

San Marino High School

学校问责报告卡

使用 2017-18 学年的数据报告

2018-19 发布

根据州法律的要求，每年 2 月 1 日之前，加利福尼亚州的每所学校都要发布学校问责报告卡（SARC）。SARC 包含有关每所加利福尼亚州公立学校的状况和成绩的信息。根据地方控制拨款准则（LCFF），所有当地教育机构（LEA）都必须制定地方控制和问责计划（LCAP），该计划将描述学校预计如何通过具体活动满足所有学生的年度学校特定目标，从而解决州和地方的优先事项。此外，LCAP 中报告的数据应与 SARC 中报告的数据一致。

- 有关 SARC 要求的更多信息，请参阅加利福尼亚州教育部（CDE）SARC 网页，网址为：<http://www.cde.ca.gov/ta/ac/sa/>。
- 有关 LCFF 或 LCAP 的更多信息，请参阅 CDE LCFF 网页，网址为 <http://www.cde.ca.gov/fg/aa/lc/>。
- 有关学校的其他信息，家长/监护人和社区成员应联系学校校长或学区办公室。

DataQuest

DataQuest 是一款在线数据工具，位于 CDE DataQuest 网页（网址为：<http://dq.cde.ca.gov/dataquest/>），其中包含有关该学校的其他信息以及学校与学区和县的比较信息。具体来说，DataQuest 是一个动态系统，提供问责报告（例如，测试数据、注册、高中毕业生、辍学、课程注册、人员配置和有关英语学习者的数据）。

互联网访问

公共图书馆和可公开访问的其他位置（例如，加利福尼亚州州立图书馆）提供互联网访问。图书馆和公共场所的互联网访问通常以先到先得的方式提供。其他使用限制可能包括操作时间、工作站可能使用的时长（取决于可用性），工作站上可用的软件程序类型以及打印文档的能力。

关于本学校

联系信息（2018-19 学年）

学校联系信息	
学校名称	San Marino High School
街道	2701 Huntington Dr.
城市、省份、邮政	San Marino, CA 91108-2295
电话号码	626.299.7020
校长	Dr. Issaic Gates
电子邮件地址	igates@smusd.us
网站	www.sanmarinohs.org
县学区学校	19649641937754

学区联系信息	
学区名称	San Marino Unified School District
电话号码	626.299.7000
主管	Loren Kleinrock - Interim
电子邮件地址	superintendent@smusd.us
网站	www.smusd.us

学校描述和办学宗旨（2018-19 学年）

San Marino High School will provide the fundamentals of literacy, communication, and mathematical applications for students to succeed in their later studies and/or working lives. School personnel will partner with parents and the community to maximize resources necessary to provide students a quality education in a supportive and positive climate. Students will develop global awareness, civic responsibility and critical thinking skills to respond and adapt to the changes of the 21st century.

Since its founding in 1951, San Marino High School has enjoyed a national reputation as one of California's finest high schools. The newest state standards computer-based testing (SBAC) results for the 11th graders tested yielded proficiency scores of 80% or higher in both English Language Arts and Mathematics. During the last ten years when schools earned API scores, the school's Academic Performance Index (API) has been over 900, the final API score being 932, which placed it as the highest scoring non-magnet high school in Southern California and the sixth highest in the state. When compared with all schools in the state, SMHS has consistently ranked at the top. The school has been recognized as a No Child Left Behind National Blue Ribbon School and a California Distinguished School. Since its inception, the California Business for Educational Excellence (CBEE) has recognized the highest performing public schools in California through its Honor Roll. San Marino High School has been named a CBEE Scholar School since CBEE's beginning in 2005. "U.S. News & World Report", has named SMHS a Gold Medal School since their rankings began in 2008. Additionally, in U.S. News & World Report's first-ever rankings for the Best High Schools for Math and Science, SMHS was ranked as the 30th top high school in the nation, as measured by performance on Advanced Placement (AP) math and science tests. For "open enrollment schools" (those accepting all students within their residency district), SMHS ranked #6 in the nation.

The school fulfills its academic mission, sending 81% of the students from the Class of 2018 directly to four-year universities and 17% to community colleges. The one or two students annually who do not attend college typically enlist in armed forces or enter the workforce directly. This supports the state and local mission of having all students college and career ready.

The district's governing board has publicly made a commitment to the "Three A's:" Academics, Arts, Athletics. Parents and the community have provided the financial support to allow the school to fulfill this commitment. In addition to its academic performance, the school has excelled in the arts and athletics. Los Angeles Music Center named SMHS as a Bravo Award co-winner, recognizing as having the top high school arts program in Los Angeles County. The school offers instrumental music, vocal music, visual arts, dance, drama, speech, media, arts, digital photography, and graphic design, allowing students a wide variety of ways to express their talents. All students take at least one year of a visual or performing art. Typically, however, many students take multiple years of the arts and many students are enrolled in more than one art at a time.

In athletics, SMHS has won 73 CIF championships. Athletic facilities include two gyms; an artificial football/soccer field and track; two baseball diamonds, including a college-level varsity diamond; a recently renovated pool; recently resurfaced tennis courts; and a significantly upgraded softball field with two diamonds. Parent and community donations made these improvements possible. Approximately 60% of the student body competes in interscholastic athletics.

To the district's "3 A's," the school has added a fourth "A" - Activities. Consistent with the school's goal of providing a wide variety of activities designed to meet the interests of the student body, there are 40 approved clubs ranging from Robotics to a local chapter of the American Red Cross. The total school program is designed so that our students develop lifelong learning skills that will help them succeed in higher education and in life. College and career readiness and 21st century skills is the focus of our efforts to prepare students for post-secondary choices.

按年级水平的在校学生数（2017-18 学年）

年级	数量
9 年级	273
10 年级	270
11 年级	279
12 年级	301
在校学生总数	1,123

按群体的在校学生数（2017-18 学年）

学生 (群体)	百分比 在校学生总数
黑人或非裔美国人	0.7
美洲印第安人或阿拉斯加原住民	0.1
亚裔	58.0
菲律宾裔	1.5
西班牙裔或拉丁裔	7.5
夏威夷原住民或太平洋岛民	0.4
白人	24.8
低保户	10.4
英语学习者	6.0
残障学生	6.7
寄养青少年	0.0

A. 学习条件

州优先级：基本

SARC 提供以下与州优先级相关的信息：基本（优先级 1）：

- 教师在学科领域及其正在教授的学生中得到适当分配和完全认证的程度；
- 学生可以使用符合标准的教学材料；以及
- 学校设施维护良好。

教师证书

教师	学校			学区
	2016-17	2017-18	2018-19	2018-19
经过完全认证	53	57	55.8	154.3
未经完全认证	1	1	0	0
教学超越学科能力范围（经过完全认证）	0	0	0	0

教师任用不当数和教师职位空缺数

指标	2016-17	2017-18	2018-19
英语学习者的教师任用不当数	0	0	0
教师任用不当总数*	0	0	0
教师职位空缺数	0	0	0

注意：“任用不当数”是指由缺乏教授该年级、学科领域、学生群体等的合法授权的教师填补的职位数量。

*教师任用不当总数包括英语学习者的教师任用不当数。

教科书和教学材料的质量、流通、可用性（2018-19 学年）

收集数据的年份和月份： **September 2018**

Students enjoy quality texts, supplementary materials, and other instructional resources that complement the standards-based instruction. Every student has access to textbooks, including English Language Learners and students with other special needs. The San Marino Unified School District adopted new Common Core math materials for 2014-15. New ELA/ELD textbooks were adopted in 2016. Textbooks used in Reading/Language Arts (2015, 2017), Mathematics (2014), Social Studies (2006), and Science (2007) are standards-based. The History-Social Science, Science, and Health curriculums are being reviewed and recommended for adoption in 2018-19. 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/XELD4N>

学科	教科书和教学材料/ 采用年份	从最近采用吗?	学生百分比 缺乏自己的 分配的副本
阅读/语言艺术	https://goo.gl/XELD4N	No	0
数学	https://goo.gl/XELD4N	Yes	0
科学	https://goo.gl/XELD4N	No	0
历史与社会科学	https://goo.gl/XELD4N	No	0
外语	https://goo.gl/XELD4N	Yes	0
健康	https://goo.gl/XELD4N	No	0
视觉与表演艺术	N/A		

学校设施条件和计划性改进（最近一年）

San Marino High School facilities are clean, safe, and functional. No Williams Complaints have been filed. A School Facility Conditions Evaluation is done each year by the Director of Maintenance and Operations. A copy of the latest Facility Inspection Tool (FIT) can be found at <https://goo.gl/SMtg2j>. An evaluation of all schools facilities conditions is completed annually in the fall. Facilities Inspection Tool is an annually required inspection and is intended to report on the existing conditions of various aspect of our school facilities. This is not a tool intended to evaluate equipment. This doesn't reflect repair costs, equipment efficiency, or the frequency of repair since the previous year's FIT. This is a snapshot in time evaluating a predetermined list of the facility equipment and conditions. This inspection is not designed to use as a capital improvement tool.

学校设施维修状态良好（最近一年）

使用最近收集的设施检查工具（FIT）数据（或等效数据），提供以下内容：

- 确定所列系统的维修状态
- 描述任何需要的维护，以确保维修良好
- 收集数据的年份和月份
- 综合评分

学校设施维修状态良好（最近一年） 最新 FIT 报告的年份和月份：November 21, 2018		
已检查的系统	维修状态	需要的维修以及 已采取或计划的行动
系统：气体泄漏、机械/暖通系统（HVAC）、下水道	良好	
室内：室内表面	良好	
清洁度：整体清洁、害虫/寄生虫侵扰	良好	
电力：电力	良好	

学校设施维修状态良好（最近一年）		
最新 FIT 报告的年份和月份：November 21, 2018		
已检查的系统	维修状态	需要的维修以及已采取或计划的行动
洗手间/饮水机：洗手间、水槽/饮水机	良好	
安全：消防安全、危险材料	良好	
结构：结构损坏、屋顶	良好	
户外：操场/学校场地、窗户/门/大门/栅栏	良好	

总体设施评级（最近一年）

最新 FIT 报告的年份和月份：November 21, 2018	
综合评分	优异

B. 学生成绩

州优先级：学生成绩

SARC 提供以下与州优先级相关的信息：学生成绩（优先级 4）：

- **全州评估**（即加利福尼亚州学生表现和进度评估[CAASPP]系统，包括针对普通教育人群的学生的智力平衡总结评估和针对英语语言艺术/读写能力[ELA]以及数学的加利福尼亚州替代评估[CAA]（3-8 年级和 11 年级）。只有符合条件的学生才能参加 CAA 的管理。CAA 项目针对患有严重认知障碍的学生，与共同核心州立标准[CCSS]相关，符合替代性学业成就标准）；以及
- 成功完成课程的学生百分比，这些课程符合加利福尼亚州大学和加利福尼亚州州立大学的入学要求，或职业技术教育顺序或学习计划。

所有学生在英语语言艺术/读写能力（ELA）和数学方面的 CAASPP 测试结果

3-8 年级和 11 年级

学科	达到或超过州标准的学生百分比 (3-8 年级和 11 年级)					
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
英语语言艺术/读写能力 (3-8 年级和 11 年级)	85.0	84.0	89.0	87.0	48.0	50.0
数学 (3-8 年级和 11 年级)	81.0	87.0	85.0	87.0	37.0	38.0

注意：当参加测试的学生人数为 10 人或更少时，不计算百分比，因为此类学生人数太少，无法统计准确性或保护学生的隐私。

注意：ELA 和数学测试结果包括智力平衡总结评估和 CAA。“达到或超过百分比”的计算方法是：在智力平衡总结评估中达到或超过标准的学生总数加上在 CAA 上达到标准（即达到 3 级，或相当于 3 级）的学生总数除以参加两项评估的学生总数。

按学生群体在 ELA 中的 CAASPP 测试结果

3-8 年级和 11 年级（2017-18 学年）

学生群体	总计注册	人数参加测试	百分比参加测试	百分比达到或超过
全体学生	271	262	96.68	83.59
男	147	145	98.64	80.69
女	124	117	94.35	87.18
亚裔	165	163	98.79	85.28

学生群体	总计注册	人数参加测试	百分比参加测试	百分比达到或超过
菲律宾裔	--	--	--	--
西班牙裔或拉丁裔	14	13	92.86	61.54
白人	71	65	91.55	80.00
两个或多个种族	19	19	100.00	94.74
低保户	26	26	100.00	76.92
英语学习者	38	38	100.00	55.26
残障学生	18	16	88.89	37.50

注意：ELA 测试结果包括智力平衡总结评估和 CAA。“达到或超过百分比”的计算方法是：在智力平衡总结评估中达到或超过标准的学生总数加上在 CAA 上达到标准（即达到 3 级，或相当于 3 级）的学生总数除以参加两项评估的学生总数。

注意：当学生人数为 10 人或更少时，表格中会出现双破折号（--），因为此类学生人数太少，无法统计准确性或保护学生的隐私。

注意：参加测试的学生人数包括参加测试的所有学生（无论获得分数与否）；但是，参加测试的学生人数不会用于计算成绩水平百分比。仅使用获得分数的学生人数计算成绩水平百分比。

按学生群体在数学中的 CAASPP 测试结果 3-8 年级和 11 年级（2017-18 学年）

学生群体	总计注册	人数参加测试	百分比参加测试	百分比达到或超过
全体学生	271	263	97.05	86.69
男	147	144	97.96	85.42
女	124	119	95.97	88.24
亚裔	165	163	98.79	93.87
菲律宾裔	--	--	--	--
西班牙裔或拉丁裔	14	13	92.86	53.85
白人	71	66	92.96	75.76
两个或多个种族	19	19	100	84.21
低保户	26	26	100	76.92
英语学习者	38	37	97.37	86.49
残障学生	18	16	88.89	12.5

注意：数学测试结果包括智力平衡总结评估和 CAA。“达到或超过百分比”的计算方法是：在智力平衡总结评估中达到或超过标准的学生总数加上在 CAA 上达到标准（即达到 3 级，或相当于 3 级）的学生总数除以参加两项评估的学生总数。

注意：当学生人数为 10 人或更少时，表格中会出现双破折号（--），因为此类学生人数太少，无法统计准确性或保护学生的隐私。

注意：参加测试的学生人数包括参加测试的所有学生（无论获得分数与否）；但是，参加测试的学生人数不会用于计算成绩水平百分比。仅使用获得分数的学生人数计算成绩水平百分比。

所有学生在科学科目的 CAASPP 测试结果

5、8、10 年级

学科	达到或超过州标准的学生百分比					
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
科学（5、8、10 年级）	N/A	N/A	N/A	N/A	N/A	N/A

注意：具有 N/A 值的单元格不需要数据。

注意：2016-17 和 2017-18 数据不可用。CDE 正在开发基于加利福尼亚州公立学校下一代科学标准（CA NGSS）的新科学评估。加利福尼亚州科学测试（CAST）在 2017 年春季进行了试点测试，并在 2018 年春季进行了现场测试。CAST 将在 2018-19 学年期间进行运作管理。适用于科学的 CAA 进行了两年的试点测试（即 2016-17 学年和 2017-18 学年），适用于科学的 CAA 将在 2018-19 学年进行现场测试。

注意：科学测试结果包括 CAST 和适用于科学的 CAA。“达到或超过百分比”的计算方法是：在 CAST 上达到或超过标准的学生总数加上在适用于科学的 CAA 上达到标准（即达到 3 级，或相当于 3 级）的学生总数除以参加两项评估的学生总数。

职业技术教育课程（2017-18 学年）

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.

职业技术教育参与（2017-18 学年）

测量	职业技术教育（CTE）课程参与
参加 CTE 的学生人数	365
完成 CTE 课程并获得高中文凭的学生百分比	0%
学校和高等教育机构之间排序或连贯的 CTE 课程的百分比	0%

加利福尼亚大学（UC）和/或加利福尼亚州州立大学（CSU）入学课程

UC/CSU 课程测评	百分比
2017-18 学年报名参加 UC/CSU 入学必修课程的学生	99.0
2016-17 学年完成 UC/CSU 入学所有必修课程的毕业生	86.8%

州优先级：其他学生成绩

SARC 提供以下与州优先级相关的信息：其他学生成绩（优先级 8）：

- 学生在体育学科领域的成绩。

加利福尼亚州体能测试结果（2017-18 学年）

年级 (年级)	符合健康标准的学生百分比		
	四项（共六项）标准	五项（共六项）标准	六项（共六项）标准
9	9.0	25.9	57.1

注意：当参加测试的学生人数为 10 人或更少时，不计算百分比，因为此类学生人数太少，无法统计准确性或保护学生的隐私。

C. 互动

州优先级：家长参与

SARC 提供以下与州优先级相关的信息：家长参与（优先级 3）：

- 学区努力寻求家长的投入，为学区和每个学校做决策。

家长参与的机会（2018-19 学年）

Serving as the one high school in the San Marino Unified School District, positive parental involvement is a critical component of the San Marino High School success. The culture of parent involvement at "The High School" is deeply rooted in the community of San Marino. The foundation of parental participation at SMHS starts with a very active PTSA. SMHS's PTSA contributed Ten of Thousands of volunteer hours, professional services and expertise, and significant monetary donations yearly to support SMHS. Parents also generously support SMHS with volunteer hours through robust booster participation in Visual and Performing Arts Booster and Titan Athletic Booster (TAB).

San Marino High School has a stated goal of increased transparency and shared community decision making. San Marino High School invites parents to contribute their ideas and possible solutions to a progressing educational landscape. SMHS holds several opportunities to keep there involved parent community informed including Parent Information Night, Coffee and Conversations, and AP/Honor Night. Additionally, parents are part of the Western Association of Schools and Colleges (WASC) self-study process scheduled for 2020, student, faculty/staff, and parent surveys were administered and tallied. Survey results will be used to develop the WASC action plan and Local Control and Accountability Plan (LCAP) goals. Additionally, we have collected input from students, parents and other community stakeholders through a Wellness Survey (created by Challenge Success) and a CTE/VAPA Pathways survey to encouraged collect interest levels around potential Career Technical Education course offerings.

州优先级：学生参与

SARC 提供以下与州优先级相关的信息：学生参与（优先级 5）：

- 高中辍学率；和
- 高中毕业率。

辍学率和毕业率（四年同期比率）

指标	学校			学区			州		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
辍学率	0.8	1.8	2.2	0.8	2.1	2.2	10.7	9.7	9.1
毕业率	98.1	97.6	96.3	98.1	97.3	95.3	82.3	83.8	82.7

有关计算 2016-17 调整后同期毕业率的公式，请参阅 SARC 网页上的 2017-18 学年数据元素定义文档，网址为：<https://www.cde.ca.gov/ta/ac/sa/>。

完成高中毕业要求 - 2017 年毕业班（一年比率）

(群体)	2017 年毕业班		
全体学生	96.3	95.0	88.7
黑人或非裔美国人	100.0	100.0	82.2
美洲印第安人或阿拉斯加原住民	0.0	0.0	82.8
亚裔	95.8	94.1	94.9
菲律宾裔	100.0	100.0	93.5
西班牙裔或拉丁裔	89.5	89.5	86.5
夏威夷原住民/太平洋岛民	0.0	0.0	88.6
白人	98.7	97.4	92.1
两个或多个种族	100.0	100.0	91.2
低保户	100.0	100.0	88.6
英语学习者	42.9	37.5	56.7
残障学生	80.0	66.7	67.1
寄养青少年	0.0	0.0	74.1

州优先级：学校风气

SARC 提供以下与州优先级相关的信息：学校风气（优先级 6）：

- 学生停课率；
- 学生开除率；和
- 关于安全感的其他当地措施。

停课和开除

率	学校			学区			州		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
停课	0.6	1.1	0.5	0.4	0.4	0.3	3.7	3.7	3.5
开除	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

学校安全计划（2018-19 学年）

On the 2017-2018 Healthy Kids Survey, 79% of 9th graders and 78% of 11th graders felt very safe or safe at school. 90% SMHS student participating in the HKS agree or strongly agreed that Adults at School Ensure Safe and Supportive Environment.

Administrators, counselors, a psychologist, and teachers all play an active role in establishing and maintaining personalized relationships with students, important connections to ensure a safe campus. Students are encouraged to maintain positive and appropriate behavior and to maintain regular contact with their counselors. Students earn citizenship grades over four years that are one criterion used to determine eligibility for senior activities. A full-time at-risk counselor, with specialized training in drug and alcohol counseling, is part of the student support services effort. The school committed personnel, training, and resources to support Link Crew to SMHS in 2018-2019. The Link Crew program continues to be funded. It is designed to connect incoming 9th-grade students with seniors to create connections to the school and assist with the transition to high school.

The San Marino High School Site Safety and Security advisory committee has been hard at work 2018-2019. Under the guidance of Safety and Security advisory committee chair, Andrew Gayl, the committee has taken an in-depth look at potential issues surrounding our school, with regards to the safety of our students, staff, and visitors. The committee has made recommendations to update signs around campus and ensure translation of community dominate languages, explore Catapult Emergency Management and Visitor Management System. San Marino High School continues to work with SMPD and SMFD to determine the feasibility of a bi-annual active shooter drill.

A Comprehensive School Safety Plan is monitored and updated as appropriate by a representative team of school, parents, and community members, including a law enforcement representative. The School Safety Plan was updated by the School Site Council in February 2018. Components required by Education Code 52012 and 52842 address the following goals:

Goal #1: All students and staff members are provided a safe teaching and learning environment

Goal #2: Reduce chronic absenteeism and truancy for the 2017-18 school year by 10%

Goal #3: Students will feel more connected to their school with increased programs and activities

Goal #4: All students are safe and secure at school, when traveling to and from school, and when traveling to and from school-related activities

Goal #5: District programs and approved community resources are available to students and parents

Goal #6: Students, parents, staff, and community members effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds

D.其他 SARC 信息

本部分的信息必须包括在 SARC 中，但不包括在 LCFF 的州优先级中。

平均班级规模和班级规模分布（小学）

年级 (年 级)	2015-16				2016-17				2017-18			
	平均 班级 规模	班级数量			平均 班级 规模	班级数量			平均 班级 规模	班级数量		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

班级的数量表示每个规模类别（每班的学生总数）中有多少个班级。

**“其他”类别适用于多年级班级。

平均班级规模和班级规模分布（初中）

学科	2015-16				2016-17				2017-18			
	平均 班级 规模	教室数量			平均 班级 规模	教室数量			平均 班级 规模	教室数量		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
英语	23.0	20	37		22.0	24	33		22.0	23	33	1
数学	24.0	16	34		22.0	26	24		22.0	21	29	
科学	26.0	5	30	1	26.0	9	24	1	26.0	10	27	
社会科学	26.0	8	18	1	25.0	7	20	1	26.0	2	25	

注意：班级的数量表示每个规模类别（每个教室的学生总数）中有多少教室。在初中级别中，这些信息按学科领域，而不是年级报告。

学业辅导员和其他支持人员（2017-18 学年）

职务	FTE 数量 (分配到学校)	平均学生人数 (学业辅导员)
学业辅导员	5	185
辅导员（社会/行为或职业发展）	1	N/A
图书馆媒体教师（图书馆员）	0	N/A
图书馆媒体服务人员（辅导员助手）	1	N/A
心理学家	1	N/A
社会工作者	0	N/A
护士	.25	N/A
演讲/语言/听力专家	1	N/A
资源专家（非教学）	0	N/A
其他	0	N/A

注意：具有 N/A 值的单元格不需要数据。

*一个全工时（FTE）相当于一名全职工作人员；一个 FTE 也可以代表两名工作人员，每人工作 50% 的全职工作。

每个学生和学校教师工资的支出（2016-17 财年）

(年级)	每个学生的支出			平均教师薪水
	总计	补助/受限	基本/无限制	
学校	\$10,561	\$2,246	\$8,315	\$78,482
学区	N/A	N/A	\$7,729	\$79,935
百分比差异：学校和学区	N/A	N/A	7.3	-1.8
州	N/A	N/A	\$7,125	\$71,392
百分比差异：学校和州	N/A	N/A	15.4	9.5

注意：具有 N/A 值的单元格不需要数据。

加利福尼亚州教育部于 2018 年 8 月 1 日向 LEA 发布了关于如何计算将在 2018-19 学年报告卡上报告的每学生学校支出的指导。

获得拨款的服务类型（2017-18 财年）

During the 2018-2019 School Year, Title I funds continue to be used to fund a counselor for intervention support and to purchase instructional materials to support At-Risk students.

教师和行政工资（2016-17 财年）

类别	学区金额	同一类别中学区的州平均值
教师起薪	\$50,546	\$45,681
教师的中档薪水	\$72,384	\$70,601
教师的最高薪水	\$100,423	\$89,337
校长的平均薪水（小学）	\$126,204	\$110,053
校长的平均薪水（初中）	\$131,118	\$115,224
校长的平均薪水（高中）	\$137,114	\$124,876
主管薪水	\$232,875	\$182,466
教师工资预算的百分比	32.0	33.0
行政人员工资预算的百分比	7.0	6.0

有关工资的详细信息，请参阅 CDE 认证工资和福利网页，网址为：<http://www.cde.ca.gov/ds/fd/cs/>。

大学预修（AP）课程（2017-18 学年）

学科	提供的 AP 课程数量*	AP 课程学生的百分比
计算机科学	1	N/A
英语	2	N/A
美学和表演艺术	2	N/A
科学	3	N/A
社会科学	1	N/A
所有课程	14	23.9

具有 N/A 值的单元格不需要数据。

*其中至少一名学生注册了课程。

职业发展（最近三年）

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

The 2018-2019 school year had an emphasis on teacher professional growth and development. SMHS Science teachers continued work from the 2017-2018 of learning and implementing the Next Generation Science Standards (NGGS). The staff in other instructional departments continues to work collaboratively with their department members to plan for student improvement in reading and writing in the content areas, critical thinking, and problem-solving to ensure that all students are college and career ready upon graduation.

Through Challenge Success, SMHS teachers participated in professional development that supports their understanding of best approaches to support students with recognizing the characteristics of a healthy and balanced learner better while emphasizing mental wellness as an essential aspect of overall health and academic success.

Significant professional development time was given to working on the SMHS' WASC self-study document in preparation of the for the 2019 -2020 WASC visit. During the 2017-2018 school year and continuing throughout the 2018-2019 school year, creating the six-year report that served as the foundation of professional development. SMHS' faculty had the opportunity to break into focus groups, draft responses to prompts and identify evidence in the areas of: Student Support, Organization, Instruction, Curriculum, and Assessment for completion of the WASC six-year Report due at the end of the 2019-2020 school year.