beginning 2016), parents (beginning 2018, translation into Mandarin), and staff (beginning 2018) and administered annually.
Benchmark D/F reports	Counseling Office maintains D/F list.
Student Support Service Counselor data reduced by 2%	Adoption of Wellness Initiative for 2018-19 resulted in substantial increase of referrals to Wellness Counselor. Rather than seeking a decrease, the growth target is revised to welcome an increase in referrals: from 36 referrals in 2016-17 to 80 referrals in 2018-19, including self-referrals. This is indicative SMHS is addressing more issues and proactively addressing concerns before a crisis occurs. Nearly half of the referrals are not academic.
Survey data will show that at-risk kids are being supported	Survey results (WASC surveys, California Healthy Kids, and Challenge Success) have directed Professional Development and Wellness Initiative. Math and English remediation courses are available; Math and Science have slower paced courses. Online courses are available.
The percentage of D/Fs will not be more than 3% in any department	The percentage of D/Fs has remained fairly constant over the last 3 years, with a slight increase in 2017-18 in some departments (see chart below). Wellness advancements did not impact percentage of D/Fs.



**D/F Percentages 2016-2019**

	<b>2016-17 Total Enrollment (1119) % of D/Fs</b>	<b>2017-18 Total Enrollment (1124) % of D/Fs</b>	<b>2018-19 Total Enrollment (1101) % of D/Fs</b>
English	2.7%	3.6%	2.8%
Math	4.6%	5.8%	4.7%
Science	3.6%	4.9%	3.6%
Soc Sci	2.3%	2.5%	2.4%
World Languages	1.3%	1.3%	1.4%
CTE	<1%	1.1%	<1%
ELD	<1%	1%	<1%
Special Education	<1%	<1%	<1%
VAPA	<1%	<1%	<1%

Goal #2: Enhance, Develop and Organize Programs and Interventions to improve students' ability to extract critical information and meaning from text and from oral presentation across all content areas.

<b>Growth Targets from Last Action Plan</b>	<b>Evidence of Progress toward Growth Targets</b>
Revised departmental year-end reports to align with common core standards baseline	Revised EOY reports implemented 2016 with progress on CCSS/National Standards, schoolwide rubric use, SLOs progress, WASC goals progress, Areas of Growth/Strength.
Department year-end report growth targets TBD based on common core	EOY reports detail progress on CCSS/National Standards.
OARS data TBD	OARS is no longer supported by the district. It was replaced with new PowerSchool data analysis system.

Goal #3: Develop and Implement Programs and Interventions to improve students' skills to adapt to 21st Century requirements with a focus on oral presentation.

Growth Targets from Last Action Plan	Evidence of Progress toward Growth Targets
Develop student survey and 21st century skills assignment	Senior Student Survey is currently administered annually to all seniors; students participated in a Challenge Success survey; students participated in the California Healthy Kids Survey. Schoolwide oral presentation rubrics and 21st Century skills assignments (often revised benchmarks) were developed by the WASC Action Plan Committee, are used in each classroom, and are part of the EOY reporting process.
Develop oral communication rubric	Schoolwide oral presentation rubrics are in use since 2016.
Administer surveys and 21st century assignment and establish baselines	Senior Student, Parent, and Staff surveys are in use. Oral presentation rubrics are in use.
Administer oral communication assignments and establish baselines	Oral presentation rubrics are in use and part of the EOY Report.
Continue to administer surveys and 21st Century assignments and set growth targets	Surveys are administered annually. The Senior student survey has grown from 130 to 199 participants (out of approximately 275 students); 63 Parents took the survey in 2018; 63 Staff members took the survey in 2018. Growth targets are 100% for Seniors, 100% for Staff, and 15% for Parents. Oral presentation rubrics are in use and are part of the EOY reporting process.
Continue to administer oral communication assignments, establish growth targets, and monitor results	Oral presentation rubrics are in use and are part of the EOY Report. Each department reports on benchmarks and rubric use. New administration evaluates reports and determines growth targets/progress.



Chapter 2  
Student/  
Community  
Profile

## Chapter 2: Community Profile

### History and Background

Well-known for its long-standing history of academic excellence and “small-town pride,” San Marino High School offers a robust academic program that strives to provide rich learning opportunities for students in the areas of literacy, communication, and mathematical applications in order to prepare them to succeed in their later studies and/or working lives. School personnel partner with parents and the community to maximize resources necessary to provide students a quality education in a supportive and positive climate. Students develop global awareness, civic responsibility, and critical thinking skills to respond and adapt to the challenges of the 21st Century.

Since its founding in 1952, San Marino High School has enjoyed a national reputation as one of California’s finest high schools. The newest state standards computer-based testing (SBAC) results for the 11th graders tested yielded proficiency scores of 80% or higher in both English Language Arts and Mathematics. During years when schools earned API scores, the school's Academic Performance Index (API) was over 900, the final API score being 932, which placed it as the highest scoring non-magnet high school in Southern California and the sixth highest in the state. When compared with all schools in the state, SMHS has consistently ranked at the top. The school has been recognized as a “No Child Left Behind” National Blue Ribbon School and a California Distinguished School (most recently in 2018-19). Since its inception, the California Business for Educational Excellence (CBEE) has recognized the highest performing public schools in California through its Honor Roll. San Marino High School has been named a CBEE Scholar School since CBEE’s beginning in 2005. "U.S. News & World Report" has named SMHS a Gold Medal School since their rankings began in 2008. Additionally, in U.S. News & World Report's first-ever rankings for the Best High Schools for Math and Science, SMHS was ranked as the 30th top high school in the nation, as measured by performance on Advanced Placement (AP) math and science tests. For “open enrollment schools” (those accepting all students within their residency district), SMHS ranked #6 in the nation.

### Demographic Data

#### Community

San Marino is a small community with one high school that has a student population of approximately 1,100 students. San Marino Unified School District consists of one comprehensive high school (9-12), one middle school (6-8), and two elementary schools (K-5). The community consists entirely of single-family homes. The four schools were originally part of the South Pasadena Unified School District, but ultimately the community opted for its own unified school district, graduating its first high school class in 1956.

The most dramatic change in San Marino over the last few decades has been the influx of residents with Asian backgrounds, mostly Chinese. According to the 2010 census, 37.1% of the population of San Marino was White, 53.5% Asian. The changes in the demographic makeup of San Marino High School have also seen some change. San Marino High School’s population is now 62.3% Asian, up from 57% in 2014. Additionally, the Hispanic/Latino population has



increased from 4% of the student body in 2007 to the current level of 5.89%. While the number of students in the school who are socioeconomically disadvantaged has risen from a total of 7 students in 2007 to 117 in 2019, the city of San Marino remains well educated and affluent. According to the U.S. Census Bureau, in 2018 nearly 73.4% of San Marino's population above the age of 25 had a Bachelor's Degree or higher, compared to an average of 32.6% elsewhere in California. Additionally, San Marino's mean household income was \$152,527 in 2018, nearly double that of California's average of \$67,139.

#### Student Populations (2019-2020)

Grade Level	Number of Students (N=1042)
9	225
10	285
11	273
12	259

Student Group	Percentage Total
Black or African American	7%
American Indian or Alaska Native	1%
Asian	62%
Filipino	1.5%
Hispanic or Latino	7.5%
Native Hawaiian or Pacific Islander	.4%
White	20%
Socioeconomically Disadvantaged	10%
English Learners	8%
Students with Disabilities	7%
Foster Youth	<1%

Source of data for above two tables: SMHS PowerSchool.



## Staff Description

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	53	57	55.8	154.3
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	185
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

The data in the three tables above was shared through our district's most recently approved Local Control Accountability Plan (LCAP) and School Accountability Report Card (SARC). In the past year since this information was approved and published, there have been shifts in our counseling support staff. With the approval of our district Wellness Initiative and the creation of San Marino High School's Wellness Center, a full time counselor has been dedicated to mental health and social emotional supports, beyond the services provided by the comprehensive counselor. Students are also supported through a part time College and Career Counselor, who carries a partial caseload of students in addition to developing and maintaining College and Career Readiness Programs on our site. Our counseling staff is comprised of 4.5 comprehensive counselors who average a 230 student caseload.

### WASC Accreditation History for the School (Last version of SLO/ESLRS)

The last WASC Accreditation Visit was in 2014 when the school was granted a 6-year clear designation. In 2017, a Mid-Term Report was filed with WASC (See Preface of this report for detailed history).

**LCAP Identified Needs and Goals** Parents, teachers, students and community members were able to inform the Local Control Accountability Plan (PLAN) through a series of study sessions,

focus group meetings, and a district-wide survey, which was disseminated online through the school and district websites and through the district's mobile web application.

From these opportunities, the following needs and goals were identified for San Marino High School:

#### School Wide Learner Outcomes aka Student Learning Outcomes

Civic Responsibility - San Marino High School students will:

- Demonstrate a commitment to service beyond self
- Model strong citizenship with school, community, nation, and the world
- Demonstrate a knowledge of critical issues

Critical Thinking - San Marino High School students will:

- Demonstrate the ability to make choices based upon well reasoned strategies
- Analyze and evaluate complex issues, problems, and events
- Post Secondary Preparation - San Marino High School students will:
- Demonstrate mastery of the basic skills of reading, language arts, and math
- Be prepared to successfully enter college and the workforce

Technological Proficiency - San Marino High School students will:

- Demonstrate proficiency in all skills necessary to acquire, process, and communicate information through the use of technology

Our school and district will continue to evaluate the following measures to ensure that we are making strides to achieving our goals and meeting the needs of our student learner population:

- CAASPP Scores for ELA, Math and EL
- California Healthy Kids Survey Data
- Follow-up on our needs assessments around student health/wellness and access to relevant CCR course offerings

#### **Program Data**

The district's Board of Education has publicly made a commitment to the "Four A's": Academics, Arts, Activities, and Athletics. Parents and the community have provided financial support to allow the school to fulfill this commitment. In addition to its academic performance, the school has excelled in the arts and athletics. The school offers instrumental music, vocal music, visual arts, dance, drama, speech, media arts, digital photography, and graphic design, allowing students a wide variety of ways to express their talents and explore areas of potential interest.

In 2015, the school began offering an innovative Honors Humanities Seminar that brings the subjects of Art and English together while students study the art collection at the local Huntington Gardens and Art Museum. The program recently earned the Golden Bell Award for its innovative approach to instruction. In 2018, the school initiated a STEM Research Course in collaboration with professors at California Institute of Technology. This yearlong course brought the subjects of science, technology, engineering and math together while students conducted research alongside graduate advisors and research professors. In the coming year, we will continue both Humanities and Caltech STEM courses, and add a Financial Literacy Capstone in the area of Career Technical Education, where students will participate in a course and

curriculum developed by professors from Wharton School of Business, with the potential of obtaining a certification through the University of Pennsylvania.

### **Core Academic Programs**

San Marino High School (SMHS) is a leader in student academics, arts, and athletics. As such, SMHS offers 11 honors courses: Algebra 2 (HP), Calculus AB 12 (HP), Caltech STEM Research (HP), English 1-2 (HP), English 3-4 (HP), English 7-8 (HP), Geometry (HP), Humanities Seminar (HP), Math Analysis (HP), Physics (HP), and U.S. History (HP). Additionally, SMHS offers 13 Advanced Placement courses: American Government AP, Biology AP, Calculus AB AP, Calculus BC AP, Chemistry AP, Computer Science AP, English Language AP, English Literature AP, Environmental Science AP, Music Theory AP, Spanish Language AP, Statistics AP, and Studio Art AP. In 2018, 382 students took 834 AP exams with 87% of the scores earned being a 3, 4, or 5. In 2018-19, 227 Seniors took the SAT and students at SMHS scored in the 89th percentile nationally, earning an overall mean score of 1337, an English mean score of 642, and a math mean score of 695. In 2018, 105 graduates took the ACT earning an average composite score of 28.4.

### **National Merit Scholars**

Additionally, the class of 2019 has eight National Merit Semifinalists. All of the Semifinalists qualified to become a National Merit finalist, and to date, one National Merit Scholarship recipient has been identified among our students. SMHS also offers a variety of Career Technical Education (CTE) courses, such as Digital Arts, Computer Graphics, Advanced Computer Graphics, Media Arts, Advanced Media Arts, Media Fieldwork, Introduction to Coding, Introduction to Computer Science, Fashion Design, Animation, Business Management, and Entrepreneurship.

### **Co-curricular Programs & Extra Curricular Programs**

San Marino High School offers many excellent extracurricular programs for its students. There are a few distinguished programs, however, that are recognized by those outside the San Marino community.

**VAPA:** SMHS offers Instrumental and Vocal Music, Dance, Theater Arts and Visual Arts programs to its students. Each program has enjoyed a great deal of success over the years. All students take at least one year of a visual or performing art. However, nearly 10% of the students take four years of the arts and just under 15% of the students are enrolled in more than one form of art at a time. Most recently, our instrumental music programs have garnered multiple accolades at the regional and national level. In 2018-19, our Marching Band finished 5th place in the Southern California Schools Band and Orchestra Association's Division 3 Championships. In addition, Percussion Ensemble and Color Guard were finalists or semi-finalists at numerous competitions; furthermore, our Wind Ensemble and Orchestra performance groups consistently receive superior ratings. Our Vocal Music Program has had an equal level of success. SMHS Choirs have earned numerous accolades from local and national competitions and travel internationally each year. The students in the SMHS Dance program have recently produced and choreographed two full-length contemporary ballets, and consistently place in regional school dance competitions. Finally, our Visual Arts program has recently

partnered with our English Department and the local Huntington Library to create an innovative Humanities Seminar that brings together art, literature, and writing.

**Athletics:** Students at SMHS participate in athletic competition through the Rio Hondo League in the following: co-ed badminton, boys and girls swimming, boys and girls tennis, boys and girls track, boys and girls basketball, boys and girls golf, baseball, softball, boys and girls soccer, boys and girls water polo, boys and girls wrestling, boys and girls cross country, football, and boys and girls volleyball. Throughout its history, SMHS has won over 300 league titles and over 75 CIF championships. In addition, SMHS has nearly 600 students participating which accounts for nearly 60% of all students. Nearly every sport features both Junior Varsity and Varsity level competitions with several also including freshman level. In 2018-19, San Marino High School athletic teams garnered eight additional Rio Hondo League titles. Six of our teams reached the CIF quarterfinals, and our Badminton team secured a CIF Division I Championship. Over 20 athletes participated in individual playoffs. Seven of those went on to state, including three All-CIF players. Athletic facilities include two gyms, a new artificial football/soccer field and track, baseball and softball diamonds, a pool, and tennis courts.

**Yearbook:** The yearbook and publications programs have also earned high honors with the annual Titanium yearbook earning National Scholastic Press Association's National Pacemaker Award 2011, Pacemaker Finalist Award 2012, 2015, All American Honors Awards 2011, 2012, 2014, 2015, 2016, Best of Show Awards 2011, 2012, 2016, as well as the Columbia Scholastic Press Association's Gold Crown Award 2013, Gold Medalist Certificates 2012, 2013, 2014, and the Yearbooks at the Beach Journalism Camp's Awards for Excellence 2011, 2012, 2013, 2014, 2015, 2017. The annual Titan Musings Literary Magazine has also earned the National Scholastic Press Association's National Pacemaker Finalist Award 2017, All American Honors Award 2017, and First Class Honors Award 2018.

**Speech and Debate:** The SMHS Speech and Debate Team is consistently ranked as one of the top speech and debate programs in the state and is one of the most decorated teams in the nation. Speech and Debate received the sweepstakes trophy for the 15th time in the last 16 years. In addition to a high number of individual titles won at tournaments across the country in 2018-19, 12 students qualified in state championships and 10 students qualified in national tournaments.

**FLL Robotics:** SMHS Titanium Robotics team has won more awards than at any time in the 12-year history of the team while competing nationally in the highly competitive FIRST Robotics competitions. The team received awards for both the engineering and business aspects of the program. In addition, during the 2015-2016 school year, the team built a T-Shirt cannon for use at school activities such as football games and assemblies to promote the team within the community and the school. During the 2018-19 school year, the robotics team traveled to the national competition in Idaho and secured the Entrepreneurship Award which celebrates the team's comprehensive business plan.

## California School Dashboard Performance Indicators

Data measuring student achievement, student engagement, and school climate are but three sets of data included. In the fall of 2019, San Marino High School continues to be ranked as one of the state's top public high schools.

California's accountability system is based on multiple measures that assess how local educational agencies (LEAs) and schools are meeting the needs of their students. The state and local measures are drawn from the ten priority areas of the Local Control Funding Formula (LCFF), which was passed in 2013. The eight state priorities can be subdivided and described within three major areas: **Conditions of Learning, Pupil Outcomes, and Engagement.**

### Conditions of Learning

#### Priority 1: Basic Services and Conditions at School

According to San Marino High School's most recent School Accountability Report Card, all teachers were fully credentialed and taught within their credentialed subject area in the 2018-2019 school year. There was no misassignment of teachers of English Learners and no vacant teacher positions.

Students enjoy quality texts and textbooks, supplementary materials, and other instructional resources that complement the standards-based instruction. Every student has access to textbooks, including English Language Learners and students with other special needs. The San Marino Unified School District adopted new Common Core math materials for 2014-15. New ELA/ELD textbooks were adopted in 2016. Textbooks used in Reading/Language Arts (2015, 2017), Mathematics (2014), World Languages (2014), Social Science (2006), and Science (2007, 2010-2014) are standards-based. The History-Social Science and Health curriculums were approved Spring 2019 for adoption in 2019-20. On September 10, 2019, the Board of Education certified there are sufficient standards-based texts, purchased within the most recent framework cycles, to be in compliance with Education Code Section 60119, 60442, and the Williams Settlement (SB 550 and AB 831).

San Marino High School facilities are clean, safe, and functional. No Williams Complaints have been filed. A School Facility Conditions Evaluation is done each year by the Director of Maintenance and Operations. According to the most recent 2018 Facilities Inspection Tool Report (FIT Report), San Marino High School facilities received an overall rating of "Exemplary."

#### Priority 2: Implementation of State Academic Standards

Supporting the implementation of state academic standards recommended and prescribed by the California Board of Education, San Marino High School students enjoy quality texts and textbooks, supplementary materials, and other instructional resources that complement the standards-based instruction. Every student has access to textbooks, including English Language Learners and students with other special needs. San Marino High School adopted new Common Core math materials for 2014-15. New ELA/ELD textbooks were adopted in 2016. Textbooks used in Reading/Language Arts (2015, 2017), Mathematics (2014), Social Science (2006, 2019), and Science (2007) are aligned to current state standards and frameworks. History-Social Science and Health curriculums were reviewed and recommended for adoption in Spring 2019.



On September 26, 2017, the Board of Education certified there are sufficient standards-based texts, purchased within the most recent framework cycles, to be in compliance with Education Code Section 60119, 60442, and the Williams Settlement (SB 550 and AB 831).

## Pupil Outcomes

### Priority 4: Student Achievement

Until 2013, California used the Academic Performance Index (API) to measure school performance. In that year, SMHS earned a three-year average API of 937. That score ranked it among California's top-performing high schools. Since that time, California has transitioned to a new school accountability system that utilizes a variety of indicators to measure school success, which incorporates student academic performance data on state standardized tests to measure the effectiveness of State Academic Standard Implementation on the California Assessment of Student Performance and Progress (CAASPP):

ELA CAASPP Data				
<b>2014-2015</b>	<b>Exceeded</b>	<b>Met</b>	<b>Nearly Met</b>	<b>Not Met</b>
Whole School	<b>58%</b>	<b>31%</b>	<b>11%</b>	<b>0%</b>
White	<b>51%</b>	<b>39%</b>	<b>10%</b>	<b>0%</b>
Asian	<b>66%</b>	<b>25%</b>	<b>9%</b>	<b>0%</b>
Hispanic	<b>28%</b>	<b>44%</b>	<b>28%</b>	<b>0%</b>
Black/African American	*	*	*	*
Filipino	*	*	*	*
Two or more races	*	*	*	*
<b>2015-2016</b>				
Whole School	<b>62%</b>	<b>25%</b>	<b>9%</b>	<b>4%</b>
White	<b>32%</b>	<b>37%</b>	<b>21%</b>	<b>9%</b>
Asian	<b>57%</b>	<b>31%</b>	<b>5%</b>	<b>6%</b>
Hispanic	<b>50%</b>	<b>22%</b>	<b>17%</b>	<b>11%</b>
Black/African American	*	*	*	*
Filipino	*	*	*	*
Two or more races	*	*	*	*
<b>2016-2017</b>				
Whole School	<b>62%</b>	<b>24%</b>	<b>10%</b>	<b>4%</b>
White	<b>37%</b>	<b>39%</b>	<b>17%</b>	<b>7%</b>
Asian	<b>70%</b>	<b>20%</b>	<b>6%</b>	<b>4%</b>
Hispanic	<b>55%</b>	<b>23%</b>	<b>18%</b>	<b>5%</b>
Black/African American	*	*	*	*
Filipino	*	*	*	*
Two or more races	*	*	*	*
<b>2017-2018</b>				
Whole School	<b>62%</b>	<b>20%</b>	<b>12%</b>	<b>5%</b>
White	<b>54%</b>	<b>25%</b>	<b>14%</b>	<b>5%</b>

Asian	<b>66%</b>	<b>19%</b>	<b>5%</b>	<b>6%</b>
Hispanic	<b>46%</b>	<b>15%</b>	<b>38%</b>	<b>1%</b>
Black/African American	*	*	*	*
Filipino	*	*	*	*
Two or more races	*	*	*	*
<b>2018-2019</b>				
Whole School	<b>56%</b>	<b>29%</b>	<b>11%</b>	<b>5%</b>
White	<b>43%</b>	<b>43%</b>	<b>14%</b>	<b>0</b>
Asian	<b>61%</b>	<b>22%</b>	<b>10%</b>	<b>7%</b>
Hispanic	<b>44%</b>	<b>40%</b>	<b>8%</b>	<b>8%</b>
Black/African American	*	*	*	*
Filipino	*	*	*	*
Two or more races	*	*	*	*

\* Number of students in these categories are too few to calculate accurate results.

Mathematics CAASPP Data				
<b>2014-2015</b>	<b>Exceeded</b>	<b>Met</b>	<b>Nearly Met</b>	<b>Not Met</b>
Whole School	<b>56%</b>	<b>30%</b>	<b>11%</b>	<b>5%</b>
White	<b>44%</b>	<b>39%</b>	<b>14%</b>	<b>3%</b>
Asian	<b>70%</b>	<b>14%</b>	<b>6%</b>	<b>1%</b>
Hispanic	<b>21%</b>	<b>38%</b>	<b>8%</b>	<b>33%</b>
Black/African American	*	*	*	*
Filipino	*	*	*	*
Two or more races	*	*	*	*
<b>2015-2016</b>				
Whole School	<b>56%</b>	<b>24%</b>	<b>11%</b>	<b>9%</b>
White	<b>31%</b>	<b>28%</b>	<b>20%</b>	<b>20%</b>
Asian	<b>69%</b>	<b>22%</b>	<b>7%</b>	<b>2%</b>
Hispanic	<b>39%</b>	<b>22%</b>	<b>17%</b>	<b>22%</b>
Black/African American	*	*	*	*
Filipino	*	*	*	*
Two or more races	*	*	*	*
<b>2016-2017</b>				
Whole School	<b>57%</b>	<b>24%</b>	<b>12%</b>	<b>7%</b>
White	<b>30%</b>	<b>32%</b>	<b>19%</b>	<b>19%</b>
Asian	<b>72%</b>	<b>20%</b>	<b>7%</b>	<b>2</b>
Hispanic	<b>23%</b>	<b>32%</b>	<b>32%</b>	<b>14%</b>
Black/African American	*	*	*	*
Filipino	*	*	*	*
Two or more races	*	*	*	*

<b>2017-2018</b>				
Whole School	<b>71%</b>	<b>17%</b>	<b>7%</b>	<b>6%</b>
White	<b>49%</b>	<b>29%</b>	<b>10%</b>	<b>13%</b>
Asian	<b>82%</b>	<b>12%</b>	<b>2%</b>	<b>4%</b>
Hispanic	<b>38 %</b>	<b>15%</b>	<b>38%</b>	<b>7%</b>
Black/African American	*	*	*	*
Filipino	*	*	*	*
Two or more races	*	*	*	*
<b>2018-2019</b>				
Whole School	<b>62%</b>	<b>25%</b>	<b>9%</b>	<b>5%</b>
White	<b>52%</b>	<b>31%</b>	<b>11%</b>	<b>6%</b>
Asian	<b>71%</b>	<b>21%</b>	<b>5%</b>	<b>3%</b>
Hispanic	<b>32%</b>	<b>44%</b>	<b>12%</b>	<b>12%</b>
Black/African American	*	*	*	*
Filipino	*	*	*	*
Two or more races	*	*	*	*

\*Note: ELA and Mathematics CAASPP data was compiled in-house from raw data received from the State of California. This data is not yet reflected in LCAP or SARC due to the revision process.

Students of SMUSD consistently score in the top 1 percent of all students in the state on the Smarter Balanced English Language Arts/Literacy and Mathematics tests for the California Assessment of Student Progress and Performance. For the 2017-18 School year, students scored 99.3 points above standard in English Language Arts/Literacy and 92 points above standard in Mathematics. Additionally, 82.9 percent of English Learners scored at Level 4 (64.3%) Well Developed or Level 3 (18.6%) Moderately Developed on the English Language Proficiency Assessment for California. Finally, 82.8 percent of students in the 2018 graduation cohort were determined by the state of California to be prepared for college.

#### **Priority 7: Access to a Broad Course of Study**

CTE is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. Courses are designed to empower all students to be successful citizens, workers, and leaders in a global economy. All SMHS students have access to a variety of CTE courses including media arts, computer graphics, coding, business management, and animation. Students learn to complete job applications and resumes. They experience mock interviews and learn about ethics in the workplace.

All students have access to the services and information available in the College and Career Center, which is staffed full-time by a counselor (half College and Career Counselor, half Comprehensive Counselor). Tenth-grade students participate in an online career interest survey in order to explore talents, interests, and preferences. Results are the foundation for course offerings and student planning and to ready them for college and career upon graduation.

As part of the school's action plans approved by WASC during the accreditation process, SMHS is committed to teaching students 21st Century skills that will enhance their preparation for success in college and career. Schoolwide Learning Outcomes further solidify this commitment by emphasizing critical thinking skills, technological proficiency, postsecondary preparation and civic responsibility for all students.

### **Priority 8: Outcomes in a Broad course of Study (College and Career)**

The school fulfills its academic mission, sending 77% of the students from the Class of 2019 directly to four-year universities and 20% to community colleges. The one or two students annually who do not attend college typically enlist in the armed forces or enter the workforce directly. This supports the state and local mission of all students being college and career ready.

The graduation rate for students at SMHS for the 2018-19 cohort was 98 percent, with 97 percent of the students in the Class of 2019 pursuing higher education. Other students are pursuing careers in the military or finished specialized educational programs. SMHS prides itself on its efforts and outcomes getting each and every student into the college that is best for them. To that end, 200 students elected to attend a 4-year institution (63 Public In-State, 44 Private In-State, 38 Public Out-of-State, 55 Private Out-of-State,), 54 students elected to attend a 2-year institution, and 5 students elected to attend institutions outside the United States.

## **Engagement**

### **Priority 3: Parent Engagement**

Serving as the one high school in the San Marino Unified School District, positive parental involvement is a critical component of the San Marino High School success. The culture of parent involvement at "The High School" is deeply rooted in the community of San Marino. The foundation of parental participation at SMHS starts with a very active PTSA. SMHS's PTSA contributed ten of thousands volunteer hours, professional services, and expertise; they provide significant monetary donations yearly to support SMHS. Parents also generously support SMHS with volunteer hours through robust booster participation in the San Marino High School Friends of VAPA, Inc. (FOV) and Titan Athletic Boosters (TAB).

San Marino High School has a stated goal of increased transparency and shared community decision making. San Marino High School invites parents to contribute their ideas and possible solutions to a progressing educational landscape. SMHS holds several opportunities to keep their involved parent community informed, including Parent Information Night, Coffee and Conversations, and AP/Honor Night. Additionally, parents are part of the WASC self-study process for 2020; student, faculty/staff, and parent surveys were administered and tallied. Survey results will be used to develop the WASC action plan and LCAP goals. Additionally, we have collected input from students, parents and other community stakeholders through a Wellness Survey (created by Challenge Success) and a CTE/VAPA Pathways survey to encourage and collect interest levels around potential CTE course offerings.

### **Priority 5: Pupil Engagement**

**Attendance:** Student attendance at SMHS is an area of discussion and concern. The California Department of Education (CDE) defines the truancy rate by dividing the number of students with

an unexcused absence or tardy, for three or more days, by the cumulative enrollment. Tardy students are defined as students arriving more than 7 minutes and less than 30 minutes late to class.

**Suspensions and Expulsion:** There have been no expulsions since the last WASC self-study. During the same time period suspensions have remained stable at rate of approximately .5% to 1.2%

### **Priority 6: School Climate**

Administrators, counselors, a psychologist, and teachers all play an active role in establishing and maintaining personalized relationships with students, important connections to ensure a safe campus. Students are encouraged to exhibit positive and appropriate behavior and to maintain regular contact with their counselors. Students earn citizenship grades over four years that are one criterion used to determine eligibility for senior activities. A full-time wellness counselor, with specialized training in drug and alcohol counseling, is part of the student support services effort. The school committed personnel, training, and resources to support Link Crew to SMHS in 2018-2019 and the program continues to be funded. It is designed to connect incoming 9th grade students with seniors to create connections to the school and to assist with the transition to high school.

The San Marino High School Site Safety and Security advisory committee has been hard at work 2018-2019. Under the guidance of Safety and Security advisory committee chair, Andrew Gayl, the committee has taken an in-depth look at potential issues surrounding our school, with regards to the safety of our students, staff, and visitors. The committee made recommendations to update and translate security and parking signs around campus in community-dominant languages, and to explore the Catapult Emergency Management and Visitor Management System. SMHS continues to work with SMPD and SMFD to determine the feasibility of a biennial active shooter drill.

A Comprehensive School Safety Plan is monitored and updated annually by a representative team comprised of school, parents, and community members, including a law enforcement representative. The School Safety Plan was updated by the School Site Council in March 2019. Components required by Education Code 52012 and 52842 address the following goals:

Goal #1: All students and staff members are provided a safe teaching and learning environment

Goal #2: Reduce chronic absenteeism and truancy for the 2017-18 school year by 10%

Goal #3: Students will feel more connected to their school with increased programs and activities

Goal #4: All students are safe and secure at school, when traveling to and from school, and when traveling to and from school-related activities

Goal #5: District programs and approved community resources are available to students and parents

Goal #6: Students, parents, staff, and community members effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.



The 2018-2019 school year emphasized teacher professional growth and development. SMHS Science teachers continued work from the 2017-2018 of learning and implementing the Next Generation Science Standards (NGGS). The staff in other instructional departments continued to work collaboratively with their department members to plan for student improvement in reading and writing in the content areas, critical thinking, and problem-solving to ensure that all students are college and career ready upon graduation. Using Challenge Success surveys and education models, SMHS teachers participated in professional development that supports their understanding of best approaches to support students while recognizing the characteristics of a healthy and balanced learner and emphasizing mental wellness as an essential aspect of overall health and academic success.

### **Perception Data**

During Spring 2019, there were several meetings to reflect upon the data collected earlier in that school year through the California Healthy Kids Survey (CKS), the CTE/Pathways Feedback Survey, and the Challenge Success surveys. Each of these surveys had parent and student participants. Notable was the fact that there was a greater percentage of students who participated in the survey than parents. For instance, over 1,000 students participated in the Challenge Success Wellness Survey, and a little over 100 parents elected to fill out the parent/community version of this same survey. The participation rates for CHKS, CTE Pathways surveys, and the LCAP surveys were similarly skewed with markedly higher participation coming from students.

Based on data gathered from the student and parent surveys completed in Winter 2018, students, staff, administration, and community were able to reflect upon how best to identify and meet the needs of students, and ultimately make positive changes to impact having successful, healthy, well-balanced students.

The data-points that arose for discussion during parent nights, staff meetings, and student focus group meetings were as follows:

- The three words that students felt best described their experience were Stressful (40%), Competitive (23%) and Challenging (15%). (Challenge Success)
- Students reported they were averaging 6.4 hours of sleep per night, while parent perceptions indicated that their children were getting a slightly higher average of 7 (Challenge Success)
- 60% of students were not eating breakfast in the morning (CHKS)
- Students indicated that they wanted or needed an adult on campus they could approach who would listen to them and understand them (CHKS & Challenge Success)

Goals from our previous WASC have helped to support our school and students to be astute critical thinkers, passionate self-directed learners, and individuals who embrace challenging opportunities. Feedback through our self-study and survey/perceptions data indicates that our next set of goals should include the social emotional education and programs/structure to promote balance and wellness.



### Chapter 3 Self-Study Findings

## Chapter 3: Self-Study Findings

### Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Name	Department / Role
Jazmin Avedo	Special Education/Teacher
Mollie Beckler	Counseling/Counselor
Michelle Pauline Bradshaw	VAPA (Art, Humanities Seminar), ASB/Teacher
Julie Boucher	District Office/Assistant Superintendent, Business Services
Annie Chen	Classified/Administrative (Principal's office)
Michelle Cota	English/Department Co-Chair, Teacher
Terry Cross	CTE/Teacher (Computer Graphics)
Larry Fitzgibbons	Mathematics/Teacher
Casey Holcomb	Social Science/Teacher
Isaac Hung	Community/City Club
Jamie Linton*	Mathematics/Department Co-Chair, Teacher
Leighton McBryde	Student/Grade 12
Matthew Mizrahi	English/Teacher and Yearbook
Jorge Munoz	Administration/Assistant Principal, Athletics, Activities, Discipline
Sonia Quiroz	Classified/Administrative (Registrar)
Leslie Sherrill	PTSA/Parent
Russel Silver	Science, Mathematics/Teacher
Matthew Slimp*	VAPA, Social Science/Teacher (Speech and Debate), Teacher
Connie Tran	Student/Grade 12
Eiji Yano	World Languages/Teacher
*FG Leaders	

## Category A Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

### A1. Vision and Purpose Criterion

#### Vision – Mission – Schoolwide Learner Outcomes – Profile

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.

Findings	Supporting Evidence
<p>The community profile data is updated yearly, as well as the three-year LCAP 2018 action steps. Each year the District's LCAP Parent Advisory Committee, in collaboration with District and school administrators, conducts an Annual Update of the prior year's LCAP action steps and then develops new action steps for the upcoming year. Annual Measurable Outcomes provide planned guidance for achieving the Planned Actions, and evidence based on reported data is included in the LCAP in the Annual Update. The school statements are based on the plans for student achievement, which are aligned to the LCAP and the findings of the School Site Council (see Appendix).</p>	<p><a href="#">SMUSD LCAP</a></p> <p><a href="#">The SMUSD LCAP Executive Summary</a></p>
<p>The vision and mission statements are developed in cooperation with school administration, department chairs, and SMHS faculty in a series of meetings and discussions, then shared with the School Site Council as part of the development of the SPSA, which is tied to the District's Local Control Accountability Plan. The statements are shared with parents through PTSA meetings, and their feedback is incorporated into the SMHS vision and mission statement.</p>	<p><a href="#">Mission Statement and Philosophy</a></p> <p><a href="#">The Single Plan for Student Achievement (SPSA) for SMHS</a></p>
<p>The school's vision and mission statement guides development of the SLOs, which are shared and distributed with staff, parents, and students and are posted in each classroom. The SLOs guide instructional practices.</p>	<p><a href="#">SLOs</a></p>
<p>The SPSA is tied to the SMUSD LCAP, which is guided by the Eight State Priorities.</p>	<p><a href="#">The SMUSD LCAP Executive Summary</a></p> <p><a href="#">Eight State Priorities</a></p>



### Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Parents have the opportunity to be involved in school governance in many ways: athletic and VAPA booster organizations, PTSA (school and council), School Site Council, ELAC Meetings, Graduation Night preparations, WASC self-study, Academic Advisory Committee, Titan Athletic Boosters, LCAP Committee, Arts Advisory Committee, PfA, IEP/SST/504 meetings, and grade level “Coffee and Conversation” with administration.</p> <p>Parents can monitor their students’ progress, school performance, make schedule adjustments, and/or request meetings with teachers through the school website.</p> <p>Quarterly, the PTSA publishes their newsletter with a “Principal’s Message.” Parents also receive weekly bulletins as well as Constant Contact communications. Due to the nature of the local community, the school receives a very high degree of coverage in the local media outlets, such as <i>San Marino Tribune</i> and <i>The Outlook</i>, which consistently report on changes in school policies, news events of interest to parents, and participatory opportunities for the community.</p> <p>The SPSA is the SMHS report to the Board of Education that articulates how SMHS is aligned with the district goals which are articulated in the LCAP. It includes evaluation of the school’s goals, activities, and strategies aligned to the District’s LCAP Goals and Action Steps. The SPSA outlines performance goals, expected and actual measurable outcomes, financial support for student performance towards career and college readiness, and fiscal health of the school. The plan is reviewed by the site principal and the elected School Site Council, then reviewed by district administration and the board of education, which ultimately approves or rejects the plan.</p>	<p><a href="#">PowerSchool</a>  PTSA minutes  SSC minutes  ELAC Meetings  Constant Contact  SMHS Newsletter and App  Notifications  Parent and teacher conferences  Junior Directory  <a href="#">Titan Athletic Boosters</a></p> <p><a href="#">School website</a></p> <p>PTSA Newsletter  Weekly Bulletin  Constant Contact  <a href="#">The Outlook</a>  <a href="#">The San Marino Tribune</a></p> <p><a href="#">SPSA</a>  <a href="#">Local Control Accountability Plan</a> Goals and Action Steps  <a href="#">Local Control Funding Formula</a>  WASC Report  <a href="#">School Accountability Report Card</a>  <a href="#">California School Accountability Dashboard</a></p>



### Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt:** Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Courses offered at SMHS are consistent with state curriculum and content standards. General education teachers collaborate with the Special Education Department to ensure that courses are accessible to all students. The courses are developed and implemented based on the high school's vision, mission, SLOs, goals, diploma and college eligibility requirements.</p>	<p><a href="#">Course Descriptions</a>  School Profile  College and Career Center records  Naviance  School Site Council  <a href="#">SPSA</a></p>
<p>Teachers, students and parents are involved when new textbooks are selected and new courses are introduced. Proposals for new texts and courses are presented by faculty, students, and/or administration to the school board for approval. NGSS is currently in progress. An Honors/AP Information Night for parents was implemented in 2017 for the 2018-19 academic year and continues forward.</p>	<p><a href="#">School Board Agenda</a>  Administration led textbook adoption committees  AAC agendas  Honors/AP Information Night agenda</p>
<p>Select courses are featured in the local paper to allow the community to see how the school's vision is being implemented.</p>	<p><i>San Marino Tribune</i></p>
<p>The PTSA wishlist funds and local grants are available to support teachers implementing the SLOs in each classroom.</p>	<p>PTSA records  PTSA agendas</p>
<p>Students in the Small Business Administration course in CTE work together to create business plans. A few present their business plans to San Marino Rotary Club in a competition. The top three student groups are selected to compete in the Rotary district-wide Business Plan Competition.</p>	<p>Rotary Club invitations and presentation schedule</p>

### A2. Governance Criterion

#### Indicators with Prompts

#### Governing Board and District Administration

**A2.1. Indicator:** The school community understands the governing authority's role, including how stakeholders can be involved.

**A2.1. Prompt:** To what degree does the community understand the governing authority's role, including how stakeholders participate in the school's governance?

Findings	Supporting Evidence
<p>The SMUSD Board of Education is composed of five elected members and one student representative from SMHS. The citizens of San Marino elect board members to staggered four-year terms. Board Bylaw 9000: the board of education is elected by the community to provide leadership and citizen oversight of the district. The board ensures that the district is responsive to the values, beliefs, and priorities of the community. Board duties and policies are all posted and publicly available on the district website.</p>	<p><a href="#">Board Members</a>  <a href="#">Board Policies, Goals, and Objectives</a>  Board Meetings  Public Comments during Board Meetings  Board Study Sessions  Board of Education  Strategic Planning and Training Workshops</p>
<p>The series of the District's Section 9000 Board Bylaws outline the job descriptions and duties of the elected board members. Section 9000 of the Board Bylaws provide guidance of the powers, purposes, delegation and duties of the SMUSD Board of Education. These bylaws also describe the limits of board authority as well as the roles as individual board members and as a board of education collectively. Board members are limited in their authority as individual board members; however, with their interaction with the community and parents, they gather valuable input and feedback and explain limits to authority. The goals and objectives of the board are published on the SMUSD website.</p>	<p><a href="#">Board Bylaws 9200</a>  <a href="#">BP 1100</a>  <a href="#">BP 2131</a>  <a href="#">BP 1113</a>  <a href="#">BP 1114</a>  <a href="#">BP 1220</a>  <a href="#">BP 1312.3</a>  <a href="#">District Strategic Plan</a></p>
<p>The district and the school are expanding their social media presence and with that provide for parent and community feedback and input. SMHS has several Facebook pages, Instagram, and Twitter accounts.</p>	<p><a href="#">Enhancing Social Media Presentation 11-6-18</a>  SMHS related Facebook accounts</p>
<p>The district has made significant advancements in communication and seeking the input and feedback from parents and the community: updates to the district and SMHS website, district and SMHS newsletters and communications through various outlets, town hall meetings related to district finances, and curriculum and instruction. The Board of Education has formed a Facilities Advisory Committee to solicit input from parents and the community on the condition and needs for school facilities and improvements. Special board meetings are called as needed (such as January 15, 2019).</p>	<p>District and SMHS website updates  District Newsletters  Town Hall Meetings  Facilities Advisory Committee minutes  Board of Education District Committee Review</p>
<p>SMHS conducts a parent survey on how well the school is supporting the students, staff surveys, and student surveys through a variety of platforms in order to gain valuable feedback on the effective operations and school and district governance.</p>	<p>Challenge Success Survey  CA Healthy Kids Student Survey  CA Healthy Kids Teacher Survey  SurveyMonkey (Parent, Staff,</p>

<p>The board of education is highly involved in the community; through formal and informal communication and various school and district sponsored events and activities, such as PTSA Parent Party and school site visits, they receive feedback from parents and community members that influence their decision-making process. The board president and the superintendent regularly attend PTA Council, PTSA, and PTA meetings. The November 6, 2018 Board election campaign provided the Board of Education with valuable feedback and insight into how the District could expand its communication and education of the District's budget, curriculum, and instruction, which led to regular communications and updates from the board president, and the superintendent. Regular communications were distributed via the District's Constant Contact newsletter, school newsletters, and Instagram. The San Marino Schools Foundation also planned and hosted two town hall meetings, one on Public Education financing and the District Budget, and another on Curriculum and Instruction. Board of education meetings are taped and posted on the District's website for community members to listen to the audio recording from the meetings. The Acting Superintendent provided a report to the board in June 2019 on the many accomplishments and achievements of the district and its school sites.</p> <p>Parents and community members are engaged in school site governance through various means, including monthly PTSA meetings. There are also several civic organizations that support the engagement of parents and community members in the governance of SMHS and the district, including San Marino City Club and San Marino Rotary. Both groups invite the superintendent for the State of the School District presentation annually, Rotary supports the Student Interact Club at SMHS, and both groups provide feedback and input to the superintendent and the board of education. San Marino Chinese Club supports SMHS and provides input and feedback for advancing the engagement of parents and community members, particularly newcomers to the community and area. For the November 2018 election, San Marino City Club and San Marino Chinese Club hosted forums to receive and ask questions of existing and candidate board members. San Marino Chinese Club also hosted a meeting with Chinese Club members and the candidates where each candidate presented his/her views and goals.</p> <p>SMHS holds SST meetings with parents and students to review the criteria for a student's educational program when concerns arise regarding a student's progress. A discussion with the teacher, counselor, student, and parent about the objective for the student's needs and areas</p>	<p>Senior Student Surveys) LCAP Parent Survey</p> <p>Board records Board meeting minutes Public Hearing and Public Comments records PTA Council Meetings Election records SMSF Town Hall agendas and minutes (District Finances, Curriculum, and Instruction) <a href="#">End of the Year Report 2018-19</a></p> <p><a href="#">City Club</a> Meetings and Forums <a href="#">Rotary Club</a> Meetings <a href="#">SMHS Interact Club</a> Chinese Club agendas</p> <p>SST Meeting notes</p>
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<p>of need, such as learning difficulties and language barriers. Valuable feedback is received from the parent and teachers about the student's needs and support systems. The purpose of these meetings is to determine if further interventions are required for the student, such as a 504 Plan or initial assessment for special education.</p> <p>SMHS has an ELAC Committee that meets regularly during the school year to provide administrators, teachers, and staff with input on the school's objectives and curriculum for its English Learners Program.</p> <p>The District has a DELAC that is comprised of all ELACs from all school sites. The Executive Director of Curriculum &amp; Instruction is responsible for organizing and facilitating the DELAC meetings. The DELAC meetings are part of the LCAP process. The district has an active LCAP Parent Advisory Committee which develops goals and actions for the district that will guide it in development of its goals and budget.</p> <p>The district has an active Academic Advisory Committee (AAC) comprised of volunteer parents, teachers, administrators and community members who represent various constituencies, including all four school sites. The AAC is an advisory committee to the Board of Education and acts pursuant to board guidelines. Each school year the board identifies areas of interest and asks the AAC to conduct research, analyze data and propose recommended actions to the board for its consideration. Past topics of study and recommendation include the development of student internship possibilities, review of AP/Honors classes and open access, dual enrollment and Career Technical Education Pathways, homework policies, and computer science curriculum. A main focus of the AAC for the current year will be Universal Design for Learning and investigation of Open Educational Resources.</p>	<p>ELAC Meeting minutes</p> <p>DELAC Meetings  <a href="#">District LCAP</a>  <a href="#">LCAP PAC Meetings</a></p> <p><a href="#">AAC Committee Webpage</a>  AAC and AAC  Subcommittee minutes  SMHS Friends of VAPA  minutes of meetings with  SMHS administrators</p>
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## Understanding the Role of the Governing Board

### Relationships between Governing Board and School

**A2.2. Indicator:** The school's stakeholders understand the relationship between the board of education's decisions, expectations, and initiatives that guide the work of the school.

**A2.2. Prompt:** Provide examples of how stakeholders understand the relationship between the board of education's decisions, expectations and initiatives that guide the work of the school.

Findings	Supporting Evidence
<p>Uniform Complaint Procedures can be found on the SMUSD website. Uniform Complaint Procedures have been distributed in hard copy form for teachers to post in their classrooms. Policy effectiveness is evaluated during school board meetings, reviewed by counsel, and compared to CSBA policies annually.</p> <p>Board policy prohibits discrimination against and/or harassment of District employees and job applicants at any district site or activity on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, sexual orientation, or as otherwise prohibited by law. Procedures for complaints are found within the board policy.</p> <p>All faculty and staff (including walk-on coaches) are required to complete Target Solutions training on sexual harassment, mandatory reporting, child abuse and neglect, suicide prevention, and board policies. Parents receive notification of procedures through InfoSnap, and students receive information through the Titan Guide. Disputes between faculty and administration or district (if any) are resolved through the collective bargaining units and their duly authorized representatives.</p> <p>San Marino High School adheres to the SMUSD organizational chain of command in which the Board of Education monitors and evaluates the articulations of board policies, board directives, administrative regulations, California Education Code, professional standards, and community expectations.</p>	<p><a href="#">Title IX Complaint Process</a></p> <p><a href="#">BP 4030</a></p> <p><a href="#">Target Solutions</a> <a href="#">Titan Guide</a> Collective Bargaining Agreement (SMUSD webpage)</p> <p><a href="#">Board Agendas and Minutes</a></p>

## Governing Board and Stakeholder Involvement

### Uniform Complaint Procedures

**A2.3. Indicator:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

**A2.3. Prompt:** Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures (Priority 1).

Findings	Supporting Evidence
<p>The district evaluates the effectiveness of its uniform compliant policies and procedures in discussion during board meetings as well as in presentation of the policy with the board. The district's board policies are reviewed by legal counsel and compared to CSBA updates to board policies annually.</p>	<p><a href="#">BP 1312.3</a></p>

<p>The Assistant Superintendent of Human Resources provides training and professional development for administrators on the District's Uniform Complaint (UC) Procedure. Before a UC is filed, students and parents are encouraged to communicate and collaborate. The next level of discussion is with the parents and school administrator. If the matter is not resolved, the district-level administrator will engage in conversation with the school administrator in order to resolve the complaint. If the matter is not resolved as an informal complaint, Uniform Complaints are filed with the Assistant Superintendent of Human Resources and processed through an investigative approach in an effort to resolve the complaint. The superintendent is kept informed of all complaints and the process being followed to resolve them. The superintendent ensures that the district and its schools comply with all state, federal laws and regulations, and board policies in reference to the district's Uniform Complaint procedure.</p>	<p>Principals' Meetings Leadership Meetings Cabinet Meetings Board of Education Review of UC Board Policy</p>
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### ***A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion***

#### **Broad-Based and Collaborative**

**A3.1. Indicator:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

**A3.1. Prompt:** Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.

Findings	Supporting Evidence
<p>The SPSA is updated annually and presented to the School Site Council; it provides evidence of analysis of student achievement. SMHS community, student, and school staff leadership use this information to make decisions which involve the allocation of funds and other resources. The goals of the SPSA are the WASC Action Plan goals. As detailed in the 2017 Mid-Term Report, all 2014 goals have been implemented.</p> <p>CAASPP student test results are reviewed and analyzed by district and school administrators and staff to determine areas of improvement, trends, and needs for further improvement or adjustment in the coursework and materials. Unified School Classroom provides an analysis tool for teachers and staff to evaluate test scores, and for courses that are implementing online assessments; it also provides trend information for student grades within assignments and overall grade.</p>	<p><a href="#">Board Agenda - Approval of SPSA</a> <a href="#">SPSA plans</a> <a href="#">CA School Dashboard</a></p> <p><a href="#">CAASPP Results</a> AP Exam records WASC 2014 Self-Study WASC 2017 Mid-Term Report Unified Classroom Program (Analysis program)</p>



### School Action Plan Correlated to Student Learning

**A3.2. Indicator:** The school's Action Plan is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

**A3.2. Prompt:** How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?

Findings	Supporting Evidence
<p>The goals of the SPSA, LCAP, and WASC Action Plan address similar needs. The SPSA includes Expected Measurable Outcomes, Metrics, and Analysis of the Prior Year's Activities and Strategies. The SPSA includes: test scores for CAASPP, enrollment data, graduation rate, EL progress, performance data in English-language arts and mathematics, ELPAC test results, and other student performance data factors.</p> <p>A direct link to the California School Dashboard is provided on the district website.</p> <p>Department EOY reports, re-designed following the 2014 WASC Visit, report on departmental progress toward goals.</p> <p>Self-study provides analysis of all anchor assessment and benchmark results, giving teachers, departments, and administrators analyzed data about students' areas of strength and needed remediation. These results inform individual teachers of their students' performance in comparison to others at the same level, and this information then directs teaching content, methodology, and assessment. College-and-career-readiness is determined by data from the CAASPP test, AP exam scores, and SAT II scores, as well as CTE Pathways course completion. The principal regularly meets with department leaders to discuss data and develop strategies for improvement in all departments. The SMHS leadership team actively pursues student achievement in diverse areas as a highest priority, with emphasis on standards-based education so all students demonstrate the school SPSA. Additionally, numerous opportunities for individual tutoring are available to students of all levels by teachers, staff, and other students, helping all students improve performance and to reach SLO goals. Students have online/email access to many teachers and to free subject specific tutoring after school hours.</p> <p>No-fee remediation and support courses are offered to students achieving below 70% during the academic year or to students needing extra support: Summer English Repeat, Summer English Support (incoming 9th graders, ELD students, SPED students), Repeat Algebra 1, Repeat Geometry.</p>	<p><a href="#">SPSA</a>  <a href="#">Board Agenda - LCAP</a>  <a href="#">LCAP Presentation</a>  WASC 2014 Self-Study</p> <p><a href="#">CA Dashboard</a></p> <p>WASC 2014 Action Plan  EOY Reports</p> <p>School Profile  SBAC Results  AP Exam results  Department Chair meeting agendas  Peer Mentor Program  Teacher office hours  Teacher webpages  Google Classroom  Titan Lab records</p> <p>Grade level curriculum guides and progressions  Summer Course Offerings</p>

<p>Extended school year courses are available at no cost for students with special needs to continue their education during the summer, preventing loss of retention.</p> <p>The district and SMTA provide partial financial and professional support for ongoing professional development: courses provided by LACOE, BER, and others; AP/Honors training seminars and conferences; Special Education seminars; other training opportunities. In-service professional development is designed to align curriculum with state standards as well as SPSA development of departmental and cross-curricular teaming to address CCSS. SMHS pays registration fees for counselors to attend annual UC, CSU, and NACAC conferences. PTSA Allocations provides all travel expenses for 1-3 counselors to attend NACAC each fall. Counselors also attend the annual College Board Workshop.</p>	<p>SPED records</p> <p>Conference records PD Agendas PTSA Allocation records Counselor schedules</p>
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### Staff Actions/Accountability to Support Learning

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

**A3.3. Prompt:** Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.

Findings	Supporting Evidence
<p>Staff receive surveys from administration regarding decisions about professional development time and school-wide policy. Survey responses are used by administration for future planning of staff development. Staff members also have the opportunity to share ideas and thoughts regarding staff development needs, and department chairs take that input to share and discuss with administration during monthly leadership team meetings.</p> <p>Faculty participate in “Faculty Dialogues” during prep periods once each school year to provide feedback to administration. Teachers also meet as departments and department feedback is provided to administration via leadership team meetings. Discussions regarding faculty observations (pre/post meetings) include self-reflection toward the goals of student learning.</p> <p>Teachers are included in IEP, 504, and SST meetings that support student learning.</p>	<p>Administration surveys Department Chair Meeting Agendas Faculty Meeting Agendas</p> <p>School calendars</p> <p><a href="#">Sp Ed / Temporary Support Services Handbook (2018)</a> SPED records Counseling records</p>

<p>Administrative observations of teachers are used to norm “what learning looks like,” implicitly involving administration and teachers to participate in the support of student learning as a long-term school-wide goal.</p> <p>The Wellness, Safety, Homework, and Academic Advisory Committees are intended to gather feedback from stakeholders in order to help make recommendations to the board of education. Staff members made up the majority of the Wellness Committee and were crucial in the development of the Wellness Initiative. The Titan Wellness Committee resulted in the wellness counselor, the Wellness Center, and the district-wide Wellness Initiative. The School Safety Committee is made up of staff members who contribute concerns and work to address those concerns around safety, the school’s response to emergencies, and preparedness and planning for natural disasters, school emergencies, and other unforeseen events. The School Safety Committee addressed concerns related to student and staff safety including the end of food deliveries on campus and new signage throughout the school. The School Safety Committee also implemented Catapult, a new program used in case of an emergency by all staff. The Homework Committee is made up of community and staff members. The committee created homework guidelines for elementary and middle school and a time estimator for students and parents to plan activities and course selections. A new committee was also created for the high school to evaluate and estimate the amount of time spent on various academic and extracurricular activities.</p>	<p>Administrative observations</p> <p><a href="#">Wellness Initiative Proposal</a></p> <p><a href="#">Safety Committee Agenda</a></p> <p><a href="#">Academic Advisory Committee Meetings/ Minutes Homework Time Estimator</a></p>
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### Internal Communication and Planning

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.

Findings	Supporting Evidence
<p>There are monthly leadership team meetings with administration where information is shared and questions are addressed. Department chairs then bring information back to their respective departments. Communication channels take advantage of face-to-face meetings, paper reminders/notices, and online communication. These different channels ensure site policies and procedures are readily understood, revisited, and discussed. The school email system is used frequently to disseminate relevant information.</p>	<p>School Calendar Department Chair Meeting Agendas Weekly Update Email from Principal Department Meetings Faculty Meetings</p>

Administration has an open door policy to discuss concerns from faculty. All staff have access to the Collective Bargaining Unit (SMTA/CSEA Chapter #120).	Collecting Bargaining Agreements
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#### ***A4. Staff: Qualified and Professional Development Criterion***

##### **Qualifications and Preparation of Staff**

**A4.1. Indicator:** The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.1. Prompt:** Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.

Findings	Supporting Evidence
All classroom teachers are certificated in their teaching assignments. Additionally, all teachers are certified to instruct English learners (SDAIE or CLAD). There are six counselors on staff, all of whom have a Masters in Counseling and PPS credential. The full-time dedicated school psychologist has an M.S., PPS, and CWA certificate. SMHS has three administrators, all of whom have an Administrative credential, two of whom have doctorates, and one who has a master's degree.	<a href="#">School Accountability Report Card</a> Human Resources
The majority of high school teachers hold advanced degrees in their subject areas. In 2017-18, district wide, 17.5% of certificated employees had both 20 years experience and at least a master's degree; 30.1% had 20 years experience and 53.5% had at least a master's degree. District pay scales incentivize teachers to pursue advanced degrees and/or continued education credits.	<a href="#">Certificated Experience Scatterplot</a> Human Resources <a href="#">Salary Schedule</a>
Faculty are regularly evaluated in accordance with the terms of district policy and the CBA: annually for new teachers (first 2 years) and bi-annually thereafter. Principal and teacher may agree in writing to a longer time between evaluations.	CBA Evaluation records
Teachers develop instructional and professional goals and objectives to enhance subject area expertise, and develop in-common level assessments, goals, and guidelines. Enhanced instruction is implemented at all levels; teachers are assigned to teach in their area of expertise and training. There is ongoing formal and informal teacher mentoring.	Departmental in-common tests EOY Reports

<p>Teachers new to the district are required to attend monthly new teacher meetings for their first two years where they are given an opportunity to have open discussions with administration and peers about concerns and to discuss new strategies that are working well in their classrooms. The district supports new to profession teachers to attend the California Induction Program (formerly BTSA).</p> <p>The district funds training of teachers in Honors (Pre-AP) and AP level courses prior to the teaching of those courses. Teachers are observed by peers and department leadership. Department leadership participates in decisions regarding teacher assignments.</p> <p>Curriculum planning time is provided in accordance with the SMTA CBA. For grades K-12, department or grade level meetings may be held two (2) days per semester for curriculum and articulation planning for the school year. Teachers may take up to four curriculum planning days per year with site administrator approval. For planning time during the instructional day, teacher substitutes are provided. A record is kept to document teachers' attendance, and the record is returned to the principal/school administrator.</p>	<p>New Teacher agendas Human Resources CIP Calendar Individual Calendar for Support</p> <p>Conference records Observation records Administration records</p> <p>CBA Substitute records Department agendas</p>
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### Staff Assignment and Preparation

#### Professional Development and Learning

**A4.2. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.2. Prompt:** Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.

Findings	Supporting Evidence
<p>Teachers are provided with one professional development day in 2019-20, with one late start added to provide additional time for work on WASC reporting. Teachers within each department have an opportunity to collaborate via curriculum planning days, which are planned in coordination with the principal.</p> <p>The science department meets several times a year for NGSS training. Outside experts have been contracted to facilitate with curriculum collaboration and to coach science teachers in their classrooms. NGSS dovetails with Common Core; SBAC test scores will provide an effective measure of progress.</p>	<p>School calendar Department calendars</p> <p><a href="#">NGSS Standards</a> <a href="#">UCLA Center X Training</a></p>



<p>The math department sends representatives to the California Math Council Conference in October of each year. A report is made back to the department during a monthly meeting.</p> <p>Special Education receives training to provide the most up-to-date information about Special Education law, board policies, and administrative regulations related to special education services and best practice.</p> <p>All Social Science department attended the Social Science framework rollout at LACOE (11/1/17). Instructors work collaboratively to homogenize curriculum and share materials to coordinate learning across classrooms.</p> <p>The World Languages Department attended the CLTA annual conference in Ontario (3/2018) and CLTA Jamboree (10/2018) to learn different teaching strategies and methods enhance students' strengths. Teachers also learned different strategies to incorporate the target language and different types of assessment. Additionally, the World Language Department attended a two day in-service PD on August 7th and 8th 2018. Teachers learned how to expose students to the target language usage using a 90% model.</p> <p>The English Department gets professional development in AP and Honors instruction, as well as in effective co-teaching strategies. Newer teachers and experienced teachers collaborate to observe and model techniques. Students benefit from homogeneity in instructional curriculum and level grading of written assessment.</p> <p>VAPA collaborates on productions, and instructors provide feedback, support, and mentoring to each other, which impacts student performance and learning.</p>	<p><a href="#">CMC School</a> calendar/Department agendas</p> <p>Training held by Director of Special Education on 8/28/18</p> <p>Conference materials/records</p> <p><a href="#">CTLA- 2018</a> <a href="#">Jamboree 2019</a> Conference records</p> <p>AP By the Sea "Learning Walks" Rhetorical technique seminars Conference Records "Best Practices in Co-Teaching" PowerSchool records</p> <p>Musical production Arts Rock!</p>
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### Measurable Effect of Professional Development on Student Learning

**A4.3. Indicator:** There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

**A4.3. Prompt:** Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.

Findings	Supporting Evidence
Professional development has been decreased to one day per year, with one late start added to provide additional time for work on WASC	School Calendar SMHS PD Agendas

<p>reporting. Administrator-led PD emphasized teacher impact on learning and encouraged acknowledgement of visible learning. District led PD included training on PowerSchool tools to maximize ability to analyze and track and communicate student learning and performance, presentations on student wellness ranging from sleep to screen time and how it affects student learning, and trainings on procedures to protect student health (use of chemicals, mental health awareness, etc.).</p>	District PD Agendas
<p>Administrators attended the Principal's Learning Center in Boston, MA for a 3-day training on school administration leadership in 2017-18. Additionally, all three on-site administrators attended PowerSchool training and attended Challenge Success Training at Stanford University.</p>	<p>Travel records Conference records</p>
<p>AP and Honors level teachers attend training to ensure students learn subject appropriate materials for course level and exam. At least 1 - 3 counselors attend NACAC (National Association of College Admissions Counseling) each year to stay up-to-date on changes/updates/trends in counseling practices in order to enhance student learning. All counselors are members of WACAC (Western Association of College Admissions Counseling) and attend affiliate meetings at the national conference.</p>	<p>Conference records BTSA records New Teacher agendas</p>
<p>All new- to-profession teachers are given CIP as needed. Teachers new to SMHS also attend monthly new teacher meetings to discuss instructional strategies.</p>	<p>Conference records School calendars</p>
<p>The CTE Department and Assistant Principal of Curriculum and Instruction attended the LACOE Conference for CTE teachers in 2018-19.</p>	Conference records
<p>English co-teach teams (ELD and Special Education) attended local BER training on effective co-teach strategies to maximize student learning for at-risk populations.</p>	Conference records
<p>World Language had a PD training for 90+ Target Language and created department goals to determine its effect. The 90+ goals are assessed through common benchmarks in speaking and listening.</p>	Common Assessments and EOY Report
<p>The Science Department worked collaboratively to discuss the new NGSS lesson strategies that work and how to make modification with the aid of UCLA's Center X.</p>	CAST Interim Results
<p>The Math Department sends representatives to the California Math Council Conference in October of each year. A report is made back to the department during a monthly meeting.</p>	<p>Department agendas Conference records CAASP Results</p>

## Support of Professional Development/Learning and Measurable Effect on Student Learning

### Supervision and Evaluation

**A4.4. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.4. Prompt:** How effective are the school's supervision and evaluation procedures?

Findings	Supporting Evidence
<p>The California Standards for the Teaching Profession are used as metrics for faculty evaluations. These standards are designed to support the creation of inclusive classrooms in which diverse students of varying abilities are engaged and challenged as learners. Our procedures include the informed consensus between teacher and admin regarding the goals and purpose of the evaluation. There are also procedures outlined for certificated staff in the "Certificated Employee Evaluation Handbook."</p>	<p>Certificated Employee Evaluation Handbook</p>
<p>The evaluations for certificated and classified staff are divided by members of the administration. Each teacher has a goals meeting, two formal observations, and a final meeting. Teachers provide feedback on the procedures at the evaluation meeting.</p>	<p><a href="#">Evaluation forms</a></p>
<p>Administrators meet with faculty to discuss open issues and concerns through Faculty Dialogues. Team building within departments is encouraged by having departments engage in regular social development during lunches, Spoons and Tunes, and other opportunities for collegial bonding. Events include Medieval Times, hockey games, and holiday celebrations. There is a faculty lending library in the teacher workroom.</p>	<p>School calendars Monthly department lunches Spoons and Tunes Social Committee</p>
<p>Individual departments meet regularly to develop collegial strategies best suited to their own disciplines. This includes colleague mentorship, observations, collaborative approaches to curriculum, and group presentations in faculty meetings. ("World Cafe," teacher-led professional development which allows teachers to select professional development opportunities a la carte from a menu of options, was piloted in 2018 but put on hold due to WASC work time needs).</p>	<p>Department meetings PD agendas "World Cafe" schedule</p>
<p>Most faculty continue to individually engage in professional development or continuing education, some of which is funded by the District or through PTSA allocations. Teachers engage in individual PD by going to conferences and belonging to professional groups (NCTE, NCTM, etc.).</p>	<p>PTSA budget District budget</p>

Counseling staff provide continuing instruction and developmental support for teachers in managing student college admission and preparedness.	Naviance Training Letter of Recommendation Workshops
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### ***A5. Resources Criterion***

#### **Allocation Decisions and Their Impact**

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The district and school have invested resources to provide classrooms with mounted LCD projectors, laptops, printers and class sets of Chromebooks. Resources have aided in the integration of technology to improve curriculum, lesson plans, and activities. Although faculty does not input at the district level, there are other resources, such as PTSA allocations and "wish-list" funds, Rotary grants, and School Foundation grants, which are regularly utilized by teachers.</p> <p>SPSA funds are approved by the School Site Council which consists of administrators, faculty and staff, parents, and students. For the 2019-20 school year, Title I funds will be utilized in addition to base LCFF funds.</p> <p>School support organizations such as SMSF, Rotary, PTSA, and PTAffiliates contribute significant funding, time, and expertise to SMHS. Booster organizations, such as FOB and TAB, provide financial support and time. The City of San Marino provides tangible support for school programs, safety, and student transportation.</p>	<p>Technology purchases Rotary Mini-Grants PTSA records SMSF Allocations</p> <p>SSC budget SSC agenda LCFF budget</p> <p>SMSEF budget and agendas Rotary budget and agendas PTAffiliates budget and agendas VAPA budget and volunteer hours TAB budget and volunteer hours</p>

## Practices

**A5.2. Indicator:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Findings	Supporting Evidence
<p>The teacher's association (SMTA) negotiates yearly with the district concerning the contract, at which time the district budget is discussed in detail. Financial reports (unedited and edited actuals) are examined by the negotiating team. School site budgetary needs for the upcoming year(s) are regularly communicated and discussed, though all decisions are actually made at the district level. An annual audit of district funds is also conducted by an independent accounting firm and presented to the board for approval.</p>	<p>District Budget Website Benefits Committee SMTA Negotiations CSEA Negotiations District Financial Reports website Board minutes</p>
<p>The school is provided with an annual budget, and district administrators and staff meet with the principal 2-3 times per year to review the school's budget, staffing, and the alignment of staffing with student enrollment, and the school's programs and services.</p>	<p><a href="#">District Current Budget Information</a> Asst. Supt./ Principal meeting agendas</p>
<p>There is a dedicated site accounting clerk who follows General Accepted Accounting Practices (GAAP) and handles all cash on campus. Regular audits are conducted by an independent accounting firm and presented to the district for review. The district maintains a purchasing order system for all purchases (Kissflow System). District Calcards are used when direct purchases need to be made, and reimbursements are very limited to improve and maintain financial security and structure.</p>	<p>District records Independent audits Kissflow records District financial records (CAL cards and reimbursements)</p>

## Facilities

**A5.3. Indicator:** The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**A5.3. Prompt:** Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.

Findings	Supporting Evidence
<p>Many teachers and students participate in Mindfulness to give students a venue to relieve stress and increase productivity, and SMHS launched the Wellness Center in accordance with the District Wellness Initiative.</p>	<p>Inner Explorer Program Facility plans District Wellness Initiative <a href="#">Suicide Prevention</a></p>



<p>Suicide prevention resources are available as well as counseling services if needed. SMHS participates in We-Tip.</p> <p>The school/district nurse trains teachers on the use of EPI pens and seizures and the district provides CPR training for students as required and for teachers periodically. The district also provides no-cost flu shots for faculty and staff and their immediate family members. Students who are unable to use stairs due to injury or illness are issued elevator keys and may request a second set of books to keep at home. Teachers have the opportunity to access online training videos to use bleach-based and cleaning products in classrooms as well as use of products classified as pesticides (The California Integrated Pest Management video is an approved training by the Department of Pesticide Regulations.)</p> <p>SMHS provides CPR classes on site to fulfill graduation requirement AB-1719.</p> <p>The faculty is regularly trained in emergency preparedness and regularly participates in emergency (fire/earthquake/lockdown) drills in accordance with California state law. In 2018, the school conducted its first active shooter scenario in conjunction with local law enforcement. Catapult is a school emergency management software system implemented in Spring 2019. The SSP is updated to meet all current regulations from the State of California (including active shooter drills). SMHS is partnering with The City of San Marino for a traffic study at one entrance to SMHS. All facilities are maintained by the district and meet current health and safety regulations for school facilities. There is a Crisis Protocol Manual.</p>	<p>We-Tip</p> <p>Nurse calendar Professional Development calendars Human Resources Principal's Office Target Solutions</p> <p><a href="#">AB-1719</a> Master Calendar</p> <p>APO records ALICE Training Institution Catapult System SSP Traffic Study results District maintenance records Crisis Protocol Manual</p>
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### Instructional Materials and Equipment

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

Findings	Supporting Evidence
<p>PTSA provides annual "Wish List" money to each classroom teacher to purchase materials the teacher may need and is somewhat discretionary. PTSA allocations provide money twice annually for larger instructional items, such as document cameras, conference attendance, etc., and teachers and departments can request funds. San Marino Rotary</p>	<p>PTSA budget <a href="http://sanmarinorotary.org/min-i-grants/">http://sanmarinorotary.org/min-i-grants/</a> Foothill Credit Union records</p>

<p>offers mini-grants to instructors for innovative programs. Foothill Credit Union also awards grants to instructors for innovative programs.</p> <p>Crowell Library has met with the English Department to discuss resources the library can offer SMHS students, including audio books, online research tools, and study materials. Crowell Library has taken over maintenance of several databases and makes those resources available for free to SMHS students and teachers.</p> <p>Technology purchases are reviewed by technology department to make sure they will be effective in the education of students. A Technology Plan, including site allocations and parent donations, has been developed to purchase, maintain, and replace technological resources used for instruction and assessment, such as Chromebooks, computers, and laptops. A full-time, dedicated IT staff member is on campus. Procedures for technological effectiveness on campus are maintained through the SPSA.</p>	<p><a href="#">Crowell Library</a></p> <p>Technology Department meetings School Site and District Budgets SPSA</p>
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### Well-Qualified Staff

**A5.5. Indicator:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

**A5.5. Prompt:** Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.

Findings	Supporting Evidence
<p>There is an established HR hiring procedure that includes interview rubrics and committee review by multiple staff, faculty, administrative, and community stakeholders.</p> <p>Appropriate staff attendance at conferences such as: New and Aspiring School Leaders, AP Summer Institute, Adobe Tech Conference, Arcadia Innovation Summit, The DBQ Project, Social Science Framework Rollout, BER Co-Teaching Strategies, and California Mathematics Council are reimbursed to grow teachers' expertise. Attendance at these conferences is based on teacher interest.</p> <p>Recruitment fairs and communications with outside districts to find and hire top candidates. District uses a search firm along with input from staff, parents, and community members to hire superintendent.</p> <p>The District funds Induction for new teachers through the San Gabriel BTSA Consortium.</p>	<p>HR Documents/ Interview Binders</p> <p>SMTA Documents Teacher Effectiveness Grant records</p> <p><a href="#">School Board Meetings</a></p> <p>CIP Materials</p>

CTE Pathways teachers follow the same hiring and training process as other teachers, but maintain CTE credentials rather than/in addition to a CA teaching credential.	Human Resources
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### Long-Range Planning

**A5.6. Indicator:** The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical student learning needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

**A5.6. Prompt:** Evaluate the effectiveness of these processes.

Findings	Supporting Evidence
The district receives funding via the state budget and from community- and parent-based organizations and voter-approved parcel taxes. The district creates a budget that allocates resources to each site, including SMHS.	<a href="#">LCAP Meeting</a>
The SMHS School Site Council meets four times per year and allocates site resources via the SPSA, which is reviewed by the district and school board.	SPSA
The district's budget development is based on the LCAP development process and includes Expected Measurable Outcomes and Actual Measurable Outcomes, based on data collected on student testing, financial information, and other demographic and enrollment data.	<a href="#">Budget Calendar 2019-20</a> <a href="#">Budget Presentations</a>

## **ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter III).

### **Summary (including comments about the critical student learning needs)**

SMHS excels in preparing our students within the high school and for their post-secondary transition with generous support of resources and time from community members, as well as staff. Our curriculum is data-driven and thoughtfully prepared to align with common core standards, as well as A-G college requirements. Our school strives to openly communicate with parents and community members to make them feel like valued stakeholders in the educational process. We continue to evaluate our procedures and policies to ensure the safety of our students based on the needs demonstrated by current events.

Our main areas for growth are to continue evaluating ourselves with our strengths and other areas to ensure that we are providing our students with the most updated methodologies to educate them as well as keep them safe. We need to have more professional development focused around technological advances that we can utilize in the classroom, as well as have a plan on how to go about servicing and repairing our technology as time passes and it eventually faces certain challenges.

Prioritize the areas of strength and growth for Category A.

### **Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- There is a clear mission statement, philosophy, and purpose; student learning outcomes are communicated appropriately to staff and community.
- Academic requirements are aligned with state standards, as well as A-G requirements to prepare our students for successful post-secondary transition.
- Responsiveness to student need is highly data-driven. Significant professional development time is used to analyze and disaggregate data to align to student needs.
- The staff is highly experienced, qualified, and well-trained; ~25% have 20 years experience and at least an MA.
- There is a clear and well organized system of leadership, including regular staff, leadership, and department meetings. Departments coordinate curricula and define goals and expectations.
- The community financial, material, and participatory support is extremely helpful for student success.

- SMHS has expanded emergency procedures and training to include more relevant scenarios based on current day emergency situations.
- Every teacher is provided with technological equipment needed to effectively run a modern classroom.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth**

- Continue to address student stress utilizing the new procedures and resources, such as the Wellness Center, that have been recently created.
- Work with stakeholders to create more pathways for students who have different vocational or career goals to provide a wider range of courses for students to be involved in topics that interest them.
- Given the issues we have had with cheating as outlined in the Academic Honesty Policy, perhaps this document and our policies and procedures should be reviewed.
- Improve administrative communication and support for broader professional development.
- Continue to expand our emergency procedures and training to include more relevant scenarios based on current-day emergency situations.
- Create and implement a plan to service the necessary technology for the classroom in order to keep up with the most up to date resources.



## Category B: Standards-based Student Learning: Curriculum

Name	Department / Role
Tammi Alderman	VAPA/Teacher (Vocal Music)
Yvonne Chen	PTSA/Parent
Cynthia Chubbuck	Science/Teacher
Margarita Cobos*	World Language/Department Chair, Teacher
Robert Cornelison	Mathematics/Teacher
Judy Correnti	District Office/Human Resource Analyst
Yoanha Delgado	Special Education/Teacher
Steve Ford	Social Science/Teacher
Ruben Hernandez	Classified/Custodian
Harriet Hsieh*	World Languages/Teacher
Daniel Lee	CTE (Computer Science), STEM/Teacher
Jourdan Marquez	Student/Grade 12
Olivia Marquez	Student/Grade 12
Daniel Montejano	Health/Teacher
Terri Murphy	Mathematics/Teacher
Ron Parra	Classified/Facilities
Zachary Quiggle	English/Teacher
Martha Velasco	Counseling/Counselor
Linda Wah	Community/Rotary Club
*FG Leaders	

## Category B: Standards-based Student Learning: Curriculum

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

#### Current Educational Research and Thinking

**B1.1. Indicator:** The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

**B1.1. Prompt:** Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.

Findings	Supporting Evidence
<p>Every department devotes time and resources for teachers to engage in professional development, such as attendance at yearly conferences, on-site training, and the pursuit of applicable educational research opportunities. Teachers incorporate new knowledge in classrooms with techniques like flipped classrooms, web-based instruction, and online surveys. On-site professional development focuses on analyzing the process of learning and on broadening the approach to the concept of how students learn. To ensure a rigorous and relevant curriculum, in line with both the academic standards and real-life applications, all SMHS departments: include some form of project-based or constructivist learning in their curricula; utilize up-to-date educational technology in classrooms; maintains up-to-date textbooks and instructional aids; references and aligns instruction with Webb's Depth of Knowledge Wheel; and align with applicable current academic standards. The ELA, World Languages, Math, and Special Education departments use CCSS-aligned textbooks while the English and Social Science departments have shifted instruction to emphasize writing and oral communication to evaluate student achievement, aligning with current CCSS.</p>	<p>Department curricula Student projects and work Teacher lesson plans Textbooks EOY reports SMHS Rubrics Test results Teacher-created materials Conference records Conference materials Teacher/class websites Powerschool Chromebooks, classroom technology 1/8/2018 PD Agenda <i>Teach like a Champion</i> by Doug Lemon; Leadership team meeting agendas Khan Academy Online Kuta Mathematics Student github accounts (archives) Hackathon contest submissions Perkins: <i>Playing the Whole Game</i> (book)</p>
<p>The Academic Advisory Committee explores curriculum at SMHS. Last year, two of the sub-committees dealt with College Readiness and</p>	<p>AAC meeting minutes</p>

<p>STEM programs. For the 2018-2019 school year, the committee is exploring dual enrollment with Pasadena City College (our local community college). Two current high school teachers serve on the AAC.</p> <p>Repertoire, topics, and materials are chosen based on contemporary practices in each arts area. Students are given opportunities to perform or display work in semi-professional settings and are critiqued by experts annually.</p> <p>In many departments, research-based curriculum enhances student learning, including:</p> <p>*Social Science written academic response to DBQ (document-based question); all students in all classes write at least one DBQ essay each semester. Most of the DBQ assignments are based on research and practices from The DBQ Project or SHEG. Projects include: Origins of Democracy, The Original Thirteen Colonies, Civic Action, and Stock Market Simulation.</p> <p>*Students in health classes conduct online research from reputable databases, websites, journals, etc. to learn and work collaboratively</p> <p>*All science teachers received NGSS training in the three-course model from UCLA Science Project Center X. Models are created by students and are revised as new evidence is gathered (Science &amp; Engineering practices, Crosscutting Concepts), and then published. NGSS standards are expanded by the district standards. Physical Science is split by Chemistry and Physics, Life Science is covered in Biology, and Earth and Space Science is covered in each subject. The STEM course covers many Engineering, Technology and Applications of Science topics. In Biology and Chemistry, POGILs are available. 2018-19 brought full implementation of NGSS and CAST after 3 years of training.</p> <p>*All English and ELD teachers utilize educational research and materials to develop argument writing and literary analysis progression across all levels. Teacher copies/online access are available for: <i>40 Model Essays</i>, Bedford St. Martin's; <i>MLA Handbook for Writers of Research Papers</i>; Prentice Hall <i>Writing and Grammar</i>; <i>A Writer's Reference</i> by Diana Hacker; and OWL Purdue.</p> <p>*Special Education teachers follow the curricular models of each department. Differentiation, SDAIE techniques, and other pedagogies provide open access to the curriculum.</p>	<p>Adjudication records Performance Programs VAPA Portfolios Speech &amp; Debate Tournament Results</p> <p>McDougal Littell Classzone DBQ Project SHEG Project Assignments</p> <p>Library databases</p> <p>Attendance records for Center X training Lesson Studies Teacher LMS, Facebook, websites POGILs Lab Reports CAST results (2019)</p> <p>Department Writing Progressions Argument Essay Rubrics Google Suite Classic argument model Classroom materials</p> <p>Department agendas District PD agendas</p>
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## Academic and College- and Career-Readiness Standards for Each Area

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.2. Prompt:** Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “A-G” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)

Findings	Supporting Evidence
<p>SMHS offers its students a rigorous, standards-based curriculum; where available, courses are aligned to CCSS. Science is further aligned to SMUSD standards, which exceed NGSS. World Language is aligned to the National Standards for Foreign Language Education, the 5Cs (Communication, Culture, Connections, Comparisons, Communities), as the CCSS framework is changing for 2019-2020 at which time they will return to CCSS. Students who are on course for a Certificate of Completion are aligned to the Modified State Standards for Special Education. CTE classes follow CTE state standards as well as industry standards and use college-level curricular materials, including a financial literacy course in partnership with the University of Pennsylvania Wharton School of Business. The STEM Research course works in conjunction with faculty at Caltech to teach research methodologies. All core academic, VAPA, and CTE courses are UC approved with the exception of ELD 1-3 and Earth Science. SMHS offers courses to meet or exceed graduation requirements in English, Mathematics, Laboratory Science, Social Science, World Languages, Visual and Performing Arts, and College Preparatory Electives. The College/Career Indicator Reports Data indicates that the percentage of students who are prepared according to this indicator is relatively high at 80.2% of the 4-year cohort. Furthermore, 96% of the students who meet the College/Career Indicator by fulfilling the SBAC criteria or by a combination of A-G completion and at least one passing score on either ELA or Math SBAC. All AP and Honors courses are UC approved.</p>	<p>Course syllabi, outlines Comparative Requirements Chart (graduation, four year public universities, and four year private universities) UC approved course list Course descriptions CALPADS College/Career Readiness Indicator</p>
<p>All departments align with subject specific teaching standards and/or frameworks and have syllabi approved by appropriate governing organizations: *CTE State Standards/Objectives; *VAPA National Standards by NafME and California State Content Standards for Music, Visual Art, Dance, Speech/Debate, and Theater. Currently, the CA Visual and Performing Arts Standards are in revision at the state level; *Math uses CCSS textbooks;</p>	<p>District website Course syllabi/outlines Teacher websites Textbooks Online learning platforms Lesson plans Student work Classrooms Workbooks</p>

<p>*Health aligns to the California Health State Standards (HIV unit, STI prevention, CPR unit, and Sexual Health Unit (adopted 2019-20);</p> <p>*PE aligns to the Physical Education State Standards and administers the state required physical fitness test;</p> <p>*ELA/ELD aligns with CCSS for all levels and materials (Vocabulary Workshop, Grammar and Writing, StudySync Program, etc.);</p> <p>*All Science courses are taught in a dedicated science lab/classroom with adequate space, safety shower, eyewash station; chemistry rooms have fully functioning fume hoods. Lab equipment to support "wet" lab activities includes: Vernier computer based data acquisition systems, LabPro interfaces and various probes; fully stocked chemistry back-room including glassware and chemicals; Chromebooks; microscopes; demonstration items. Biology, Chemistry, and Physics courses have district standards in addition to NGSS standards;</p> <p>*World Languages aligns with ACTFL standards;</p> <p>*Social Science aligns with the California Standards for Social Sciences (1998); integration of the 2016 Social Science Framework is ongoing;</p> <p>*Special Education aligns to department standards using SDAIE and other techniques.</p>	<p>Physical fitness test results</p> <p>Assessment and benchmark scores</p> <p>StudySync Program</p> <p>Science classroom layouts</p> <p>Stockroom visitation</p> <p>Unit Outlines</p> <p>Speaking and Writing Projects</p> <p>Google Suite</p> <p>Schoology</p>
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### Congruence

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**B1.3. Prompt:** Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Findings	Supporting Evidence
<p>All departments align with SLOs and subject specific teaching standards and/or frameworks (see Findings and Evidence for B1.2 for complete details by department). The ELA, Math, World Languages, and Special Education departments use CCSS-aligned textbooks. Every department prepares an end-of-year report to analyze student performance, progress on SLOs, and for some departments, progress on benchmarks. All departments use project-based learning aligned with current standards to prepare students for post-secondary life (school or career). SMHS standardized test scores are consistently high in all subjects assessed, often ranking SMHS in the top schools in California, confirming congruence between concepts and skills taught and the appropriate standards. All departments with the exception of Social Sciences, Health, VAPA, and CTE employ benchmark assessments to track student progress on schoolwide learning outcomes, state, and national standards. All departments except Health (there is only one Health teacher) have regular department meetings to ensure alignment on</p>	<p>Individual department curricula</p> <p>PowerSchool</p> <p>CAASPP scores</p> <p>Admission rates to secondary schools</p> <p>AP exam results</p> <p>Department meeting agendas and notes</p> <p>Department Team Drives</p> <p>CCSS textbooks</p> <p>End-of-year reports</p> <p>Student projects and work samples</p> <p>Course syllabi</p>



<p>appropriate and applicable standards, and to align the level of rigor. All departments except PE, Health, CTE, and Special Education offer AP level courses to prepare students for college-level coursework. In 2019, 71 graduating seniors earned the California State Seal of Bi-literacy.</p> <p>Project-based learning for college- and career-readiness includes CTE simulations; maximizing ELD progression toward English fluency; English writing benchmark team grading; Math subject alignment of calendars, assessments, projects, etc.; culminating product/performance based work for all VAPA subjects used in portfolios and auditions; Spanish teachers employ pacing and in-common assessments as well as benchmarks; in-common labs, technological proficiency, projects, reports, and assessments are used in each subject of science (Biology, Chemistry, Physics); Mindfulness, CDC-based Health curriculum, and CPR training are utilized in Health (beginning 2019-20); and PE focuses on the importance of fitness and maintaining a healthy lifestyle through heart rate tracking, weekly timed mile runs, daily sports activities, etc.</p>	<p>SMHS In-common oral presentation rubric AP enrollments/test results Bi-literacy records</p> <p>Student project and assignment sheets Teacher lesson plans Presentation rubrics SM Profile Benchmark scores CAASPP scores Meeting agendas Master calendar EOY Reports Google Suite PowerSchool Lab reports Exams Textbooks Inner Explorer CPR class enrollment</p>
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### Integration Among Disciplines

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school.

**B1.4. Prompt:** Evaluate to what extent is there integration among disciplines and career technical programs.

Findings	Supporting Evidence
<p>The ACC committee formed a subcommittee on CTE and pathways in 2018-19. CTE Pathways is currently being implemented under the direction of the board of education. The Honors Humanities course collaborates with The Huntington Library; the STEM course collaborates with Caltech.</p> <p>The English Department occasionally collaborates with Social Science to align lessons with similar concepts. Social Science use English course grades as one factor in course recommendations. Physics and Chemistry use math level as prerequisites. Special Education instructors collaborate with general education teachers to align and integrate with academic curriculum; thus, core subject areas are highly integrated. In most departments there is strong horizontal and vertical alignment.</p>	<p>ACC notes Parent Night agendas Course descriptions</p> <p>Lesson plans Dept. Chair records Textbooks COIN's Career and Academic Awareness Inventory Department curriculum progressions LMS</p>

	Course exams
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### Articulation and Follow-up Studies

**B1.5. Indicator:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
Curricular programs and expectations are communicated to feeder school HMS consistently among most departments for incoming 9th graders: English periodically collaboratively scores 8th grade writing benchmarks; Science meets with Center X periodically; Health and PE requirements are presented at 8th grade parent night; Social Science has implemented project curriculum; Math establishes guidelines for courses and course placements; dance and theater arts visit HMS and elementary schools for performances. Spanish 1/2 is offered at HMS and students usually continue on to Spanish 3/4 at SMHS. Special Education attends spring Transition IEP meetings after counselor visits and observes students in HMS environment; incoming parents visit SMHS SpEd rooms and teachers. Counselors, administrators, and psychologists from both schools address academic and behavioral concerns with respect to the 8th graders transitioning to the high school; 8th Grade Parent Night informs and guides families with regard to academic choices for the freshman year. Eighth graders participate in a Link Crew orientation during ninth grade registration to facilitate the transition. At-risk rising 9th graders are invited to a no-cost district-supported English Summer Support course during the summer.	Honors/AP Night Agenda English Benchmark scores Appendix SurveyMonkey Letters to middle school students/parents District emails Lit Analysis Writing Progression Incoming skills document (all levels) NGSS training 8th grade Parent Night DBQ Training material Framework and conference handouts Emails, department chairs ACC committee notes Arts Rock festival College music, dance theater festivals Student schedules IEPs, Transition Plans District-office records Link Crew Schedules Summer rosters
Annual survey of staff, senior students, and parents is conducted in both English and Mandarin (for parents). Regular college visits are arranged by the College and Career Counselor to speak with students; counselors make on-site visits to colleges and attend annually and are members of WACAC and NACAC. To extend learning with community members,	District records SurveyMonkey School visitor sign-ins Conference notes Membership records

<p>the CTE “Speaker Series” brings industry professionals to speak with students; dual enrollment is being pursued with PCC; VAPA focuses on audition techniques and portfolio building; VAPA students regularly attend professional productions (such as at The Pantages Theater); a STEM course is offered in conjunction with Caltech; and an Honors Humanities course is offered in conjunction with The Huntington Library (this innovative course won the Golden Bell Award in the year of inception).</p> <p>The Rotary Club of San Marino actively supports faculty and students at SMHS, including Rotary Grants for teachers, Rotary Student of the Month Awards, and Rotary Business Plan Competition and Awards.</p>	<p>Email records Student testimony Student projects Field trip records AAC minutes and notes Festivals and tournament records Course descriptions</p> <p>Rotary Club records</p>
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## ***B2. Access to Curriculum Criterion***

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

### **Variety of Programs — Full Range of Choices**

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>All departments offer courses which adhere to the A-G requirements established by the California Department of Education, which the CSU and UC systems require for university admissions. English Language Arts, Science, Social Science, Math, VAPA, and World Languages offer Honors and AP courses with discipline specific prerequisites. Over the past few years, AP/Honors course offerings have increased, access to those courses has been liberalized, and more students have taken the courses. Math, Social Sciences, English, CTE, and the Sciences boast a participation rate of 33% or more for seniors in accelerated courses. Health and PE do not have Honors or AP courses or prerequisites. Students can also enroll in non-accelerated courses that provide rigorous and aligned curricula designed to prepare them for postsecondary education. Math, English (during summer school), and Science Departments offer remedial and/or slower paced classes to accommodate all learners, while English, Social Science, and Science offer co-teach classes to support Special Education and ELD students. Counselors instruct students in use of Naviance to aid in career and</p>	<p>Syllabi Counselor PPTs and schedule School Profile Project descriptions, rubrics, and samples Junior College Project Course Offerings Course Prerequisites and Applications Department meeting notes School visitor sign-in District emails District website Field trip slips Student portfolios PowerSchool</p>

college choices. Course offerings were also recently increased in Science to offer 3rd year options. VAPA and CTE courses explore career opportunities through preparation of projects/performances. Field trips, connections to business/arts professionals, and community activities are embedded in the VAPA and CTE course curriculum. All departments work closely with counselors in order to develop the most effective schedules and additional tutoring staffed by teachers is offered for all classes.	Mindfulness lessons Student presentations and performances Student auditions for collegiate arts programs VAPA Student Director/Leadership Positions Titan Lab records
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### Accessibility of All Students to Curriculum, including Real World Experiences

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Findings	Supporting Evidence
<p>All departments provide AP and/or Honors courses with the exception of Health and PE. The departments that offer these courses have prerequisites to take the classes, and some departments, notably Math and English, recently lowered AP and Honors prerequisites to allow more access for students. Real world applications are part of the curriculum for all departments:</p> <p>*English students write persuasive essays and use literature to examine human nature; research is taught as a unit in Junior English.</p> <p>*All CTE courses follow a project-based methodology in which the curriculum is aligned with the skills necessary to construct a real-world application; when possible, CTE uses software and equipment found in the industry. The Business Management course includes a business plan competition.</p> <p>*A STEM research course was launched in 2018-19 to allow students to work with postdoctoral fellows at Caltech in computer science, chemistry, and material science.</p> <p>*The Robotics Club is currently working with professionals at JPL in the construction of a working scale model of the Mars Rover.</p> <p>*Each VAPA area takes students out of the classroom to experience environments that will facilitate these processes, and professional working artists are brought into the classroom to work with students.</p> <p>*Health and Physical Education classes focus on life skills such as the importance of exercise and maintaining a healthy diet.</p> <p>*In Science, real world applications and phenomena are the heart of NGSS.</p> <p>*Social Science teachers focus on current issues and events: DBQ essay on the state of the economy, election and decision-making simulations,</p>	<p>Syllabi Course descriptions Student work Department curricula Lesson plans Unit exams/benchmarks Level data Department Curriculum Progressions CTE Department Analysis document STEM course outline Scale model of Mars Rover Business Plan contest submissions Field Trip documents Visitor Sign-ins NGSS Standards Recorded student performances Written scripts and monologues Speech &amp; Debate competitions Festivals, parades, gallery showings</p>

<p>websites accessed to download macroeconomic data on the economy, students research a current bill, students create a public service announcement video on an issue that they are concerned about, etc.</p> <p>*Math classes, in alignment with CCSS, have word problems dealing with interest, science, and motion.</p> <p>*In World Languages, instructional material and practices require knowledge of math, science, social sciences and art skills: grocery shopping and cooking projects, map reading, and holiday celebrations.</p>	<p>Drama, Dance, Choral and Instrumental Music Performances.</p> <p>Access to competitions</p> <p>Campus volunteer opportunities</p> <p>Presentations</p> <p>LMS</p> <p>Assigned Case Studies</p> <p>Labs and lab analysis</p> <p>Economics DBQ</p> <p><a href="http://www.economagic.com">www.economagic.com</a></p> <p>AP Gov. Bill Activity</p> <p>PSA video</p> <p>CAP Project</p> <p>Citizenship DBQ</p> <p>Current Events Projects</p> <p>Textbooks</p> <p>Video projects on GClass</p>
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### Student-Parent-Staff Collaboration

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

**B2.3. Prompt:** Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.

Findings	Supporting Evidence
<p>Many parents participate in developing a student's personal learning plan. In English, parents are asked to preview new literature; in VAPA, parents are critical volunteers; in CTE, parents encourage students to follow interests; in Health and PE, parents are able to opt their student out of certain units/activities. Parents are welcome to request teacher meetings to monitor student learning in all courses. Parents have access to online platforms for assignments and PowerSchool to monitor grades. Some courses, such as Introduction to Coding, have been created following student input; other curricular changes have been student driven, such as literature choices in English. CTE Pathways is designed for students to develop their personal learning plan. Parents support and participate in mock college interviews.</p>	<p>District records</p> <p>Parent/student letters</p> <p>Doctor notes</p> <p>Email records</p> <p>Parent/teacher meetings</p> <p>GClass</p> <p>Edlio website</p> <p>Online platforms</p> <p>PowerSchool</p> <p>Course descriptions</p> <p>Pathways descriptions</p> <p>Google forms</p> <p>Course Evaluations</p> <p>Visitor records</p> <p>Department/level</p>



<p>Most departments/levels meet regularly to collaborate in developing and adjusting curriculum based on the standards and the needs of students. Ongoing training in content area is undertaken as needed, such as the History-Social Science Framework training by the CDE in 2017, a BER seminar for co-teaching strategies for English/ELD teachers, etc. Office hours are also offered by the majority of teachers to enhance student learning; Titan Lab (tutoring staffed by teachers) was launched in 2018. Teachers may collaborate with a student's previous teacher to gain insight.</p> <p>Counselors hold individual meetings with freshmen, to which parents are invited, to develop a four-year plan. The plan is reviewed every year with the student. Parents are invited to the individual junior meetings. Annually, course prerequisites and review of transcripts are taken into consideration for student scheduling.</p>	<p>meeting agendas District emails Syllabi Counselor/Student/ Parent meetings Student course records Office Hours postings Titan Lab records</p> <p>Counselor Schedules Four-year plans</p>
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### Post High School Transitions

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Findings	Supporting Evidence
<p>All courses are college preparatory; all but a few courses are UC/CSU approved. AP courses provide the rigor of college level courses and, in some cases, college credit. Students receive training in Naviance for college applications, and CTE Pathways provides options for career and technical training for students who have an interest along a particular sector: Business, Media Arts, Computer Science, or Graphic Design. There is a Pasadena City College (PCC) Pathways program for all seniors, whether they are considering a two-year college/transfer path after graduation or a four-year Bachelor's Degree program. Teachers from all departments write numerous college recommendation letters for students.</p> <p>Most departments implement life skills lessons: English students write business letters, learn to conduct formal research, and develop oral presentation skills; CTE students compile a portfolio with cover letter and resume; VAPA students prepare auditions and portfolios; Health and PE students learn to manage stress of post-secondary life; Special Education implements IEP Transitions for students which include practical areas such as college research, and potential career objectives.</p>	<p>Matriculation data Rosters for workshops (Franco/Mutia) Course descriptions Pathways descriptions Naviance</p> <p>Former students' claims/college success Lesson plans Course descriptions AP Exam scores Student university records Student portfolios Return student visits</p>

	<p>and emails</p> <p>College acceptance letters</p> <p>Recent graduates assisting with VAPA</p> <p>Inner Explorer lessons</p> <p>3rd Millenium lessons</p> <p>Wellness Wednesdays</p> <p>College Recommendations List</p> <p>Naviance</p> <p>Conversations with alumni</p>
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### **ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter III).

#### **Summary (including comments about the critical student learning needs).**

Prioritize the areas of strength and growth for Category B.

Across all areas of study, students are challenged with rigorous curriculum; students are well prepared for college, career, and other post-secondary options.

#### **Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

- New SMHS courses have been developed and introduced, such as the Honors Humanities Seminar, Caltech STEM Research, various computer science courses, and AP Music Theory. Intermediate- and advanced-level courses for Business, Graphic Design, and Media are implemented for 2019-20 in the CTE department, which will add to the variety of courses already available for students, and Social Science added AP US History in 2019.
- SMHS excels not only at adhering to applicable academic standards, but also in providing rigorous courses that challenge students to employ critical thinking on a daily basis. This is evidenced not only by the high number of Honors and AP courses, but also in the challenging, research-based curricula of the general education classes as well. All core content courses adhere to state content standards, including CCSS, NGSS, and the updated Social Science Framework.
- SMHS is supportive in providing new and effective instructional texts and resources for teachers. The school is also willing to provide teachers with opportunities for personal instructional growth via attendance at educational conferences and professional development such as AP Summer Institute.
- With regard to standards-based learning, the staff at SMHS is knowledgeable and communicative within departments about the various content standards. SMHS achieves extremely strong results on state tests, demonstrating a high level of congruence between curriculum and demonstrable, standards-based skills.
- The low counselor-to-student ratio is extremely beneficial at SMHS, ensuring that students have proper guidance and support for both high school and in planning for the future. This includes regular parent communications and annual meetings.

#### **Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

- More professional development time could be devoted to presentation of current research and guidance on implementation of curriculum development practices that have been found to be effective in classrooms.
- Interdisciplinary communication could be expanded with increased collaboration between departments.

- Formal follow-up with students at colleges and universities is an opportunity for growth, as there are no formal communication processes in place for data collection.
- SMHS has an opportunity to improve vertical and horizontal alignment within different departments, increasing communication among grade levels to ensure proper placement for students and four-year curricula that maximize student time and learning ability.
- Curriculum has expanded during the past six years, but perhaps even more classes and electives that are staff- and student-driven could be considered.

### Category C: Standards-based Student Learning: Instruction

Name	Department/Role
Robert Chacon	ELD/Department Chair, Teacher
Soomin Chao	Administration/Assistant Principal, Curriculum, Instruction, and Counseling
Frank Dooley	English/Teacher
Berta Graciano	World Language/Teacher
Keiko Hiranaka*	Mathematics, STEM/Teacher
David Irie	Social Science, Athletics/Teacher, Director
Kimberly Johns	English/Teacher
Ann Leong*	Mathematics/Teacher
Angus Leung	Classified/Aide (ELD),
Elizabeth Lichtman	PTSA/Parent
Robbin Rae McCulloch	CTE/Teacher (Media Arts)
Hiyas Mutia	Counseling/Counselor
Austin Nguyen	Student/Grade 12
Patricia Noriega	Classified/Administrative Assistant (Counseling)
Blake Pak	Student/Grade 11
Diane Park	Science/Teacher
John Tran	District/Technology Services Technician
Jessica VanderBaan	Science/Teacher
Rosanna Villalobos	Special Education/Teacher
Blake Williams	VAPA/Teacher (Drama)
*FG Leaders	



## Category C: Standards-based Student Learning: Instruction

### ***C1. Challenging and Relevant Learning Experiences Criterion***

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

### **Results of Student Observations and Examining Work**

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.

Findings	Supporting Evidence
<p>All courses in English, Science, Math, World Language, Social Science, VAPA, CTE, and Health are UC approved with the exception of ELD 1 - 3, Earth Science, and Introduction to Computer Science.</p> <p>Teachers frequently use collaborative learning strategies, such as pair/share and small group projects, to enable students to be actively discussing the lesson and working during class time. In math and science classes, teachers group students to review problems and work on lab projects, enabling teachers to monitor and act as facilitators; students are encouraged to use academic vocabulary and analyze, discuss, and test their findings. Collaborative learning allows teachers to challenge excellent students and groups while providing extra support for struggling students and groups simultaneously; it also enables students to gather insights from their fellow classmates and broaden their views on the overall subjects, effectively aiding in student understanding of the material.</p> <p>Classroom sets of chromebooks allow teachers to enhance daily instruction and communication, which also facilitates cooperative learning activities that enables all students to participate and collaborate as well as providing them immediate real-time feedback. GoGuardian (teacher viewing all classroom screens) and other software is utilized to assist teachers in keeping students on task and in redirecting students who need additional support. Chromebooks and Google Suite facilitate student learning by making work easily accessible both inside and outside of the classroom and to any number of students for collaboration or teacher comments, increasing effectiveness of instruction.</p>	<p>Course Catalog, Sample student work Teacher lesson plans</p> <p>Performance Tasks POGILs Lab Reports Exploration Activities/Simulations</p> <p>Google Classroom Schoology Turnitin.com GoGuardian subscriptions, Google Suite Lesson Plans</p>

<p>Teachers utilize homework and formative and summative assessment strategies to measure student understanding and determine areas of needed re-teaching and groupings for differentiated instruction. In addition to traditional assessments, assorted assessments are done in various modes such as oral presentations, discussions, skits, Socratic seminars, and Google forms to assess students through multiple mediums; assessments correspond to assigned homework and classwork concepts to ensure in-depth comprehension of course standards while teachers are able to focus on problems consistently missed by students.</p> <p>Every year, all departments disaggregate student work in their year-end reports. Teachers identify standards addressed as well as SLOs that have been utilized for various units and assignments. Each department collects and analyzes data to evaluate and improve their instructional methods. AP teachers look at AP exam results and disaggregate areas of strength and areas of growth using the College Board School Instructional report to help them identify possible adjustments to their curriculum. All teachers attend IEP meetings to determine and implement the accommodations that they are required to provide for each student.</p> <p>The district has established partnerships with The Huntington Library to create an Honors Humanities course and with CalTech to create a STEM Research course. The two blended learning classes occur onsite at these institutions as well as at the high school to enrich student learning and utilize hands-on expertise by professionals in the field.</p> <p>Many classes incorporate the flipped classroom strategy in introducing and providing reinforcement material to support student learning as well as to enhance student engagement during class time, which allows for students to work at their own pace and to access learning materials at all times per individual need. This strategy allows teachers to provide more rigor for those students who can be challenged as well as provide support for students who need additional help.</p> <p>During the 2016-2017 school year a sub-group was formed by the Academic Advisory Committee to review the Health curriculum for State Standard alignment and compliance with State requirements in Health. From the work completed by this committee, State Standard alignment was confirmed and new curriculum was added to address mental health and teen suicide prevention. State mandated CPR is currently offered on campus and is integrated in the Health curriculum.</p> <p>Special Education students help to prepare their ITPs for Post-Secondary transition. Students, teachers and the IEP team create attainable goals and objectives to help guide students to be prepared for</p>	<p>Homework Assignments Surveys Exit Tickets Oral Presentations Class Discussions Skits Socratic Seminars Google Suite</p> <p>EOY Reports College Board reports IEP records</p> <p>Course syllabi Course Catalogue</p> <p>Lesson plans Flipped videos</p> <p>State Standards aligned Health Curriculum</p> <p>Individual Transition Plans Transition Portfolio Individual Education plans</p>
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<p>life after high school. Students also receive support with career readiness programs, presentations in the career center, meetings with counselors, and job coaching by staff. Performance task assignments are required with video and surveys used as evidence of learning.</p> <p>ELD students are asked to communicate in English in class at all times in order to get comfortable with being regular English speakers and to be comfortable during oral presentations.</p>	<p>Job Coaching Performance Tasks</p> <p>Studysync Vocabulary books</p>
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### Student Understanding of Learning Expectations

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study.

**C1.2. Prompt:** Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.

Findings	Supporting Evidence
<p>All departments provide syllabi at the beginning of each term, which provide course curricula, expectations, and grading criteria.</p> <p>During the instructional process, all departments utilize classroom whiteboards and online resources to provide students assignment instructions, rubrics, study guides, resources, and due dates, in addition to providing hard copies in class. Additionally, many classes provide model work as samples during the assignment process as well as practice tests before formal assessments. Exemplars and practice tests embody mastery of course standards concisely so that students can measure preparation for upcoming assignments/assessments.</p> <p>Many instructors utilize online tools to provide student feedback for improvement as students work on the assignment; all instructors provide written and/or verbal feedback during learning on areas to improve prior to formal assessment. Most departments also engage peer feedback during the assignment process to provide students direct feedback on areas to improve, as well. Some classes use whiteboards and/or entrance /exit tickets to evaluate how students are grasping the material. The Math Department administers Performance Tasks from CAASPP.</p> <p>In all departments, teachers utilize a variety of assessments to determine whether a student is meeting set standards.</p> <p>* In English, the Composition Handbook and Research Handbook are posted on the high school library website which provides a step-by-step process of writing instruction. Students maintain a four-year writing portfolio and track their writing strengths/weaknesses over the course of</p>	<p>Department syllabi</p> <p>Edlio Schoolology Google Suite Department rubrics Study guides Practice tests Model assignments</p> <p>Turnitin.com Edlio Schoolology Google Suite Performance Task Rubrics Peer review forms</p> <p>Tests Quizzes Rubrics Composition Handbook</p>

<p>the year and from one grade level to the next. Students may pinpoint areas to work on during the writing process and track their improvement.</p> <p>*In Social Science, some teachers have students do course evaluations (GDoc, Pollelsewhere) to gather and disaggregate student performance.</p> <p>*Within each VAPA Program, advancement through the levels is based on the specific core-standards and clear performance expectations. Students have to audition and meet specific standards in order to advance to the next course. Drama uses monologues as a benchmark of performance level. Dance students use “Across the Floors” to determine a student’s performance level. Art uses rubrics for each project. Instrumental and Vocal Music have students sight read and demonstrate mastery through skills tests. All programs produce successful performances throughout the year that are also proof of student mastery and success.</p> <p>*Special Education students take Study Skills courses to assist students in keeping track of their progress and to assist with learning strategies.</p> <p>*The ELD teacher implements “I do, we do, you do” strategy, gradually releasing students toward independence. Once this is achieved, the teacher utilizes one-on-one instruction as needed, such as teaching foundational reading skills with phonemes: the teacher pronounces sounds correctly, as they occur in the beginning, middle, or end of words, then leads students through correct pronunciation; finally, students practice sounds on their own. As students move on to decodable books, teacher monitors students and corrects inaccuracies.</p>	<p>Research Handbook</p> <p>Student strength/weaknesses sheets</p> <p>End-of-year writing surveys</p> <p>Writing Portfolios</p> <p>Evaluation data</p> <p>Teacher presentations</p> <p>PollEverywhere accounts</p> <p>Filmed benchmarks</p> <p>Monologues</p> <p>“Across the Floors”</p> <p>Skills Tests</p> <p>Rubrics</p> <p>Performances</p> <p>Study Skills calendar</p> <p>Titan Guide</p> <p>ELPAC results</p> <p>StudySync rubrics</p> <p>Phoneme instructionals</p> <p>Decodable books</p>
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## ***C2. Student Engagement Criterion***

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

### **Current Knowledge**

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

Findings	Supporting Evidence
Teachers are given the opportunity to attend various trainings and professional development in order to further their knowledge and experience with growing technology, strategies and curriculum.	Handouts Notes Textbooks

<p>Teachers also regularly utilize technology to deliver instruction, post and receive assignments, and deliver feedback to students. They use Doc cams, iPads, and Apple TV to display physical, digital, and online sources. In several classes, the curricular textbook also offers students opportunities for independent, and in-depth learning beyond the classroom setting. These resources allow students to engage with the material in different ways both inside the classroom and at home.</p>	<p>Documents Slides Spreadsheets Prezis Youtube TedEd Kahoot Quizlet Polleverywhere</p>
<p>The work the students complete illustrates their overall understanding of the material covered in class through multimedia resources and lectures. Students regularly use Chromebooks to compose assignments, conduct research, and to support their learning on a regular basis. Students can further collaborate with classmates using Google Suite apps. Their work reflects materials and resources beyond the textbook available, such as utilization and availability of library/multimedia resources and services. There are opportunities to access databases, original source documents, and computer information network for students to use in assignments.</p>	<p>Chromebooks Google Suite Desmos.com StudySync Ablenet Curriculum Career Cruising Subscription Database</p>
<p>Teachers provide instruction in one-on-one, small group and whole-class settings, so that students can access instruction and allow instructor appropriate assessment of skills. Students are encouraged to seek teacher's help when needed for more individualized instruction. Technology is used in many departments to assess student learning.</p>	<p>Syllabi Lesson plans Rubrics Google Suite Schoolology Turnitin.com Edlio District email Facebook RemindMe Soundcloud ClassDojo Kaizena Plickers</p>
<p>Students appreciate the variety of instructional strategies used in the classroom.</p>	<p>Course Evaluations</p>
<p>Science teachers utilize NGSS to embed core concepts in anchoring and supporting phenomena with demonstrations, simulations, and lab work. Students use Claim, Evidence, Reasoning format for explanations, and Process Oriented Guided Inquiry Learning activities.</p>	<p>Phenomena: demos, simulations, labs PheT POGILS</p>

## Teachers as Coaches

**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt:** Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

Findings	Supporting Evidence
Teachers regularly use collaborative classroom learning environments to engage all students. Many teachers present and post goals at the beginning of classes and units. These goals are revisited daily, strategies are devised to achieve them, and assessments are given to measure them. Many departments use groups to encourage student-to-student interactions, sometimes with specific roles, so they can develop mastery together through discussions. At times, sentence frames are used to facilitate discussions and students use annotations to support their claims. Departments collaborate to create opportunities for students to engage in learning activities across various levels, areas and individualized needs. Teachers utilize IEPs to guide learning and create lessons based on student need. Performance Tasks are given to students where they use critical thinking strategies to solve problems they are unfamiliar with using a variety of skills they have previously learned.	Socratic Seminars Seating Charts Individual and group projects and rubrics Google Suite Student portfolios Online assessments Group Performance Rubrics Group Lab Reports Group Assessment Survey IEPs Performance Tasks
Departments use performance tasks and other forms of assessment to engage students in learning and coach them to the next level. Additionally, students complete blogs and AP practice tests both in individual and group formats throughout the year. They are graded on a rubric and shown how to attain a better score through discussions. Many departments have students create their own prompts and problems relating to the material they have learned in class. Students interpret and analyze information and use evidence from different sources, including their own observations, to back up their conclusions. Students also present information and are evaluated on schoolwide Oral Presentation rubrics. In AP Language and AP Literature, students demonstrate critical thinking strategies by analyzing and assessing College Board sample essays through in-class discussions.	AP practice tests, Performance Tasks Performance Task Rubric Student online blogs Clock Projects Reading Journals Rewriting dramatic scenes Thesis examples sheet One Acts Night of Choreography Study questions/guides Quote sheets POGILS CER Anchoring and supporting Phenomena Oral Presentation Rubrics Sample essays
Departments use student-directed projects with teachers as facilitators. Many teachers have projects in which they allow students to work independently to unlock the curricular information. Teachers assume the role as a coach to assist the students but do not use	Socratic Seminar topics Research handbook Research papers WWI Presentation



<p>traditional methods to deliver the core content information. As students develop their own understanding in these areas, teachers monitor students via checkpoints and final presentations to assess their knowledge. Teachers provide students with instructions, rubrics, and samples to provide structure to these projects.</p> <p>The Science Department implements case studies to promote the development and dissemination of materials for case teaching in the sciences. Cases are presented in a variety of formats and students collaborate with provided information to solve the particular medical cases. Students do projects to research unfamiliar field and goal setting with the aid of mentor and oversight of teacher. This allows students to take on professional roles in the classroom and gives collaborations a student-centered focus. Some Science teachers utilize a flipped classroom model, with independent note-taking from video or parsing/summarizing from various sources (notes, textbook, POGIL, labs, homework). Many teachers use cold call to select students instead of only taking volunteers. In 2018-19, one Social Science teacher piloted a new grading policy to engage seniors: students earned minimum 50% credit on tests/quizzes, regardless of actual score below 50%, thus helping students recover academically and pass the course/graduate. Students who did not take the test/quiz received a zero.</p> <p>In VAPA, in-class recordings teach self-reflection. Teachers use guided, as well as independent, strategies, and most of the VAPA curricula are rooted in project-based learning that culminate in productions, competitions, or shows.</p> <p>The library offers the utilization and availability of print research materials; library/multimedia resources and services; access to data-based, original source documents; and computer information networks.</p>	<p>Gilded Age PPT Stock Simulation Interest Group projects, Federalist / Anti-federalist Script</p> <p>Case studies Website list for research Senior project handouts Project descriptions Google-Suite Portfolio/e-portfolio Lesson Plans Flipped videos Lesson resources of Phenomena Science/lab notebook Science/lab handouts Student-made review sheets PS Gradebook</p> <p>Portfolios Productions Competitions In class recordings. Sectionals Rubrics Self-evaluation and -reflection</p> <p>Library orientations Social Science 11th grade research project English research projects</p>
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### Examination of Student Work

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher

cognitive levels to extend learning opportunities.

**C2.3. Prompt:** Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

Findings	Supporting Evidence
<p><b>Overall Findings:</b> All departments use a variety of academic tools to allow students to discover knowledge. Students inquire and gather information through in-class activities and with individual research while teachers provide students with access to content knowledge and the class calendar through assignments and different online platforms. Many departments use graphic organizers and scaffold instruction to provide students with multiple access points to analyze the material and create knowledge of their own. Students also collaborate on different activities before being asked to complete the tasks on their own.</p> <p>Teachers coordinate opportunities for students to apply what they have learned in the classroom context and apply it to real-world situations which also deepens their understanding.</p> <p>All departments provide students the opportunity to organize and apply knowledge through individual and group presentations. Students are also asked to create and communicate their understanding with individual and collaborative projects.</p>	<p>Notes pages POGILs Chromebooks/web Instruction manuals Assignments Calendars Lesson plans Rubrics Google Suite Online learning platforms Demos Lab reports Checkpoints Sample work StudySync Online calendars Library resources</p> <p>Projects (Google Docs, Slides, Sheets) Senior Project Posters Reports Portfolios Presentations Rubrics Performances VAPA schedules Rehearsals and performances Homework Exams Original works (digital, print, mixed and new media)</p> <p>SMHS Oral Presentation Rubrics</p>

### Examination of Student Work

**C2.4. Indicator:** Students demonstrate higher level thinking and skills within a variety of instructional settings.

**C2.4. Prompt:** Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.

Findings	Supporting Evidence
<p>Students work collaboratively in class and outside of class to strategize and problem solve, and they are guided to complete research projects, presentations, and portfolios, making use of multimedia resources as well as other literary and primary documents. In all departments, students work collaboratively and have group discussion via Google Docs to share ideas, find patterns, data, notes, comments, responses, and revisions. For many classes, students also utilize time in groups outside of the classroom to film and create projects. Students engage in multiple types of projects across subject areas where they are asked to design, develop, and deliver presentations both individually and in groups. Students are actively engaged in curriculum using a variety of materials, including workbooks, laptops, worksheets; students work in a variety of settings, including whole class, independently, in pairs, and small group. Additionally, the College and Career Counselor annually leads all students through college research and personality inventories to determine possible career matches for students. Students in many English classes complete a follow-up research assignment to continue college and career investigation. Since student engagement is based on intensive collaborative activities and aided by multiple technological resources, demonstration of skills by students is easily observable in multiple settings.</p> <p>Individually, students are given opportunities to form their own questions to assess their peers in some classes. They also solve homework problems that require explanations of concepts, finding mistakes, comparing, and contrasting. Warm-ups occur in most classes, giving students the opportunity to review material and to practice their problem solving skills. In labs, students demonstrate use of numbers/units/labels organization, make relevant choices for the application of data as evidence in reasoning and response to teacher-generated prompts/questions. All departments give exams that measure how students think/reason/problem-solve according to teacher- or department-set standards. All departments administer essays or projects that require students to research and synthesize information. Formal and informal assessments are also used in order to track student performance.</p> <p>Some English teachers conduct in-class trials of literary characters (<i>Frankenstein</i>, <i>Chronicle of a Death Foretold</i>) with students fulfilling the various court roles. The Honors Humanities class collaborates with the Huntington Library for off-site learning at the Huntington in addition to many learning field trips. Juniors complete a multi-source Research Paper on a topic of their own section; they also select 2 post-secondary schools to research and present in a PPT to the class, tying directly to</p>	<p>Performance Tasks Math Notes Sheets Homework Problems Math Warm-ups Kahoots, games Science gDocs Lab write-ups Problem sets Review sheets Grading rubrics Honors Humanities syllabus English assignment sheets Project rubrics Workbooks Laptops Worksheets Google Classroom Schoology Naviance surveys Student projects</p> <p>Medieval Times activity Math homework problems Math Warm-up questions Lab data and analysis Science review sheets Exams Oral Presentations Visual Presentations Research &amp; synthesis prompts and rubrics ELD weekly writing practice “Blast” assignments</p> <p>Lesson plans Role assignment sheets Honors Humanities syllabus Junior Research Project Junior College PPT Senior Project assignments and final presentation</p>

<p>SMHS SLOs. Seniors complete a project in the spring, in which students select a field of study to research and complete a self-selected, teacher-approved learning goal tied to a SLO. The topic can be in an area of personal interest or related to a future career; many students choose to job shadow a field of interest.</p> <p>All VAPA programs have students work collaboratively on writing plays or scenes, choreography, working in student lead sectionals for both vocal and instrumental music, and creating original work.</p> <p>CTE hosts guest speakers rotate into classrooms to provide students with information beyond the classroom and share experiences in the industry. Use the depth of knowledge chart to create leveled lesson plans and activities. Students create a digital portfolio(s) reflecting on works produced. Year-end showcase and award show for students.</p> <p>In the library, handouts, Apple TV, and Chromebooks are utilized to teach students library and research skills they can apply to English, Science, and Social Science research projects. They learn how to cite electronic and print sources, as well as how to evaluate websites.</p> <p>The College and Career Center invites professionals from different career fields to present to students about their field of work. Students are encouraged to ask questions. Some students that express further interest shadow the professional at their job site or possibly become an intern.</p>	<p>Sectionals Rubrics and self evaluation and reflection One Acts Night of Choreography Art Shows</p> <p>Schedule of guest speakers Lesson plans Digital portfolios</p> <p>Library Schedule Handouts Chromebooks Research projects</p> <p>Career presentation attendance sheets</p>
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### ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

**Summary:** Student engagement is widespread through the use of multifaceted teaching strategies, including collaborative learning and individualized support. Content material is widely available through multiple access points so students can communicate and create knowledge of their own and apply and classroom knowledge to real-world situations.

#### Areas of Strength

- Many teachers are technologically proficient and regularly utilize technology and multimedia resources to deliver instruction and effectively communicate with their students.
- Teachers at SMHS utilize intra-departmental collaboration to establish consistent classroom experiences, curriculum, and assessments.
- Since student engagement is based on intensive collaborative activities and aided by multiple technological resources, demonstration of skills by students is easily observable in multiple settings.
- Students participate in a multitude of college-and-career-based learning opportunities, which include community service, guest speaker presentations, career and technical education classes, internship experiences, and hands-on projects.
- Students analyze, interpret, evaluate, and to solve problems using a variety of resources and strategies.
- A wide variety of resources allow students to critically engage with the material in different ways both inside and outside of the classroom.
- Many teachers regularly participate in professional development in order to further their knowledge and experience with growing technology, strategies and curriculum.

#### Areas of Growth

- Inter-departmental collaboration to establish cross-curricular connections.
- Continue to explore the impact of the number of AP/Honors courses on student wellness both on campus and within the community.
- Continue to develop meaningful assignments that encourage deeper learning both within and out of the classroom
- Continue to develop and implement CTE Pathways and better inform parents and students of the benefits of the CTE Pathways.

- Upgrade technological hardware and software to support CTE Pathways and train faculty on how to integrate modern technology into their instruction.



## Category D: Standards-based Student Learning: Assessment and Accountability

Name	Department/ Role
Scott Barton	Science/Department Chair, Teacher
Joseph Carmona	Science/Teacher
Shawn Chou	Community/Principal, Chinese School of San Marino
Eve Estrada	Classified/Administrative Assistant (APO)
Kristine Franco	Counseling/Counselor
Tamara Garcia	Special Education/Department Co- Chair, Teacher
Andrew Gayl*	Social Science/Teacher
Francesca Gil	District Office/Purchasing Manager
Bonnie Hanson	VAPA/Department Chair, Teacher (Art, Dance)
Zainab Mamdani	English/Teacher
Justin Mesa	Physical Education/Teacher
Alison Moller	PTSA/Parent
Liliana Monroy	World Languages/Teacher
Skyler Pak	Student/Grade 12
Mihail Papadopoulos	Technology, Athletics/ SMHS Technology Services Technician, Head Coach of Boys Basketball
Joseph Peñafluente*	Mathematics/Teacher
Courtney Rushing	CTE (Business), ASB/Teacher
Jacqueline Schaedel	English/Teacher
Kerry Witzeman	Mathematics/Department Co-Chair, Teacher
*FG leaders	

## Category D: Standards-based Student Learning: Assessment and Accountability

### ***D1. Using Assessment to Analyze and Report Student Progress Criterion***

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

#### **Professionally Acceptable Assessment Process**

***D1.1. Indicator:*** The school uses effective assessment processes to collect, disaggregate, and analyze and report student performance data to all stakeholders.

***D1.1. Prompt:*** Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.

Findings	Supporting Evidence
Each department has developed anchor assessments, or benchmarks, that are aligned to the state standards and to one or more of the school's SLOs. The results are analyzed, disaggregated, and discussed with administration. The results allow the department members to analyze student performance, teaching strategies, and potential modification of the curriculum. The results and analyses of these anchor assessments are presented to the principal in each department's year-end report, which are subsequently shared with stakeholders at a school board meeting.	Department Anchor/Benchmark Assessments EOY Reports School Board Agenda
Many departments administer in-common final exams and labs, which the departments analyze to determine areas of strength and areas of needed growth and understanding. The results of student performance is presented to parents via the Parent Portal. SMHS' Special Education Department utilizes on-going School-wide measures as well as IEPs to evaluate progress and to determine changes in service or placement for students. Additionally, individual CAASPP, CELDT, and SOLOM test scores are mailed to parents and used in SST and IEP meetings. The GPA distribution on the California School Dashboard Report has replaced the API score. The principal and/or superintendent report school assessment results to parents and the community at PTSA meetings and regular notification of school-wide standardized testing results are also published through regular Constant Contact emails. The School Profile, which includes all standardized test results and ethnicity facts, is published on the district webpage. Teachers and counselors maintain regular communication with parents regarding student progress through individual meetings, email, information nights, and team meetings.	Department exams Common labs Parent Portal CAASPP results CELDT results SOLOM Oral Fluency results SST meeting notes IEP documents School Profile Constant Contact Emails Counseling Information Night agenda PowerSchool PTSA meeting agenda Benchmark essays Department Projects Counseling Records

## Monitoring and Reporting Student Progress

### Basis for Determination of Performance Levels

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.

Findings	Supporting Evidence
<p>Each department utilizes a method to maintain consistency of vertical and horizontal alignment for each course/level. The curriculum aligns with Huntington Middle School (our sole feeder school). The majority of departments use common assessments (i.e., benchmarks, final exams) to normalize grading. Students are also assessed to ensure they are meeting college readiness with UC A-G requirements. The information is disaggregated through the School Profile, which in turn aids in the construction of school wide plans, including LCAP goals, Single Plan for Student Achievement, Department End of Year Report goals, and WASC goals. The Academic Advisory Committee, comprised of parents, school board members, teachers, district administration, site administration, and community members, provides critical feedback to the Board regarding the effectiveness of student achievement and college readiness.</p> <p>Student achievement is assessed through several measurements: California Dashboard, CAASPP Results, grades earned in courses, students who meet A-G college entrance requirements, benchmark assessment data, final exam results, ELPAC results, End of Year Reports by each department, college matriculation data. Student achievement data is presented to the faculty and analyzed within departments. The majority of this information can be accessed through the School Profile posted on the school website and through the CDE website. Assessment information is shared with stakeholders through the grading system (Powerschool), individual teacher learning management systems, the California Dashboard, and through the posted School Profile. CAASPP reports are mailed home in early August by the state and are available online. Informal and formal assessment is used to analyze student performance and improve instruction. Each year that Interim Assessments have been available by the State, they have been used to measure for alignment with the California State Standards. Teachers are integrating more interim assessment blocks into curriculum and results are shared throughout the year via the Parent Portal. Areas that need improvement are identified based on testing, homework, and</p>	<p>Department Chair notes EOY reports School Profile SurveyMonkey California Dashboard LCAP Report SPSA CAASPP Results WASC goals AAC Report PowerSchool Edlio webpage LMS (teacher specific) Counseling Office Records Department Exams ELPAC Results</p> <p><a href="#">CAASPP Presentation</a> <a href="#">California School Dashboard Performance Overview</a> EOY Reports <a href="#">School Profile</a> Department exams Teacher exams Interim Assessments Lesson Plans Parent Portal PowerSchool</p>

<p>student participation. Teachers share assessment outcomes and lessons are modified to enhance learning.</p> <p>Each department uses benchmarks to assess that key standards are being taught and achieved. Data is evaluated at the beginning and at the end of the year to evaluate the effectiveness of teaching strategies and to revisit teaching practices in areas where students are underperforming.</p> <p>Students in Special Education are evaluated through formal state measures (CAA/SBAC) as well as through the IE Process involving IEP Plans. Students with moderate/severe disabilities in the Special Day classrooms participate in the formal California Alternative Assessment (CAA) annually. Students in our SAI/RSP program, including those also enrolled in general education courses, participate in the standard SBAC assessment process. All students receiving Special Education services have an annual IEP meeting to review progress and program placement. Every three years, formal assessments are conducted to review eligibility for services. Student progress on individual goals/objectives and coursework is evaluated quarterly. Student progress is communicated by teachers bi-weekly and shared with students individually.</p> <p>CCRC works closely with a PTSA liaison to share about college/career center events with the community, primarily through PTSA meetings.</p> <p>Counselors hold multiple, grade appropriate parent evenings to inform students and parents about a variety of topics concerning college and career readiness, including but not limited to high school course selection (Honors/AP), evaluation of college applications, financial aid, and admissions testing. Counselors present information to parents of incoming 9th graders about graduation requirements and college eligibility. They are informed of the programs offered at SMHS, including Link Crew and athletics. Back-to-School Night in the fall and Open House in the spring give parents and students direct access to teachers of courses students may be interested in taking and/or are currently taking.</p> <p>Counselors hold individual meetings with students and parents to inform them of the graduation requirements as well as college eligibility requirements of the different college systems, and a four-year plan is reviewed every year to schedule course selection. Individual meetings where parents are invited include 9th and 11th grades. Each counselor conducts small group meetings with their 10th grade students. Senior meetings include only the student.</p>	<p>Department Benchmarks Department Agendas</p> <p>IEP records SPED Bi-weekly Feedback Reports Student Records (SEIS) CAA results SBAC results</p> <p>College Counselor records PTSA Meeting Agendas</p> <p>Parent Information Night Agendas Constant Contact Titan Shield newspaper Outlook newspaper School mailings SMHS Twitter Back to School Sign-ins Open House sign-ins</p> <p>Counseling Office records Counselor schedules</p>
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Classroom presentations focusing on the use of Naviance (college and career online tool) are given to 9-12 grade students. One aspect of Naviance is that it focuses on personality traits and how they pertain to the world of work. Students also use tools for college research in an effort to create a college application list that is then shared with the counselor both junior and senior year.	Counselor schedule Counselor records
Parent, Staff, and senior student surveys are conducted annually and reviewed by administration.	SurveyMonkey

### Monitoring of Student Growth

**D1.3. Indicator:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

**D1.3. Prompt:** Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.

Findings	Supporting Evidence
Benchmark assessments are given for each grade level for writing, listening, speaking, literary analysis, data analysis, application of scientific theory and law, etc. Benchmark assessments are analyzed annually to track student achievement and to determine student readiness for the next level. Some departments classify students into categories (exceeds standards, meets standards, approaching standards, needs improvement) dependent upon how they score on these assessments based on department-wide rubrics. Math has a placement exam to determine placement appropriate readiness level while English uses summative assessment, composition, and academic grade percentages to recommend placement in regular or accelerated courses. ELD uses ELPAC results to help determine correct level of ELD/English. World Languages has a placement test to determine appropriate level for students who wish to ascend a level.	Benchmark results Writing reflection sheets Honors/AP Course Requests Grading Rubrics ELPAC results Placement Exam PowerSchool CA Annual P.E. Assessment Pre/Post Technology Assessments Growth data
AP/Honors teachers use benchmark assessments to determine student recommendations for placement. Each AP course has its own criteria for entrance. Generally, an 85% is required for recommendation to an AP course. An appeal process is established for students who would like to challenge a recommendation.	PowerSchool AP Courses Master Schedule Appeals Form
All teachers issue progress reports to students, parents, and counselors for those earning a C- or below in either academics and/or citizenship. Students who are determined to need more aid have SST	Progress Reports SST meetings PowerSchool

<p>meetings and have a support system implemented. Some departments have aligned weighted grade book categories to ensure consistency within a level.</p> <p>Counselors meet with students in all levels to discuss progress and determine scheduling needs.</p> <p>SMHS has four SLOs: Civic Responsibility, Critical Thinking, Post-Secondary Preparation, and Technologic Proficiency. The purpose is to encourage each student to develop his/her intellectual, social, and personal qualities in order to participate fully in an interconnected community, be it locally or globally. For English Senior Projects, students must apply their project topic to one or more of the SLOs. For English Junior Research PPT Project, students address the Post-Secondary Preparation SLO.</p>	<p>Counselor meetings SST meetings IEP/504 meetings</p> <p>SLOs English Senior Project English Junior PPT Project</p>
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### Assessment of Program Areas

**DI.4. Indicator:** The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**DI.4. Prompt:** Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
Each department submits a year end report to analyze assessment data. The year-end discussion process allows each department to look at strengths and areas of growth. Findings are presented annually to the school board, and the report is reviewed and assessed in order to meet student needs for the next year.	<a href="#">Board Meeting Agenda (May 22, 2018)</a> EOY Reports
Formal monthly department chair meetings with administration are used to plan and discuss ongoing curriculum assessment. In addition, department chairs work with the Assistant Principal, Curriculum/Instruction to determine the master schedule of courses.	Master Schedule 2018-2019 Department Chair Meeting Monthly Agendas
A counseling night is offered by grade level to inform students and parents about graduation requirements, per board policy. Counselors also together review and assess expectations around these requirements and explore avenues for A-G eligibility. Additionally, counselors conduct	Counselor meeting agenda



individual meetings with students in grades 9, 11, and 12; sophomores meet with counselors in small groups.	
Graduation requirement courses and credits are approved by the school board prior to the year of implementation.	Board minutes
Homework and grading policies vary by department. Each department works together to develop a cohesive policy, such as the English Department Policies which indicates 40% of academic grade is based on compositions agreed upon by each level.	Syllabi Department policies
In Fall 2019, each department created a homework log that students completed over the course of two weeks that monitored how much time students spent both doing homework and studying per course. The results culminated in a student time estimator that students can use to help determine course selection for the next year.	Homework logs <a href="#">Time Estimator</a>
School Board sponsored Academic Advisory Committee addresses board related academic/curriculum concerns.	<a href="#">AAC (A-G Subcommittee) Meeting Agendas</a>
Feedback is currently being reviewed and dialogue is underway about the Stanford Challenge Success model in order to better serve our population. Challenge Success is a social emotional learning component that helps students to register for appropriate curriculum in order to balance to academic and extracurricular load, and to give students the support and tools to evaluate their own ability to perform at their best. School board members contribute to small groups such as AAC and the Wellness Steering Committee.	Challenge Success Student Survey Challenge Success Parent Survey Challenge Success Teacher Survey Student Time Estimator Tool Board member calendars

### Schoolwide Modifications Based on Assessment Results

**D1.5. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D1.5. Prompt:** Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Findings	Supporting Evidence
All CAASPP Summative Assessment Data is shared with the faculty when they return in the fall. From the analysis of the data, achievement and instructional goals are written to address identified learning needs gathered from the CAASPP summative data. CAASPP Interim Assessment data is shared with the English and math departments by the	CAASPP Summative Assessment Data CAASPP Interim Block Assessment Data PD Agendas

<p>end of first semester for analysis. Within the math department, there is regular use of CAASPP Interim Assessment Blocks to prepare students for the CAASPP assessment. In English classes, teachers changed the language of questioning to resemble wording on the CAASPP test. After CAASPP results are released, staff members are asked to evaluate where students are not meeting standards and to identify standards where our students are weakest. Administrative focus has been on learning, and interim assessments have been used to drive thematic professional developments.</p> <p>In the world languages department, assessments showed that students were weak in oral and listening abilities. As a result, world language teachers attended professional development to further develop students' speaking and listening abilities.</p> <p>The counseling office develops, coordinates and implements a variety of events and programs to support students' and families' understanding of the college admissions process. There are 100+ college visits scheduled each year. Members of the counseling office prepare and deliver presentations to students about Naviance and in particular, about its college and career search tools. Students gain an understanding for their aptitudes, abilities and interests and how they relate to the world of work. This aligns later with declaring a college major. Students use college and career exploration resources as needed for assignments and overall planning; presentations address the importance of early planning as it relates to developing self-awareness and a strong college list. Counselors analyze grade performance data per quarter (D/F list) to provide academic intervention services for identified students.</p> <p>A College and Career Counselor (half time) in the career center acts as a Scholarship Coordinator and a Community College Liaison. The counselor maintains liaisons with post-secondary institutions, community leaders, and businesses for the purpose of building resources and expanding internship program opportunities. Additionally, the counselor gathers and shares extensive information on a variety of summer enrichment programs to include on website, and develops and manages internship opportunities.</p> <p>CAASPP assessment results affect how resources are used, such as teaching assignments during the academic year, as well as summer remediation and intervention courses.</p> <p>The ELD course has received allocations to help provide auxiliary resources to continue to improve the course after SBAC results and subgroup numbers increased.</p>	<p>In-common benchmarks CTLA training</p> <p>Junior Parent Night agenda Senior Parent Night agenda Financial Aid Night agenda (parents of seniors) Testing Night (PSAT, SAT, ACT) (parents of freshmen and sophomores) CCR College Visit Schedule Counselor Schedules English Junior Research Project D/F List</p> <p>School Profile College, Career and Internship Counselor</p> <p>SARC SPSA</p> <p>Title 1 funding Class schedule</p>
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**D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion**

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

**Assessment Strategies to Measure Student Achievement**

**D2.1. Indicator:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

**D2.1. Prompt:** Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.

Findings	Supporting Evidence
School wide, teachers employ varied assignment and assessment strategies to address student needs and learning styles in the classroom. Each teacher has been provided a Depth of Knowledge wheel as a guide and trained on how to use the wheel to build better lessons. The results of standardized test scores demonstrate effectiveness. All departments have projects, tasks, or assessments that address one or more of the SLOs, such as analyze and evaluate complex issues, problems and events; and the integration of technology.	CAASPP CAST SAT/ACT PSAT AP Exam Results CFT EOY Reports College acceptance rates
Teachers, individually and by department, evaluate and analyze their results to determine if the course needs modifications or adjustments. Assessments are differentiated and/or modified in order to accommodate Special Education and ELD students to make them appropriate for all students.	Teacher records Lesson Plans Tests/Quizzes SDAIE Strategies
Formal assessments are graded on a frequent basis in order to provide timely and critical feedback to students and other stakeholders. The majority of teachers review assessments with students to provide both verbal and written feedback on student results. The English Department provides individual student conferences in order to provide one-on-one feedback. Per school policy, assessment results are usually posted within two weeks of the assessment. Assessments are reviewed with students with the opportunity to ask clarifying questions and to reteach. Physical Education uses the annual CFT exam to highlight areas of growth and then creates and evaluates activities to determine student readiness.	Research papers/essays Science Collaborative group projects Oral presentations Kinesthetic projects Critiques VAPA Performances/Exhibits Science Inquiry Labs Weekly blogs Online activities Peer to peer Informal teacher evaluation assessment CFT Exam results Lesson Plans
Results of assessments are posted on PowerSchool and standardized test results are mailed to home and reported to the community through the	PowerSchool School Board Agenda

SARC report. Results of testing are also reported to the school board through meetings.	SARC
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### Demonstration of Student Achievement

**D2.2. Indicator:** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

**D2.2. Prompt:** Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.).

Findings	Supporting Evidence
Departments meet in person or by email at least once a month to adjust various instructional approaches, to discuss upcoming benchmark assessments, and to determine curricular modifications as they manifest. Unit exams and semester finals are continuously analyzed and modified based on previous results. After analyzing assessment data, instructional approaches are modified to accommodate the needs of students. Teachers within a department that teach common courses meet in person once a month to determine the effectiveness of teaching strategies based on student assessments and to share data results and adjust curricular approaches. These teams collaborate on curriculum and in-common assessments. Digital documents are stored in Google team drives.	Department meeting agendas Level meeting agendas District Email Google Suite Team Drives Benchmark scores PowerSchool
Teachers school-wide participate in SST, 504, and IEP meetings to review progress and supports for students in which program and services are recommended/adjusted as needed, based on informal and formal assessment.	SST and 504 records IEP records
Within most departments, those who teach the same course collaborate on common tests for both quarterly and semester assessments as well as for department benchmarks.	Unit tests Department Benchmarks Final Exams

### Teacher and Student Feedback

**D2.3. Indicator:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the

effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.

Findings	Supporting Evidence
<p>Teachers communicate the expected level of performance for various assessments and provide feedback. After each assessment, time is given in class for questions, discussion, and clarification. Teachers also welcome feedback from students about the assessment, so that modifications can be made to assessments, when necessary. Students are encouraged to reflect on their learning after assessments in a variety of ways. As needed, students spend lunch and after school time in classrooms with teachers for academic support. Additionally, teachers have office hours for one-on-one feedback on assessments and course progress.</p>	<p>Class syllabus Assessments Teacher records Student surveys Link Crew - Frosh survey Office Hour sign-in sheet End of year surveys Post test discussions/review Life skill lessons and assessments</p>
<p>A variety of assessments in all departments help prepare students for life outside of high school. Assessments include: tests, projects, writing assignments, research papers, powerpoint presentations, oral presentations, etc. Special courses such as ASB, Link Crew, and CTE provide career opportunities as well as leadership experience. CTE evaluates students with a set of expectations based on individual courses. Career competencies are listed on a certificate for students who complete the courses.</p>	<p>Real life projects Turnitin.com Collaborative learning projects Oral presentations Writing assessments Technology based assessments Online discussion posts Online test banks Schoolology assessment archive GClass writing prompts</p>
<p>End-of-year surveys are given in order to collect student data about their experiences. Transfer students report to teachers a high level of satisfaction with class size, teacher accessibility, and atmosphere of caring about academic success. Students have access to their grades through the Student Portal which allows them to monitor their progress.</p>	<p>Survey Monkey Student Dialogues PowerSchool Progress Reports</p>
<p>Students discuss with their counselors post secondary options and the level of expectations needed to achieve student choices. Senior exit surveys are administered annually to provide additional information relating to student perspective about counseling meetings and the ability to self-advocate. Counseling meetings provide students with an opportunity to provide feedback on student teacher interaction</p>	<p>Counselor meetings Senior Exit survey</p>

Seniors are given an exit survey, which includes questions about how prepared they feel they are for college. Parents and staff are given annual surveys as well. Departments modify instruction to help students gain skills that will help them in their post secondary endeavors, including oral presentations and the use of technology. Teachers engage in informal interviews and dialogues with their students in order to gain insight into their perspective, and these interviews and dialogues with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.	Survey Monkey -- senior students, parents, staff
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## **ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter III).

### **Summary (including comments about the critical student learning needs)**

SMHS incorporates a wide range of both formal and informal assessments and surveys and communicates the results effectively to all stakeholders. This yield of data driven information informs instruction for populations requiring extra assistance. Each department analyzes its own data in order to better serve students within the discipline and to ensure standards are met or exceeded. Placement for student advancement and for students new to the district is also determined. Additionally, with this data SMHS maintains a wide variety of testing protocols to ensure the integrity of exams and assessments.

### **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- SMHS uses several assessment mechanisms for collecting, disaggregating and analyzing student performance, such as SBAC testing, benchmarks, tests, and final exams.
- Counselors regularly meet with students and parents to inform them about college and career readiness, college eligibility, and to create a 4-year plan that is updated annually.
- Teachers use formative and summative assessments to monitor student progress, modify instructional approaches, adjust curriculum, determine professional development, and allocate resources to areas of need.

### **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- Evaluate the implementation of a common LMS (Learning Management System) across the entire school to make the communication of assessment results easier for all stakeholders and concurrently share progress with students and parents.
  - Create comment codes to determine how a student is progressing towards meeting and/or exceeding state standards; collected data then is analyzed to indicate how students are progressing.
- Establish a more secure testing protocol for final exams. Although exams are secure now, there have been instances of cheating and a school wide protocol need to be examined.
- Additional collaborative professional development amongst teachers across disciplines sharing how assessments are given and evaluated.

**Category E: School Culture and Support for Student Personal and Academic**

<b>Name</b>	<b>Department/ Role</b>
Birgit Castleman	PTSA/Parent
Tony Chou	Community, Athletics/Chinese Club, Rotary Club, Coach of Boys Volleyball
Michael Condie	Science/Teacher
Kailin Duan	Science/Teacher
Kaylin Enriquez	Classified/Librarian
Issaic Gates	Administration/Principal
Michelle Harris	Counseling/School Psychologist
Christopher Horikawa	VAPA/Teacher (Instrumental Music)
Kara Huang*	Special Education/Department Co-Chair, Teacher
Laura Ives	Counseling/Wellness Counselor
Lu Jiang	District/Community Liaison Officer
Gina Lopez	Classified/Administrative (Attendance)
Peter Paccone	Social Science/Teacher
Serafina Palazzolo	Speech/Speech Pathologist
Gabriela Perry	Mathematics/Teacher
Lisa Perry*	Counseling/Counselor
Michelle Quiroz	Classified/Campus Security
Kellie Redmond	English/Teacher
Kinu Takasugi	Student/Grade 11
Desiree Verdugo	Classified/Administrative (Accounting)
Annie Yee	Classified, Physical Education/Head Coach Girls Basketball, Teacher
*FG Leaders	

## Category E: School Culture and Support for Student Personal and Academic Growth

### *E1. Parent and Community Engagement Criterion*

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

#### **Regular Parent Involvement**

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

**E1.1. Prompt:** Evaluate the strategies and processes for the regular involvement of the family, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs, and online students.

Findings	Supporting Evidence
<p>Back-to-School Night provides an opportunity for parents to become involved in the learning/teaching process and to learn about curriculum, student expectations, and course requirements. Parents can observe student work during Open House in the spring. The Counseling Department hosts several parent nights a year related to post-secondary opportunities, including entering high school, standardized testing, financial aid, college preparation, AP/Honors courses, and admissions case studies. Translators are provided if requested. Counselors hold individual grade-level meetings with 9th and 11th grade students and their parents; again, translators are provided if requested. “Coffee and Conversation” sessions conducted in English and Mandarin. A full-time bilingual district community liaison is also available for our Mandarin speaking population; current on-campus employees who speak Mandarin, Cantonese, Korean, Japanese, and Spanish are available to translate. Efforts to increase parent involvement are effective as evidenced by the implementation of the translation of the website and mobile app as suggested in “Coffee and Conversation.” There is a Parent Survey available in English and Mandarin (translated by a parent). SMHS has an active PTSA with large parent and faculty membership.</p>	<p>Back-to-School Schedule Open House Schedule Flyers Bulletin Master Calendar Mobile App Constant Contact Parent Night Agendas Parent invitations Counselor records District website Human Resources Survey Monkey PTSA rosters PTSA website PTSA meeting agendas</p>
<p>ELAC meetings introduce parents to ELD teachers and curriculum as well as grading practices and resources available for academic support. Information about state testing and exiting ELD is also presented. Parent involvement is effective since parent invitations are targeted and parents are included in the discussion and are able to ask questions.</p>	<p>Invitations Presentation Slides Meeting Agendas</p>
<p>Printed progress reports and online Powerschool access available to parents to monitor student progress in classes. Parents are involved in IEP and Transition IEP (from HMS to SMHS) meetings. Counselors and case managers attend Transition IEPs.</p>	<p>PowerSchool Parent Portal Invitations SPED records/forms Signature Pages IEP/SST/504 notes</p>

<p>Parents are also involved in SSTs and 504 meetings. Translators and translations of IEP, SST, and 504 documents provided as needed.</p> <p>Counselors give referrals to outside community providers (e.g., therapists, drug and alcohol, etc. resources) as needed.</p> <p>Google classroom and Schoology and/or other platforms (such as Edlio) are available in most classes for parent knowledge of class assignments. Most teachers post homework online. Parent conferences with teachers and counselors are available throughout the year as needed or requested to promote student success.</p> <p>Beginning in 2018, parents were encouraged to participate in the bi-annual California Healthy Kids Survey. Survey questions cover topics such as drug/alcohol use, suicidal ideation, and health habits. Parents are also notified of school events through Constant Contact, the weekly bulletin, and the mobile app, and parents are notified nightly of student absence via Blackboard. Parents are further invited to complete the SMHS Parent Survey (bi-lingual) posted on the website.</p> <p>Students collaborate with the local newspaper, <i>San Marino Tribune</i>, which is widely available in the community and by subscription, and <i>The Titan Shield</i> is available upon request to the community. The Journalism class has their paper (<i>Titan Shield</i>) embedded in the local paper (<i>San Marino Tribune</i>). Student involvement gives students the opportunity to exercise the SLOs of civic responsibility, critical thinking, and technological proficiency.</p> <p>Community, parents, and students participate in the annual VAPA “Arts Rock!” Showcase to promote the visual and performing arts programs district-wide. SELPA workshops covering different topics are also open to parents.</p> <p>The SMHS website and mobile app offer various languages for translation.</p> <p>Outreach strategies appear to be successful given the high attendance at the various events and programs stated above.</p> <p>There are many student opportunities to serve the community through club membership such as Interact Club, the local Rotary Club, Green</p>	<p>Outside Referral document Wellness website links</p> <p>School website Schoology Google classroom Edlio website Teacher records District email Visitor logs</p> <p>Parent Survey Weekly Bulletin Constant Contact SMHS Mobile App Blackboard Survey Monkey</p> <p><i>San Marino Tribune</i> <i>Titan Shield</i></p> <p>Master Calendar SMHS Website WSGV SELPA Website District Emails <i>San Marino Tribune</i> Posters and flyers</p> <p>Website and app</p> <p>Sign in sheets Event photographs Invitations</p> <p>ASB club list Club agendas</p>
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<p>Club - Electronic Waste Recycling, and Stars and Stripes (collection of goods for military members). These opportunities offer students the ability to be civically engaged; additionally, 40 hours of Community Service is a graduation requirement. Casa Hogar Santa Teresita's Orphanage Drive is held annually to collect donations for the orphanage in Ensenada, Mexico.</p>	<p>Community service records Website Announcements Senior Exit Survey Registrar records Student reports on learning Emails Bulletin announcements ASB accounting records</p>
<p>Partnership for Awareness (PfA), a non-profit community organization, funds and organizes assemblies for students as well as community forums for parents. Topics and motivational speakers inspire students and parents to create projects for the betterment of the community. PfA also organizes and funds Red Ribbon Week events. PfA topics and community involvement are effective in furthering the SLO goal of Civic Responsibility (a commitment to service beyond self and knowledge of critical issues).</p>	<p>PfA Parent Night agendas Student assembly agendas School Bulletin Constant Contacts ASB Student Calendar Student Banner (signed)</p>
<p>Special Education regularly collaborates with the West San Gabriel Valley SELPA (Special Education Local Plan Agency) including the SELPA Craft Fair and SELPA Prom. Students from SPED department participate in community programs through the SELPA. Additionally, the SPED Transition Class prepares sack lunches for the homeless monthly.</p>	<p>Field Trip Forms Event Flyer Photo Documentation CBI Calendar Transition Class Student Logs</p>
<p>SMHS regularly collaborates with feeder school Huntington Middle School (Visual and Performing Artist exhibitions, Link Crew, Transition IEPs, athletics, etc.)</p>	<p>District emails Permission Slips Master Calendar</p>
<p>There are two community blended courses and one community college pathway offered at SMHS. The Honors Humanities Seminar, an online and in-person year-long course taught in conjunction with The Huntington Library and Gardens, is co-taught by an art and English teacher and gives students opportunities to create art and analyze art at the Library. There is a quarterly curator visit and a culminating art show at the Huntington at the end of the year. This course won the California School Board Association Golden Bell Award in 2017. The STEM Research Course, a collaboration with Caltech, is a year-long course in which students travel to Caltech approximately twice per month and work under the direction of one of four professors in different disciplines. This honors-level course is co-taught by SMHS Computer Science/Math teachers and is offered to juniors and seniors. SMHS maintains a partnership with Pasadena City College for students planning to enroll at PCC, particularly in the Pathways program. PCC also partners with non-graduates and students seeking dual enrollment.</p>	<p>Course catalog Website class roster <i>San Marino Tribune</i> CSBA Website Curriculum PCC literature Flyers Spreadsheets Sign-in sheets Summer school Announcements</p>

<p>Visual and Performing Arts (VAPA) host Guest Instructors and Guest Conductors. Speech and Debate host Guest Coaches. The mock trial team routinely looks to local attorneys and state and federal judges for direction and guidance. There is a collaborative effort with “Friends of the Michael White Adobe” organization to increase the adobe’s presence by SMHS and the arts. A student art exhibit is held there once a year. Sports teams partner with outside strength and conditioning trainers.</p> <p>Community-based collaboration occurs with the active Chinese Club of San Marino, including String Orchestra collaboration during the Mid-Autumn Festival, a fundraiser used to support the district. Additionally, the Chinese Club of San Marino offers AP Chinese for SMHS students; the credit earned is added to a student’s SMHS transcript.</p> <p>Students can apply for any available internship, and extensive summer enrichment programs are listed for students. On average, about 10-20 students participate a year, placed in areas of medicine, education, medical research, law, business (import/export), and real estate. Small, local businesses like Bow Tie Allergy and Keller-Williams have worked with SMHS repeatedly.</p> <p>In classrooms, English Senior Projects require students to have a mentor, many of whom are from the community, including local businesses. Students in various Social Studies courses use video conferencing technology to connect with the world at large.</p> <p>The San Marino Rotary Club partners with SMHS to send students to a regional leadership camp. Students are nominated through the counseling office and then selected through interviews. SM Rotary Club also holds annual competitions in arts, business, and speech and recognizes Student of the Month and Student of the Year.</p> <p>The HOBY (Hugh O’Brian Youth) Leadership Conference serves to inspire service and community engagement; there are two sophomore student representatives from SMHS chosen annually.</p> <p>The Boys State and Girls State Conferences involve the selection of one junior student each; students are selected through nominations, applications, and interviews.</p>	<p>VAPA records of coaches Speech and Debate records Team Facebook page Team Twitter feed Invitations Emails District communication Student artwork Invoices Team logs</p> <p>Event Program Communications with Chinese Club Student transcripts Student rosters</p> <p>College and Career Website College and Career records</p> <p>Student projects and presentations Calendar Zoom recordings</p> <p>Photos or videos Presentation after conference Rotary Club Agendas</p> <p>Nomination emails Spreadsheet Counseling funds</p> <p>Emails Application materials</p>
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## E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

### Safe, Clean, and Orderly Environment

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.1. Prompt:** Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.

Findings	Supporting Evidence
The Acceptable Use Agreement in the PTSA First Day Packet is signed by all students. To maintain Internet safety, certain sites are blocked on district WiFi. Counselors/administration receive alerts if students search using trigger words (i.e., suicide, weapons, drugs). The <i>Titan Guide</i> also outlines expected Internet behavior, and the GoGuardian program allows teachers to monitor Chromebook screens during class.	First Day Packet data IT Department <i>Titan Guide</i> GoGuardian subscription
There is adequate lunchtime supervision (ID checks for off campus, campus supervision, aide supervision of SPED students) to prevent and address bullying. The <i>Titan Guide</i> outlines policies for major infractions.	Payroll records IEP documentation APO discipline records <i>Titan Guide</i>
3rd Millennium Classes are conducted as an intervention for alcohol-, drug- and tobacco-related infractions. There is a Drug and Alcohol Specialist on campus. Drug detecting dogs are available (about three times a year); they are also present at Prom and Coronation Dances.	Health class syllabus Intervention rosters University of the Pacific Alcohol and Drug Specialist Certificate APO discipline records Invoices for dog services at dances Interquest Report
The school provides Suicide Prevention Resources, including the We-Tip hotline.	School Website Link on SMUSD App We-Tip records Suicide Hotline on student IDs
SMHS has a Comprehensive School Safety Plan that includes 6 safety drills throughout the year, including the Great ShakeOut Drill and an Active Shooter Drill conducted in collaboration with SMPD, SMFD, South Pasadena PD, Parents, Community Members, City of San Marino, and the Board of Education. The Safety Plan includes parent	SMHS Safety Plan CatapultEMS records/app School Site Council minutes SMUSD app Constant Contacts

<p>reunification and student check-out procedures to ensure students remain safe after an event. SMHS has adopted CatapultEMS, a school emergency alert notification and crisis alert management system and application, for use in the event of an emergency. Faculty received mandated training on use of the system. Each classroom has 50-year water and food supplies, pop-up privacy tents, and toilets so students do not have to leave in the event of a lockdown. Faculty participate in the District Level Safety Committee (9/20/2017, 1/24/2018, 4/18/2018) to improve security on campus. SMHS has a full-time dedicated security employee who regularly patrols all areas of the campus on foot and by bike. Additionally, all visitors to campus are instructed by signage to register in the Principal's Office. SMHS faculty and administration are well prepared for emergencies on campus.</p>	<p>Bulletin SMHS "Active Shooter Drill Plan" Classroom Storage Safety Committee minutes Human Resources Visitor logs Agenda minutes</p>
<p>The SMUSD app is used to communicate with parents and community members regarding campus activities and events, and staff is given the option of receiving texts from San Marino Police Department - NIXLE Text Service. Notifications may range from street closure to criminal activity.</p>	<p>App store School website Screen shots (texts)</p>
<p>Teachers assist with assembly supervision at all assemblies. PfA Assemblies, held once per semester, address topics relating to conflict intervention, bullying, and other safety topics.</p>	<p>Teacher schedules School calendar</p>
<p>Titan-4-Life Positive Behavior Rewards are teacher-nominated awards for students who are recognized as exemplary and rewarded on a regular basis in front of peers at lunch and/or an assembly.</p>	<p>Titan-4-Life Teacher Recommendations</p>
<p>SMHS has a full-time Campus Security Officer and the SMPD conducts regular drive-by patrols to monitor activity. San Marino's police chief, police officers, mayor, city council members, and other city officials periodically come into the US Government class to talk to students about issues relating to the city and students. SMHS also promotes self-defense classes offered by the SMPD. Professional development time has been dedicated to educate staff on emergency procedures.</p>	<p>Lesson Plans SMPD schedules Email invitations PD agendas</p>
<p>Uniform Complaint Procedures are available on the district website under Human Resources webpage. Signage regarding procedures is posted in the faculty copy room.</p>	<p>SMUSD website</p>

### High Expectations/Concern for Students

**E2.2. Indicator:** The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social-emotional needs, and is conducive to learning.

**E2.2. Prompt:** Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.

Findings	Supporting Evidence
Titan for Life allows students to be recognized for behavior that connects directly to SLO goals (embedded in nomination GSheet).	Master Calendar Referral Google Docs
The Random Acts of Kindness Club "Kindness Week" hosts daily activities designed to promote the importance of kindness and encourage/give ideas for kind acts toward others.	Club roster SMHS Great Kindness Challenge SMHS Facebook page
The Link Crew Program pairs juniors and seniors with incoming freshmen to help the transition throughout the first year of high school and promote positive student community interactions.	Facebook page Instagram page Link Crew roster Website
The Titan Wellness Center is a newly created space on campus staffed by a Wellness Counselor and Peer Mentors to promote mental health awareness, healthy living, self care, etc. through a variety of means to provide positive coping strategies. Monthly themes and activities will focus on aspects of adolescent wellness. Guest speakers will present to students and parents. A referral process was implemented 2019: students may self-refer or be referred by a faculty member.	Wellness Center stations Website Flyers Sign in sheets Referral records
Peer Mentoring (including Lunch Bunches): General education students are assigned to individual SPED students, small groups of students or classrooms to provide support to students with disabilities, and to students needing additional academic or language support. Some peer mentors are assigned to the Wellness Center and trained in peer listening strategies and confidentiality.	PowerSchool Teacher feedback forms Transcripts Student journals Master Calendar
Health classes have incorporated suicide prevention curriculum and trainings through texts and supplemental prevention programs. There has been district -wide staff training on mental health and suicide warning signs and protocols.	Agendas/minutes for meetings Training manual PowerPoint presentations Board policy PD agendas Mental Health Academy agenda
Annual Partnership for Awareness (PfA) assemblies address issues such as bullying, honoring personal commitments, etc.	Resource link on website Third Millennium materials

<p>A citizenship grade policy helps to ensure students follow behavior guidelines. Minimum citizenship grade requirements are in place for students to participate in the graduation ceremony and to receive other school privileges.</p> <p>Students with special needs and behavioral needs have a variety of supports including behavior goals, behavior plans, and behavior services in addition to their IEP. The Special Education staff is trained in nonviolent Crisis Prevention Institute (CPI) strategies to safely manage acting-out behaviors.</p> <p>A progressive discipline process is outlined in the Titan Guide and implemented by the Asst. Principal of Discipline. Restorative justice is utilized in all matters pertaining to school discipline. SMHS has a statistically insignificant (&lt; 1%) rate of suspensions and expulsions. Other than a preponderance of males, no proportionality of data is evident.</p> <p>Recent years have seen the addition of mindfulness to some classroom curricula, formally and informally. InnerExplorer Curriculum is also available to teachers and staff. Therapy Dogs visit the SDC Transition Class on a monthly basis.</p>	<p>Titan Guide Flyers Posters</p> <p>IEP BIP documents CPI roster District Behaviorist BCBA</p> <p>Titan Guide Discipline data (PowerSchool)</p> <p>Lesson Plans InnerExplorer Website records CBI Calendar (Therapy Dog Visits)</p>
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### Atmosphere of Trust, Respect, and Professionalism

**E2.3. Indicator:** The entire school community has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders.

Findings	Supporting Evidence
<p>The Monday Morning Memo sent out to faculty and staff by the principal outlines announcements and events for the week. The weekly bulletin is sent to parents and community members via Constant Contact and outlines announcements and events for the week. Social events for faculty and staff, during and outside the school day include: all-staff lunches, winter holiday party, post-Back to School Night gathering, post-Open House Night gathering, End-of-Year Retirement celebrations, monthly Spoons and Tunes lunch socials, Medieval Times trip, LA Kings faculty trip, Secret Pals, Champs and Chumps football pool, March Madness basketball pool. There is an active Social Committee and most faculty contribute "dues" to support significant life events of the staff (wedding, birth, loss, etc.). There is also an active free Book Exchange Program on campus, located in the Faculty Workroom. The</p>	<p>Monday Morning memo via emails District Email Constant Contact Email invitations to staff Hard copy invitations Faculty Workroom Social Committee minutes/agendas Faculty Club accounting records Teachers' Lounge Emails</p>

<p>faculty lounge boasts a “Staff Shout Out Board” where faculty/staff members can leave notes of support/thanks/gratitude for others. Positive Notes (bi-weekly for staff members) is a program whereby faculty/staff members can leave small gifts/thanks for a highlighted faculty/staff member. The goal for the 2017-2018 school year, “Connectedness,” included staff jerseys, staff photograph, trips to social events, and the creation of the monthly Spoons and Tunes, are all effective in creating an atmosphere of trust, respect, and professionalism among staff and faculty. Programs are ongoing.</p> <p>The School Site Council has faculty, staff, and student members.</p> <p>The SMUSD Phone App is used to communicate with parents, staff, and community regarding campus activities and events.</p> <p>SMHS practices a collaborative hiring process with input from various stakeholders including administrators, teachers, staff, district, etc. New teacher meetings, held monthly with the principal, are required for a teacher’s first 2 years at SMHS to discuss procedures and pedagogy. Teachers are evaluated by an administrator on a 2 to 5 year cycle, depending on longevity. The evaluation process includes 1:1 meetings with evaluating administrator, goals, observations, etc. per contract requirements. Faculty Dialogues (between teachers during their conference period and administrators) occur annually, covering any issues of concern from all involved.</p> <p>Leadership meetings are held monthly and department chairs disseminate information to department members; faculty meetings are held monthly and include professional development, announcements, and discussions. Department meetings are held monthly in most departments; level meetings within some departments are held monthly. Formal “Faculty Dialogues” occur on a yearly basis, when administrators meet with small groups of faculty to discuss issues brought up by faculty.</p> <p>There is a faculty-led WASC process, including committee meetings, faculty/administrator meetings, time allocated during professional development and assembly times, and the implementation of full-cycle WASC Chair/co-Chair.</p> <p>See first entry for E1.1 for Back-to-School Night, Open House, Parent Nights, translators, counseling, and “Coffee and Conversation.”</p>	<p>Positive Notes Form Hard copy flyers Jerseys “Family Photo” Staff Survey (annual)</p> <p>Meeting Minutes Review of SPSA PTSA Allocations Committee</p> <p>Online app</p> <p>Interview rating scales Emails Master Calendar Evaluation documents Faculty Dialogue agenda/notes</p> <p>Master Calendar Leadership Meeting agendas Faculty Meeting agendas Department Meeting agendas Level Meeting agendas Emails</p> <p>WASC agendas</p> <p>See E1.1</p>
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### ***E3. Personal and Academic Student Support Criterion***

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

#### **Equitable Academic Support**

**E3.1. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.1. Prompt:** Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).

Findings	Supporting Evidence
Data collected from class trends reveals low-to-no disproportionality of demographic distribution of students throughout class offerings; the only disproportionality found was 60% female students in the Humanities course. The trend has been that all Advanced Placement classes have a higher percentage of Asians and Caucasians over other ethnicities, which reflects the school population. The proportion of males and females is equitable in all Advanced Placement classes. An appeals process was implemented in 2017-2018 for students who are not initially recommended into Honors/AP courses.	SMHS Class Demographic Survey (in Appendix) PowerSchool Appeals form Counseling office documents
SMHS counselor/student meetings begin with 8th-grade students and an 8th-grade assembly (at Huntington Middle School, sole feeder school) to review scheduling and transition to SMHS. For 9th graders, individual counselor meetings (with parents) are conducted to develop 4-year plans and review graduation expectations and college requirements. For 10th graders, group counselor meetings are conducted to discuss scheduling, testing, and college preparation. For 11th graders, individual counselor meetings (with parents) are conducted to discuss scheduling, college, and career plans. For 12th graders, individual counselor meetings are conducted to discuss college and career plans, the college application process, and graduation. Naviance presentations are administered to all grade levels by the College and Career Counselor, including completion of career assessment surveys (Strengths Explorer, Career Interest Profiler, Cluster Finder, College "Super Match," and "Do What You Are"). For Special Education students, IEPs address general education participation.	Master calendar ITP meeting schedule Counselor calendars Emails - meeting schedules Student Naviance Surveys Student presentations 4-year Plans Grade level packets IEP documents
Peer Mentors are general education students recommended by counselors to provide social and academic support for identified at-risk students (ELD, mental health issues, Special Education, etc.). The Peer Mentor course is taken for credit and/or community service hours.	Class schedules Peer Mentor surveys Student schedules Transcripts



On-campus supports include Wellness Center services, College and Career Workshops throughout the year (application writing workshop, Case Studies, mock interviews), Titan Lab (tutoring services staffed by teachers three days a week), and student support meetings: SST, 504, IEP, ITP, IEP transition (for 8th grade students), District of Service, occupational therapy, APE, and IEP Progress.	Master Calendar Flyers Career Center Calendar SST meeting notes IEP Progress Reports Quarterly IEP Documents ITP meeting schedule ITP Counseling Office
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### Multi-Tiered Support Strategies for Students

**E3.2. Indicator:** School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

**E3.2 Prompt:** Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.

Findings	Supporting Evidence
Most departments are aligned to subject standards where available (CCSS, NGSS, Social Science Framework, etc.). Many teachers use innovative and research-based teaching strategies, such as flipped classroom and collaborative learning, to enhance student learning. Research-based strategies, such as Visible Learning and micro-teaching, are presented to faculty in professional development, including new teacher meetings. Most teachers offer individual support outside of class with office hours.	Common core aligned textbooks Class syllabi Class websites Professional Development agendas New teacher meeting agendas Google Suite Visible Learning Lesson plans Photos PowerPoints Handouts
Online course information is provided by counselors for students seeking credit recovery and/or offerings not available on campus.	Counseling office notes
Community collaboration courses, Honors Humanities Seminar and STEM Research Courses, are available for students. See E.1.1 for detailed descriptions and evidence.	See E.1.1
In Fall 2019, following a board directive, SMHS introduced Career Pathways, to provide alternatives for students.	Course catalog
For students needing a multi-tiered, additional, and/or alternative approach to learning, the following supports are available: intervention SBAC Skills Building sessions for students scoring below proficiency	Teacher time sheets Course descriptions/teacher syllabi

<p>on Interim SBAC; free Titan Lab staffed by teachers three times a week; slower-paced Algebra 1 split into Algebra A and Algebra B; Geometry 11-12 for juniors and seniors; ELD and Special Education co-teach courses in English, science, math, and social science (changes year-over-year based on student need); ELD aide push-in to general education classrooms (changes year-over-year based on student need); no-cost to student summer courses for at-risk 9th grade and other level English and math students, ELD students, and special education students; a formal Peer Mentor program in general education, ELD, and special education classes to help with academics, social integration, and acculturation; and Link Crew student leaders provide academic follow-up. Furthermore, instructional aides are provided for Special Education students as identified in IEPs, which outline individualized learning plans, goals, and accommodations. Smaller learning environments, small group and individual support are provided per IEP and 504 plan team recommendations. General education students are also provided with group and individual counseling opportunities for organizational skills, coping strategies, etc.</p>	<p>Master schedule ELD aide schedules Summer school website Class rosters Placement list Student journals Link Crew alert form IEPs SST Summary Notes PowerSchool grades and entries Bi-weekly feedback forms Accommodation plans Narrative notes</p>
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### Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

**E3.3. Indicator:** The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

**E3.3. Prompt:** Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.

Findings	Supporting Evidence
<p>SMHS has a dedicated student support counselor (wellness counselor) who provides programs for academic, social, and/or emotionally at-risk students. Services offered are designed to meet the needs of students from multiple approaches including individual, group, and school-wide. A student referral form alerts the support counselor to students in need of intervention. The support counselor meets with students, staff, and family as needed to establish a support plan.</p>	<p>Student Referral Forms Referral Spreadsheet PowerSchool Logs Payroll Master calendar Attendance rosters Group Rosters Posters SMHS Google Team Drive</p>
<p>SMHS is dedicated to ensuring student well-being. For emotional and mental health support, the following support systems are established to ensure this goal is met: full-day Link Crew Orientation for all incoming 9th grade and new-to-SMHS students to facilitate transition; We-Tip Hotline for students to report academic, social, and emotional concerns; Suicide Prevention Hotline, website information, safety prevention forms, back of student IDs information (2019-20), Suicide Prevention curriculum in our Health course; risk assessments for students indicating</p>	<p>Call logs Attendance records SMUSD App Website/posters Forms PowerSchool documentation Confidential student file SMUSD app/website</p>

<p>symptoms of suicidal ideation with a safety plan developed with student and parent as needed; student safety plan and team meetings for students returning to school after hospitalization or mental health crisis; full time on-site school psychologist meets with Special Education students with emotional/counseling needs; counselors meet with general education students with emotional/counseling needs (may be referred to school psychologist as needed).</p> <p>There is a full-time Certified Drug Counselor on campus (Wellness Counselor) and a drug counseling and video course for parents and students for drug policy offenders. A preventative course (parent and student pieces) is integrated into the Health course curriculum (video based) and is board approved.</p> <p>Peer Mentors, general education students, provide social and academic support for identified students (ELD, mental health issues, Special Education, etc.). Peer Mentors are recommended by counselors and the course is taken for credit and/or service hours. Additionally, SMHS maintains a Wellness Center and implements the SMUSD Wellness Initiative through monthly themes, lunchtime activities, speakers on wellness topics, mental health awareness events, self-guided coping skill stations, website with resources, yoga sessions, dog therapy, etc. There is a dedicated wellness counselor.</p> <p>To accommodate all student needs, there is a gender-neutral restroom near the small gym as well as private bathrooms in the nurse's office and the coach's office. Additionally, all students (including those transitioning) have access to all restrooms on campus.</p> <p>To ensure student success academically, the following supports are in place: CAASPP Intervention (piloted 2018); no cost to student summer courses for support in English and math for at-risk students, Special Education students, and ELD students; "D and F" reports maintained by counseling office; no cost Titan Lab staffed by teachers; teacher/parent/counselor referrals for SST /504s or other support; quarterly progress reports distributed to students, parents, counselors, Special Education teacher (as appropriate); individual counseling and study skills support by the support counselor; extensive availability of Honors/AP courses for accelerated students; dedicated ELD classes and ELD aide to support general education teacher as needed; ELD co-teaching with English 1/2 teacher; Special Education co-teaching with math, English, science, and social science teachers; SART/SARB attendance contracts; introduction of APEX courses for ELD graduates and remediation course credit recovery.</p>	<p>Safety Prevention Forms Student IDs IEP documents Confidential student files Log entries PowerSchool</p> <p>Counseling office notes Disciplinary Records Student Support Counselor records Third Millennium Courses</p> <p>Class rosters Placement list Student journals Third Millennium curriculum Board minutes Wellness Center Meeting minutes Physical building (center) Flyers Student sign-in logs</p> <p>SMHS Community Announcement Student Led Assembly Professional Development</p> <p>Google Drive SBAC scores Benchmark scores Summer school rosters Teacher letters Student transcripts District Budget Enrollment Records Excel spreadsheets Emails SST feedback form Referral form Progress reports SST notes PowerSchool Logs Spreadsheets of referrals</p>
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	Full-time support counselor AP scores Teacher rosters Master schedule Aide schedule PowerSchool SART/SARB contracts 504 meeting notes Timesheets Titan Lab sign-in sheets IEP documents 504 documents Assessment Results
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### Co-Curricular Activities

**E3.4. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.4. Prompt:** Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Findings	Supporting Evidence
<p>Counselors meet with students annually to discuss and evaluate students' schedules to promote a class schedule that is balanced with appropriate academic and co-curricular activities.</p> <p>Teachers encourage students with particular academic interests to become involved in appropriate co-curricular activities which include (see Appendix for a list of clubs):</p> <ul style="list-style-type: none"> <li>• Titan Shield - Student Newspaper</li> <li>• Mock Trial Team</li> <li>• Speech and Debate Team</li> <li>• Titanium Robotics Team</li> <li>• Musical and Drama Performances</li> <li>• Dancetra - Dance Performance</li> <li>• Drumline</li> <li>• Color Guard</li> <li>• Jazz Band</li> <li>• Chamber Choir Tour</li> <li>• Art Rocks, Student Art Shows</li> <li>• Math Team</li> <li>• American Mathematics Competition (AMC)</li> </ul>	<p>Counselor schedules Student meeting notices</p> <p>Newspaper Course syllabi Website The San Marino Tribune Event: The Classic Slam Statewide Mock Trial results Speech/Debate Tournaments Facebook Statewide Robotics results Trophies/certificates/medals SC-PA WGASC WGI competition results (trophies in Room 606) Concert programs Videos</p>

<ul style="list-style-type: none"> <li>• Science Team</li> <li>• Student Poll Worker Program</li> <li>• Titan Musings</li> <li>• USA Biology Olympiad</li> <li>• Physics Olympiad</li> <li>• Chemistry Olympiad</li> <li>• FBLA (Future Business Leaders of America)</li> <li>• Various clubs and organizations</li> <li>• Girls Who Code</li> <li>• Stage Management course</li> <li>• Advanced Media Arts</li> <li>• Chinese Club</li> <li>• Animanga Club (Japanese)</li> <li>• Open Forum through Social Science Department</li> </ul>	<p>Programs</p> <p>Flyers</p> <p>Instagram account</p> <p>Outlook/Tribune newspapers</p> <p>Master calendar</p> <p>Competition results</p> <p>Registration emails and exam results for Olympiads</p> <p>Online articles</p> <p>Application</p> <p>Literary Magazine</p> <p>PDF files</p> <p>Meeting agendas</p> <p>Course Enrollment</p> <p>Student videos</p> <p>Club agendas and rosters</p> <p>Announcements</p> <p>Photographs</p> <p>Student documents</p> <p>Food invoices</p>
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## ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter III).

### Summary (including comments about the critical student learning needs)

SMHS utilizes intervention strategies, specialized programs, and comprehensive counseling services to provide all students with support. SMHS collaborates with business, academic, and city communities to diversify educational offerings and provide a safe environment for student learning. Students participate in numerous co- and extracurricular activities.

### Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Support and concern for the wellbeing of the “whole student” - social-emotional support with the wellness initiative, founding of the Wellness Center, the adoption of Link Crew, and a dedicated Counselor of Support Services.
- Multiple points of communication between school and community (including translation, signage, meeting invitations, parent nights)
- Wide variety of educational offerings in collaboration with the local community (collaborations with Huntington Library and Botanical Gardens, California Institute of Technology, and *San Marino Tribune*).
- Robust plans made with industry professionals in place for a variety of emergency situations - regularly scheduled practices of each of the prepared plans.
- Multi-tiered support system including increased access to Honors and AP level courses and CTE Pathways. Academic support through Titan Lab, summer school classes, co-teach English and Marine Biology courses, and a dedicated ELD teacher.

### Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Celebrations of students' heritage and ethnicity
- Identify individual students who need more involvement in small campus communities (i.e. sports, clubs, etc.).
- Staff changes in leadership have made communication challenging when seeking answers regarding historical knowledge of procedures and policies.
- Improve disseminating information about Uniform Complaint Procedures process and federal and state regulations (i.e., Williams Act, Title IX, etc.) to staff and community.
- Continue to address student well-being in a meaningful and concerted manner.



## Prioritized Areas of Growth Needs from Categories A through E

### Organization

- Continue to address student stress utilizing the new procedures and resources, such as the Wellness Center, that have been recently created.
- Work with stakeholders to create more pathways for students who have different vocational or career goals to provide a wider range of courses for students to be involved in topics that interest them.
- Review policies and procedures regarding cheating as outlined in the Titan Guide and Academic Honesty Policy.
- Improve administrative communication and support for broader professional development. The application process could be streamlined so that teachers do not feel that they are fighting an uphill battle.
- Continue to expand our emergency procedures and training to include more relevant scenarios based on current-day emergency situations.
- Create and implement a plan to service the necessary technology for the classroom in order to keep up with the most up to date resources.

### Curriculum

- More professional development time could be devoted to presentation of current research and guidance on implementation of curriculum development practices that have been found to be effective in classrooms.
- Interdisciplinary communication could be expanded with increased collaboration between departments.
- Formal follow-up with students at colleges and universities is an opportunity for growth, as there are no formal communication processes in place for data collection.
- SMHS has an opportunity to improve vertical and horizontal alignment within different departments, increasing communication among grade levels to ensure proper placement for students and four-year curricula that maximize student time and learning ability.
- Curriculum has expanded during the past 6 years, but perhaps even more classes and electives that are staff- and student-driven could be considered.

### Instruction

- Inter-departmental collaboration to strengthen student learning environments.
- Continue to explore the impact of the number of AP/Honors courses on student wellness both on campus and within the community.
- Continue to develop meaningful assignments that encourage deeper learning both within and out of the classroom.
- Completely roll-out CTE pathways and better inform parents and students of the benefits of these options.
- Upgrade technological hardware and software to support CTE Pathways and train faculty on how to integrate modern technology into their instruction.

**Assessment**

- Evaluate the implementation of a common LMS (Learning Management System) across the entire school to make the communication of assessment results easier for all stakeholders and concurrently share progress with students and parents.
  - Create comment codes to determine how a student is progressing towards meeting and/or exceeding state standards; collected data then is analyzed to indicate how students are progressing.
- Establish a more secure testing protocol for final exams. Although exams are secure now, there have been instances of cheating and a school wide protocol need to be examined.
- Additional collaborative professional development amongst teachers across disciplines sharing how assessments are given and evaluated.

**Student Support**

- Celebrations of students' heritage and ethnicity.
- Identify individual students who need more involvement in small campus communities (i.e. sports, clubs, etc.).
- Staff changes in leadership have made communication challenging when seeking answers regarding historical knowledge of procedures and policies.
- Improve disseminating information about Uniform Complaint Procedures process and federal and state regulations (ie. Williams Act, Title IX, etc.) to staff and community.
- Continue to address student well-being in a meaningful and concerted manner.



Chapter 4  
Summary of  
Learner  
Needs

## **Chapter 4: Summary from Analysis of Identified Major Student Learner Needs**

**Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.**

### **Major Student Learner Need #1:**

Develop, enhance, and organize programs and interventions that seek to promote and support student and staff diversity, safety, and wellness.

### **Major Student Learner Need #2:**

Promote integrity and enforce academic honesty through systemic changes and student/guardian education.

### **Major Student Learner Need #3:**

Foster communication of the school's vision and practices among diverse stakeholders using reciprocal and multimodal methods.





## Chapter 5 School Wide Action Plan

## **Chapter 5: Schoolwide Action Plan**

**Major Student Learner Need #1: Develop, enhance, and organize programs and interventions that seek to promote and support student and staff diversity, safety, and wellness.**

Rationale: With the increased focus on student wellbeing through the district Wellness Initiative, surveys and other data indicate the need to provide a schoolwide focus on student wellbeing in every area, including: wellness activities and resources, a student-centered Master Schedule, a proactive approach to celebrating diversity on campus, and course offerings such as CTE Pathways that offer alternatives for students. Additionally, increasing physical safety concerns at schools nationwide indicate the need for increased safety measures on campus.

### **Growth Targets:**

1. Evaluate the efficacy of Catapult Emergency Management System.
2. Continue to promote the Wellness Initiative by promoting the Wellness Center and raise awareness of the programs available; explore other programs for students and staff.
3. Plan and implement activities that promote acceptance, tolerance, and understanding of diversity.
4. Continue to explore the implementation, expansion, and evaluation of CTE and CTE-related partnerships, instructional strategies, and professional development.



Growth Target	Action Steps	How to Measure Progress	How to Report Progress	Responsible Parties	Timeline	Resources Needed
#1-Evaluate efficacy of Catapult Emergency Management System	<ul style="list-style-type: none"> <li>*Train staff</li> <li>*Perform drills to test effectiveness</li> <li>*Make adaptations based on results from drills</li> <li>*Work with SST</li> </ul>	<ul style="list-style-type: none"> <li>*Site safety team determines incident level</li> <li>*Examine results in coordination with emergency drill</li> </ul>	<ul style="list-style-type: none"> <li>*Provide feedback of system using GDoc after drill</li> <li>*Examine summative data from Catapult</li> <li>*Community Report</li> </ul>	<ul style="list-style-type: none"> <li>*Site Safety Team</li> <li>*Staff</li> <li>*Administrators</li> </ul>	*Semester	<ul style="list-style-type: none"> <li>*Continued district funding for Catapult</li> <li>*Ongoing Site Safety Team</li> <li>*Google Doc</li> <li>*Inservice time</li> </ul>
#2-Continue to promote the Wellness Initiative by promoting the Wellness Center; raise awareness of the programs available; explore other programs for students and staff	<ul style="list-style-type: none"> <li>*Create suicide prevention program</li> <li>*Evaluate referral and response program and procedures</li> <li>*Evaluate staffing of Wellness Center</li> <li>*Develop and advertise regular wellness program including utilizing outside resources</li> <li>*Create survey for staff and students to examine Wellness Center effectiveness</li> <li>*Increase utilization of Wellness Center</li> <li>*Continue to expand Health curriculum to address student stress level</li> </ul>	<ul style="list-style-type: none"> <li>*Compare risk assessment numbers to prior years</li> <li>*Evaluate data from surveys</li> <li>*Faculty and student survey to determine accessibility and usage</li> </ul>	<ul style="list-style-type: none"> <li>*Continue to survey students and staff using Healthy Kids survey</li> </ul>	<ul style="list-style-type: none"> <li>*Faculty</li> <li>*Counselors</li> <li>*Administrators</li> <li>*Parents</li> <li>*Community members</li> <li>*Health teacher</li> </ul>	*Semester	<ul style="list-style-type: none"> <li>*Staffing</li> <li>*Google forms</li> <li>*Expert guest speaker</li> <li>*Calendar</li> <li>*PFA</li> </ul>
#3 Plan and implement activities that	<ul style="list-style-type: none"> <li>*Identify groups needing the promotion</li> </ul>	<ul style="list-style-type: none"> <li>*Increase number of</li> </ul>	<ul style="list-style-type: none"> <li>*Annual report</li> </ul>	<ul style="list-style-type: none"> <li>*AP, Activities</li> <li>*ICC/ASB</li> </ul>	*Yearly	<ul style="list-style-type: none"> <li>*Google Forms</li> </ul>

promote acceptance, tolerance, and understanding of diversity	of acceptance and understanding *Include event on Master Calendar *Encourage students to create more clubs that celebrate diversity *Survey study to determine activities of interest *Allow clubs to plan activities for these groups *Tie in to nationwide and statewide events and dates that celebrate diversity *Encourage staff participation *Celebrate the diversity of the staff	diversity events during school year *Evaluate data from prior years club numbers and enrollment	*Administration report to the board *Weekly bulletin			*Staff (club advisors) *Master Calendar
#4 Continue to explore the implementation, expansion, and evaluation of CTE and CTE-related partnerships, instructional strategies, and professional development	* Survey students to determine potential career interests *Report results of surveys to students, parents, and board *Determine Pathways to explore, create, or expand based on determined interest *Seek and foster industry and university partnerships	*Enrollment numbers, current year over prior years *Professional development days for CTE Teachers	*Evaluate College and Career Readiness Index (California School Dashboard) *Evaluate number of fully articulated Pathways	*Principal *AP Curriculum Board	*Yearly	*Staffing *PD time *Industry/University Partnerships

**Major Student Learner Need #2: Promote integrity and enforce academic honesty through systemic changes and student/guardian education.**

Rationale: Cheating is widespread and frequent, particularly with the advent of technology in and out of the classroom. We see an opportunity for growth in educating students and parents about academic integrity from an ethics standpoint. Although there are consequences in place when cheating is discovered, they are often inadequate or applied inconsistently and sometimes poorly communicated. Additionally, schedule changes and other practices can be explored and implemented to reduce cheating opportunities.

**Growth Targets:**

1. Consistently communicate and enforce the consequences of cheating.
2. Promote an understanding of ethics and integrity.
3. Create physical and technological environments that inhibit cheating.
4. Research and implement best practices of schools with similar demographics or integrity issues.
5. Explore school-wide final exam testing schedule (by subject rather than a period).

Growth Target	Action Steps	How to Measure Progress	How to Report Progress	Responsible Parties	Timeline	Resources Needed
#1 - Consistently communicate and enforce the consequences of cheating	<ul style="list-style-type: none"> <li>*Laminated posters around campus</li> <li>*Quarterly educational emails on honesty and integrity</li> <li>*Consistent consequences as stated in the Academic Honesty Policy</li> <li>*Professional Development about documentation of cheating</li> <li>*Evaluate the effectiveness of current consequences</li> </ul>	*Survey teachers and students	*Teachers and administration will be provided with the data.	*Administration *Teachers	*Fall 2020 or ASAP	<ul style="list-style-type: none"> <li>*Posters</li> <li>*Lamination</li> <li>*Faculty/staff</li> <li>*Person to lead PD</li> <li>*Survey</li> </ul>
#2 - Promote an understanding of ethics and integrity	<ul style="list-style-type: none"> <li>*Develop curriculum to facilitate discussion and understanding of the Academic Honesty Policy</li> <li>*Explore ethics curriculum and potential implementation</li> <li>*Explore assembly ideas</li> </ul>	<ul style="list-style-type: none"> <li>*Pre- and post-tests</li> <li>*Teacher reporting via Google form</li> <li>*Data from APO</li> </ul>	*Teachers and administration provided with the data.	*Teachers *Administration	*ASAP *Ongoing	*Faculty members
#3 - Create physical & technological environments that inhibit cheating	<ul style="list-style-type: none"> <li>*Create testing protocols</li> <li>*Use Go Guardian to monitor screens</li> <li>*Identify/design classroom-based assignments and assessments</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher reporting via Google form.</li> <li>*Data from APO on incidents of academic dishonesty</li> </ul>	*Teachers and administration provided with the data.	*Teachers *Administration.	*ASAP *Ongoing	*Go Guardian

	*Use pen and paper rather than the computer					
#4 - Research and implement best practices of schools with similar demographics or integrity issues	*Identify and collaborate with similar schools for ideas to promote academic integrity *Review and compare current policy for alignment with other schools best practices	*Assess whether research was valuable. *Implement any useful ideas.	*Administration *Superintendent will receive data from other schools	*Administration *Superintendent (monthly meetings)	*ASAP *Ongoing	*Updated policy *Schoolwide collaboration
#5 - Explore school-wide final exam testing schedule (by subject rather than by period)	*Create a new final exam schedule based on subject/content area. *Create school wide test administration guidelines *Contact other schools who give finals by subjects	*Analyze exam protocols for effectiveness *Compare cheating incidents year over year	*Administration *Executive Director of Curriculum (District Office)	*Teacher *Administration *District Office	*2021 Semester 2 Final Exams	*Inter-departmental discussion and creation of schedule

**Major Student Learner Need #3: Foster communication of the school's vision and practices among diverse stakeholders using reciprocal and multimodal methods.**

Rationale: With multifarious social media platforms, learning management systems, and online educational tools, the communication between SMHS and stakeholders is splintered. Information regarding new programs, assessment of course effectiveness, and stakeholder feedback need improvement, expansion, and consistency.

Growth Targets:

1. Identify / implement effective methods of communication with students.
2. Expand awareness of and enrollment in CTE Pathways.
3. Expand means of receiving immediate feedback from students, parents, and community members via technology, such as online surveys or apps.
4. Standardize end of year feedback for this Major Student Learner Need.



Growth Target	Action Steps	How to Measure Progress	How to Report Progress	Responsible Parties	Timeline	Resources Needed
#1-Identify/Implement effective methods of communicating with students.	<ul style="list-style-type: none"> <li>*Determine best method/s for school to stakeholder communication</li> <li>*Investigate modes (specifically apps)</li> <li>*Investigate SMHS app for alerts - set app to notify phones</li> <li>*Explore Communication Platform accessible through LMS</li> <li>*Determine comprehensive LMS</li> </ul>	<ul style="list-style-type: none"> <li>*Solicit response or confirmation of receipt of communication</li> <li>*Monitor schoolwide implementation of LMS.</li> </ul>	<ul style="list-style-type: none"> <li>*Administer end of year survey asking students to rate efficacy of implemented communication mode(s)</li> <li>*Solicit feedback at end of year</li> </ul>	<ul style="list-style-type: none"> <li>*Administration</li> <li>*Tech team</li> <li>*Teachers</li> <li>*Students</li> <li>*Parents</li> </ul>	*Two years	*Laptops, phones, etc.
#2-Expand awareness and enrollment of the CTE pathways	<ul style="list-style-type: none"> <li>*Educate faculty in regard to CTE options</li> <li>*Communicate to students and other stakeholders about CTE options</li> <li>*Revise CTE pathway link on school website</li> <li>*Host campus Career Day</li> </ul>	<ul style="list-style-type: none"> <li>*Track enrollment in current CTE classes and ultimate completion of pathway</li> </ul>	<ul style="list-style-type: none"> <li>*Review and analyze multiple years of data</li> </ul>	<ul style="list-style-type: none"> <li>*Teachers</li> <li>*Students</li> <li>*Parents</li> <li>*School Board</li> </ul>	*Three years	*Upgraded equipment/software
#3-Expand means of receiving immediate feedback from students, parents, and community	<ul style="list-style-type: none"> <li>*Research most updated app for effective immediate communication</li> <li>*Determine best mode to reach groups with targeted technology that</li> </ul>	<ul style="list-style-type: none"> <li>*Data analytics</li> <li>*Implementation of data informed change</li> <li>*Solicit anecdotal feedback with regard to ease</li> </ul>	<ul style="list-style-type: none"> <li>*Public sharing of results</li> <li>*Message from principal</li> </ul>	<ul style="list-style-type: none"> <li>*AP-Curriculum and Guidance</li> </ul>	*Annual WASC survey for students, staff, community	*Survey Monkey

members via technology	is most user friendly: WeChat, Twitter, Instagram, Snapchat, District List Serve, SMHS App (modified), KaKaotalk, etc. *Attention Grabbing Language- effective messaging *Organize committee for implementation	of use at PTSA meetings or from other stakeholders *Constant Contact or other software analytics to gage ease of use				
#4 - Standardize end of year feedback for communication goal	*Develop end of the year survey for standardized feedback using number rating scale (no comments)	*Evaluate LMS efficacy, CTE Pathways, and other newer initiatives	*Public sharing of results *Message from principal	*Administra- tion	*Annual	*Survey Monkey *Staff

## Appendices

- A. Local Control and Accountability Plan (LCAP)
- B. Results of student surveys
  - 1. WASC Senior student survey
  - 2. Challenge Success student survey
- C. Results of parent and staff surveys
  - 1. WASC Parent survey
  - 2. Challenge Success parent survey
  - 3. WASC Staff survey
- D. California Healthy Kids Survey (2019)
- E. Master schedule (2019-2020)
- F. Approved AP and Honors course list
- G. UC A-G approved course list
- H. Additional details of school programs
- I. California School Dashboard performance indicators
- J. School accountability report card (SARC)
- K. CBEDS school information form
- L. Graduation requirements
- M. Additional data
  - 1. SMHS Club List
  - 2. SMHS Bell Schedule
- N. Budgetary information and school budget
- O. Glossary of terms unique to the school

**A. Local Control and Accountability Plan (LCAP)**

<https://www.smusd.us/pdf/SMUSD%20LCAP%202018.pdf>

## B. Results of student surveys

### 1. WASC Senior student survey

San Marino High School Senior Exit Survey Results (2016-2019)																
		2016-2017					2017-2018					2018-2019				
		SA	A	D	SD	Total	SA	A	D	SD	Total	SA	A	D	SD	Total
1	I believe that when I have questions in my classes, my teachers are available to answer them	65	117	12	8	202	42	125	19	13	199	36	109	14	3	162
2	I have met with my counselor for emotional support.	14	42	75	71	202	16	34	60	89	199	11	35	57	59	162
3	I have met with my counselor for social support.	14	27	88	73	202	9	25	74	91	199	7	21	64	70	162
4	I have met with my counselor for academic support.	61	99	27	15	202	54	94	26	25	199	40	71	33	18	162
5	I feel my teachers and the SMHS staff care about me.	37	119	35	11	202	22	118	42	17	199	17	104	34	7	162
6	I found the stress overwhelming at times as a student at SMHS	97	80	19	6	202	103	79	13	4	199	79	54	22	7	162
7	If you selected Strongly Agree or Agree for Question 6, please Indicate which factor was most stressful. If you selected Disagree or Strongly Disagree for Question 6, answer "N/A"	12-E <sub>1</sub>	18-S <sub>2</sub>	143-A <sub>3</sub>	29-N/A	202	17-E	10-S	151-A	21-N/A	199	10-E	8-S	112-A	32-N/A	162
8	I feel the level of support I received at SMHS can be improved.	47	121	32	2	202	64	103	31	1	199	54	89	17	2	162
9	I believe the regular use of SSR time to practice stress reduction would be helpful to students	54	78	43	27	202	52	61	55	31	199	26	63	42	31	162
10	I think SMHS counselors have helpful information about resources outside of SMHS, such as mental health and/or academic help.	28	119	45	10	202	26	91	65	17	199	21	77	48	16	162
11	I think the teachers and staff at SMHS believe I can succeed.	45	124	25	8	202	25	129	34	11	199	32	109	17	4	162
12	I believe that at SMHS I have learned to read thoroughly and critically in order to understand the purpose of my reading.	38	117	36	11	202	33	116	31	19	199	33	89	28	12	162
13	I believe that at SMHS I have learned strategies to use when reading for information.	34	115	39	14	202	30	114	27	18	199	30	89	32	11	162
14	I believe that at SMHS I have learned to synthesize and thoroughly summarize a text using only the most important information.	40	120	31	11	202	32	114	41	12	199	35	95	22	10	162
15	I am confident I understand what is meant by "extracting critical information."	48	121	25	8	202	46	112	31	10	199	40	95	19	8	162

<sup>1</sup> Emotional

<sup>2</sup> Social

<sup>3</sup> Academic

16	I believe that at SMHS I have learned to listen carefully in order to understand the purpose of information and material presented orally (including lecture, student presentations, audio visual, etc.).	49	116	31	6	202	37	126	24	12	199	29	103	22	8	162
17	I believe that at SMHS I have learned to synthesize and thoroughly summarize the most important information received orally (including lecture, student presentations, audio visual, etc.).	38	122	36	6	202	28	133	27	11	199	28	103	27	4	162
18	I was asked to extract critical information from an oral presentation at SMHS.	47	112	35	8	202	46	112	28	13	199	27	100	27	8	162
19	I am confident I know what a 21st Century assignment is.	31	83	54	34	202	37	66	46	50	199	21	54	52	35	162
20	I believe assignments from various subjects at SMHS have fostered my creative thinking.	25	107	56	14	202	23	107	49	20	199	22	76	43	21	162
21	I was often encouraged to experiment and see setbacks as an opportunity to grow while I was a student at SMHS.	27	94	59	22	202	19	80	56	44	199	17	57	60	28	162
22	I believe collaboration was encouraged at SMHS through group projects, class discussions, and special programs on campus (such as athletics, CTE, VAPA, ASB, Speech and Debate, clubs, etc.).	54	118	23	7	202	49	115	25	10	199	43	91	16	12	162
23	I believe assignments at SMHS helped me develop and utilize problem solving techniques and required me to articulate my reasoning.	37	119	37	9	202	27	127	31	14	199	25	98	29	10	162
24	I believe I am able to analyze, evaluate, and draw conclusions from critical information.	48	135	15	4	202	47	126	18	8	199	39	103	15	5	162
25	I believe assignments at SMHS required me to use the knowledge I learned previously and apply it to new situations.	36	138	21	7	202	33	122	32	12	199	33	92	31	6	162
26	I am aware there is a school wide rubric for oral presentations.	83	94	16	9	202	82	82	25	10	199	70	75	7	10	162
27	I gave at least 4 oral presentations this year in any/all subjects.	91	96	13	2	202	118	66	9	6	199	75	69	14	4	162
28	I gave an oral presentation in 3 or more different subjects this year (all subjects).	96	95	11	0	202	113	68	13	5	199	72	65	21	4	162
29	I think SMHS should continue to require oral presentations to help develop 21st Century skills.	71	103	18	10	202	77	96	18	8	199	55	84	17	6	162
30	I feel I learn from listening to other groups' oral presentations.	29	103	50	20	202	29	86	56	28	199	19	72	46	25	162
31	I think I am prepared for the college or university of my choice.	52	114	26	10	202	49	117	24	9	199	40	98	21	3	162
32	I feel all of the necessary resources were available to me to succeed as a student at SMHS.	49	111	29	13	202	26	109	44	20	199	23	79	46	14	162



## B. Results of student surveys

### 2. Challenge Success student survey

## CHALLENGE SUCCESS

Challenge Success – Stanford Surveys of School Experiences: Student Version – San Marino High School **EXECUTIVE SUMMARY REPORT**

### SURVEY BACKGROUND

The Challenge Success – Stanford Surveys of School Experiences are online surveys that ask students and parents to give their perspectives on a variety of areas related to their school lives. These areas include: perspectives on homework, extracurricular activities, free time, sleep, physical health, stress related to school and academics, cheating, academic engagement, teacher support, and parent expectations. The results of this survey are intended to help your school identify students' perspective on what the school currently does well, as well as areas for growth. The data and findings can be useful tools in guiding practice and policy changes.

San Marino High School students took the Student Survey in November, 2018. Approximately 1,021 students completed the survey. Parents were given the opportunity to opt their children out of the survey and students had to give their assent in order to take the survey. Student responses are confidential; students were not asked for their names, birthdates, or identification numbers.

This report summarizes key findings. The full results are available in your school's dashboard. We encourage sharing this executive summary report with key stakeholders across your school community.

### KEY FINDINGS

#### School Support & Engagement

- » **“Difficult or Stressful”** used by 40% of students, is the most common category of words students used to describe San Marino. “Competitive,” “Challenging or Rigorous,” and “Fun,” are the next most common categories, all used by between 15% and 23% of students.
- » **56% of students are “doing school,”** meaning they “often” or “always” do their work, but “rarely” or “never” enjoy or value it. An additional 22% are “purposefully engaged,” meaning they “often” or “always” do their work and value it, but “rarely” or “never” enjoy it. 10% are “fully engaged,” meaning they also enjoy their work. 10% are “disengaged,” meaning they neither do, enjoy, nor find value in their school work.
- » **54% of students feel they have an adult they can go to at school** if they have a problem. Among the students who don't feel this way, the most common reason is “I don't feel comfortable talking to any adults at this school,” cited by 70% of students who don't have an adult to go to.

- » On a scale of 1 to 5, where 1 means students strongly disagree with statements indicating their teachers demonstrate care and support, 5 means they strongly agree with those statements, and 3 is neutral, **students report an average of 3.6 on questions about teacher care and support.**
- » On a scale of 1 to 5, where 1 means students strongly disagree with statements indicating they belong at the school, 5 means they strongly agree with those statements, and 3 is neutral, **students report an average of 3.3 on questions about their belonging at school.**

## Stress & Health

- » The **most common major source of stress students experience is “Grades, tests, quizzes, finals, or other assessments”** (87% of students). Other sources of stress reported by between 50% and 67% of students are: “Overall workload and homework,” “College and your future,” “Lack of sleep,” “Procrastination or time management,” “A specific class or classes,” and “Lack of playtime, downtime, or family time.”
- » **81% of students report experiencing a stress related health symptom** in the last month. Exhaustion, headaches, and difficulty sleeping are the most commonly reported symptoms.
- » **31% of students are “quite” or “very” confident in their ability to cope with stress.** 32% are “not at all” or “a little” confident. The remaining 37% are “somewhat” confident.

## Sleep

- » Students report getting an **average of 6.4 hours of sleep per night**, and 12:00 AM is the most common weekday bedtime. Adolescent health and sleep experts recommend 9 hours of sleep per night for teenagers.
- » **80% of students keep their phone in their bedroom at night**, and 59% “often” or “always” use it as their alarm clock.

## Academic Integrity

- » **82% of students report cheating** in some way in the past month.
- » The most common forms of cheating are **working with others when expected to work alone** (62% of students), **copying someone else’s homework** (42%), and **getting questions or answers from someone who has already taken an assessment** (41%).

## Homework & Extracurriculars

- » Students do **3.0 hours of school-assigned homework per weeknight**, on average, and 2.6 hours on the weekend. They report an average heaviest load in the past week of 3.7 hours in one day.
- » **58% of students feel they have too much homework**, while 61% of students feel that half or less than half of their homework is useful. 75% report being “often” or “always” stressed by their schoolwork.

- » **82% of students multitask** when working on their homework. The most common forms of multitasking are listening to music (69% of students) and eating a snack (52%).
- » Students report participating in an average of **11.2 hours of extracurriculars per week**.
- » Of the students who participate in extracurriculars, the **most common types of extracurriculars are school sports**, played by 57% of students, and **community service**, done by 49% of students.

### Parent Expectations

- » **37% of students believe they can “often” or “always” meet their parents’ expectations**. 22% believe they can “never” or “rarely” meet parent expectations. The remaining 40% believe they can “sometimes” meet parent expectations.
- » On a scale of 1 to 5, where 1 means students strongly disagree with statements indicating high parental expectations, 5 means they strongly agree with those statements, and 3 is neutral, **students report an average of 3.4 on questions about their parent expectations**.

### Possible School Changes

- » **The most effective ways to reduce stress and improve engagement and well-being, according to students, would be coordinating due dates for projects and assessments, eliminating homework over weekends and breaks, reducing homework load, and creating more time for students to work on homework or projects in school**. Between 75% and 80% of students feel these would be “quite” or “very” effective changes.

**C. Results of parent and staff surveys****1. WASC Parent Survey**

San Marino High School- Parent Exit Survey Results (2018-2019)												
		M	F	NB	Other	D	Skip					Total
1	Gender	10	52			1	1					63
		A <sup>4</sup>	B	C	D	E	F	G				
2	Ethnicity	0	29	6	23	0	0	5				63
		SH <sup>5</sup>	H	SC	AA	BA, BS	MS, PhD	Skip				
3	Highest Level of Education	1	1	6	1	17	36	1				63
		9th	10th	11th	12th							
4	Oldest Child's Current Grade Level	23	8	15	17							63
		T	F									
5	At least one Parent Attends Back to School Night Annually	56	7									63
		SW <sup>6</sup>	IT	STG	CS	PS	C	Other				
6	How do you access information regarding the school and your student's courses?	20	0	1	13	18	0	9				63
		MC <sup>7</sup>	A	CC	DW	PTS A	B	NP	Other			
7	I access information about SMHS through the following tools.	8	11	2	6	1	27	0	8			63
		D	W	M	Q	1-2 S	Never					
8	How often do you access PowerSchool online?	13	25	4	2	10	9					63
		D	W	M	Q	1-2 S	Never	DK	DNA			
9	How often does your student access Naviance online?	7	6	2	1	3	4	39	1			63
		T	F	Skip								
10	I am able to understand materials from the school/district without translation to another language	58	3	2								63
		SA	A	D	SD	DK	DNA	Skip				
11	Materials related to my student's success at SMHS are provided in translation if I need them.	15	9	0	1	7	30	1				63

<sup>4</sup> A-African American, B-Asian, C-Hispanic/Latino, D- White/Non-Hispanic, E- Native America, F-Pacific Islander, G-Decline

<sup>5</sup> SH-Some high school, H-High school, SC-Some college

<sup>6</sup> SW-School Website, IT-Individual teacher, STG-Student Titan Guide, CS-Conversation with student, PW-PowerSchool, C-Counselor

<sup>7</sup> MC-Master Calendar, A-SMHS Mobile App, CC-Constant Contact, DW-District Website, B-Weekly online bulletin, NP-Titan Shield school newspaper

		IEP	504	SST	SELPA	TC <sup>8</sup>	CC	AC	ET	E C	EA	
12	SMHS has provided the following services for me	3	1	0	0	7	25	0	10	9	2	57
		SA	A	D	SD	DK						
13	Our school provides sufficient opportunities for parent involvement	18	33	7	3	2						63
		SA	A	D	SD	DK						
14	I have a good understanding of the school's programs and operations	9	32	15	4	3						63
		SA	A	D	SD	DK						
15	I am informed about school policies	14	34	8	4	3						63
		SA	A	D	SD	DK						
16	It is easy for me to get an appointment with the administrators	6	21	7	9	20						63
		SA	A	D	SD	DK						
17	I take an active role in my child's education	36	26	0	0	1						63
		SA	A	D	SD	DK						
18	Our community is actively involved in our school	23	33	1	2	3						63
		SA	A	D	SD	DK						
19	I feel welcome on campus		27	10	3	7						63
		SA	A	D	SD	DK						
20	I am involved in and support school functions	17	40	4	1	1						63
		SA	A	D	SD	DK						
21	My student and the teachers of our school have a good working relationship with each other	14	28	8	4	9						63
		SA	A	D	SD	DK						
22	The teacher's course expectations are well communicated and understood	10	33	12	3	5						63
		SA	A	D	SD	DK						
23	The grading practices of teachers are well communicated and understood	7	37	8	7	4						63
		SA	A	D	SD	DK						
24	My student is given an appropriate amount of homework to help them succeed in their studies	5	37	11	10	0						63
		SA	A	D	SD	DK						

<sup>8</sup> TC- Teacher conference, CC-Counselor conference, AC- Administrator Conference, ET-Email teacher, EC-Email counselor, EA-Email Administration

25	The frequency and intensity of the teacher-assigned work load is manageable for my student	4	41	11	7	0						63
		0-1	1-2	2-3	3-4	4+						
26	On average per week night, my student spends how many hours to complete course requirements	1	12	19	17	14						63
		Procrastination	Distractio n	Ex Act	Family	DK	DNA	Skip				
27	Which of the following factors impact your student completing and managing course requirements?	12	8	27	1	0	10	5				58
		1	2	3	4	5+	None	DK				
28	What number of extracurricular activities, at school and outside of school, formal and informal, is your student involved in?	16	19	17	7	1	3	0				63
		SA	A	D	SD	DK						
29	Sexual harassment at SMHS is a significant problem for my student	1	1	30	15	16						63
		SA	A	D	SD	DK						
30	Bullying at SMHS is a significant problem for my student	4	6	30	12	11						63
		SA	A	D	SD	DK						
31	Cheating at SMHS is a significant problem for my student	7	8	23	11	14						63
		SA	A	D	SD	DK						
32	Drug abuse at SMHS is a significant problem for my student	10	5	25	11	11						63
		SA	A	D	SD	DK	Skip					
33	Alcohol abuse at SMHS is a significant problem for my student	10	5	27	11	9	1					62
		SA	A	D	SD	DK						
34	SMHS discipline policies are appropriate and fair for my student	5	31	6	3	18						63
		SA	A	D	SD	DK	DNA					
35	I am satisfied with the way my student is treated by administrators	6	28	17	4	7	1					63
		SA	A	D	SD	DK						
36	Teachers provide instructional activities that involve students in their own learning	5	29	8	5	16						63



		SA	A	D	SD	DK						
37	Teachers do a good job teaching writing skills	6	29	12	4	12						63
		SA	A	D	SD	DK						
38	Teachers use a variety of ways to assess student learning	3	18	18	4	20						63
		SA	A	D	SD	DK						
39	The grading and evaluation of my student's class work is fair	4	30	14	5	10						63
		SA	A	D	SD	DK						
40	My student receives adequate feedback on the quality of his/her schoolwork through various methods such as returning tests and written evaluation of his/her assignments	6	24	10	9	14						63
		SA	A	D	SD	DK						
41	Teachers are concerned about my child as an individual	3	28	14	7	11						63
		SA	A	D	SD	DK						
42	Teachers are available to give students the assistance they need with assignments	6	33	10	5	9						63
		SA	A	D	SD	DK						
43	Teachers hold high expectations for student learning	14	30	8	2	9						63
		SA	A	D	SD	DK						
44	Teachers are willing to give students individual help outside of class time	8	28	10	7	10						63
		SA	A	D	SD	DK						
45	Teacher's inform parents if a student is experiencing difficulties in class	4	13	15	9	22						63
		SA	A	D	SD	DK						
46	I am satisfied with the way students are treated by teachers	7	33	6	8	9						63
		SA	A	D	SD	DK						
47	Teachers demonstrate sensitivity to issues of racial, ethnic, and gender fairness	7	15	4	3	34						63
		SA	A	D	SD	DK						
48	Teachers regularly communicate with parents of their students	3	6	30	17	7						63
		SA	A	D	SD	DK						
49	Reports concerning my child's progress, such as report cards, progress reports, etc., provide me with the information I	11	26	12	8	6						63

	need about my child's progress at school											
		SA	A	D	SD	DK						
50	It is easy to get an appointment to meet with a teacher	5	21	8	3	26						63
		SA	A	D	SD	DK						
51	School counselors and advisors give students the help they need in program planning such as course selections	9	27	10	7	10						63
		SA	A	D	SD	DK	DNA					
52	I am able to see my student's counselor at my request within a reasonable amount of time	10	21	6	4	16	6					63
		SA	A	D	SD	DK						
53	My student's counselor is knowledgeable about the college application/preparation progress	11	17	4	3	28						63
		SA	A	D	SD	DK	DNA					
54	Parent meetings with counselors provide useful information for me that assist my student in planning their programs and achieving desired goals	16	15	9	4	18	1					63
		SA	A	D	SD	DK	DNA					
55	The counseling office informs me if my student is experiencing difficulties in class and/or in danger of not graduating	3	9	6	4	20	21					63
		SA	A	D	SD	DK						
56	I am satisfied with the way my student is treated by counselors	11	28	7	2	15						63
		SA	A	D	SD	DK						
57	My student is under a great deal of pressure and stress to succeed	18	23	16	1	5						63
		SA	A	D	SD	DK						
58	SMHS is doing a great job teaching my student citizenship	11	25	7	5	15						63
		SA	A	D	SD	DK						
59	The school does a good job teaching my student how to work effectively with other students	6	30	9	4	14						63
		SA	A	D	SD	DK						
60	The school is doing a good job teaching my student to express their ideas verbally	7	26	7	3	20						63

		SA	A	D	SD	DK						
61	The school recognizes all types of high achievement demonstrated by students	6	20	7	9	21						63
		SA	A	D	SD	DK						
62	The student population has an appreciation and respect for all cultures	6	23	12	5	17						63
		SA	A	D	SD	DK						
63	Students demonstrate sensitivity to issues of racial, ethnic, and gender fairness	7	20	12	4	20						63
		SA	A	D	SD	DK						
64	Administrators demonstrate sensitivity to issues of racial, ethnic, and gender fairness	9	21	4	6	23						63
		SA	A	D	SD	DK						
65	Sexual harassment is a significant problem at SMHS	2	2	19	7	33						63
		SA	A	D	SD	DK						
66	Bullying is a significant problem at SMHS	4	9	18	2	30						63
		SA	A	D	SD	DK						
67	Cheating is a significant problem at SMHS	10	7	10	2	34						63
		SA	A	D	SD	DK						
68	Drug abuse is a significant problem at SMHS	11	12	11	2	26						63
		SA	A	D	SD	DK						
69	When asked, the school staff helps students with personal problems and concerns, including illegal drugs, smoking, and alcohol abuse	1	6	0	2	54						63
		SA	A	D	SD	DK						
70	Alcohol abuse is a significant problem at SMHS	13	13	8	3	26						63
		SA	A	D	SD	DK						
71	SMHS disciplines policies are appropriate and fair	4	21	5	6	27						63
		SA	A	D	SD	DK						
72	School rules and regulations affecting students are reasonable	7	28	3	6	18						63
		SA	A	D	SD	DK						
73	School rules are clearly communicated to students	10	27	3	5	17						63
		SA	A	D	SD	DK	Skip					
74	Teachers and administrators consistently enforce school rules	5	18	7	6	26	1					63
		SA	A	D	SD	DK	Skip					

75	SMHS provides students and teachers with a physically safe and orderly environment for learning	14	37	4	3	4	1					63
		SA	A	D	SD	DK						
76	Students take pride and ownership in the SMHS campus and treat it with respect	10	38	2	3	9						63
		SA	A	D	SD	DK	Skip					
77	Student achievement in co-curricular activities is valued as an important part of the school program	10	31	8	2	11	1					63
		SA	A	D	SD	DK						
78	Overall, the school is meeting the needs of and motivating the average student	10	30	8	6	8						63
		SA	A	D	SD	DK	Skip					
79	It is important to me that the school has a rigorous academic program to help prepare my student to continue their education at more advanced levels	29	26	3	0	4	1					63
		SA	A	D	SD	DK	Skip					
80	SMHS is doing a good job preparing students to continue their education at more advanced levels	17	26	6	6	7	1					63
		SA	A	D	SD	DK	Skip					
81	SMHS has helped my student become a creative thinker	5	18	13	6	20	1					63
		SA	A	D	SD	DK	Skip					
82	SMHS is doing a good job developing critical thinking skills	5	27	11	6	13	1					63
		SA	A	D	SD	DK	Skip					
83	School facilities (workspaces, furnishings, etc.) are adequate to support the instructional programs	10	38	7	2	5	1					63
		SA	A	D	SD	DK	Skip					
84	SMHS does a good job relating course work to what is happening in the "outside" world	2	18	11	3	28	1					63
		SA	A	D	SD	DK	Skip					
85	SMHS is doing a good job teaching technological literacy through tools such as Google	10	24	3	3	22	1					63
		SA	A	D	SD	DK	Skip					
86	The elective courses offered cover the interests/needs of my student	3	23	24	5	7	1					63

		SA	A	D	SD	DK	Skip					
87	The educational program offered at SMHS is of high quality	11	29	11	5	6	1					63
		SA	A	D	SD	DK	Skip					
88	Class sizes are acceptable and do not detract from learning	9	36	10	2	5	1					63
		SA	A	D	SD	DK	Skip					
89	The needs of children with physical challenges are appropriately met	3	6	4	2	47	1					63
		SA	A	D	SD	DK	Skip					
90	The needs of children with special needs, such as learning disabilities, are appropriately met	4	9	3	2	43	2					63
		SA	A	D	SD	DK	Skip					
91	I feel there is at least one adult on campus my student can connect with and ask for help, if needed	12	26	0	4	19	2					63
		SA	A	D	SD	DK	Skip					
92	The school places an appropriate emphasis on the performing arts	13	32	4	2	11	1					63
		SA	A	D	SD	DK	Skip					
93	The school places an appropriate emphasis on athletics	13	30	7	4	8	1					63
		SA	A	D	SD	DK	DNA	Skip				
94	Overall, I am satisfied with the quality of the athletic coaching staff	6	20	11	8	10	7	1				63
		SA	A	D	SD	DK	Skip					
95	The variety of activities are diverse enough so every student can find an activity that matches the student's interest	9	27	11	2	13	1					63
		SA	A	D	SD	DK	Skip					
96	Students have multiple opportunities for involvement in clubs and/or school activities	15	35	1	4	7	1					63
		SA	A	D	SD	DK	Skip					
97	The number of community service hours required for graduation is appropriate	17	34	6	3	2	1					63
		O <sub>9</sub>	E	G	F	P	Fa	Skip				
98	Taking everything into consideration concerning	11	19	17	11	2	2	1				63

	SMHS, how would you rate the school overall?											
		SA	A	D	SD	DK	Skip					
99	For the most part, I am satisfied with SMHS	17	27	12	4	2	1					63



## C. Results of parent and staff surveys

### 2. Challenge Success Parent Survey

# CHALLENGE SUCCESS

Challenge Success – Stanford Surveys of School Experiences: San Marino High School – Parent Version  
Winter 2019

## EXECUTIVE SUMMARY REPORT

### SURVEY BACKGROUND

The Challenge Success – Stanford Surveys of School Experiences are online surveys that ask students and parents to give their perspectives on a variety of areas related to their school lives. These areas include: perspectives on homework, extracurricular activities, free time, sleep, physical health, stress related to school and academics, cheating, academic engagement, teacher support, and parent expectations. The results of this survey are intended to help your school identify students' perspective on what the school currently does well, as well as areas for growth. The data and findings can be a useful tool in guiding practice and policy changes.

San Marino High School parents took the parent survey in February 2019. The number of parents who completed the survey was approximately 111. Parent responses are confidential; parents were not asked for their names or other identifiable information. This report summarizes key findings. The full results are available in your school's dashboard. We encourage sharing this executive summary report with key stakeholders across your school community.

### KEY FINDINGS

#### School Support & Engagement

- » **“Competitive” and “Challenging or Rigorous” used by 32% and 28% of parents respectively** are the most common categories of words parents use to describe San Marino High School. “Academic” is the next most common category, used by 23% of parents.
- » **“Difficult or Stressful” used by 40% of students in Winter 2019**, is the most common category of words **students** use to describe San Marino High School. “Competitive” and “Challenging or Rigorous” are the next most common categories, used by 23% and 15% of students.
- » **76% of parents are aware of school initiatives to improve student well-being.** 27% of parents feel “quite” or “very” informed about school initiatives to improve student well-being.

#### Stress, Health, & Sleep

- » **57% of parents report that their children are “often” or “always” stressed** about schoolwork or the academic experience and 3% reported that their children are “never” stressed about schoolwork or the academic experience. **70% of San Marino High School students** report feeling “often” or “always” stressed about schoolwork.
- » Parents report their children getting an **average of 7.3 hours of sleep per night.** Students report getting an **average of 6.4 hours of sleep per night.**

Adolescent health and sleep experts recommend 9 hours of sleep per night for teenagers.

- » The majority of parents (63%) report that their children keep their phones in their bedrooms at night and 41% of parents report that their children “often” or “always” use their phone as an alarm clock.
- » On a scale of 1 to 5, where 1 means parents think their child is never worried about statements related to worry about school, 5 means they think their child is always worried, and 3 is neutral, **parents report an average of 3.4 on questions about the frequency of their child’s worry about school.**
- » The most common categories of words parents use to describe what they worry about most for their children include “School-related Stress” (26%), “Peer/Social Relationships” (17%), and “Health & Well- being” (10%).

### Homework & Extracurriculars

- » Parents report that their children **do 3.2 hours of homework** per weeknight, while students report doing **3.0 hours of homework per weeknight.**
- » **54% of parents** feel their children have too much homework, while **57% students** feel they have too much homework.
- » More than half of parents “always” respond to their child’s questions about homework (73%) and make sure there is a quiet space for their children to do their homework (67%).
- » **55% of parents report that their children received paid tutoring** for schoolwork since starting high school and 26% received paid college admissions guidance in the past year.
- » 50% of parents report that the reason their child participates in extracurriculars is to have fun. 32% of students report that the primary reason they participate is to have fun.

### Family Time & Activities

- » **28% of families eat a meal together 3 or more times** during the week. On the weekend, 58% eat a meal together as a family three or more times. 77% of parents do not allow phones at family dinnertime.
- » Only **13% of parents say that technology “often” or “always” interferes** with family conversations.

### Parent Expectations & Rules/Agreements

- » **93% of parents expect their child will obtain at least a Master’s or Professional degree.**
- » **57% of parents “agree” or “strongly agree” that they set very high expectations for their child.** 60% of parents “agree” or “strongly agree” that they expect academic excellence from their child. 34% of parents “agree” or “strongly agree” that they have higher expectations for their child’s future than their child does.
- » 32% of parents report that their children “often” or “always” do chores around the house, while 45% of parents “often” or “always” excuse their child from doing chores because of schoolwork.

- » The most common **categories of attributes parents use to best describe success** for their children are “Happiness” (45%), “Academic Performance” (22%), and “Effort/Doing their best” (21%).
- » The most common consistently enforced family rule is “maintaining a high GPA” (35% of parents) followed by “keeping his/her room tidy” and “starting homework at a certain time” (27% of parents).

### College

- » **28% of parents feel “very” or “extremely” knowledgeable about the college process.** 60% of parents “often” or “always” discuss plans for university/college with their child.
- » According to parents, the most important attribute of a college/university to their child is a **specific academic program, to themselves is a specific academic program, and** to their community is whether the school is in the **Ivy League**.

**C. Results of parent and staff surveys****3. Staff Survey**

San Marino High School Staff Exit Survey 2018-2019						
		SA	A	D	SD	Total
1	I believe that when my students have questions in my classes, I am available to answer them	53	10	0	0	63
2	I have students who have met with their counselor for emotional support	31	31	1	0	63
3	I have students who have met with their counselor for social support	26	34	3	0	63
4	I have students who have met with their counselor for academic support	39	22	2	0	63
5	I feel teachers and SMHS staff care about students	46	16	1	0	63
6	I believe some student find the stress overwhelming at times at SMHS	44	18	0	1	63
7	If you selected Strongly Agree or Agree for Question 6, please Indicate which factor was most stressful for students. If you selected Disagree or Strongly Disagree for Question 6, answer "N/A"	7- Emotional	1-Social	55- Academic	0- N/A	63
8	I feel the level of support for students at SMHS can be improved	9	44	10	0	63
9	I believe the regular use of SSR time to practice stress reduction would be helpful to students	16	29	15	3	63
10	I think SMHS counselors have helpful information about resources outside of SMHS, such as mental health and/or academic help	27	34	2	0	63
11	I think the teachers and staff at SMHS believe every student can succeed	24	35	3	1	63
12	I believe that at SMHS students learn to read thoroughly and critically in order to understand the purpose of the reading	21	33	9	0	63
13	I believe that at SMHS students learn strategies to use when reading for information	24	35	4	0	63
14	I believe that at SMHS students learn to synthesize and thoroughly summarize a text using only the most important information	20	38	5	0	63
15	I am confident students understand what is meant by "extracting critical information"	11	43	8	1	63
16	I believe that at SMHS students learn to listen carefully in order to understand the purpose of information and material presented orally (including lecture, student presentations, audio visual, etc.)	11	38	12	2	63
17	I believe that at SMHS students learn to synthesize and thoroughly summarize the	12	40	9	2	63

	most important information received orally (including lecture, student presentations, audio visual, etc.)					
18	I consistently ask students at SMHS to extract critical information from an oral presentation	15	39	8	1	63
19	I am confident my students know what a 21st Century assignment is	7	27	27	2	63
20	I believe assignments from various subjects at SMHS have fostered creative thinking in my students	15	39	8	1	63
21	I often encourage students at SMHS to experiment and see setbacks as an opportunity to grow	33	28	1	1	63
22	I believe collaboration is encouraged at SMHS through group projects, class discussions, and special programs on campus (such as athletics, CTE, VAPA, ASB, Speech and Debate, clubs, etc.).	32	28	2	1	63
23	I believe assignments at SMHS help students develop and utilize problem solving techniques and require students to articulate my reasoning.	21	38	3	1	63
24	I believe students are able to analyze, evaluate, and draw conclusions from critical information.	14	42	7	0	63
25	I believe assignments at SMHS require students to use the knowledge learned previously and apply it to new situations	24	35	4	0	63
26	I use the school wide rubric for oral presentations in my classroom	27	23	10	3	63
27	I assigned at least 4 oral presentations this year in all my classes	22	24	13	4	63
28	I believe students gave an oral presentation in 3 or more different subjects this year (all subjects)	30	27	6	0	63
29	I think SMHS should continue to require oral presentations to help develop 21st Century skills.	33	25	5	0	63
30	I feel my students learn from listening to others students' group oral presentations	24	30	9	0	63
31	I think students at SMHS are prepared for the college or university of their choice	42	16	5	0	63
32	I feel all of the necessary resources were available to students to help them succeed as a student at SMHS	33	28	2	0	63

**D. California Healthy Kids Survey (2019)**

<https://drive.google.com/file/d/1HNK9Ti9Sfdmd02Ib3XcxfbUa7X5n-U9g/view?usp=sharing>

## E. Master Schedule 2019-2020

Master Schedule 2019 - 2020 by Department											
Dept.	Teacher	Rm.	Ext.	Zero	Per. One	Per. Two	Per. Three	Per. Four	Per. Five	Per. Six	Per. Seven
CTE	Cross	601	3601			<b>Conf.</b>	Comp Graph. I / Comp. Graph. II	Comp Graph. I / Comp. Graph. II	Comp Graph. I / Comp. Graph. II	Comp Graph. I / Comp. Graph. II	
CTE	Lee	305	3305		Intro To Coding / Intro CS / AP CS	Intro To Coding / Intro CS / AP CS	Intro To Coding / Intro CS / AP CS	<b>Conf.</b>	Caltech STEM	Intro To Coding / Intro CS / AP CS	
CTE	McCulloch	301	3301		<b>Conf.</b>	Intro Media Arts	Inter Animation	Inter Media Arts	Inter Animation	Intro Media Arts	Advanced Digital Filmmaking (Capstone)
CTE	<b>Rushing</b>	406	3406		Bus. Mgt. I / Bus. Mgt. II / Fin. Lit Capstone	Bus. Mgt. I / Bus. Mgt. II / Fin. Lit Capstone	Bus. Mgt. I / Bus. Mgt. II / Fin. Lit Capstone	ASB	Bus. Mgt. I / Bus. Mgt. II / Fin. Lit Capstone	<b>Conf.</b>	
SCI	<b>Barton</b>	207	3207		Physics (H)	Physics (H)	Physics	Physics (H)	Gov/Econ	<b>Conf.</b>	
SCI	Carmona	202	3202		Biology 1-2	APES	<b>Conf.</b>	APES	Biology 1-2	Biology 1-2	
SCI	Chubbuck	204	3204	Chem 1-2	Chem 1-2	AP Chem	AP Chem	AP Chem	<b>Conf.</b>		
SCI	Condie	208	3208		Biology 1-2	Biology 1-2	Biology 1-2	Marine Biology	Marine Biology	<b>Conf.</b>	
SCI	VanderBaan	203	3203		Chem 1-2	Chem 1-2	Chem 1-2	Biology 1-2	Chem 1-2	<b>Conf.</b>	
SCI	Duan	206	3206		AP Biology (H)	AP Biology (H)	AP Biology (H)	<b>Conf.</b>	Biology 1-2	AP Biology (H)	
SCI	Park	205	3205		<b>Conf.</b>	Chem 1-2	Chem 1-2	Chem 1-2	Chem 1-2	Chem 1-2	
SCI	Silver	306/307	3307		Physics	Physics	<b>Conf.</b>	Stats	Stats	Physics	
SCI	Montejano	15	3815		Health / Health	Earth Science	Health / Health	Health / Health	<b>Conf.</b>	PE	
ENG	<b>Cota</b>	20	3820		Eng 1-2 H	Eng 3-4	Eng 1-2 H	Eng 1-2 H	Eng 1-2 H	<b>Conf.</b>	
ENG	<b>Davidson</b>	28	3828		AP Lang	AP Lang	Eng 3-4	AP Lang	AP Lang	<b>Conf.</b>	
ENG	Dooley	24	3824		Eng 3-4	Journalism	Eng 3-4	<b>Conf.</b>	Eng 3-4	APEX*	
ENG	Johns	23	3823		Eng 7-8 H	<b>Conf.</b>	Eng 3-4 H	Eng 3-4 H	Eng 3-4 H	Eng 3-4 H	
ENG	Mamdani, Z	27	3827		<b>Conf.</b>	Eng 5-6	Eng 7-8	Eng 5-6	Eng 7-8	Eng 7-8	
ENG	Mizrahi, M	26	3826		Eng 7-8	Eng 7-8	Yearbook	Eng 7-8	Eng 1-2	<b>Conf.</b>	
ENG	Quiggle	25	3825		Eng 1-2	<b>Conf.</b>	Eng 1-2	Eng 1-2	Eng 3-4	Eng 3-4	
ENG	Redmond	22	3822		Eng 5-6	Eng 1-2	Eng 5-6	<b>Conf.</b>	(H) Hum. Sem	Eng 1-2	
ENG	Schaedel	21	3821		Eng 5-6	AP Lit	AP Lit	<b>Conf.</b>	Eng 5-6	AP Lit	
ELD	Chacon	16	3816		ELD 1 / ELD 2	ELD 1 / ELD 2	<b>Conf.</b>	APEX*	ELD 3 / ELD 4	ELD 3 / ELD 4	
MATH	Cornelison	600	3660		Geometry (H)	Geometry	Geometry (H)	<b>Conf.</b>	Geometry (H)	Algebra 2	
MATH	Fitzgibbons	402	3402		Geometry	Algebra A	Algebra A	<b>Conf.</b>	Geometry 11/12	Geometry	
MATH	Hiranaka	111	3111		Algebra B	Algebra 2	Algebra 2	Algebra 2	STEM	<b>Conf.</b>	
MATH	Leong	106	3106		<b>Conf.</b>	Stats.	Stats.	Algebra 2 (H)	AP Stats.	Algebra 2 (H)	
MATH	<b>Linton</b>	107	3107		Calculus BC AP	Algebra 1	Math Analysis (H)	Math Analysis (H)	Math Analysis (H)	<b>Conf.</b>	
MATH	Murphy	112	3112		Calculus AB AP	Calculus AB 12 (H)	Math Analysis	Calculus AB 12 (H)	<b>Conf.</b>	Math Analysis	
MATH	Penafuerte	105	3105		Algebra 2	AP Stats.	AP Stats.	Algebra 2	Algebra 2 (H)	<b>Conf.</b>	
MATH	Perry	113	3113		Geometry	<b>Conf.</b>	Algebra B	Geometry	Geometry	Algebra B	
SCI/MATH	Silver	306/307	3307		Physics	Physics	<b>Conf.</b>	Stats.	Stats.	Physics	
MATH	<b>Witzeman</b>	108	3108		Math Analysis	Math Analysis	Algebra 2	Math Analysis	Algebra 2	<b>Conf.</b>	
VAPA	Alderman	605	3615	Concert Choir	<b>Conf.</b>	Men's Chorus	AP Music Theory	Chamber Choir	Women's Chorus		
VAPA	Bradshaw	501	3501		Fund. of Art	Draw/Painting	Fund. of Art	ASB	(H) Hum. Sem	<b>Conf.</b>	
VAPA	Horikawa	606	3616	March Band (S1) / Symph	String Orch - S1 only	Concert Band	Concert Band	Wind Ensemble	<b>Conf.</b>		Jazz Band - S2 only





**F. Approved AP and Honors Course List:**

<https://apcourseaudit.inflexion.org/ledger/school.php?a=NDczNQ==&b=MA==>

AP and Honors Course List
AP Government and Politics United States
AP United States History
AP English Language and Composition
AP English Literature and Composition
AP Computer Science A
AP Statistics
Calculus AB 12 (HP)
AP Calculus AB and BC
Math Analysis (H)
AP Biology
AP Chemistry
AP Environmental Science
Physics Honors
AP Chinese Language and Culture
AP Spanish Language and Culture
Advance Dance Company
AP Drawing
AP Music Theory
Advance Business Management Enterprise and Project Management (Capstone)
Caltech STEM Research Course
Caltech STEM Research Course 2
Humanities Seminar

**G. UC A-G Approved Course List:**

<https://hs-articulation.ucop.edu/agcourselist/institution/1250>

"A" Social Science	"B" English
American Government	AP English Language and Composition
AP Government and Politics United States	AP English Literature and Composition
AP United States History	ELD Advanced (or ELD 4)
U.S. History 1/2	English 1/2
World History 1/2	English 1/2 (H)
	English 3/4
	English 3/4 (H)
	English 5/6
	English 7/8
	English 7/8 (H)
"C" Mathematics	"D" Science
Algebra 1	AP Biology
Algebra 2	AP Chemistry
Algebra 2 (H)	AP Environmental Science
Algebra A	Biology 1/2
Algebra B	Chemistry 1/2
AP Computer Science A	Introduction to Computer Science in JavaScript
AP Statistics	Marine Biology
Calculus AB 12 (HP)	Physics 1/2 (PSSC)
Calculus AB and BC (AP)	Physics Honors
Geometry 1/2	
Geometry 1/2 (H)	
Math Analysis	
Math Analysis (H)	
Statistics	

"E" World Language	"F" Visual & Performance Arts
AP Chinese Language and Culture	Advance Dance
AP Spanish Language and Culture	Advance Dance Company
Japanese 1/2	Advanced Drawing and Painting
Japanese 3/4	Advance Photography
Japanese 5/6	Advanced Studio Art
Mandarin 1/2	Animation
Mandarin 3/4	AP Drawing
Mandarin 5/6	AP Music Theory
Spanish 1/2	Beginning Dance
Spanish 3/4	Beginning Drama
Spanish 5/6	Chamber Singer
Spanish 7/8	Concert Band
	Concert Choir
"G" Electives	Drama- Advanced
Advanced Business Management Enterprise and Project Management	Drama- Intermediate
Advanced Journalism: Editing, Design, & Management	Draw and Painting
Asian Studies	Fundamentals of Art
Caltech STEM Research Course	Intermediate Animation
Caltech STEM Research Course 2	Intermediate Dance
Economics	Intermediate Media Arts
Humanities Seminar	Intermediate-Advance Dance
Intermediate Business and Finance (Entrepreneur in the Classroom)	Introduction to Graphic Design
Introduction to Business and Finance	Introduction to Media Arts Digital Filmmaking
Introduction to Coding	Jazz Band
Psychology	Men's Chorus
Speech-Intermediate	Oral Interpretation
Speech-Advance	Orchestra
	Photography A-B
	String Orchestra
	Wind Ensemble
	Women's Chorus

## **H. Additional Details of School Programs**

- CTE Pathways
- Online Courses
- Wellness Initiative

### **CTE Pathways**

Details of the CTE/VAPA Pathways offered at SMHS:

#### **[CTE Pathways Presentation](#)**

### **Online Courses**

SMHS offers two online hybrid courses for credit: Honors Humanities Seminar and APEX.

The Honors Humanities course is a hybrid English/Art course where students and teachers commit some instructional time through trips to the Huntington and some in a traditional "brick-and-mortar" setting. Assignments are submitted online through Google Classroom. The course is taught by an English teacher and an Art teacher during the regular school day.

APEX is a course taught by English teachers on campus offered to students in need of remediation for a semester or more of English and to EL students who want to acquire UC accepted English credit after exiting the ELD program. The course is taught by certificated English teachers on campus during the regular school day. APEX English was launched in 2019.

### **Wellness Initiative**

The SMUSD Wellness Initiative, the report from the 2018-19 Wellness Committee, and the SMHS Wellness Center Referral:

#### **[Wellness Initiative](#)**

## Wellness Committee



## THE PROCESS

### Guiding Questions:

- + Is Wellness Center is viable for SMHS?
- + What are the benefits and concerns?
- + What programs, services, and activities should be provided?

### Research:

- + Student Focus Group
- + Steering Committee – Experts
- + Similar Schools Campus Visits
- + California Healthy Kids Survey Results 2016–17

## TITAN STUDENT CENTER

Titan Student Center will serve to provide mental health and wellness services and resources at SMHS, as well as outreach to TK–8 programs, parent education, and to leverage community support. Anticipated to open in October/Nov.

## COURAGEOUS WORK

- + The Committee asserts that a comprehensive, integrated approach to mental health is essential to meet the needs of all students, grades TK–12.
- + Wellness doesn't just happen in a Wellness Center; it must become a core value. When making key decisions for our students' education, we must also view those decisions through the lens of wellness.



### ACCOUNTABILITY "STAYING FOCUSED"

Develop an accountability tool that ensures the Wellness Initiative remains focused on stated objectives.



### SPACE FRAMEWORK

The under the framework are examples of the types of changes Challenge Success schools have implemented as part of their program. These are not intended to be prescriptive. We are encouraged to examine our unique needs and circumstances and then create a site-specific plan for change.

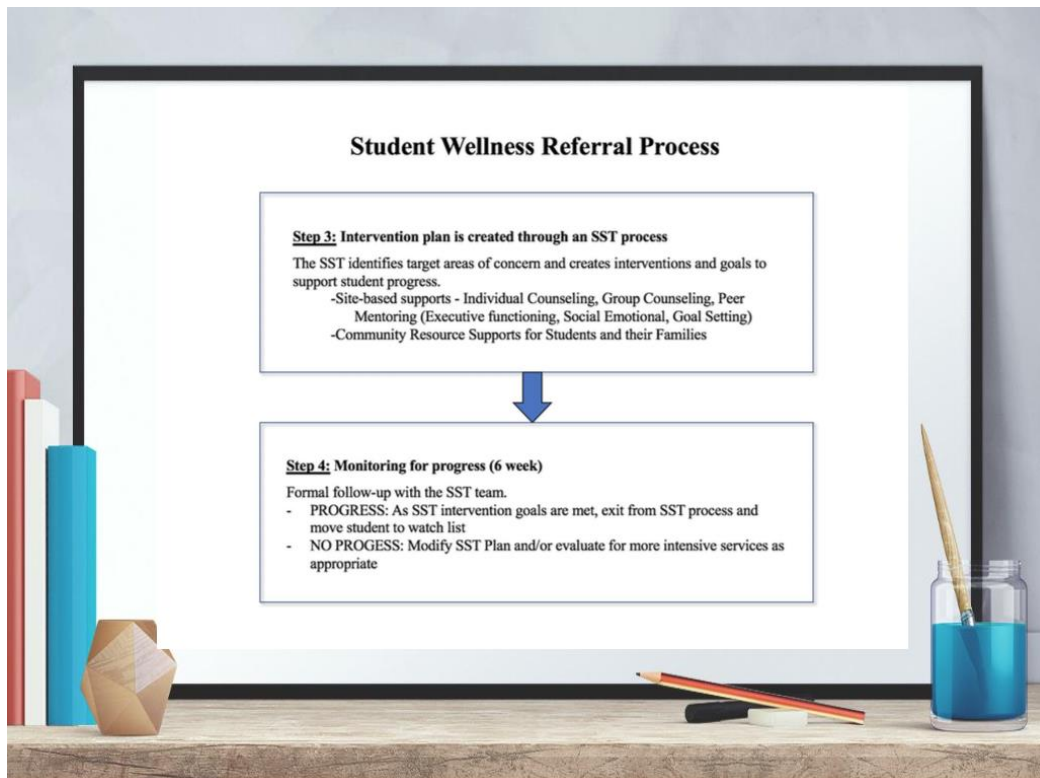
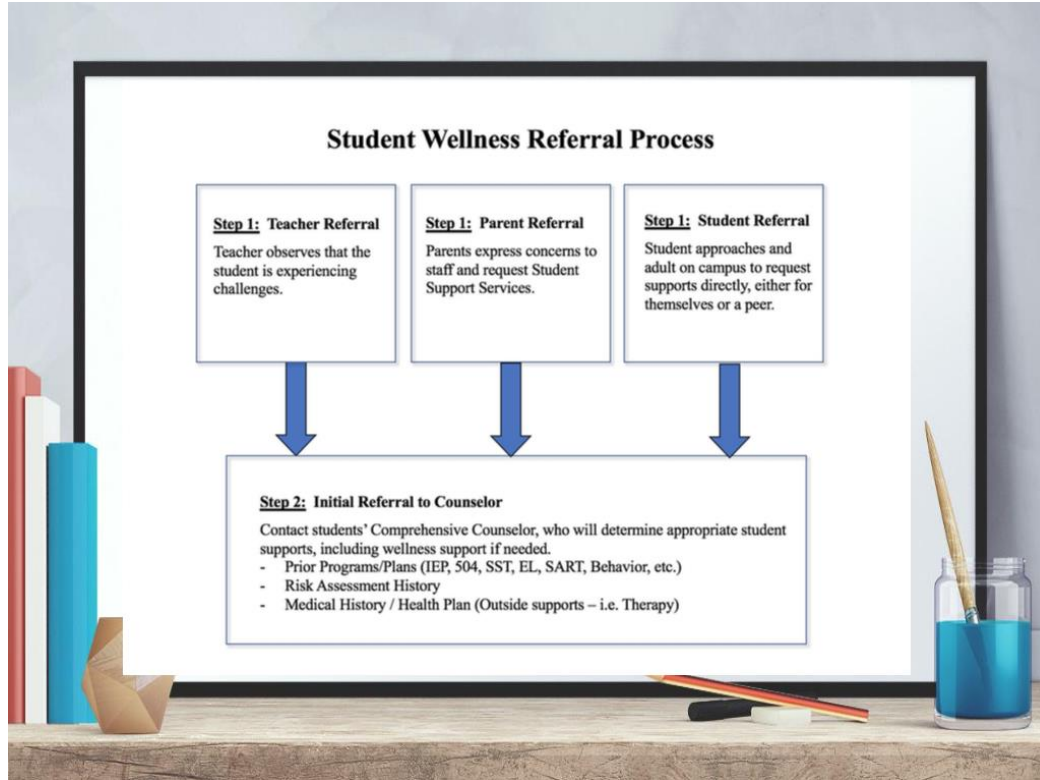
### PRAGMATICALLY SPEAKING

- + What characteristics should SMHS exhibit as a school that takes a comprehensive, integrated approach to mental health that meets the needs of all students?
- + What change can SMHS make, based on our community, our unique needs, that represents a structured approach to student wellness?

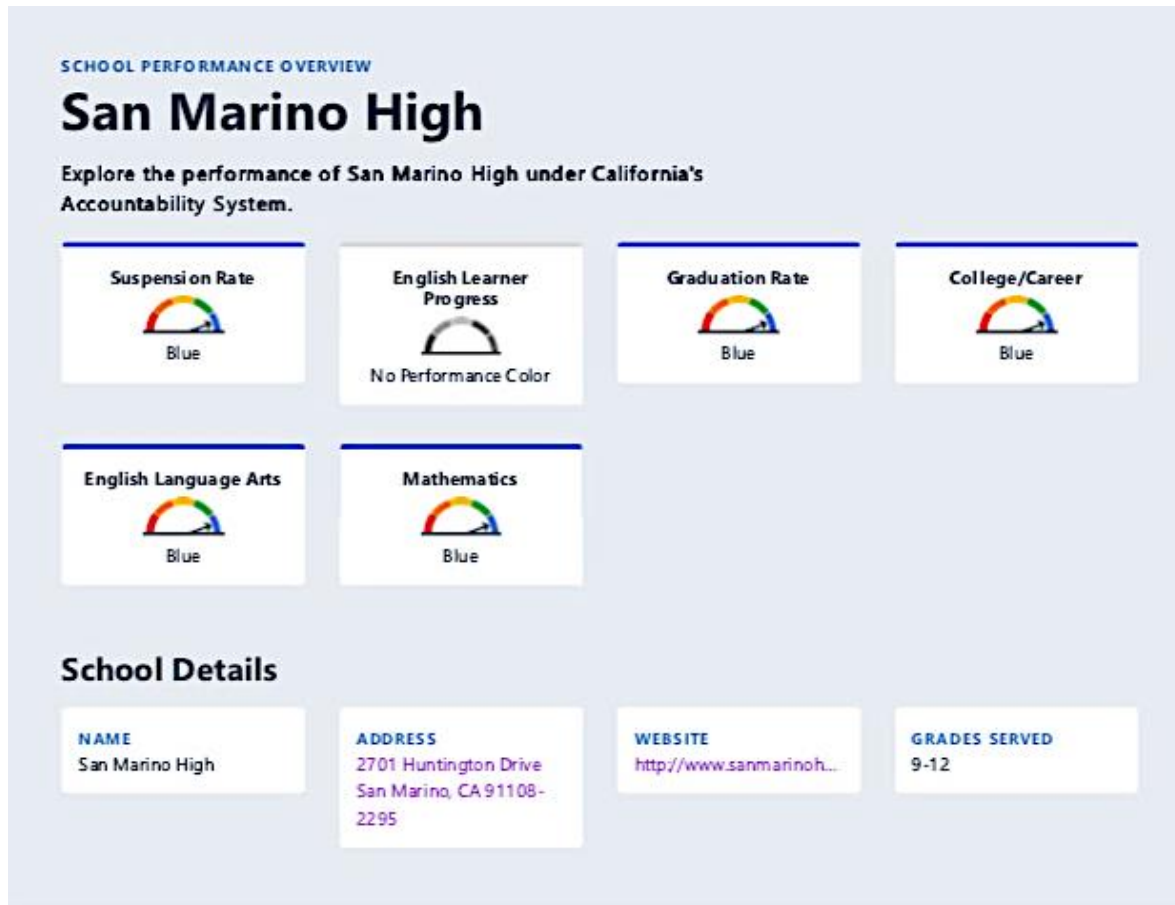
### COURSE OF ACTION

- + Staff introduction to Space Framework
- + Community Introduction to Space Framework
- + Student Survey & Parent Survey
- + Data Chat
- + Community Education Opportunities
- + Challenge Success School application
- + Challenge Success Team Committee
- + Fall Launch

## Wellness Referral Process



## I. California School Dashboard Performance Indicators



#### SAN MARINO HIGH

### Student Population

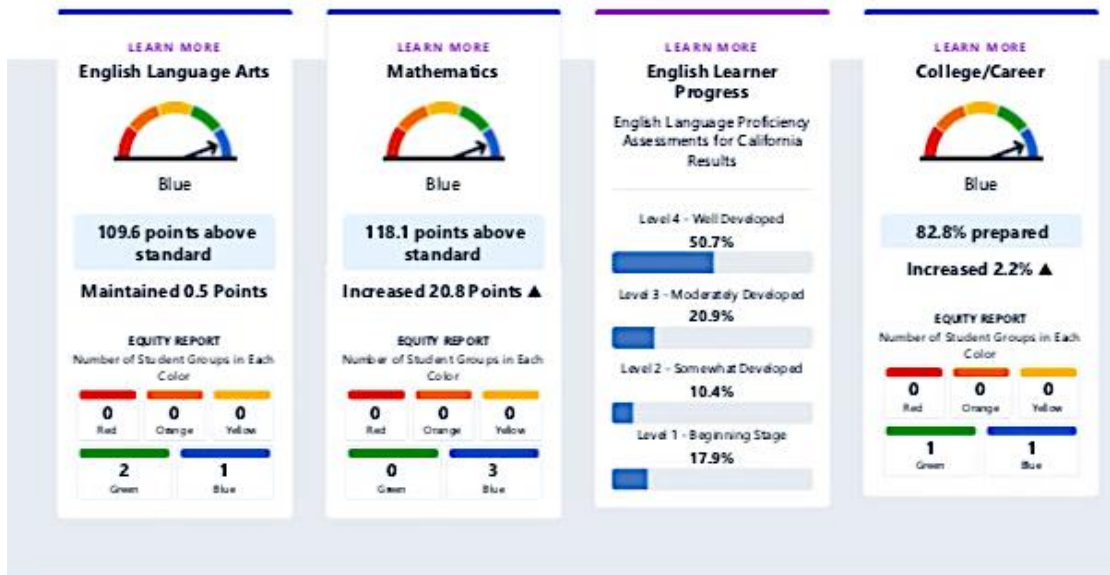
Explore information about this school's student population.



#### SAN MARINO HIGH

## Academic Performance

View Student Assessment Results and other aspects of school performance.



SAN MARINO HIGH

## Academic Engagement

See information that shows how well schools are engaging students in their learning.





SAN MARINO HIGH

## Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

### Suspension Rate



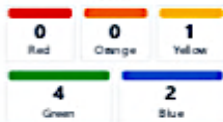
Blue

0.5% suspended at  
least once

Declined 0.5% ▼

### EQUITY REPORT

Number of Student Groups in Each  
Color



# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Blue

109.6 points above standard

Maintained 0.5 Points

Number of Students: 261

### Student Group Details

#### All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Asian  
English Learners



Blue

White



No Performance Color

Filipino

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities





### Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016	2017	2018
All Students	N/A	109.1 points above standard	109.6 points above standard

### English Language Arts Data Comparisons: English Learners

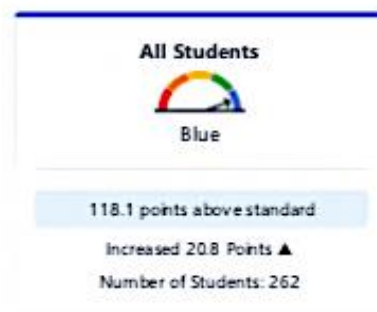
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
54.9 points below standard	63 points above standard	116.7 points above standard
No Data	Increased 37.1 Points ▲	Increased 10.6 Points ▲
Number of Students: 14	Number of Students: 24	Number of Students: 136

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

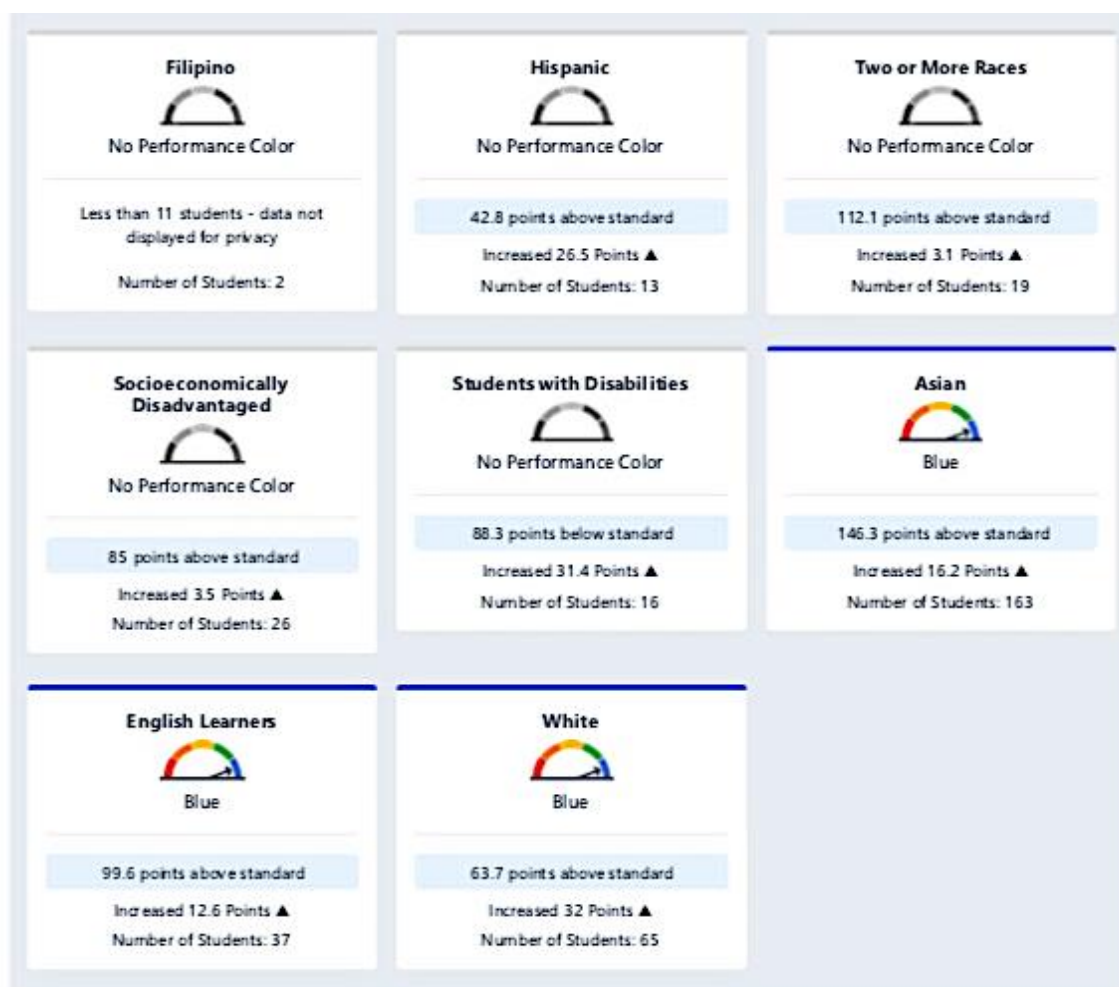


### Student Group Details

#### All Student Groups by Performance Level

3 Total Student Groups





### Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

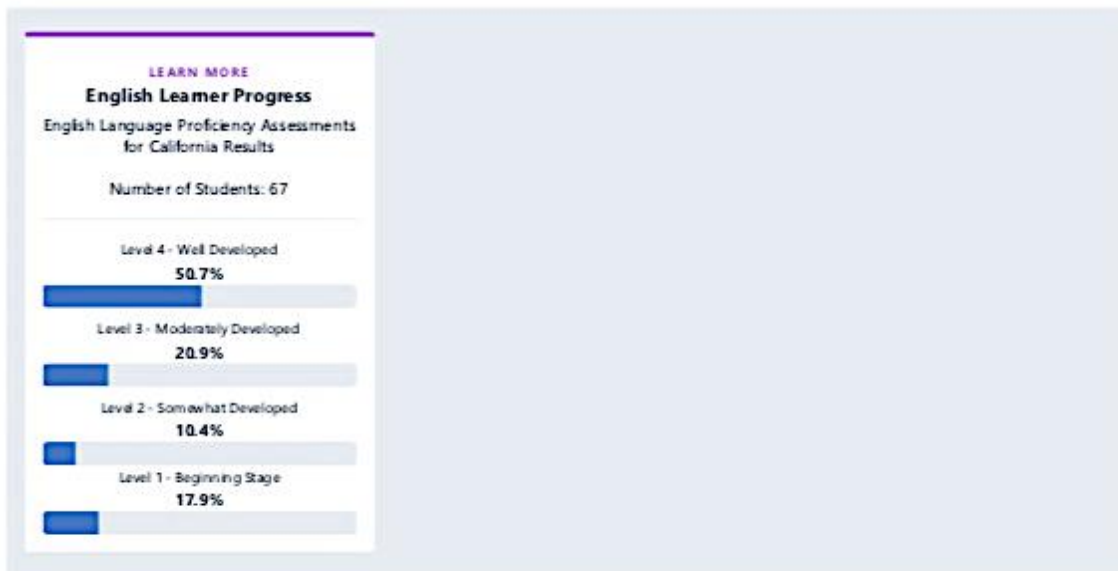
	2016	2017	2018
All Students	N/A	97.2 points above standard	118.1 points above standard

### Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
40.2 points above standard	135.7 points above standard	103.8 points above standard
No Data	Increased 21.1 Points ▲	Increased 27.7 Points ▲
Number of Students: 14	Number of Students: 23	Number of Students: 136

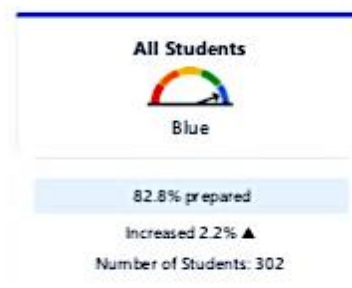
## English Learner Progress



## College/Career

### All Students

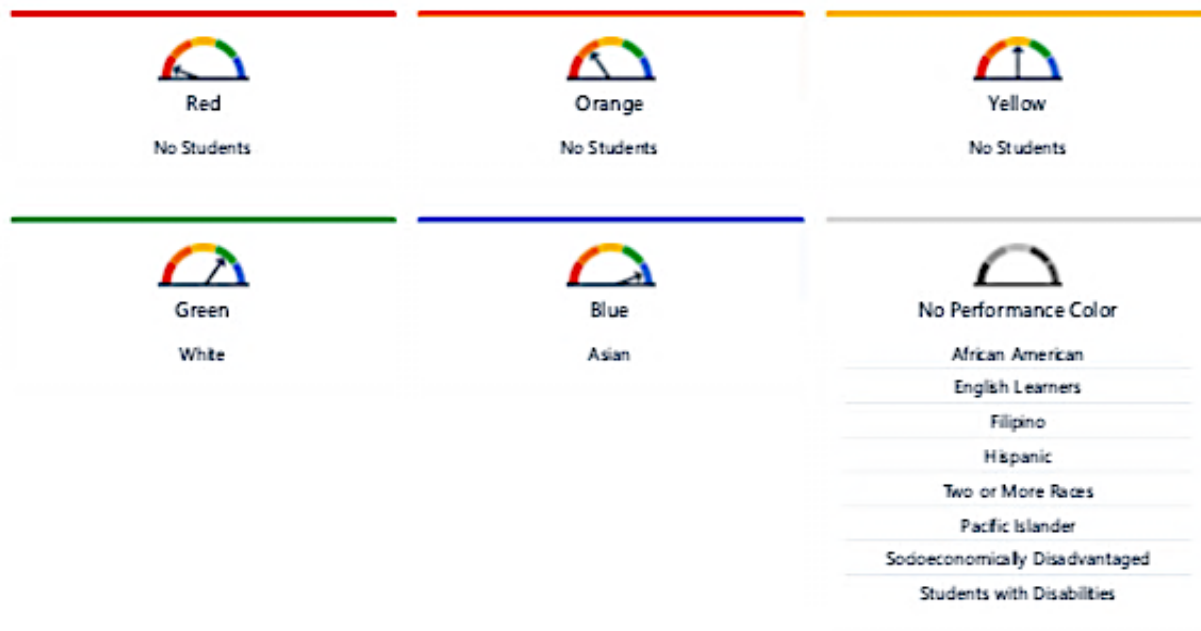
Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

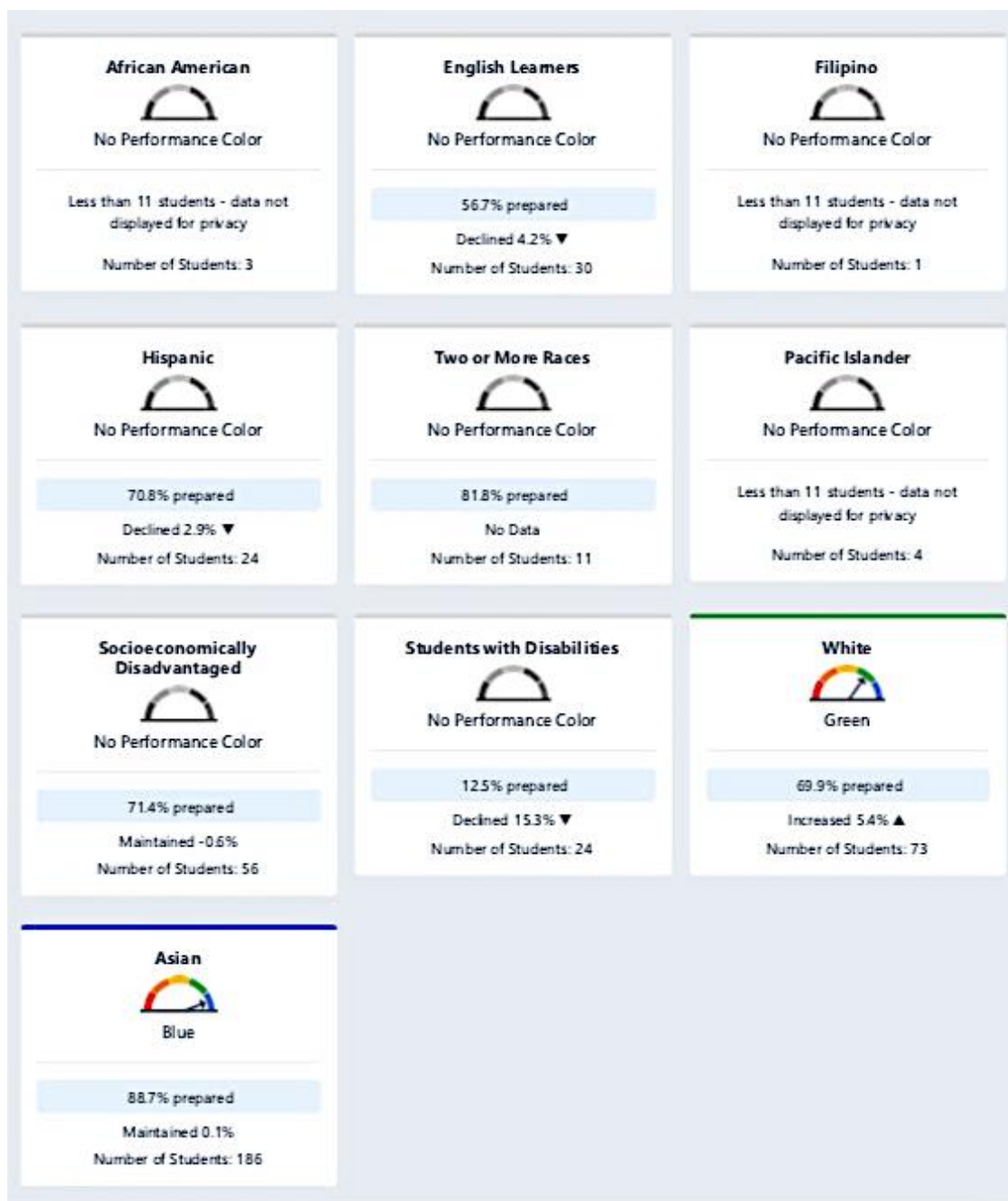


### Student Group Details

All Student Groups by Performance Level

2 Total Student Groups





## College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

	Class of 2016	Class of 2017	Class of 2018
Not Prepared	10.5%	9.9%	10.3%
Approaching Prepared	9.3%	9.5%	7%

---

	Class of 2016	Class of 2017	Class of 2018
Prepared	80.2%	80.6%	82.8%



# Academic Engagement

View data about academic participation.

## Graduation Rate

### All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

#### All Students



Blue

96.4% graduated

Maintained 0%

Number of Students: 302

### Student Group Details

#### All Student Groups by Performance Level

2 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

Asian

White



No Performance Color

African American

English Learners

Filipino

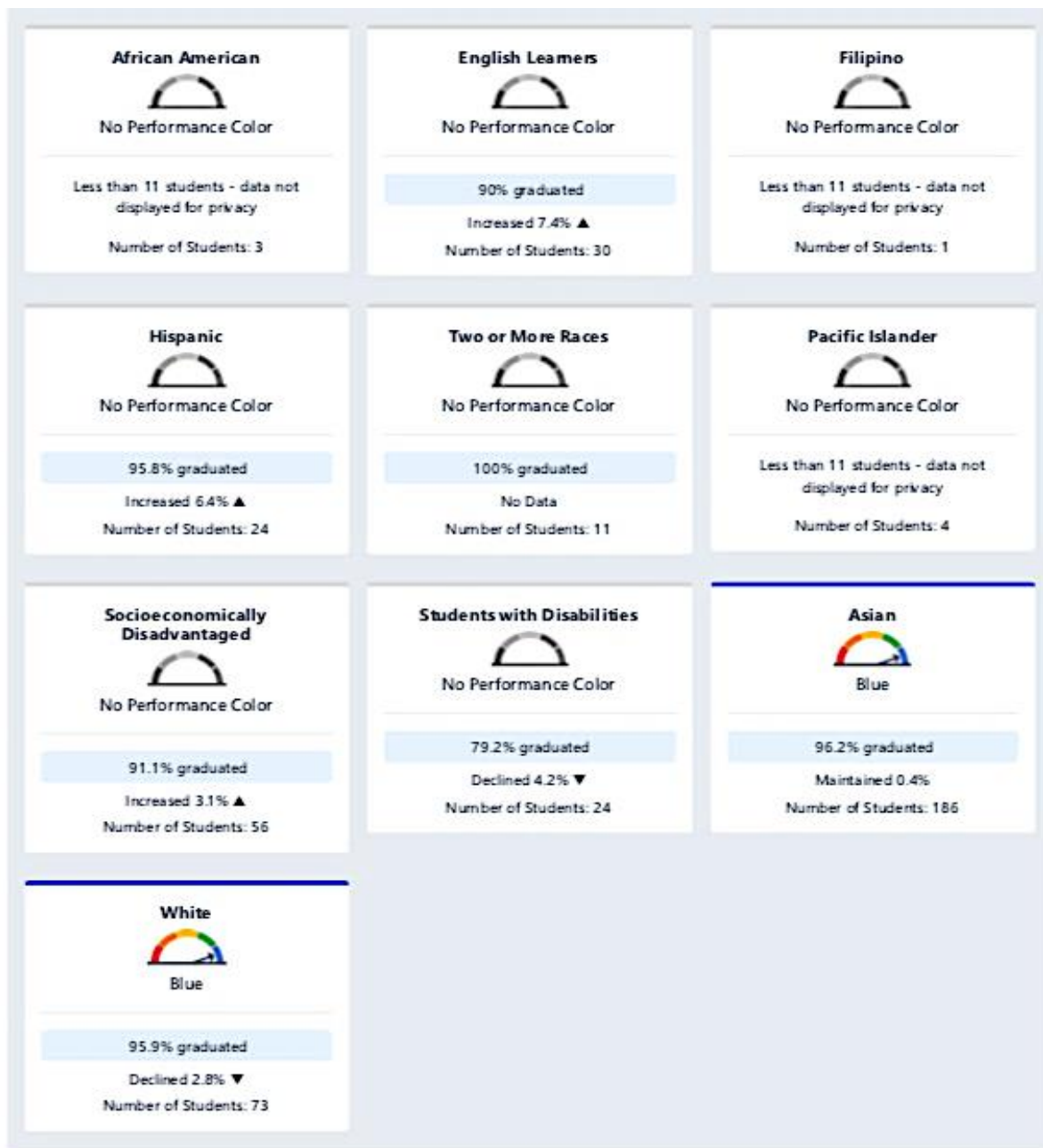
Hispanic

Two or More Races

Pacific Islander

Socioeconomically Disadvantaged

Students with Disabilities



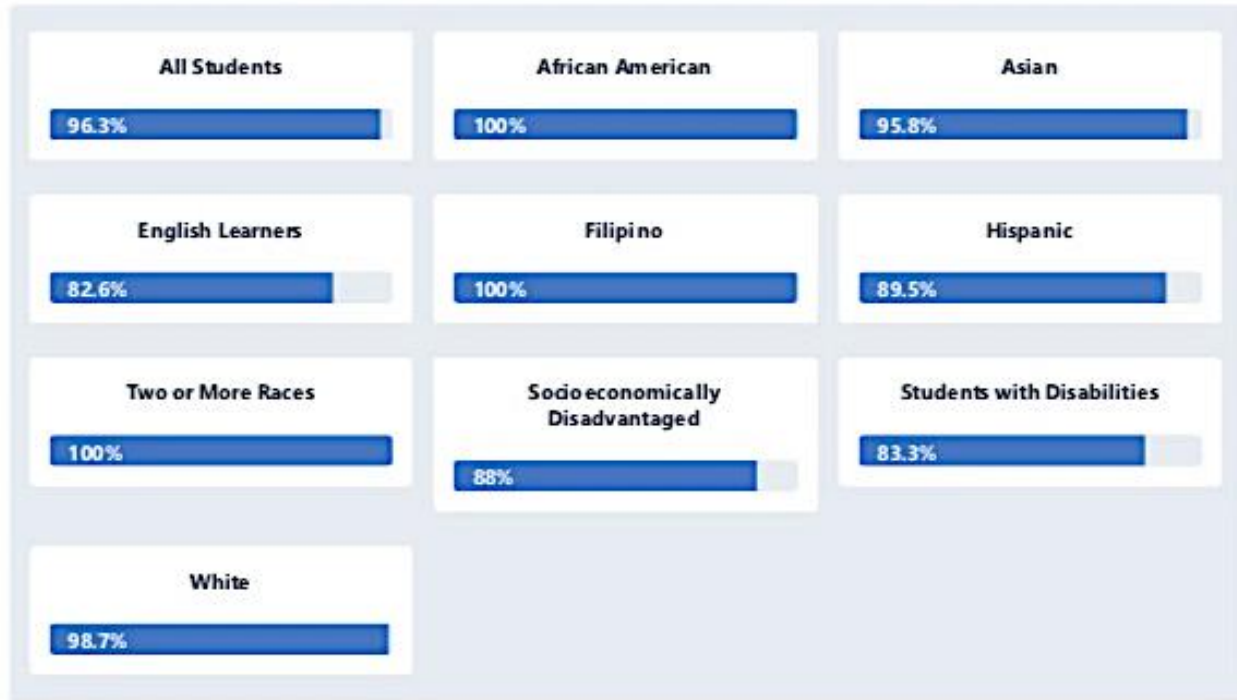
### Graduation Rate By Year

Percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

	2017	2018
Graduation Rate	96.3%	96.4%

## Five Year Graduation Rate

The percentage of students who entered 9th grade for the first time in the 2013-14 school year who received a high-school diploma within five years of entering ninth grade. This includes students who graduated in four or five years.



## Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

### Suspension Rate

#### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

##### All Students



Blue

0.5% suspended at least once

Defined 0.5% ▼

Number of Students: 1,140

#### Student Group Details

##### All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Socioeconomically Disadvantaged



Green

Hispanic

Two or More Races

Students with Disabilities

White



Blue

Asian

English Learners



No Performance Color

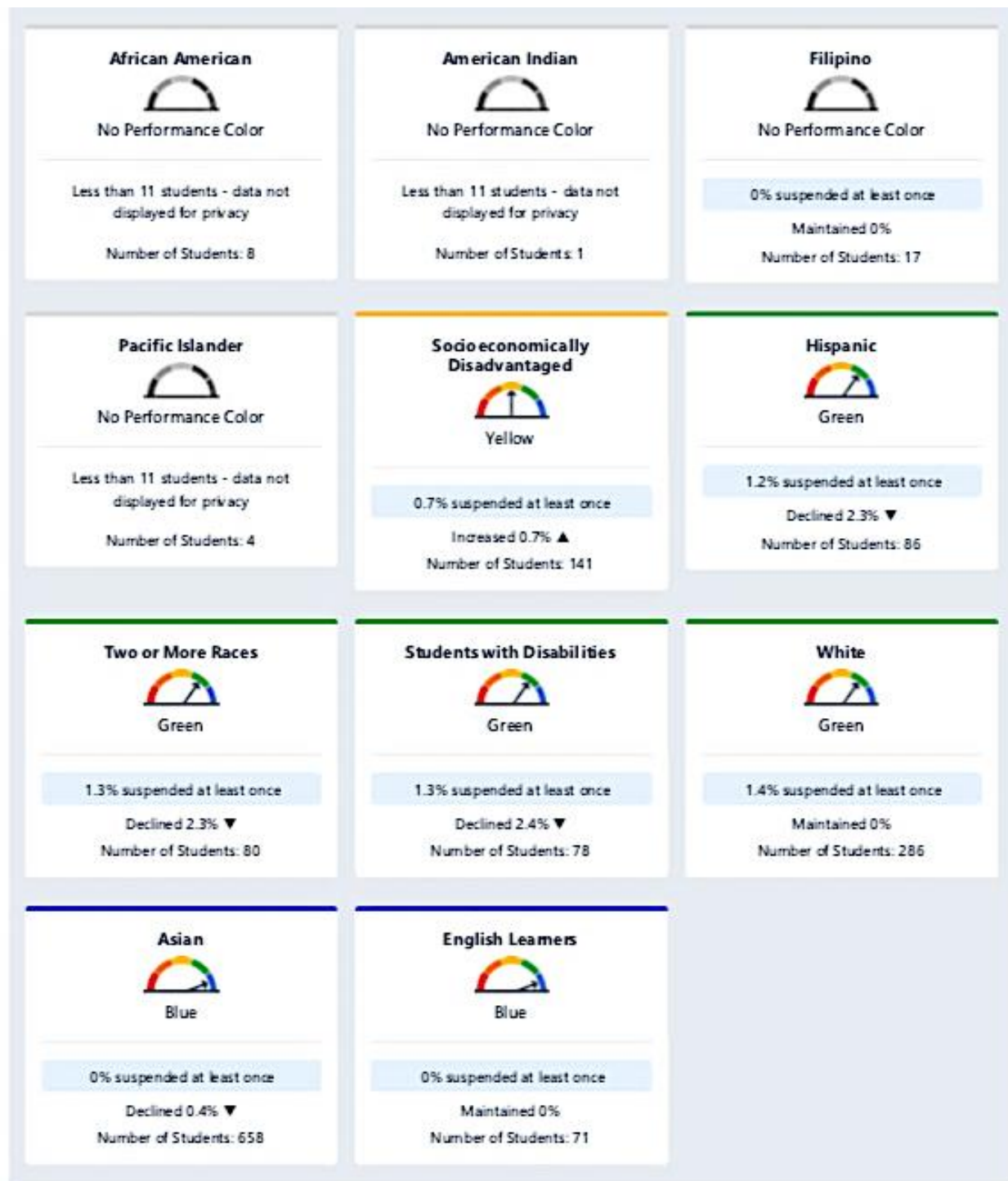
African American

American Indian

Filipino

Pacific Islander

○ ○ ● ○ ○ ○



**J. School accountability report card (SARC)**  
**San Marino High School**  
**School Accountability Report Card**  
**Reported Using Data from the 2017-18 School Year**  
**Published During 2018-19**

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

**DataQuest**

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

**Internet Access**

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

**About This School Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	San Marino High School
<b>Street</b>	2701 Huntington Dr.
<b>City, State, Zip</b>	San Marino, CA 91108-2295
<b>Phone Number</b>	626.299.7020
<b>Principal</b>	Dr. Issaic Gates
<b>E-mail Address</b>	igates@smusd.us
<b>Web Site</b>	<a href="http://www.sanmarinohs.org">www.sanmarinohs.org</a>
<b>CDS Code</b>	19649641937754



<b>District Contact Information</b>	
District Name	San Marino Unified School District
Phone Number	626.299.7000
Superintendent	Loren Kleinrock - Interim
E-mail Address	superintendent@smusd.us
Web Site	www.smusd.us

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

San Marino High School will provide the fundamentals of literacy, communication, and mathematical applications for students to succeed in their later studies and/or working lives. School personnel will partner with parents and the community to maximize resources necessary to provide students a quality education in a supportive and positive climate. Students will develop global awareness, civic responsibility and critical thinking skills to respond and adapt to the changes of the 21st century. Since its founding in 1951, San Marino High School has enjoyed a national reputation as one of California's finest high schools. The newest state standards computer-based testing (SBAC) results for the 11th graders tested yielded proficiency scores of 80% or higher in both English Language Arts and Mathematics. During the last ten years when schools earned API scores, the school's Academic Performance Index (API) has been over 900, the final API score being 932, which placed it as the highest scoring non-magnet high school in Southern California and the sixth highest in the state. When compared with all schools in the state, SMHS has consistently ranked at the top. The school has been recognized as a No Child Left Behind National Blue Ribbon School and a California Distinguished School. Since its inception, the California Business for Educational Excellence (CBEE) has recognized the highest performing public schools in California through its Honor Roll. San Marino High School has been named a CBEE Scholar School since CBEE's beginning in 2005. "U.S. News & World Report", has named SMHS a Gold Medal School since their rankings began in 2008. Additionally, in U.S. News & World Report's first-ever rankings for the Best High Schools for Math and Science, SMHS was ranked as the 30th top high school in the nation, as measured by performance on Advanced Placement (AP) math and science tests. For "open enrollment schools" (those accepting all students within their residency district), SMHS ranked #6 in the nation.

The school fulfills its academic mission, sending 81% of the students from the Class of 2018 directly to four-year universities and 17% to community colleges. The one or two students annually who do not attend college typically enlist in armed forces or enter the workforce directly. This supports the state and local mission of having all students college and career ready.

The district's governing board has publicly made a commitment to the "Three A's:" Academics, Arts, Athletics. Parents and the community have provided the financial support to allow the school to fulfill this commitment. In addition to its academic performance, the school has excelled in the arts and athletics. Los Angeles Music Center named SMHS as a Bravo Award co-winner, recognizing as having the top high school arts program in Los Angeles County. The school offers instrumental music, vocal music, visual arts, dance, drama, speech, media, arts, digital photography, and graphic design, allowing students a wide variety of ways to express their talents. All students take at least one year of a visual or performing art. Typically, however, many students take multiple years of the arts and many students are enrolled in more than one art at a time.

In athletics, SMHS has won 73 CIF championships. Athletic facilities include two gyms; an artificial football/soccer field and track; two baseball diamonds, including a college-level varsity diamond; a recently renovated pool; recently resurfaced tennis courts; and a significantly upgraded softball field with two diamonds. Parent and community donations made these improvements possible. Approximately 60% of the student body competes in interscholastic athletics.



To the district's "3 A's," the school has added a fourth "A" - Activities. Consistent with the school's goal of providing a wide variety of activities designed to meet the interests of the student body, there are 40 approved clubs ranging from Robotics to a local chapter of the American Red Cross. The total school program is designed so that our students develop lifelong learning skills that will help them succeed in higher education and in life. College and career readiness and 21st century skills is the focus of our efforts to prepare students for post-secondary choices.

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

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	273
Grade 10	270
Grade 11	279
Grade 12	301
Total Enrollment	1,123

#### **Student Enrollment by Group (School Year 2017-18)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	0.7
<b>American Indian or Alaska Native</b>	0.1
<b>Asian</b>	58.0
<b>Filipino</b>	1.5
<b>Hispanic or Latino</b>	7.5
<b>Native Hawaiian or Pacific Islander</b>	0.4
<b>White</b>	24.8
<b>Socioeconomically Disadvantaged</b>	10.4
<b>English Learners</b>	6.0
<b>Students with Disabilities</b>	6.7
<b>Foster Youth</b>	0.0

### **A. Conditions of Learning**

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

Teacher Credentials

<b>Teachers</b>	<b>School</b>			<b>District</b>
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2018-19</b>
With Full Credential	53	57	55.8	154.3
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Teacher Misassignments and Vacant Teacher Positions

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

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

### **Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** September 2018

Students enjoy quality texts, supplementary materials, and other instructional resources that complement the standards-based instruction. Every student has access to textbooks, including English Language Learners and students with other special needs. The San Marino Unified School District adopted new Common Core math materials for 2014-15. New ELA/ELD textbooks were adopted in 2016. Textbooks used in Reading/Language Arts (2015, 2017), Mathematics (2014), Social Studies (2006), and Science (2007) are standards-based. The History-Social Science, Science, and Health curriculums are being reviewed and recommended for adoption in 2018-19. On September 26, 2017, the Governing Board certified there are sufficient standards-based texts, purchased within the most recent framework cycles, to be in compliance with Education Code Section 60119, 60442, and the Williams Settlement (SB 550 and AB 831). For a complete accounting of texts see <https://goo.gl/XELD4N>

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<a href="https://goo.gl/XELD4N">https://goo.gl/XELD4N</a>	No	0
Mathematics	<a href="https://goo.gl/XELD4N">https://goo.gl/XELD4N</a>	Yes	0
Science	<a href="https://goo.gl/XELD4N">https://goo.gl/XELD4N</a>	No	0
History-Social Science	<a href="https://goo.gl/XELD4N">https://goo.gl/XELD4N</a>	No	0
Foreign Language	<a href="https://goo.gl/XELD4N">https://goo.gl/XELD4N</a>	Yes	0
Health	<a href="https://goo.gl/XELD4N">https://goo.gl/XELD4N</a>	No	0
Visual and Performing Arts	N/A		

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

San Marino High School facilities are clean, safe, and functional. No Williams Complaints have been filed. A School Facility Conditions Evaluation is done each year by the Director of Maintenance and Operations. A copy of the latest Facility Inspection Tool (FIT) can be found at <https://goo.gl/SMtg2j>. An evaluation of all schools facilities conditions is completed annually in

the fall. Facilities Inspection Tool is an annually required inspection and is intended to report on the existing conditions of various aspect of our school facilities. This is not a tool intended to evaluate equipment. This doesn't reflect repair costs, equipment efficiency, or the frequency of repair since the previous year's FIT. This is a snapshot in time evaluating a predetermined list of the facility equipment and conditions. This inspection is not designed to use as a capital improvement tool.

**School Facility Good Repair Status (Most Recent Year)** Using the **most recently collected** FIT data (or equivalent), provide the following:

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

<b>School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 21, 2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

<b>School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 21, 2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

## Overall Facility Rating (Most Recent Year)

### B. Pupil Outcomes

#### State Priority: Pupil Achievement

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

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

Year and month of the most recent FIT report: November 21, 2018						
Overall Rating					Exemplary	
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	85.0	84.0	89.0	87.0	48.0	50.0
Mathematics (grades 3-8 and 11)	81.0	87.0	85.0	87.0	37.0	38.0

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

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

CAAs divided by the total number of students who participated in both assessments.

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	271	262	96.68	83.59
<b>Male</b>	147	145	98.64	80.69
<b>Female</b>	124	117	94.35	87.18
<b>Asian</b>	165	163	98.79	85.28
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	14	13	92.86	61.54
<b>White</b>	71	65	91.55	80.00
<b>Two or More Races</b>	19	19	100.00	94.74
<b>Socioeconomically Disadvantaged</b>	26	26	100.00	76.92
<b>English Learners</b>	38	38	100.00	55.26
<b>Students with Disabilities</b>	18	16	88.89	37.50

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	271	263	97.05	86.69
<b>Male</b>	147	144	97.96	85.42
<b>Female</b>	124	119	95.97	88.24
<b>Asian</b>	165	163	98.79	93.87
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	14	13	92.86	53.85
<b>White</b>	71	66	92.96	75.76
<b>Two or More Races</b>	19	19	100	84.21
<b>Socioeconomically Disadvantaged</b>	26	26	100	76.92
<b>English Learners</b>	38	37	97.37	86.49
<b>Students with Disabilities</b>	18	16	88.89	12.5

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

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

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

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

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

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

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

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

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

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

### **Career Technical Education Programs (School Year 2017-18)**

Career Technical Education (CTE) is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with the technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. Courses are designed to empower all students to be successful citizens, workers, and leaders in a global economy. All SMHS students have access to a variety of CTE courses including media arts, computer graphics, coding, business management, fashion design, animation, and architecture. Students learn to complete job applications and resumes. They experience mock interviews and learn about ethics in the workplace. All students have access to the services and information

available in the College and Career Center, staffed by a full-time counselor. Tenth-grade students participate in an online career interest survey in order to explore talents, interests, and preferences. Results are the foundation for course offerings and student planning and to ready them for college and career upon graduation. The internship program matches students with mentors in the workforce. Students gain hands-on experience working in a variety of fields, allowing them to explore their career interests and preparing them for future employment. As part of the school's action plans approved by the Western Association of Schools and Colleges (WASC) during the accreditation process, SMHS is committed to teaching students 21st-century skills that will enhance their preparation for success in college and career. School- wide Learning Outcomes further solidify this commitment by emphasizing critical thinking skills, technological proficiency, post- secondary preparation, and civic responsibility for all students.

### **Career Technical Education Participation (School Year 2017-18)**

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

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

Measure	CTE Program Participation
Number of pupils participating in CTE	365
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%
<b>UC/CSU Course Measure</b>	<b>Percent</b>
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	86.8%

### **State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): • Pupil outcomes in the subject areas of physical education. **California Physical Fitness Test Results (School Year 2017-18)**

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



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): • Efforts the school district makes to seek parent input in making decisions for the school district and each school site. **Opportunities for Parental Involvement (School Year 2018-19)**

Serving as the one high school in the San Marino Unified School District, positive parental involvement is a critical component of the San Marino High School success. The culture of parent involvement at "The High School" is deeply rooted in the community of San Marino. The foundation of parental participation at SMHS starts with a very active PTSA. SMHS's PTSA contributed Ten of Thousands of volunteer hours, professional services and expertise, and significant monetary donations yearly to support SMHS. Parents also generously support SMHS with volunteer hours through robust booster participation in Visual and Performing Arts Booster and Titan Athletic Booster (TAB).

San Marino High School has a stated goal of increased transparency and shared community decision making. San Marino High School invites parents to contribute their ideas and possible solutions to a progressing educational landscape. SMHS holds several opportunities to keep there involved parent community informed including Parent Information Night, Coffee and Conversations, and AP/Honor Night. Additionally, parents are part of the Western Association of Schools and Colleges (WASC) self-study process scheduled for 2020, student, faculty/staff, and parent surveys were administered and tallied. Survey results will be used to develop the WASC action plan and Local Control and Accountability Plan (LCAP) goals. Additionally, we have collected input from students, parents and other community stakeholders through a Wellness Survey (created by Challenge Success) and a CTE/VAPA Pathways survey to encouraged collect interest levels around potential Career Technical Education course offerings.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates. **Dropout Rate and Graduation Rate (Four-Year Cohort Rate)** For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.0	25.9	57.1

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	0.8	1.8	2.2	0.8	2.1	2.2	10.7	9.7	9.1
Graduation Rate	98.1	97.6	96.3	98.1	97.3	95.3	82.3	83.8	82.7

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

Group	Graduating Class of 2017		
	School	District	State
All Students	96.3	95.0	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	95.8	94.1	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	89.5	89.5	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	98.7	97.4	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	42.9	37.5	56.7
Students with Disabilities	80.0	66.7	67.1
Foster Youth	0.0	0.0	74.1

## State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety. **Suspensions and Expulsions School Safety Plan (School Year 2018-19)** On the 2017-2018 Healthy Kids Survey, 79% of 9th graders and 78% of 11th graders felt very safe or safe at school. 90% SMHS student participating in the HKS agree or strongly agreed that Adults at School Ensure Safe and Supportive Environment. Administrators, counselors, a psychologist, and teachers all play an active role in establishing and maintaining personalized relationships with students, important connections to ensure a safe campus. Students are encouraged to maintain positive and appropriate behavior and to maintain regular contact with their counselors. Students earn citizenship grades over four years that are one criterion used to determine eligibility for senior activities. A full-time at-risk counselor, with specialized training in drug and alcohol counseling, is part of the student support services effort. The school committed personnel, training, and resources to support Link Crew to SMHS in 2018-2019. The Link Crew program continues to be funded. It is designed to connect incoming 9th-grade students with seniors to create connections to the school and assist with the transition to high school. The San Marino High School Site Safety and Security advisory committee has been hard at work 2018-2019. Under the guidance of Safety and Security advisory committee chair, Andrew Gayl, the committee has taken an in-depth look at potential issues surrounding our school, with regards to the safety of our students, staff, and visitors. The committee has made recommendations to update signs around campus and ensure translation of community dominate languages, explore Catapult Emergency Management and Visitor Management System. San Marino High School continues to work with SMPD and SMFD to determine the feasibility of a bi-annual active shooter drill.

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.6	1.1	0.5	0.4	0.4	0.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

A Comprehensive School Safety Plan is monitored and updated as appropriate by a representative team of school, parents, and community members, including a law enforcement representative. The School Safety Plan was updated by the School Site Council in February 2018. Components required by Education Code 52012 and 52842 address the following goals: Goal #1: All students and staff members are provided a safe teaching and learning environment

Goal #2: Reduce chronic absenteeism and truancy for the 2017-18 school year by 10% Goal #3:

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.0	20	37		22.0	24	33		22.0	23	33	1
Mathematics	24.0	16	34		22.0	26	24		22.0	21	29	
Science	26.0	5	30	1	26.0	9	24	1	26.0	10	27	
Social Science	26.0	8	18	1	25.0	7	20	1	26.0	2	25	

Students will feel more connected to their school with increased programs and activities Goal #4: All students are safe and secure at school, when traveling to and from school, and when traveling to and from school-related activities Goal #5: District programs and approved community resources are available to students and parents Goal #6: Students, parents, staff, and community members effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds

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

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

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	185
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A

<b>Psychologist</b>	1	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	.25	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	0	N/A

Note: Cells with N/A values do not require data. \*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental / Restricted	Basic/ Unrestricted	
<b>School Site</b>	\$10,561	\$2,246	\$8,315	\$78,482
<b>District</b>	N/A	N/A	\$7,729	\$79,935
<b>Percent Difference: School Site and District</b>	N/A	N/A	7.3	-1.8
<b>State</b>	N/A	N/A	\$7,125	\$71,392
<b>Percent Difference: School Site and State</b>	N/A	N/A	15.4	9.5

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

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

### Types of Services Funded (Fiscal Year 2017-18)

During the 2018-2019 School Year, Title I funds continue to be used to fund a counselor for intervention support and to purchase instructional materials to support At-Risk students.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$50,546	\$45,681
<b>Mid-Range Teacher Salary</b>	\$72,384	\$70,601
<b>Highest Teacher Salary</b>	\$100,423	\$89,337
<b>Average Principal Salary (Elementary)</b>	\$126,204	\$110,053
<b>Average Principal Salary (Middle)</b>	\$131,118	\$115,224
<b>Average Principal Salary (High)</b>	\$137,114	\$124,876

<b>Superintendent Salary</b>	\$232,875	\$182,466
<b>Percent of Budget for Teacher Salaries</b>	32.0	33.0
<b>Percent of Budget for Administrative Salaries</b>	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. **Advanced Placement (AP) Courses (School Year 2017-18)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	1	N/A
<b>English</b>	2	N/A
<b>Fine and Performing Arts</b>	2	N/A
<b>Foreign Language</b>	2	N/A
<b>Mathematics</b>	3	N/A
<b>Science</b>	3	N/A
<b>Social Science</b>	1	N/A
<b>All courses</b>	14	23.9

Cells with N/A values do not require data. \*Where there are student course enrollments of at least one student.

### **Professional Development (Most Recent Three Years)**

Professional development is research-based and focused on district and site goals which have been Board and site approved. The goal is to improve student academic performance and to ensure college and career readiness upon graduation.

The 2018-2019 school year had an emphasis on teacher professional growth and development. SMHS Science teachers continued work from the 2017-2018 of learning and implementing the Next Generation Science Standards (NGSS). The staff in other instructional departments continues to work collaboratively with their department members to plan for student improvement in reading and writing in the content areas, critical thinking, and problem-solving to ensure that all students are college and career ready upon graduation.

Through Challenge Success, SMHS teachers participated in professional development that supports their understanding of best approaches to support students with recognizing the characteristics of a healthy and balanced learner better while emphasizing mental wellness as an essential aspect of overall health and academic success.

Significant professional development time was given to working on the SMHS' WASC self-study document in preparation of the for the 2019 -2020 WASC visit. During the 2017-2018 school year and continuing throughout the 2018-2019 school year, creating the six- year report

that served as the foundation of professional development. SMHS' faculty had the opportunity to break into focus groups, draft responses to prompts and identify evidence in the areas of: Student Support, Organization, Instruction, Curriculum, and Assessment for completion of the WASC six-year Report due at the end of the 2019-2020 school year.



## K. CBEDS School Information Form

7/29/2019

CBEDS-ORA


 California Department of Education  
 CALPADS/CBEDS/CDS Operations Office

## 2019-20 CBEDS - Online Reporting Application (CBEDS-ORA)

Prior Year SIF Completed (2018-19)

[Reports](#) | [Export Data](#) | [Resources](#) | [Update User Information](#) | [Enrolled Schools](#) | [Main Menu](#) | [Logout](#)

District: San Marino Unified

School: San Marino High

CDS Code: 19649641937754

## Report Option

Select a school to view report.

School: San Marino High ▼

## Section A. Full-Time Equivalent of Classified Staff

## Male Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic
Male Paraprofessionals	0.00	0.81	0.00	0.00	4.19	0.00	1.63
Male Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Male Other Classified Staff	0.00	0.00	0.00	0.00	7.00	0.00	3.00

## Female Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic
Female Paraprofessionals	0.00	0.69	0.00	0.00	2.44	0.00	0.81
Female Office/Clerical Staff	0.00	1.00	0.00	0.00	3.00	0.00	2.00
Female Other Classified Staff	0.00	1.13	0.00	0.00	2.94	0.00	0.63

## Section B. Kindergarten Program Type

Kindergarten Program: None

Transitional Kindergarten Program: None

## Section D. Educational Calendar

Calendar Type:

Traditional: True

Multitrack: [No Data]

Year-round Calendar Type:

None selected

School start date: 08/13/2018

School end date: 05/30/2019

## Section F. Multilingual Programs

Does the school offer multilingual/bilingual education programs: No

Multilingual/Bilingual Education Program: Type of

[No Data]

7/29/2019

CBEDS-ORA

Section G. Language(s) of instruction

A list of the language(s) of instruction that have been reported by the school.

[No Data]

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Web Policy

## L. Graduation Requirements

All students must complete the following courses with passing grades:

Courses	Credits
4 years of English	40
2 years of Mathematics	20
2 years of Science	20
1 year of World History & Geography	10
1 year of U.S. History	10
1 semester of American Government	5
1 semester of Economics	5
1 semester of Health	5
1 year of Visual & Performing Arts	10
2 years Physical Education or Athletics	20
1 semester of a CTE course	5
Elective credits totaling	80
Total credits needed for graduation	230
Community Service	40 hours

If successfully passed, year classes earn 10 credits, semester classes earn 5 credits, and quarter classes earn 2.5 credits. A student who takes a class twice does not get credit twice.

It must be remembered that although a grade of "D" is passing and will earn a student credit, it may not allow a student to advance to higher level classes in mathematics or foreign languages.

Parents and students should also remember that although the above requirements are suitable for graduation from San Marino High School, most universities and colleges impose additional requirements for a particular college.

**M. Additional Data****1. SMHS Club List (Clubs and Advisors)**

Club	President	Advisor
<b>1. ACTS</b>	Lily Chakrian	Mr. Ford
<b>2. Animanga</b>	Arnee Wen	Mr. Yano
<b>3. Astronomy</b>	Evan Chen	Mr. Barton
<b>4. FAB</b>	Margaret Piatos	Mr. Gayl
<b>5. FBLA</b>	Edmond Wen	Mr. Irie
<b>6. Girls Who Code</b>	Puja Balaaji	Mrs. Linton
<b>7. Girl Up San Marino</b>	Amelia Kung	Ms. Park
<b>8. Green Club</b>	Austin Nguyen	Mrs. Monroy
<b>9. Habitat for Humanity</b>	Kurtis Tsai	Mr. Silver
<b>10. Huntington Club</b>	Ava Slocum	Mr. Mizrahi
<b>11. Interact</b>	Chloe Lau	Mrs. Johns
<b>12. Investmore</b>	Melvin Adams	Mr. Condie
<b>13. JAB</b>	Amber Phung	Mrs. Leong/Mrs. Redmond
<b>14. JTASA</b>	Ethan Wang	Mrs. Leong
<b>15. Key</b>	Cassidy Tran	Mr. Peñafuerte
<b>16. Lend A Paw</b>	Mia Park	Ms. Vanderbaan
<b>17. LEO</b>	Lisa Lu	Mr. Slimp
<b>18. Literature</b>	Kevin Xu	Mr. Chacon
<b>19. Model UN</b>	Ethan Deng	Mr. Paccone
<b>20. MYSM</b>	Kylie Spindler	Ms. Park
<b>21. Operation Smile</b>	Seojin Choi	Ms. Hiranaka
<b>22. NAHS</b>	Lilyanne Fisher	Ms. Pauline
<b>23. RAK</b>	Craig McClaren	Mrs. Ives
<b>24. Red Cross</b>	Caitlin Nguyen	Mr. Gayl
<b>25. SAB</b>	Grace Emamaullee	Mrs. Beckler/ Mrs. Murphy
<b>26. SCAB</b>	Lucas Levy	Mrs. Robbin Rae
<b>27. Self Defense and Fitness</b>	Heein Kim	Mrs. Williams
<b>28. Science</b>	Andy Sun	Ms. Duan
<b>29. Titan Film</b>	Tyler Hand	Mr. Gayl

**M. Additional Data****2. SMHS Bell Schedule**

# **SAN MARINO HIGH SCHOOL BELL SCHEDULES**

**Regular Schedule**

Period 0	07:00AM - 07:54AM
Period 1	08:00AM - 08:54AM
Period 2	09:00AM - 09:54AM
BREAK	09:54AM - 10:04AM
Period 3	10:10AM - 11:04AM
Period 4	11:10AM - 12:20PM
LUNCH	12:20PM - 01:00PM
Period 5	01:06PM - 02:00PM
Period 6	02:06PM - 03:00PM

**Minimum Schedule**

Period 0	07:16AM - 07:54AM
Period 1	08:00AM - 08:38AM
Period 2	08:44AM - 09:22AM
Period 3	09:28AM - 10:06AM
BREAK	10:06AM - 10:18AM
Period 4	10:24AM - 11:02PM
Period 5	11:08AM - 11:46AM
Period 6	11:52AM - 12:30PM

**Assembly Schedule**

Period 0	07:09AM – 07:54AM
Period 1	08:00AM – 08:45AM
Period 2	08:51AM – 09:36AM
BREAK	09:36AM – 09:46AM
Period 3	09:52AM – 10:37AM
Period 4	10:43AM – 11:28AM
ASSEMBLY	11:28AM – 12:38PM
LUNCH	12:38PM – 01:18PM
Period 5	01:24PM – 02:09PM
Period 6	02:15PM – 03:00PM

**Late Start Schedule**

Period 0	09:16AM – 09:54AM
Period 1	10:00AM – 10:38AM
Period 2	10:44AM – 11:22AM
Period 3	11:28AM – 12:06PM
LUNCH	12:06PM – 12:48PM
Period 4	12:54PM – 01:32PM
Period 5	01:38PM – 02:16PM
Period 6	02:22PM – 03:00PM

## **N. Budgetary Information and School Budget**

School Plan for Student Achievement (2018-2019), including the budget for the high school:

[SPSA Template](#)

## O. Glossary of Terms Unique to School

<b>Term</b>	<b>Meaning</b>
<b>5C</b>	Collaboration, Communication, Creativity, Critical thinking, and Computational thinking
<b>AAC</b>	Academic Advisory Committee
<b>APO</b>	Assistant Principal's Office
<b>CCRC</b>	College and Career Resource Center
<b>EOY</b>	End of Year
<b>FOV</b>	Friends of VAPA
<b>HMS</b>	Huntington Middle School
<b>HR</b>	Human Resources
<b>JPL</b>	Jet Propulsion Laboratory
<b>MS</b>	Middle School
<b>PCC</b>	Pasadena City College
<b>PfA</b>	Partnership for Awareness
<b>SMHS</b>	San Marino High School
<b>SMFD</b>	San Marino Fire Department
<b>SMPD</b>	San Marino Police Department
<b>SMSEF</b>	San Marino Schools Education Foundation
<b>SMTA</b>	San Marino Teachers Association
<b>SMUSD</b>	San Marino Unified School District
<b>SST</b>	Site Safety Team
<b>TAB</b>	Titan Athletic Booster
<b>VAPA</b>	Visual and Performing Arts
<b>WSGV</b>	West San Gabriel Valley