

San Marino High School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

About This School

Contact Information (Most Recent Year)

School 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	Mrs. Mary Johnson
E-mail Address	mjohnson@smusd.us
Web Site	www.sanmarinohs.org
CDS Code	19649641937754

District Contact Information	
District Name	San Marino Unified School District
Phone Number	626.299.7000
Superintendent	Dr. Alex Cherniss
E-mail Address	superintendent@smusd.us
Web Site	www.smusd.us

School Description and Mission Statement (Most Recent Year)

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.

Since 2004, the school's Academic Performance Index (API) has been over 900. The last administration of the STAR earned the school an API score of 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. In 2014 SMHS was ranked in the top 200 high schools in the United States and in the top 30 in California. 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 achieved the sixth highest ranking in California and the fourth highest for open enrollment schools.

The school fulfills its academic mission, typically sending 80% of the students directly to four-year universities, with literally all the rest of the students attending community college except for one or two students annually. 98% of the students in the Class of 2012 pursued higher education. 81% are going to four year colleges and 16% are attending two year colleges.

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 70 CIF championships, the most for any school near its size in Southern California. 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 planning is underway to significantly upgrade the softball field. Again, parent and community donations funded the bulk of the expense. Traditionally, approximately 60% of the student body will compete 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 creating a wide variety of activities designed to meet the interests of the student body, there are nearly 50 approved clubs ranging from Animanga, which promotes creative thinking through the vehicle of animation, to Zethusians, a service club.

The total school program is designed to offer students the opportunity to develop lifelong learning and skills that will help them succeed in higher education and in life.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	264
Grade 10	334
Grade 11	274
Grade 12	290
Total Enrollment	1,162

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.0
Asian	58.7
Filipino	0.5
Hispanic or Latino	9.0
Native Hawaiian or Pacific Islander	0.2
White	28.5
Two or More Races	2.1
Socioeconomically Disadvantaged	3.6
English Learners	5.2
Students with Disabilities	6.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	55	49	53	0
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	0.00	0.00
Low-Poverty Schools in District	100.00	0.00

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 9/9/14

On September 9, 2014, 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:

http://www.smusd.us/apps/pages/index.jsp?uREC_ID=29916&type=d&pREC_ID=23652

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	See: http://www.smusd.us/ourpages/auto/2007/7/18/1184738628186/SMHS%20ELA%20Reading%20list.pdf	No	0
Mathematics	See: http://www.smusd.us/ourpages/auto/2007/7/18/1184738628186/SMHS%20Math%20textbooks.pdf	No	0
Science	See: http://www.smusd.us/ourpages/auto/2007/7/18/1184738628186/SMHS%20Sci_textbooks.pdf	No	0
History-Social Science	See: http://www.smusd.us/ourpages/auto/2007/7/18/1184738628186/SMHS%20History%20textbooks.pdf	No	0
Foreign Language	See: http://www.smusd.us/ourpages/auto/2007/7/18/1184738628186/SMHS%20Foreign%20Lang_textbooks.pdf	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 of 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 Facility Inspection Tool (FIT) can be found at: http://www.smusd.us/pdf/FIT_wrksht_SMHS%202014_2_.pdf

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 9/10/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	84	90	88	90	92	91	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	91
All Student at the School	88
Male	90
Female	87
Black or African American	
American Indian or Alaska Native	
Asian	88
Filipino	
Hispanic or Latino	79
Native Hawaiian or Pacific Islander	
White	90
Two or More Races	
Socioeconomically Disadvantaged	78
English Learners	54
Students with Disabilities	71
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	90	89	89	90	90	89	54	56	55
Mathematics	80	78	80	88	87	88	49	50	50
History-Social Science	83	84	82	86	85	84	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	10	10	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	9	3	-8
Black or African American			
American Indian or Alaska Native			
Asian	14	2	-8
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	1	0	-4
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

Career Technical Education (CTE) is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. Courses are designed to empower all students to be successful citizens, workers, and leaders in a global economy.

All SMHS students have access to the Regional Occupational Program (ROP) that offers a wide variety of courses including: news media, media arts, photography, computer graphics, web design, E-marketing, small business, fashion design, commercial art, animation, and architectural renderings. The program features several career “pathways” that are organized by job cluster. These pathways include: Media and Design Arts, Professional Sales and Marketing, Integrated Graphics Technology, and C++ Programming and Systems Development.

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.

The school has begun a growing internship program that matches students with mentors in the work force. 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 life skills that will enhance their preparation for success in the work force. The school’s Expected School-wide Learning Results (ESLRs) further solidify this commitment by emphasizing for all students critical thinking skills, technological proficiency, post-secondary preparation, and civic responsibility.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	365
% of pupils completing a CTE program and earning a high school diploma	99.8%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	12%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	81.83
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	80.27

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	90	91	83	90	91	83	56	57	56
Mathematics	95	94	94	95	94	94	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	17	24	59	6	26	69
All Students at the School	17	24	59	6	26	69
Male	22	25	53	4	30	66
Female	12	22	66	8	21	71
Black or African American						
American Indian or Alaska Native						
Asian	20	17	62	3	19	78
Filipino						
Hispanic or Latino	27	37	37	13	48	39
Native Hawaiian or Pacific Islander						
White	10	31	59	7	32	61
Two or More Races						
Socioeconomically Disadvantaged	17	25	58		33	67
English Learners	81	19		14	29	57
Students with Disabilities	50	25	25	18	55	27
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.6	27.2	49.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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 Karlene Chase, the Principal’s Administrative Assistant at (626) 299-7020 Extension 840 to arrange contact with a PTSA representative.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	0.7	0.4	0.0	0.7	0.4	0.0	14.7	13.1	11.4
Graduation Rate	98.33	99.24	99.32	98.34	99.24	99.32	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	99.66	98.99	84.56
Black or African American	100.00	100.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	100.00	99.40	92.94
Filipino	100.00	100.00	92.20
Hispanic or Latino	96.30	96.30	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	100.00	98.91	90.15
Two or More Races	100.00	100.00	89.03
Socioeconomically Disadvantaged	88.89	88.89	82.58
English Learners	200.00	200.00	53.68
Students with Disabilities	96.88	91.18	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.1	1.2	1.7	0.9	1.0	1.4	5.7	5.1	4.4
Expulsions	0.0	0.0	0	0.0	0.0	0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

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 2012-13 Healthy Kids Survey, only 4% of freshmen and juniors perceived school to be an unsafe environment. On the same measure 92% of the freshmen and 90% 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.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	Yes	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.5	15	24	1	24	19	35	2	23	22	35	1
Mathematics	25.6	10	17	8	27	8	30	5	25	11	29	5
Science	27.3	4	17	3	27	6	19	9	26	9	28	3
Social Science	25	6	13	1	27	4	20	1	26	5	18	1

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	280
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	1	---
Social Worker	0	---
Nurse	1	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist	0	---
Other	1	---

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,229.85	\$1,255.04	\$5,974.81	\$68,808.16
District	---	---	\$7362.46	\$71,143.00
Percent Difference: School Site and District	---	---	-18.8	-3.3
State	---	---	\$4,690	\$69,017.00
Percent Difference: School Site and State	---	---	27.4	-0.3

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Title I funds are being used to fund two periods for intervention support in math/ELA and to purchase instructional materials to support At-Risk students.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,552	\$38,920
Mid-Range Teacher Salary	\$65,232	\$59,803
Highest Teacher Salary	\$85,282	\$78,096
Average Principal Salary (Elementary)	\$114,295	\$95,836
Average Principal Salary (Middle)	\$118,746	\$99,849
Average Principal Salary (High)	\$125,197	\$107,599
Superintendent Salary	\$192,000	\$151,912
Percent of Budget for Teacher Salaries	32	37
Percent of Budget for Administrative Salaries	6	6

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	5	---
Fine and Performing Arts		---
Foreign Language	2	---
Mathematics	6	---
Science	10	---
Social Science	4	---
All courses	27	1.3

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

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, as well as college and career readiness.

In June of 2014, San Marino High School was awarded a six-year clear WASC accreditation. Leading up to the team visit, every aspect of the school's educational program, organizational culture, and operations was analyzed and used in the school-wide planning required by the process. Professional development time was devoted to study groups, data collection and analysis, and other school-community conversations.

The emphasis for the 2013-2014 school year was the revision and effective use of benchmark assessments to measure student mastery of the California/San Marino standards and the school's School-wide Learner Outcomes (SLOs) as part of the WASC accreditation process. Professional Development Days are intended to tighten the alignment of course content standards and instructional strategies to continuously improve student performance. WASC action plans commit the staff to designing strategies to improve the ability of students to extract critical information from text and oral presentation and to implement new curriculum emphasizing life skills instruction in each course. New assessments will be designed and implemented to determine the level of individual and school-wide mastery of these objectives.

In addition, the emphasis for the 2014-2015 school year will be on implementing the California Common Core Standards in mathematics and English. The staff works collegially 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.