

San Marino High School

A National Blue Ribbon School

2701 Huntington Drive, San Marino, California 91108-2295



2010-11 SARC Contents

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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 1951, San Marino High School has enjoyed a national reputation as one of California's finest high schools. The school's Academic Performance Index (API) of 938 places it as the highest scoring non-magnet high school in Southern California and the second highest in the state. When compared with all schools in the state, SMHS has consistently ranked in the top ten. The school has been recognized as a No Child Left Behind National Blue Ribbon School and a California Distinguished School. Recently, the California Business For Educational Excellence organization again named the school as an Honor Roll School. "US News and World Report," in its initial rankings named SMHS as a Gold Medal School, the highest recognition awarded. The school fulfills its academic mission, typically sending 85% 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. 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.

Last spring 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 66 CIF championships, the most for any school near its size in Southern California. This fall all teams either made the CIF Southern Section playoffs or had individuals participate in the playoffs where single entries were accepted. Athletic facilities include two gyms; a new 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.



Student Population 2010-2011

Grade	Enrollment	Chinese	African Amer	Hispanic	White	Other
9	274	138	4	15	89	28
10	286	140	4	22	95	25
11	261	123	3	17	83	35
12	299	175	3	22	70	29
Total	1120	576	14	76	337	117
Approximate Percent	100%	51%	1%	7%	30%	10%

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 2010 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 All Students		California All Students	
	2009	2010	2009	2010
Spring CST Year				
English/Language Arts	92	90	50	52
Mathematics	76	80	46	48
Science	82	85	50	54
History/Social Studies	83	82	41	44

Subject	SMHS White (30% of students)	SMHS Asian (61% of students)
	2010	2010
Spring CST Year		
English/Language Arts	94	91
Mathematics	75	85
Science	89	87
History/Social Studies	84	84

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

Spring CST Year 2010	Males	Females	English Learner	Students with Disabilities
English/Language Arts	90	91	32	62
Mathematics	81	78	68	63
Science	85	84	33	29
History/Social Studies	85	80	33	39

Source: Ed-Data Partnership

Local Assessments

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

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. For more information contact the Assistant Principal of Guidance and Instruction, Mrs. Mary Johnson at 626-299-7027.

California Physical Fitness Test 2009-10

Data reported are the percent of 284 grade 9 students meeting fitness.

Number of Physical Fitness Area Standards Met San Marino High School, 2009-10

Standards Met	Percent of Students
	Grade 9
All standards met	57.4%
Five of Six	28.2%
Four of Six	10.6%
Three of Six	2.8%
Two of Six	1.1%
One of Six	0.0%
No standards met	0.0%
Total Students Tested	284

Source: Ed-Data Partnership

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.



API Base Score				API Growth Scores			
Academic Performance Index reported for All Students							
Base Year	2007	2008	2009	Comparison Years	From 2007 to 2008	From 2008 to 2009	From 2009 to 2010
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	911	921	935	API Growth Score	921	935	931
Growth Target	A	A	A	Actual Growth	+10	+14	-4
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	2007	2008	2009	Comparison Years	From 2007 to 2008	From 2008 to 2009	From 2009 to 2010
Asian							
API Base Score	927	936	950	API Growth Score	936	950	946
Growth Target	A	A	A	Actual Growth	+9	+14	-4
White							
API Base Score	891	903	915	API Growth Score	903	916	926
Growth Target	A	A	A	Actual Growth	+12	+13	+11

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 when compared to other comprehensive high schools.

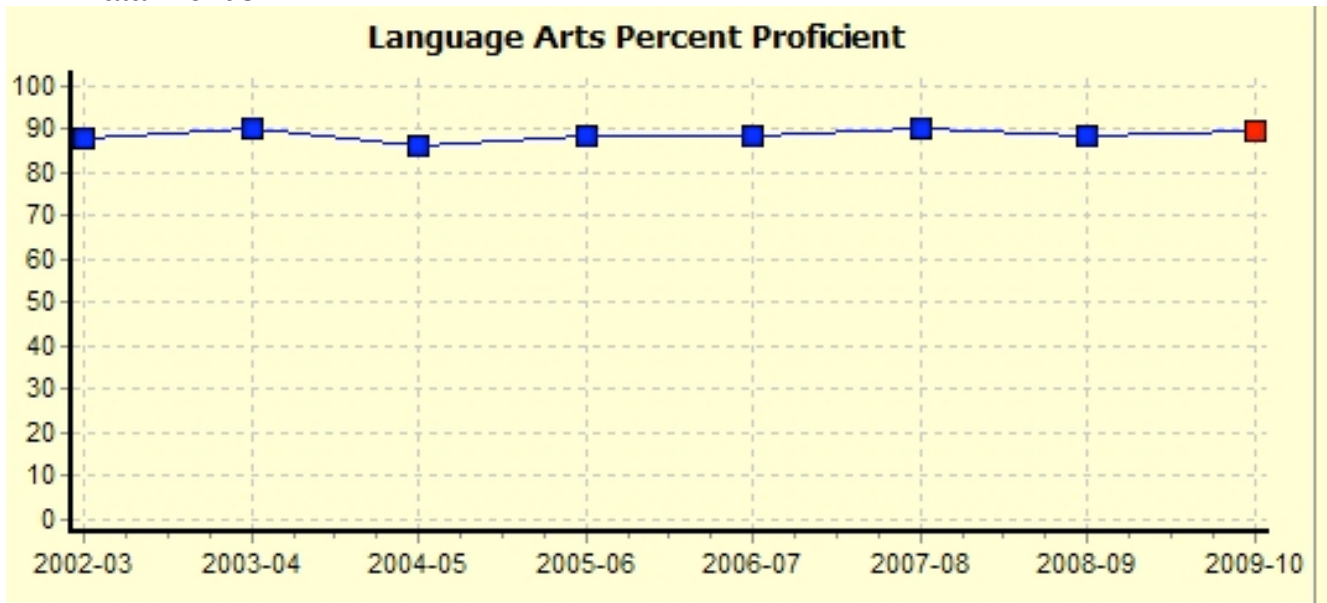
Annual Yearly Progress

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.

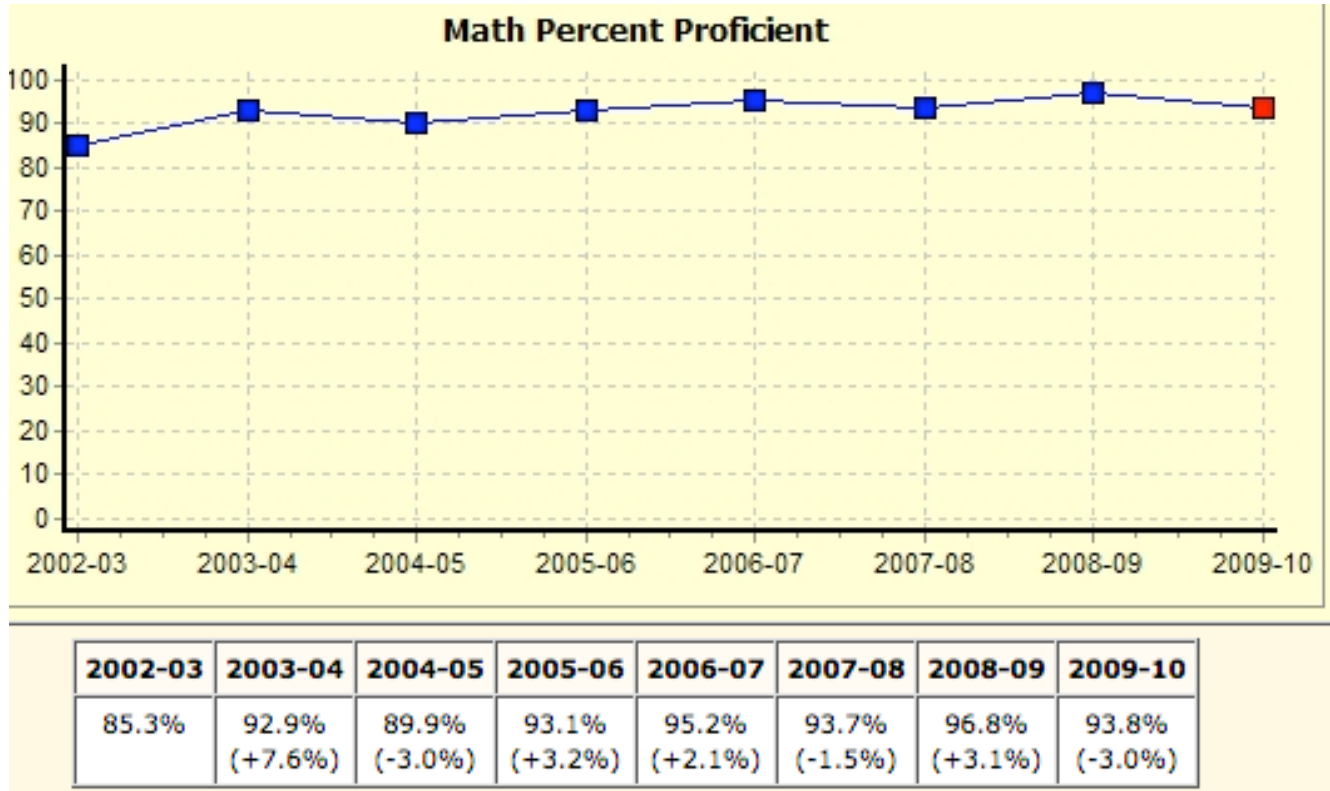
AYP Data Trends



2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
87.6%	90.3% (+2.7%)	86.4% (-3.9%)	88.3% (+1.9%)	88.4% (+0.1%)	90.0% (+1.6%)	88.2% (-1.8%)	89.6% (+1.4%)

Source: Ed-Data Partnership

AYP Data Trends



Source: Ed-Data Partnership

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

In October 2010, 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 (2010-11)

Subject	Number of Courses	Number of Sections	Enrollment
Art	1	1	7
Biology	1	2	49
English	1	3	75
English Literature	1	2	46
French	1	1	13
Spanish	1	1	28
Calculus AB	1	3	78
Calculus BC	1	1	54
Statistics	1	2	61
Chemistry	1	2	54
Environmental Science	1	2	46
Music Theory	1	1	24
Amer Gov	1	4	112
Physics	1	2	50

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

California High School Exit Exam (CAHSEE)

Beginning with the Class of 2006, all public school students are required to pass the [California High School Exit Exam \(CAHSEE\)](#) to earn a high school diploma. It is a pass-fail exam divided into two sections: English language arts and mathematics. Students take the test for the first time in 10th grade, and may retake it until they have passed both sections.

CAHSEE -10th Grade Passing Rates San Marino High School, 2009-10		
Subject	School	District
English-Language Arts	89.5%	89.1%
Mathematics	94.1%	94.1%
Note: Grade 10 combined reports are the aggregate results from all Grade 10 exam administrations during the selected school year (February, March, and May).		

Source: California Department of Education: Evaluation, Research, and Analysis Office (2009-10 SARC Research Files)

Students Enrolled in UC and CSU Courses

<i>UC/CSU Course Measure</i>	<i>Percent</i>
<i>Students enrolled in courses for UC/CSU admission</i>	84%
<i>Graduates who completed all courses required for UC/CSU admission</i>	90%

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

	SMHS		
	2008	2009	2010
Grade 12 Enrollment	311	276	299
Percent of Grade 12 taking the test	90	70	70
Average Verbal Score	581	578	595
Average Math Score	645	629	659
Average Writing Score	601	584	616

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 (Source: Data Quest)

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	2009-2010		2010-2011	
	Number for all reasons	Rate of Persistently Dangerous Events	Number for all reasons	Rate of Persistently Dangerous Events
Suspensions	12	0%	20	0%
Expulsions	0	0%	0	0%

Graduation and Drop-out Rates (Source: Data Quest)

SMHS/SMUSD	
2009-2010	
Cohort Students	275
Cohort Graduates	272
Cohort Graduation Rate	98.9
Cohort Dropouts Rate	.07

Class Size

	English	Mathematics	Science	Social Studies
2007-2008				
Average Class Size	21	25	27	22
2008-2009				
Average Class Size	21	27	26	22
2009-2010				
Average Class Size	23	28	28	28

Preparation to Enter the Workforce

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 postsecondary 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 Schoolwide Learning Results (ESLRs) further solidify this commitment by emphasizing for all students critical thinking skills, technological proficiency, post-secondary preparation, and civic responsibility.

Teacher Credentials

	2008	2009	2010
Teachers	53	53	52
Teachers with full credentials in the subject area taught	52	53	52
Teachers assigned outside of subject area taught	0	0	0
University Interns	2	0	0
Teachers with Emergency Permits	0	0	0
Teachers with Waivers	0	0	0
Total Number of qualified Substitutes	54	53	52

Teacher Academic Preparation

	SMHS	SMUSD
Doctorate	2	6
Master's + 30 units	24	81
Master's Degree Only	0	1
Bachelor's Degree + 30 units	21	66
Bachelor's Degree	5	5
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	100%
High Poverty Schools in the District	N/A

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
100%	0	0	0

*SDAIE: Specially Designed Academic Instruction in English Authorization

**CLAD: Cross Cultural and Academic Language Development Authorization

Facilities

In recent years, 40.2 million dollars in bond funds have been spent on new construction and at San Marino High School. The academic facilities are comfortable, spacious, air conditioned, and well designed for instruction. Sports facilities are have been significantly upgraded. A new synthetic field and track have been completed. The baseball stadium has been completely remodeled, and softball field renovations are completed, as is the remodeling of the boys and girls locker rooms.

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

San Marino High School offers a state-of-the-art network infrastructure to support high-speed Internet communications necessary for education in the 21st century. In 2011, wireless networking will be available campus-wide to support a flexible teaching and learning environment for teachers and students. The school is also connected to the Internet via managed fiber offering 100Mbps of broadband capacity. All students are also provided network user accounts for storage and collaboration.

San Marino High School facilitates innovative instruction by integrating technology into teacher presentations and requiring students to utilize technology to complete assignments. In World History classes, all students learn how to do electronic research, and teachers guide students in the use of PowerPoint to effectively communicate ideas and information.



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 2010-2011 school year continues to be the 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. 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 schoolwide mastery of these objectives.

In 2007-2008, the WASC accreditation process, "Focus on Learning" led the school community to undertake a comprehensive schoolwide needs assessment. 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.

In addition to four state funded professional development days and two “banked time” release days, faculty and department activities are embedded in the school’s culture. The staff works collegially to plan for student improvement in reading and writing in the content areas, critical thinking, and problem solving.

Counseling and Student Support Structure

Number of Academic Counselors	4
Ratio of students per counselor	280
Number of School Psychologists	1

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-four years, and principal of San Marino High School for seventeen.

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.

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

The 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/Administrative Salary Schedule – Annual Salary (Reporting Period 2009-2010)

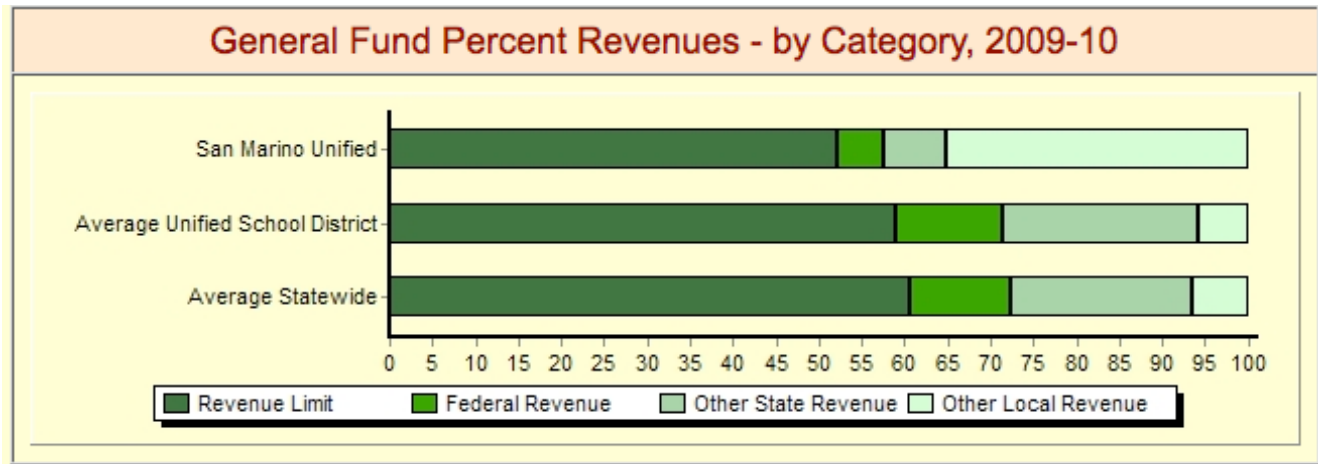
Category	District Amount	Los Angeles County Average	Est. State Average for Unified Districts
Lowest Offered	\$34,729	Not Applicable	\$40,133
BA + 60 (Step 10)	\$64,881		\$62,416
Highest Teacher Salary	\$83,981		\$80,729
Average Principal Salary (elementary)	\$112,342		\$94,605
Average Principal Salary (middle)	\$116,730		\$98,480
Average Principal Salary (high)	\$137,614		\$106,266
Superintendent Salary	\$180,000		\$144,721

Per Student Expenditures (Reporting Period 2009-2010)

San Marino Unified School District			Statewide Avg All Unified School Districts	Statewide Avg All Districts
Total Dollars	Average Daily Attendance	\$ / Student (ADA)	\$ / Student (ADA)	\$ / Student (ADA)
\$26,383,968	3,160	\$8,350	\$8,545	\$8,452

Source: Ed-Data Partnership

Types of Services Funded (Reporting Period 2009-2010)



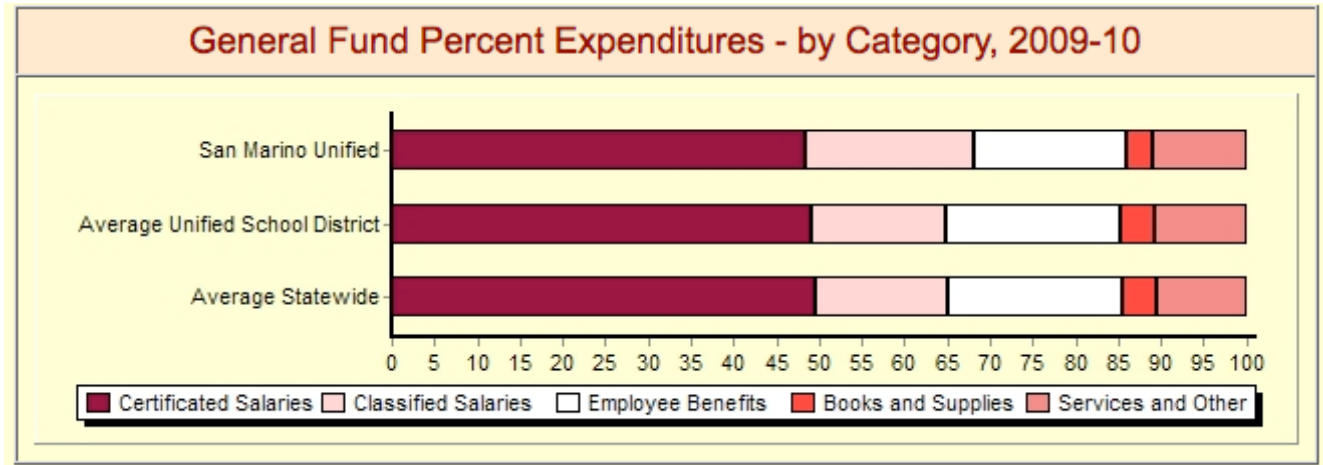
Source: Ed-Data Partnership

Types of Services Funded (Reporting Period 2009-2010)

General Fund - Expenditures San Marino Unified, 2009-10								
Object Codes	Type of Expense	Expenditures			Dollars/Student (ADA) *			
		Unrestricted	Restricted	Total	This District (ADA 3,160)	% of Avg for Unified School Districts	Statewide Avg Unified School Districts	Statewide Avg All Districts
1000-1999	Certificated Personnel Salaries ?	\$10,285,335	\$2,696,968	\$12,982,302	\$4,108	97%	\$4,260	\$4,307
2000-2999	Classified Personnel Salaries ?	3,297,815	2,006,443	5,304,258	1,679	125%	1,348	1,358
3000-3999	Employee Benefits ?	3,545,474	1,239,020	4,784,494	1,514	85%	1,785	1,772
4000-4999	Books and Supplies ?	329,900	499,383	829,283	262	77%	343	346
5000-5999	Services and Other Operating Expenditures ?	1,943,333	988,350	2,931,682	928	100%	928	919
Subtotal, Expenditures		\$19,401,856	\$7,430,163	\$26,832,019	\$8,491	98%	\$8,663	\$8,702
6000-6999	Capital Outlay ?	207,397	64,979	272,376	N/A	N/A	N/A	N/A
7000-7499	Other Outgo (excl. 7300-7399) ?	0	58,806	58,806	N/A	N/A	N/A	N/A
7300-7399	Transfers of Indirect Costs ?	(369,840)	332,814	(37,026)	N/A	N/A	N/A	N/A
Subtotal, Other Expenditures		\$(162,443)	\$456,598	\$294,155	N/A	N/A	N/A	N/A
Total Expenditures		\$19,239,413	\$7,886,762	\$27,126,175	\$8,584	97%	\$8,885	\$8,955

* The per student number is based on total ADA, not the number of students in a specific program.

Source: Ed-Data Partnership



Source: Ed-Data Partnership

SARC Contacts

Site Contact

Loren Kleinrock,
 SMHS Principal
 (626) 299-7020
 FAX: (626) 299-7023
 EMAIL:
 vfan@san-marino.k12.ca.us

District Contact

Dr. Gary McGuigan, Director
 Instructional Services
 (626) 299-7000 X320
 FAX: (626) 299-7010
 EMAIL:
 gmcguigan@smusd.us

San Marino Unified School District

Dr. Gary Woods, Superintendent

(626) 299-7000 X310 FAX: (626) 299-7010
gwoods@san-marino.k12.ca.us

Julie Boucher, Assistant Superintendent

Business Services
 (626) 299-7000 X414 FAX: (626) 299-7010
jboucher626@smusd.us

Linda de la Torre, Assistant Superintendent

Human Resources
 (626) 299-7000 X311
lrtorre@smusd.us

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 are on the Web! www.sanmarinohs.org