

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

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.

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

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	San Marino High School	District Name	San Marino Unified School District
Street	2701 Huntington Dr.	Phone Number	626.299.7000
City, State, Zip	San Marino, CA 91108-2295	Web Site	www.smusd.us
Phone Number	626.299.7020	Superintendent	Mr. Loren W. Kleinrock
Principal	Mr. Keith Derrick	E-mail Address	superintendent@smusd.us
E-mail Address	kderrick@smusd.us	CDS Code	19649641937754

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

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 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.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized 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.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	276
Grade 10	296
Grade 11	263
Grade 12	302
Total Enrollment	1,137

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.1	White	28.4
American Indian or Alaska Native	0	Two or More Races	1.5
Asian	59.8	Socioeconomically Disadvantaged	2.1
Filipino	0.6	English Learners	5.2
Hispanic or Latino	8.3	Students with Disabilities	7.7
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	20.5	36	22	0	23				23.7	13	30	2
Mathematics	27.2	9	25	6	28				28.1	9	8	16
Science	25.5	5	30	0	28				28.9	2	18	5
Social Science	22	14	12	0	28				24.3	7	14	2

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	2.46	1.05	1.76	1.41	0.5	0.88
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 10/13/10

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. A School Facility Conditions Evaluation is done each year by the Director of Maintenance and Operations. A copy of the Facility Inspection Tool (FIT) is kept on file in the Business Services Office.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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 Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	53	53	52	142
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

- * "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	97.22	2.78
All Schools in District	98.56	1.44
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	98.56	1.44

- * 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	280
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	1	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	0	---
Other	1	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 9/27/11

In September 2011, 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.san-marino.k12.ca.us/di/administration/instruction/williams.htm>

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 above.		0
Mathematics	See above.		0
Science	See above.		0
History-Social Science	See above.		0
Foreign Language	See above.		0
Health	See above.		0
Science Laboratory Equipment (grades 9-12)	See above.		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$8,584	\$2,496	\$6,088	\$70,997
District	---	---	\$6,088	\$70,997
Percent Difference: School Site and District	---	---	0%	0%
State	---	---	\$5,650	\$63,062
Percent Difference: School Site and State	---	---	7%	11%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Title I funds are being used to fund a Reading Specialist and to purchase instructional materials to support At-Risk students.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,729	\$39,074
Mid-Range Teacher Salary	\$64,881	\$60,172
Highest Teacher Salary	\$83,981	\$78,468
Average Principal Salary (Elementary)	\$112,342	\$95,926
Average Principal Salary (Middle)	\$116,730	\$99,356
Average Principal Salary (High)	\$137,614	\$107,041
Superintendent Salary	\$180,000	\$148,555
Percent of Budget for Teacher Salaries	35%	38%
Percent of Budget for Administrative Salaries	6%	6%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	92	90	90	91	90	90	49	52	54
Mathematics	76	80	80	87	88	88	46	48	50
Science	82	85	85	89	90	91	50	54	57
History-Social Science	83	82	83	85	84	86	41	44	48

* 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 by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	90	88	91	86
All Student at the School	90	80	85	83
Male	90	83	89	88
Female	91	78	81	79
Black or African American	0	0	0	0
American Indian or Alaska Native				
Asian	93	88	87	88
Filipino	0	0	0	0
Hispanic or Latino	71	47	76	64
Native Hawaiian/Pacific Islander	0	0	0	0
White	90	77	86	81
Two or More Races	78	58	0	79
Socioeconomically Disadvantaged	75	71	0	71
English Learners	12	75	0	45
Students with Disabilities	52	53	59	28
Students Receiving Migrant Education Services				

* 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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	88	87	94	88	87	94	52	54	59
Mathematics	97	94	96	97	94	96	53	54	56

* 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 High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	6	21	73	4	37	59
All Students at the School	6	21	73	4	37	59
Male	6	20	74	4	38	58
Female	6	22	73	4	36	61
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	7	14	80	1	27	72
Filipino	0	0	0	0	0	0
Hispanic or Latino	10	45	45	17	55	28
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	3	26	71	4	47	48
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Students with Disabilities	25	43	32	18	61	21
Students Receiving Migrant Education Services	0	0	0	0	0	0

* 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 Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.4	26.2	59.3

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	10	10	10

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	14	-4	9
Black or African American			
American Indian or Alaska Native			
Asian	14	-4	14
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	13	11	0
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "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.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	824	938	2,482	955	4,683,676	778
Black or African American	8		17	894	317,856	696
American Indian or Alaska Native	0		0		33,774	733
Asian	467	959	1,384	973	398,869	898
Filipino	6		16	939	123,245	859
Hispanic or Latino	67	863	195	880	2,406,749	729
Native Hawaiian/Pacific Islander	3		8		26,953	764
White	255	924	766	940	1,258,831	845
Two or More Races	16	934	94	970	76,766	836
Socioeconomically Disadvantaged	24	895	69	902	2,731,843	726
English Learners	37	796	178	871	1,521,844	707
Students with Disabilities	68	785	230	799	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		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

XI. School Completion and Postsecondary Preparation**Admission Requirements for California's Public Universities****University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.8	0.2	0.1	0.8	0.2	0.1	4.9	5.7	4.6
Graduation Rate	99.3	99.26	99.64	99.3	99.26	99.64	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	99.3%	99.3%	N/D
Black or African American	100%	100%	N/D
American Indian or Alaska Native			N/D
Asian	98.8%	98.8%	N/D
Filipino			N/D
Hispanic or Latino	100%	100%	N/D
Native Hawaiian/Pacific Islander			N/D
White	100%	100%	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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 2010-11)

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/articulated between the school/institutions of postsecondary education	12%

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	81.7
Graduates Who Completed All Courses Required for UC/CSU Admission	73.9

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	5	---
Fine and Performing Arts	3	---
Foreign Language	2	---
Mathematics	6	---
Science	8	---
Social Science	3	---
All courses	27	10.8

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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 school-wide 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.