

San Marino High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

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 (School Year 2016-17)

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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	285
Grade 10	311
Grade 11	275
Grade 12	329
Total Enrollment	1,200

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0
Asian	60.1
Filipino	1
Hispanic or Latino	8
Native Hawaiian or Pacific Islander	0.4
White	26.5
Two or More Races	3
Socioeconomically Disadvantaged	4.5
English Learners	8.9
Students with Disabilities	5.1
Foster Youth	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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	53	54	53	154
Without Full Credential	1	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

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 2016-17)

Year and month in which data were collected: September 2016

On September 27, 2016, 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?type=d&uREC_ID=29916&pREC_ID=23652

Subject	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/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652	No	0
Mathematics	See: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652	Yes	0
Science	See: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652	No	0
History-Social Science	See: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652	No	0
Foreign Language	See: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652	Yes	0
Health		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 latest Facility Inspection Tool (FIT) can be found at: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29923&pREC_ID=23643 A new school facility conditions evaluation will be completed in February 2017.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/17/2015				
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)

Year and month of the most recent FIT report: 11/17/2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	89	82	84	88	44	48
Mathematics	86	79	85	85	34	36

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	277	270	97.5	81.8
Male	11	159	153	96.2	77.8
Female	11	118	117	99.2	87.2
Asian	11	169	165	97.6	87.9
Hispanic or Latino	11	21	19	90.5	68.4
White	11	75	75	100.0	69.3
English Learners	11	21	17	81.0	41.2
Students with Disabilities	11	18	17	94.4	35.3

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

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	277	270	97.5	79.3
Male	11	159	153	96.2	78.7
Female	11	118	117	99.2	80.2
Asian	11	169	165	97.6	90.2
Hispanic or Latino	11	21	19	90.5	57.9
White	11	75	75	100.0	59.5
English Learners	11	21	17	81.0	52.9
Students with Disabilities	11	18	17	94.4	29.4

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	88	89	77	91	91	86	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	316	296	93.7	77.4
Male	165	158	95.8	82.9
Female	151	138	91.4	71.0
Asian	193	183	94.8	83.1
Hispanic or Latino	30	27	90.0	48.2
White	70	65	92.9	70.8
Two or More Races	11	11	100.0	90.9
English Learners	35	29	82.9	41.4
Students with Disabilities	19	18	94.7	16.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

Career Technical Education Programs (School Year 2015-16)

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 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 on-line 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 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 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 2015-16)

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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.99
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	86.4

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.1	28	56.4

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 (School Year 2016-17)

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.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.00	1.80	0.80	0.00	1.80	0.80	11.40	11.50	10.70
Graduation Rate	99.32	96.47	98.09	99.32	96.47	98.10	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	97	97	86
Black or African American	67	67	78
American Indian or Alaska Native	0	0	78
Asian	97	96	93
Filipino	100	100	93
Hispanic or Latino	96	96	83
Native Hawaiian/Pacific Islander	100	100	85
White	100	99	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	70	68	66
English Learners	27	27	54
Students with Disabilities	100	100	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.7	0.9	0.6	1.4	1.1	0.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 transition to the high school.

On the 2014-15 Healthy Kids Survey, 82% of 9th graders and 86% of 11th graders felt very safe or safe at school. On the same measure, 59% of the freshmen and 54% of the juniors reported being highly connected to the school. Please see: http://surveydata.wested.org/resources/San_Marino_Unified_1415_Sec_CHKS.pdf

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 January 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: Student tardies and truants for the 2016-17 school year will be reduced 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

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2015-2016	
Year in Program Improvement*	Year 1	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	22	35	1	23	23	35		23	6	40	0
Mathematics	25	11	29	5	24	13	36	1	22	12	50	0
Science	26	9	28	3	27	5	29	4	27	0	23	1
Social Science	26	5	18	1	26	3	22	1	24	4	20	2

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 2015-16)

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	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	0	N/A
Other	1	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,078	\$1,463	\$6,615	\$78,346
District	N/A	N/A	\$7,362.46	\$78,057
Percent Difference: School Site and District	N/A	N/A	-10.2	0.4
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	16.5	16.3

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

Types of Services Funded (Fiscal Year 2015-16)

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

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,837	\$42,063
Mid-Range Teacher Salary	\$69,937	\$64,823
Highest Teacher Salary	\$97,027	\$84,821
Average Principal Salary (Elementary)	\$121,936	\$101,849
Average Principal Salary (Middle)	\$126,684	\$107,678
Average Principal Salary (High)	\$132,477	\$115,589
Superintendent Salary	\$225,000	\$169,152
Percent of Budget for Teacher Salaries	31%	35%
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 (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	6	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	7	N/A
Science	4	N/A
Social Science	2	N/A
All courses	21	69.1

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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

The 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 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.