

San Marino High School

A National Blue Ribbon School

2701 Huntington Drive, San Marino, California 91108-2295



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Mission

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.

All Around Excellence

Since its' founding in 1952, San Marino High School has enjoyed a national reputation as one of California's finest high schools. The 2006 Academic Performance Index (API) was 922, placing SMHS as the top scoring comprehensive high school in Los Angeles County and fifth among comprehensive California high schools.

It is no wonder that Titan graduates consistently demonstrate a high level of readiness for university success. Of 317 students in the Class of 2006, 99.6% are currently college freshmen. 85% selected 4-year institutions, 14% chose to attend a community college, and 1% reported undecided.

In the Class of 2006, 100% of the seniors took the SAT 1 Reasoning Test to achieve average scores of 584 in verbal, 597 in writing, and 643 in math skills.

It is also interesting to note that out of 312 graduates, 246 students, or 78.9% of the class, completed all courses required for University of California and/or California State University admission requirements. Overall, 83.6% of all students were enrolled in approved courses.

These are simply a few of the indicators that challenging and interesting teaching and learning occur in an environment where every student has equal access to excellence.



Student Population

Grade	Enrollment	Asian	Filipino	Hispanic	White	Other
9	275	177	0	8	87	3
10	301	205	2	14	78	2
11	320	216	4	15	84	1
12	321	230	2	13	76	0
Total	1217	828	8	50	325	6
Approximate Percent	100	68%	0.7%	4.1%	26.7%	1.2%

The number of students in each grade level as reported by the 2006 California Basic Educational Data System (CBEDS)

Safe Climate for Learning

Open and honest relationships among students and staff are a top priority. Administrators, counselors, a psychologist, and teachers all play an active role in establishing and maintaining personalized relationships with students, the best preventative medicine for a safe campus.

Students are encouraged to maintain positive and productive behavior with well-orchestrated school-wide strategies. For example, students earn citizenship grades over four years that are one criterion used to earn a diploma. In addition, the Academic Advisor Program matches at-risk students with a significant staff member.

On the 2006 Healthy Kids Survey, only 1% of freshmen and juniors perceived school to be an unsafe environment. On the same measure 93% of the freshmen and 97% of the juniors reported the overall degree to which they feel connected to the school as in the high or moderate range.

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. Components required by Education Code 52012 and 52842 address the following goals:

Goal 1: San Marino High School shall communicate in a respectful manner to all cultural, racial, and religious backgrounds.

Goals 2 & 3: San Marino High School will increase staff and student participation at school events, will increase student attendance, and decrease student truancy rates.

Goal 4: San Marino High School will comply with all state and local laws and mandated safety policies.

Goal 5: San Marino High School strives to promote a secure teaching and learning environment where students, parents and staff feel safe while at school, traveling to and from school, and when traveling to and from school related activities.

Standardized Testing and Reporting (STAR)

California Standards Tests

Percent of students achieving at the Proficient or Advanced level in meeting the California Academic Standards as measured by the California Standards Tests. Results are reported for all students and significant subgroups.

Subject	SMHS/SMUSD			California		
	All Students			All Students		
Spring CST Year	2004	2005	2006	2004	2005	2006
English/Language Arts	83	86	89	36	40	42
Mathematics	78	79	77	34	38	40
Science	78	82	85	25	27	35
History/Social Studies	70	75	71	29	32	33

Subject	SMHS/SMUSD	SMHS/SMUSD
	White (26.7% of students)	Asian (68% of students)
Spring CST Year	2006	2006
English/Language Arts	87	90
Mathematics	67	84
Science	81	87
History/Social Studies	68	74

Data is reported for racial/ethnic groups that have significant numbers.

Spring CST Year 2006	Males	Females	English Learner	Disabled
English/Language Arts	87	90	51	40
Mathematics	78	76	66	33
Science	84	86	*	33
History/Social Studies	78	63	33	34

*Fewer than ten students

National Norm Referenced Test

The California Department of Education does not administer a nationally norm-referenced test to high school students. To view grade three and seven results go to www.san-marino.k12.ca.us.

The teachers administer eight benchmark assessments to measure progress on locally adopted standards.

Local Assessments

Each course, each year, SMHS teachers administer eight benchmark assessments to measure whether or not students are meeting or exceeding academic performance standards. Individuals receive results as the measures are administered. In addition, four times a year parents receive notification of how well their students are progressing toward mastering course standards on progress and report cards. Meaningful summary reporting has yet to be designed. For more information contact the Principal of Guidance and Instruction at 626-299-7027.

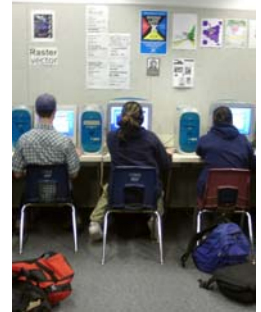
California Physical Fitness Test

Data reported are the percent of 246 grade 9 students meeting fitness standards scoring in the healthy fitness zone on all six fitness standards.

Tasks	% Scoring in the "Healthy Fitness Zone" on Assessed Tasks					
	Aerobic Capacity	Body Composition	Abdominal Strength	Trunk Extension Strength	Upper Body Strength	Flexibility
% in the Healthy Fitness Zone (HFZ)	82.1%	84.6%	98.0%	96.7%	66.3%	91.1%
% of Students in the "Healthy Fitness Zone" (HFZ) on Tasks						
6 of 6 Tasks	46.9%					
5 of 6 Tasks	31%					
4 of 6 Tasks	12.8%					
3 of 6 Tasks	7.0%					
2 of 6 Tasks	1.9%					
1 of 6 Tasks	0.0%					
0 of 6 Tasks	0.4%					

Academic Performance Index

The Academic Performance Index, or API, is a scale from 200 to 1000 points that annually measures the academic performance and progress of individual schools in California. SMHS has consistently scored above the state's annual target of 800. Although SMHS qualifies for API Awards Programs the California legislature has not allocated funds.



API Base Score				API Growth Scores			
Academic Performance Index reported for All Students							
Base Year	2003	2004	2005	Comparison Years	From 2003 to 2004	From 2004 to 2005	From 2005 to 2006
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	889	897	915	API Growth Score	901	915	922
Growth Target	A	A	A	Actual Growth	+12	+18	+7
Statewide Rank	10	10	10				
Similar Schools Rank	10	10	10				

A = Above 800 which is the California State Target Score. Schools that exceed this score are expected to grow by 1 point every year.

API Base Scores				API Growth Scores			
Academic Performance Index reported by Significant Subgroups							
Base Year	2003	2004	2005	Comparison Years	From 2003 to 2004	From 2004 to 2005	From 2005 to 2006
Asian							
API Base Score	908	919	933	API Growth Score	918	933	940
Growth Target	A	A	A	Actual Growth	+10	+15	+7
White							
API Base Score	838	850	886	API Growth Score	869	886	889
Growth Target	A	A	A	Actual Growth	+19	+33	+3

A = Above 800 which is the California State Target Score. Schools that exceed this score are expected to grow by 1 point every year.

SMHS is ranked first in academic achievement in the Los Angeles County and fourth in California when compared to other comprehensive high schools.

Annual Yearly Progress

The Titans met Annual Yearly Progress requirements for NCLB.

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. San Marino High School met the following criteria for all students and for all significant subgroups, and, thus, was not named for any state or federal intervention programs.

- A gradually increasing percent of students who score proficient or above on California Standards meet uniform objectives set by the federal government.
- 95% participation rate in standardized testing.
- Growth in four-year high school graduation rate.
- Growth in Academic Performance Index.

English/ Language Arts				
	Federal Requirement for 2005	SMHS Were the federal requirements met?	Federal Requirement for 2006	SMHS Were the federal requirements met?
All Students	95% participation on tests with 22.3% or more of those students scoring at/above proficient.	Yes	95% participation on tests with 23% or more of those students scoring at/above proficient.	Yes
Asian		Yes		Yes
White		Yes		Yes

Mathematics				
	Federal Requirements for 2005	SMHS Were the federal requirements met?	Federal Requirements for 2006	SMHS Were the federal requirements met?
All Students	95% participation on tests with 20.9% or more of those students scoring at/above proficient.	Yes	95% participation on tests with 23.7% or more of those students scoring at/above proficient.	Yes
Asian		Yes		Yes
White		Yes		Yes

Instructional Minutes

Schedule Options		
Regular Schedule	8:00 AM to 3:00 PM	370 minutes
Minimum Day Schedule	8:00 AM to 12:30 PM	260 minutes
Late start	10:00 AM to 3:00 PM	258 minutes

Days and Minutes		
167 Days x 370 minutes	=	61,790
11 Minimum Days x 260 minutes	=	2,860
2 Bank Time Days x 258 minutes	=	516
180 Days of Instruction	SMHS Total Minutes	= 65,166
Minimum number of state required minutes = 64,800		

Texts and other Instructional Materials



On October 24, 2006, 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 and 60442. For a complete accounting of texts see <http://www.san-marino.k12.ca.us/di/administration/instruction/williams.htm>

Advanced Placement Courses

Subject	Number of Courses	Number of Sections	Enrollment
Visual and Performing Arts	2	2	29
Computer Science	1	1	9
English	2	5	93
Foreign Language	2*	2	55
Mathematics	3	7	220
Science	4	9	266
Social Studies	1	4	101

* In addition, SMHS student take AP Chinese for credit in cooperation with the Chinese School of San Marino.



California High School Exit Exam (CAHSEE)

Beginning with the graduating Class of 2007, students will have to pass the CAHSEE to receive a high school diploma. 99% of all students who have taken the exam have passed.

Students Enrolled in UC and CSU Courses

Numbers of course enrollments in all classes that are offered at SMHS	Numbers of course enrollments that are required for UC and/or CSU admission	Percent of enrollment of students in courses required for UC and CSU admission
5060	4624	83.6%

The above chart reports number and percent of students enrolled in courses required for University of California and California State University admission in 2004 as reported on CBEDS.

Graduates completing UC and CSU requirements for admission

Number of Graduates in 2005-2006	Number of Graduates who have completed all courses required for admission to UC and CSU	Percent of students completing courses required for UC and CSU admission
310	266	85.8%

The above chart reports number and percent of students who have completed courses that are required to be considered for admission to the University of California and California State University systems.

SAT 1 Reasoning Test

	School			State		
	2004	2005	2006	2004	2005	2006
Grade 12 Enrollment	262	274	317	395,194	409,576	383,460
Percent of Grade 12 taking the test	90.8	97.8	112.0	35.2	35.9	40.4
Average Verbal Score	582	588	584	496	499	495
Average Math Score	649	644	643	519	521	516
	NA	NA	597	NA	NA	495

College Admission Test Preparation

The best preparation for college admission tests is to actively seek to master knowledge and skills as presented in rigorous coursework. San Marino teachers integrate the concepts and skills required for the SAT exams within the context of their classes. Results have been highly successful as depicted above.

Suspensions and Expulsions

A safe school environment is a given at SMHS. Titans, on the whole, are highly academically focused with few discipline problems. Suspensions or expulsions are rare.

School/District	2004-2005		2005-2006	
	Number for all reasons	Rate of Persistently Dangerous Events	Number for all reasons	Rate of Persistently Dangerous Events
Suspensions	78	0%	39	0%
Expulsions	1	0.1%	1	0%

Graduation and Drop-out Rates

	SMHS/SMUSD			State		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Enrollment 9-12	1,221	1,179	1217	1,830,903	1,876,927	1,937,014
Number of Dropouts	0	2	1	58,189	61,253	60,176
Dropout rate (one year)	0	.2	.1	3.2	3.3	3.1

Class Size

		English	Mathematics	Science	Social Studies
2004					
Average Class Size		24.7	29.2	28.1	25.9
Numbers of Classrooms	1-20	25	9	3	5
	21-32	26	7	21	15
	33+	5	19	5	3
2005					
Average Class Size		22.9	27.8	28.1	25.9
Numbers of Classrooms	1-20	34	10	4	5
	21-32	16	20	21	15
	33+	9	10	5	3
2006					
Average Class Size		21.0	28.4	28.7	25.5
Numbers of Classrooms	1-20	34	7	3	5
	21-32	25	16	22	15
	33+	2	13	4	2

Preparation to Enter the Workforce

The Career Technical Education is a program funded with Carl Perkins funds for the purpose of supporting seamless transition from secondary education into meaningful, high quality employment or further education.

Students in Grades Nine through Twelve			
CTE Participants	Number of Concentrators	Number of Completers	Completion Rate
26	2	0	0

The school currently receives \$12,713 in Carl Perkins Funds from a competitive grant.

* Complete figures are not yet available because the Career Pathways Program is in its second year.

A primary focus for work-force awareness and planning for long-term career options and related pathways is to support student exploration of personal interests, talents, and job skills. The emphasis is on maximizing each student's academic potential in a match with options, considerations, and choices.

All SMHS students have access to the Regional Occupational Program that offers a wide variety of courses including: television production, photography, computer graphics, web design, E-marketing, small business, fashion design, commercial art, and architectural renderings.



As a part of the ROP Program, all tenth grade students participate in a job-search week. Students learn to complete job applications and resumes. They experience mock interviews. At the same time, students learn job ethics and about sexual harassment as it relates to the workplace.

In grades nine through twelve, all students have access to the services and information available in the College and Career Center. In the tenth grade all students participate in an on-line career interest survey in order to explore talents, interests, and preferences. Results are the foundation for course offerings and student planning.

As a graduation requirement, every student is required to complete a senior portfolio that demonstrates proficiency on the Expected School Learning Results (ESLRs), and, thus, academic, citizenship, and technological skills required for the world of work are demonstrated.



Teacher Credentials

	2004	2005	2006
Teachers	50	53	54
Teachers with full credentials in the subject area taught	47	50	52
Teachers assigned outside of subject area taught	0	0	0
University Interns	0	1	3
Teachers with Emergency Permits	3	3	0
Teachers with Waivers	2	1	0
Total Number of qualified Substitutes	65	60	62

Teacher Academic Preparation

	SMHS	SMUSD
Doctorate	3	5
Master's + 30 units	21	66
Master's Degree Only	1	4
Bachelor's Degree + 30 units	24	74
Bachelor's Degree	5	14
Yet to achieve a Bachelor's Degree	0	0

NCLB Qualifications Criteria Status

Percent of classes instructed by teachers who meet NCLB Title II Requirements

San Marino High School	100%
San Marino Unified School District	99.2%
High Poverty Schools in the District	0

Teacher Certification to Instruct English Learners

Certified CLAD**	SDAIE* or Completed requirements Certification in progress	Training or Test is in progress	Yet to begin certification
50	0	1	1

*SDAIE: Specially Designed Academic Instruction in English Authorization

**CLAD: Cross Cultural and Academic Language Development Authorization

Facilities

40.2 million dollars in bond funds have been spent on new construction and renovation that is still in progress at San Marino High School. The academic facilities are comfortable, spacious, air conditioned, and well designed for instruction. Sports facilities are being addressed this year. A new synthetic field and track have been completed. The baseball stadium has been completely remodeled, and softball field renovations are nearly completed. The final phase of the project involves the remodeling of the boys and girls locker rooms, to be completed in spring 2007.

Titan school facilities are a source of pride of our District. They are well maintained, clean, safe, and functional. No complaints have been filed. Facilities Williams Settlement inspections reports are posted at this website:

www.san-marino.k12.ca.us/di/administration/instruction/williams.htm#facilities

Technology

San Marino High School was a grant recipient of the California Digital High School (DHS) program in 2000. Although funding for the DHS program has terminated, the impact of this program has continued to influence learning outcomes, professional development strategies, and technical support to enhance the use of technology in teaching and learning.

San Marino High School students are now required to achieve a basic level of competency in technical, communication and information processing. San Marino High School offers courses in computer programming, web design, digital graphics, digital photography, animation, architectural design, and video editing. Online courseware has also facilitated instruction beyond the classroom for both instructors and students.

The network infrastructure at San Marino High School was upgraded in 2002 to take advantage of high-speed communications and multimedia capabilities. The network currently features a gigabit backbone with a 100Mbps desktop connection. Wireless network coverage will be expanded as funds become available.

San Marino High School facilitates innovative instruction by integrating technology into the student instruction and assignments.



Teacher Evaluation

Just as students receive feedback on performance, teachers are observed and coached in a process to promote professional improvement. Probationary teachers are assessed annually and tenured teachers are evaluated every other year based on the *California Standards for the Teaching Profession*.

1. Engaging and supporting all students in learning,
2. Creating and maintaining effective environments for student learning,
3. Understanding and organizing subject matter for student learning,
4. Planning instruction and designing learning experiences for all students,
5. Assessing student learning, and
6. Developing as a professional educator.

When a teacher with ten or more years of successful experience has met the criteria for NCLB compliance in subject matter knowledge, he/she may mutually agree with the supervising administrator to be placed on an alternative evaluation timeline for the evaluation process. This timeline may revert to every other year by the request of either the principal or the teacher at any time.

Professional Development

Professional development is research-based, founded on student needs, and matched to the teachers' instructional strengths and challenges. The goal of the program is to improve student performance in the content areas.

The emphasis for the 2005-2006 school year was the continued revision and effective use of benchmark assessments to measure student mastery of the California/San Marino standards and the school's Expected School-wide Learning Results (ESLRs). Professional Development Days are intended to tighten the alignment of course content standards and instructional strategies to continuously improve student performance.

In 2006-2007, a comprehensive school-wide needs assessment of every aspect of the school's educational program, organizational culture, and operations is being conducted as the basis for school-wide planning required for the accreditation process. Professional Development time is being devoted to study groups, data collection and analysis, and other school-community conversations.

In addition to three professional development days, two "banked time" release days, and other faculty and department activities are intended to continue improvement in reading and writing in the content areas, critical thinking, and problem solving.

Counseling and Student Support Structure

Number of Academic Counselors	4 FTE
Ratio of students per counselor	294.8
Number of School Psychologists	1 FTE
At-Risk Intervention Counselor	.60 FTE

The personal touch is an important ingredient for the long-range success of young people. SMHS staff members are accessible and supportive in their duties as follows:

1. SMHS Academic Counselors (a) support students in achieving challenging academic and personal goals, (b) assist in academic, social, and personal problem solving, and (c) support career and college planning.
2. A part-time ROP Counselor assists students in surveying their interests and assembling information related to college and career choices with the aid of the Discover Program.
3. A full time school psychologist is on site to support students as they cope with learning and/or emotional issues.
4. The Assistant Principal mediates attendance and discipline concerns as appropriate.

The *Student Success Team (SST)* is the cornerstone of the structure to discover and address student needs effectively. It is a problem solving body that includes the student, his/her parent, and appropriate staff members who work together to clarify concerns, identify strengths and needs, brainstorm instructional strategies, identify and coordinate resources, and monitor regular education interventions.

Once regular education interventions have been tried for a reasonable time with limited success and every possible regular education option has been implemented with little or no progress, the team may find the child eligible for further assessment in the areas where there is a suspected disability. If a student is found to be eligible for special education services under the Individuals with Disabilities Act (IDEA), an Individual Educational Plan is constructed and monitored under federal and state laws and in accordance with parent/student rights. The SST may also find a student with disabilities who is not eligible for special education services but is eligible for a Section 504 Plan under the Americans with Disabilities Act (ADA).

Students who are found to have limited English proficiency are assigned to an English Language Development Program and coursework depending on identified needs. The objectives of the ELD program are to assist the student in achieving academic oral language and communication skills in English; to achieve competent facility in efferent reading in English; to practice effective writing skills for content area communications; to make a successful transition into American culture; and, finally, to achieve content standards in math, social studies, science, visual/performing arts, and physical Education.

Students with special academic and/or other exceptional talents are assigned to classes that are structured to meet their needs for advanced coursework.

Opportunities for Parent Involvement

The high school PTSA plays a key role in leadership and day-to-day work that supports excellence in classrooms, co-curricular, and extra-curricular events. The PTA keeps abreast of student and staff needs and stands ready to address needs through volunteerism and funding. Just a few examples of PTSA services include: monthly newsletters for all parents, College and Career Center Programs, Grad Night festivities, and support for athletics, visual and performing arts, and fundraising. The principal meets formally twice monthly with representatives of the PTSA. In every nook and cranny of school life there are dedicated, supportive parents eager to assist the staff in creating the best possible educational program for students.

Every parent is strongly encouraged to become actively involved in the program in ways that suit his/her schedule! Call Vita Fan, the Principal's Secretary at (626) 299-7020 Extension 840 to arrange contact with a PTSA representative.

School Leadership

San Marino High School enjoys strong instructional leadership by site administrators, especially the principal. Principal Kleinrock is highly experienced, having served as a school administrator for twenty years, and principal of San Marino High School for twelve.

In turn, leadership and teamwork are nurtured among teachers, parents, and students. A system for staff, community, and parent input and shared decision-making is employed.

Department Chairs lead instructional collaboration among teachers and provide input into a council that is chaired by the principal. Sensitive to staff input, decisions are very often made by consensus.

In other arenas, such as technology, special task forces with representation from all constituencies participate in planning and monitoring of the program.

Site construction activities are also inclusive with strong staff and parent partnership in cooperation with faculty and administration. The Site Design Committee has put in endless hours of planning and monitoring of building and renovation.

Students are often vital players as members of advisory groups. Their voices are of utmost importance and strongly valued.

A School Site Council meets at least quarterly and serves as an advisory group to provide input into all aspects of school improvement.

Leadership and teamwork are givens in this tightly knit school family.

Teacher Salaries (FY: Required Reporting Period 2003-2004)

Category	District Amount	Los Angeles County Average	State Average for Districts in the same category
Beginning Teacher Salary	\$34,729	Not Applicable	\$35,309
Mid range Teacher Salary	\$52,396		\$53,828
Highest Teacher Salary	\$72,000		\$68,027
Average Principal Salary (elementary)	\$87,980		\$82,530
Average Principal Salary (middle)	\$93,647		\$85,123
Average Principal Salary (high)	\$103,061		\$91,421
Superintendent Salary	\$126,400		\$118,587
Percent of Budget for Teacher Salaries	39.8%		40.4%
Percent of Budget for Administrator Salaries	6.4%		5.8%

Per Student Expenditures (FY: Required Reporting Period 2003-2004)

District	District	State Average for the same type of District	State Average in all Districts
Total Dollars	Dollars per Student	Dollars per Student	Dollars per Student
\$22,019,419	\$6,768	\$6,983	\$6,919

Types of Services Funded (FY: Required Reporting Period 2003-2004)

Summary of Revenue		Summary of Expenditures	
Revenue Limit	15,034,690	Certificated Salaries	10,994,673
Federal Revenue	594,902	Classified Salaries	3,923,138
<i>Other State Revenue</i>		Employee Benefits	3,999,949
Lottery	429,145	Books and Supplies	1,525,956
Other	1,606,377	Operating Services	1,974,185
<i>Local Revenue</i>		Equipment	926,192
Parcel Tax	999,304	Indirect Support	<35,640>
Rents and Leases	395,999	Other Outgo	101,047
Interest	61,786	Other Uses	387,375
Schools Foundation	1,689,945		
Other Local Revenue	3,172,312		
Total Revenue	23,984,460	Total Expenditures & Transfers	23,796,875

SARC Contacts

Site Contact

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District Contact

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CHILD FIND NOTICE

If you know of a child/student (aged 3-22) with suspected disabilities living within the boundaries of SMUSD but not enrolled in a public school, please refer the parent to Judy Mellick at (626) 299-7015. This child may be eligible to receive early intervention or other special education services.

We're on the Web! www.san-marino.k12.ca.us