

San Marino High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	San Marino High School
Street	2701 Huntington Dr.
City, State, Zip	San Marino, CA 91108-2295
Phone Number	626.299.7020
Principal	Dr. Issaic Gates
Email Address	igates@smusd.us
Website	www.sanmarinohs.org
County-District-School (CDS) Code	19649641937754

Entity	Contact Information
District Name	San Marino Unified School District
Phone Number	626.299.7000
Superintendent	Loren Kleinrock - Interim
Email Address	superintendent@smusd.us
Website	www.smusd.us

School Description and Mission Statement (School Year 2019-20)

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 2018-19)

Grade Level	Number of Students
Grade 9	285
Grade 10	282
Grade 11	265
Grade 12	269
Total Enrollment	1,101

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.2
Asian	58.2
Filipino	1.7
Hispanic or Latino	6.8
Native Hawaiian or Pacific Islander	0.2
White	23.7
Two or More Races	7.9
Socioeconomically Disadvantaged	9.8
English Learners	8.4
Students with Disabilities	6.7
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	57	55.8	66	187
Without Full Credential	1	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

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 2015-16. Textbooks used in Reading/Language Arts (2015, 2017), Mathematics (2014), Social Studies (2006), and Science (2018-19 - Amplify Science pilot) are standards-based. The History-Social Science, Science, and Health curriculums are being reviewed and recommended for adoption in 2018-19. On September 10, 2019, 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 t.ly/np0Yj

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	t.ly/np0Yj	No	0
Mathematics	t.ly/np0Yj	Yes	0
Science	t.ly/np0Yj	No	0
History-Social Science	t.ly/np0Yj	No	0
Foreign Language	t.ly/np0Yj	Yes	0
Health	t.ly/np0Yj	Yes	0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	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

Year and month of the most recent FIT report: October 25, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Three (3) deficiencies due to roofing which also led to three (3) deficiencies to interior surfaces due to ceiling tile damage and one (1) deficiency in the interior surface due to plaster falling off a column.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Three (3) electrical deficiencies caused by missing faceplates and malfunctioning switches.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Five (5) deficiencies were noted on sinks and fountains with leaks and one (1) restroom deficiency was identified due to a leaking toilet.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	84	84	87	89	50	50
Mathematics (grades 3-8 and 11)	87	86	87	87	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	262	262	100.00	0.00	83.59
Male	139	139	100.00	0.00	82.01
Female	123	123	100.00	0.00	85.37
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	147	147	100.00	0.00	82.99
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	84.00
Native Hawaiian or Pacific Islander					
White	55	55	100.00	0.00	87.27

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	27	27	100.00	0.00	85.19
Socioeconomically Disadvantaged	27	27	100.00	0.00	92.59
English Learners	26	26	100.00	0.00	53.85
Students with Disabilities	12	12	100.00	0.00	16.67
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	262	260	99.24	0.76	86.15
Male	139	139	100.00	0.00	86.33
Female	123	121	98.37	1.63	85.95
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	147	147	100.00	0.00	92.52
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	76.00
Native Hawaiian or Pacific Islander					
White	55	53	96.36	3.64	83.02
Two or More Races	27	27	100.00	0.00	70.37
Socioeconomically Disadvantaged	27	27	100.00	0.00	92.59
English Learners	26	26	100.00	0.00	96.15
Students with Disabilities	12	11	91.67	8.33	27.27
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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.

San Marino High School list of programs offered in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226 and program sequences offered and conducted by a regional occupational center or program, and those conducted directly by the school district. SMHS Business/Finance Pathway: Introduction to Business and Finance (G), Intermediate Business and Finance (Entrepreneur in the Classroom) (G), Advanced Business Management Enterprise and Project Management (Capstone) Honors (G). SMHS Media Arts Pathway: Introduction to Media Arts Digital Filmmaking (F), Intermediate Media Arts (F), Intermediate Animation (F), Advanced Digital Filmmaking (Capstone) Honors (F).

San Marino High School list of the primary representative of the district’s CTE advisory committee and the industries represented on the committee.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	436
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	88.9

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.18
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	84.19

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	10.8	27.4	55.6

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

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 2019-20)

Serving as the only high school in the San Marino Unified School District, positive parental involvement is a critical component of San Marino High School's 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 Nights, Coffee and Conversations, and AP/Honors Night. Listed below are a few such events:

- Back to School Night - August 20, 2019
- New to District Coffee - August 30, 2019
- Senior Parent Night - September 4, 2019
- Senior Class Parent Coffee - October 4, 2019
- Junior Class Parent Coffee - November 1, 2019
- Freshman/Sophomore Testing Night - January 15, 2020
- Sophomore Parent Coffee - January 17, 2020
- AP/Honors Parent Night - January 28, 2020
- Junior Parent Night - February 20, 2020
- Freshman Parent Coffee - February 21, 2020
- Case Studies Night - March 5, 2020
- 8th Grade Parent Night - April 21, 2020

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 survey data input from students, parents, staff, and other community stakeholders for feedback on student support services and current/future 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)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	1.8	2.2	0.3	2.1	2.2	0.3	9.7	9.1	9.6
Graduation Rate	97.6	96.3	96.4	97.3	95.3	96.4	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.1	0.5	1.2	0.4	0.3	0.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

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: 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)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	22	24	33		22	23	33	1	23	20	33	1
Mathematics	22	26	24		22	21	29		22	23	25	1
Science	26	9	24	1	26	10	27		24	11	29	
Social Science	25	7	20	1	26	2	25		24	7	21	

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	207

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,561	\$2,246	\$8,315	\$78,482
District	N/A	N/A	\$7,729	\$83,198.00
Percent Difference - School Site and District	N/A	N/A	7.3	-1.8
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,062	\$46,208
Mid-Range Teacher Salary	\$74,556	\$72,218
Highest Teacher Salary	\$103,440	\$92,742
Average Principal Salary (Elementary)	\$129,990	\$134,864
Average Principal Salary (Middle)	\$135,052	\$118,220
Average Principal Salary (High)	\$141,227	\$127,356
Superintendent Salary	\$239,861	\$186,823
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	2	N/A
All courses	14	61%

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	1

The San Marino Unified School District students outperform their grade level peers throughout the state on nearly all indicators reported on the California School Dashboard (<https://www.caschooldashboard.org/>). However, professional development primary/major areas of focus have been developed through a review of that data along with other locally collected data, site and district level needs assessments, and engagement with the community. Eight (8) teachers from each school site were sent to the two-day UDL Boot Camp for Teachers, Presented by Dr. James Mckenna at the West San Gabriel Valley (WSGV) Special Education Local Plan Area (SELPA). This two-day in-person workshop is designed to provide teachers with a clear understanding of why Universal Design for Learning is essential, how it incorporates research in learning and motivation, and what the actual framework entails. Participants will engage in a collaborative examination of lessons to identify UDL in action and generate opportunities for further implementation. Furthermore, these same teachers were sent to a two day follow up UDL Implementation Academy where they learned about the phases of UDL implementation, determine where the organization is in the implementation process, and create a plan for moving forward. Participants workshopped ideas received and provided feedback, and identified the next steps in the UDL journey. Teachers in this session explored the systems and infrastructure that support UDL implementation, practiced protocols that support the scaling of UDL, determined areas for growth in your own setting, set short-term and long-term goals, and designed an implementation plan. Additionally, one (1) to two (2) representatives from each school site were sent to SPORT2 Suicide Prevention Training with the Los Angeles County Office of Education (LACOE) and the Department of Mental Health (DMH) to learn more about aligning district practices and policies with AB2246, Multi-Tiered System of Support (MTSS), and Positive Behavioral Intervention and Supports (PBIS). Moreover, those same staff members were sent to a four (4) day Foundations of a Multi-Tiered System of Support (MTSS) training to learn how to develop a framework for providing tiered teaching and interventions around academic, behavior and social-emotional supports that address the needs of ALL students. The District team aligned the system of initiatives, supports, and resources, organize and plan our MTSS efforts and began to plan the continuous improvement processes at all levels of the system to meet the needs of the whole child.

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 (NGGS). 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.