

[School Contact Information \(School Year 2017-18\)](#)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School 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
E-mail Address	igates@smusd.us
School Website	www.sanmarinohs.org
CDS Code	19649641937754

[District Contact Information \(School Year 2017-18\)](#)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	San Marino Unified School District
Street	1665 West Dr.
City, State, Zip	San Marino, CA 91108-2594
Phone Number	626.299.7000
Superintendent	Dr. Alex Cherniss
Web Site	www.smusd.us
E-mail Address	superintendent@smusd.us

[School Description and Mission Statement \(School Year 2017-18\)](#)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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 79% of the students from the Class of 2016 directly to four-year universities and 18% 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.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

The high school Parent Teacher Student Association (PTSA) plays a key role in leadership and day-to-day work that supports excellence in classrooms, co-curricular, and extra-curricular events. The PTSA continues to address student and staff needs through volunteerism and funding. Examples of PTSA support activities include monthly newsletters for all parents, College and Career Center Programs, Grad Night festivities, and

support and fundraising for athletics, visual and performing arts, and other activities. The principal meets regularly with representatives of the PTSA. In all aspects of school life, there are dedicated, supportive parents eager to assist the staff in creating the best possible educational program for students.

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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 bring Link Crew to SMHS in 2015. 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 the high school.

On the 2016-17 Healthy Kids Survey, 79% of 9th graders felt very safe or safe at school. On the same measure, 61% of 9th graders reported being highly connected to the school.

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 November 2017. 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

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: February 7, 2017

This section should be kept to 1-2 paragraphs.

San Marino High School facilities are comfortable, spacious, air-conditioned, and well designed for instruction. Sports facilities are have been significantly upgraded.

School facilities are a source of pride for our District. They are well maintained, clean, safe, and functional. No 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/yFnCwG>. A new school facility conditions evaluation will be completed in February 2018.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.
Interior: Interior Surfaces	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	54	53	57	159
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	1	1	1
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	185
Counselor (Social/Behavioral or Career Development)	1	♦
Library Media Teacher (Librarian)	1	♦
Library Media Services Staff (paraprofessional)	0	♦
Psychologist	1	♦
Social Worker	0	♦
Nurse	.25	♦
Speech/Language/Hearing Specialist	.5	♦
Resource Specialist (non-teaching)	0	♦
Other	1	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2017

This section should be kept to 1-2 paragraphs.

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/oVzCcG>.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	https://goo.gl/oVzCcG	No	0
Mathematics	https://goo.gl/oVzCcG	Yes	0
Science	https://goo.gl/oVzCcG	No	0
History-Social Science	https://goo.gl/oVzCcG	No	0
Foreign Language	https://goo.gl/oVzCcG	Yes	0
Health	https://goo.gl/oVzCcG	No	0
Visual and Performing Arts			

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$9,217	\$1,840	\$7,377	\$79,147
District	♦	♦	\$7,365	\$79,935
Percent Difference: School Site and District	♦	♦	0.2	-1.0
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site and State	♦	♦	12.2	13.6

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Title I funds are being used to fund a counselor for intervention support and to purchase instructional materials to support At-Risk students.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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 2015-2016 school year had a continued emphasis on implementing the California Common Core Standards in mathematics and English Language Arts/EL Development. The staff works 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. In addition, two out of the three WASC goals were focused on the development of oral presentation skills for all students. The faculty committed to assigning at least one oral presentation during the first semester assessed by a common school-wide rubric. Professional development time was given to the creation of the school-wide oral presentation rubric so that each faculty member had input in the development of this new assessment tool to chart progress on the WASC goals. Significant professional development time was given to second language learners and the integration of successful literacy strategies to support language acquisition and literacy for our ELD population.

During the 2016-2017 school year, once again the WASC Action Plan served as the foundation of professional development plans. The faculty had the opportunity to review SBAC data for the last two years and identified significant trends and patterns in the data with the emphasis on subgroup performance. This data was compared to the data collected by the school on oral communication skills and if there were any correlations in the performance data. WASC Focus Groups were formed and evidence was collected for the WASC Mid-Term Report due at the end of the 2016-2017 school year.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

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 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	365
% of pupils completing a CTE program and earning a high school diploma The unduplicated count of pupils that completed one or more CTE programs and graduated ÷ the total number of pupils (grades nine through 12) that completed a CTE program	99.8%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	12%