

San Marino High School

A National Blue Ribbon School

2701 Huntington Drive, San Marino, California 91108-2295



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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 1952, San Marino High School has enjoyed a national reputation as one of California's finest high schools. The 2007 Academic Performance Index (API) was 911, placing SMHS as the top scoring comprehensive high school in Los Angeles County and seventh among comprehensive California high schools.

It is no wonder that Titan graduates consistently demonstrate a high level of readiness for university success. Of 309 students in the Class of 2008, 99.9% are currently college freshmen. 83% selected 4-year institutions, 17% chose to attend a community college, and <1% reported undecided.

In the Class of 2008, 97% of the seniors took the SAT 1 Reasoning Test to achieve average scores of 581 in verbal, 601 in writing, and 645 in math skills.

It is also interesting to note that out of 309 graduates, 264 students, or 85.8% of the class, completed all courses required for University of California and/or California State University admission requirements. Overall, 87.5% of all students were enrolled in approved courses.

These are simply a few of the indicators that challenging and interesting teaching and learning occur in an environment where every student has equal access to excellence.



Student Population

Grade	Enrollment	Asian	Filipino	Hispanic	White	Other
9	287	192	1	19	68	7
10	274	181	3	13	71	6
11	280	179	0	7	89	5
12	296	202	2	13	76	3
Total	1137	754	6	52	304	21
Approximate Percent	100	66%	0.5%	5%	27%	1%

The number of students in each grade level as reported by the 2008 California Basic Educational Data System (CBEDS)

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 2008 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/SMUSD			California		
	All Students			All Students		
Spring CST Year	2006	2007	2008	2006	2007	2008
English/Language Arts	89	88	89	42	43	46
Mathematics	77	77	73	40	40	43
Science	85	80	84	35	38	46
History/Social Studies	71	67	75	33	33	36

Subject	SMHS/SMUSD	SMHS/SMUSD
	White (27% of students)	Asian (66% of students)
Spring CST Year	2008	2008
English/Language Arts	88	91
Mathematics	64	78
Science	77	90
History/Social Studies	77	76

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

Spring CST Year 2008	Males	Females	English Learner	Disabled
English/Language Arts	86	92	38	0
Mathematics	77	69	70	0
Science	83	85	*	0
History/Social Studies	75	75	33	0

*Fewer than ten students

National Norm Referenced Test

The California Department of Education does not administer a nationally norm-referenced test to high school students. To view grade three and seven results go to www.san-marino.k12.ca.us.

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

Local Assessments

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. Meaningful summary reporting has yet to be designed. For more information contact the Assistant Principal of Guidance and Instruction at 626-299-7027.

California Physical Fitness Test 2008

Data reported are the percent of 281 grade 9 students meeting fitness standards scoring in the healthy fitness zone on all six fitness standards.

Tasks	% Scoring in the "Healthy Fitness Zone" on Assessed Tasks					
	Aerobic Capacity	Body Composition	Abdominal Strength	Trunk Extensor Strength	Upper Body Strength	Flexibility
% in the Healthy Fitness Zone (HFZ)	87.2	84	97.2	96.4	84.7	81.1
% of Students in the "Healthy Fitness Zone" (HFZ) on Tasks						
6 of 6 Tasks	59.1					
5 of 6 Tasks	24.2					
4 of 6 Tasks	9.3					
3 of 6 Tasks	6.0					
2 of 6 Tasks	0.0					
1 of 6 Tasks	0.0					
0 of 6 Tasks	1.4					

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. Although SMHS qualifies for API Awards Programs the California legislature has not allocated funds.



API Base Score				API Growth Scores			
Academic Performance Index reported for All Students							
Base Year	2006	2007	2008	Comparison Years	From 2005 to 2006	From 2006 to 2007	From 2007 to 2008
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	915	921	911	API Growth Score	922	911	921
Growth Target	A	A	A	Actual Growth	+7	-10	+10
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	2006	2007	2008	Comparison Years	From 2005 to 2006	From 2006 to 2007	From 2007 to 2008
Asian							
API Base Score	933	937	927	API Growth Score	940	927	936
Growth Target	A	A	A	Actual Growth	+7	-10	9
White							
API Base Score	886	892	891	API Growth Score	889	891	903
Growth Target	A	A	A	Actual Growth	+3	-1	12

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 and fourth in California 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.

English/ Language Arts				
	Federal Requirement for 2007	SMHS Were the federal requirements met?	Federal Requirement for 2008	SMHS Were the federal requirements met?
All Students	95% participation on tests with 23% or more of those students scoring at/above proficient.	Yes	95% participation on tests with 34% or more of those students scoring at/above proficient.	Yes
Asian		Yes		Yes
White		Yes		Yes

Mathematics				
	Federal Requirements for 2007	SMHS Were the federal requirements met?	Federal Requirements for 2008	SMHS Were the federal requirements met?
All Students	95% participation on tests with 23.7% or more of those students scoring at/above proficient.	Yes	95% participation on tests with 34.6% or more of those students scoring at/above proficient.	Yes
Asian		Yes		Yes
White		Yes		Yes

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



On September 23, 2008, 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



Subject	Number of Courses	Number of Sections	Enrollment
Visual and Performing Arts	1	2	41
Computer Science	1	1	10
English	2	3	75
Foreign Language	2*	2	45
Mathematics	3	7	183
Science	4	8	216
Social Studies	1	4	97

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

California High School Exit Exam (CAHSEE)

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (advanced, proficient, or not proficient) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE website at <http://cahsee.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

The table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and Mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
ELA	88.3	88.4	90.9	88.3	88.4	90.9	51.1	48.6	52.9
Math	93.1	95.2	94.3	93.1	95.2	94.3	46.8	49.9	51.3

Students Enrolled in UC and CSU Courses

Numbers of course enrollments in all classes that are offered at SMHS	Numbers of course enrollments that are required for UC and/or CSU admission	Percent of enrollment of students in courses required for UC and CSU admission
5428	4749	81.4%

The above chart reports number and percent of students enrolled in courses required for University of California and California State University admission in 2004 as reported on CBEDS.

Graduates completing UC and CSU requirements for admission

Number of Graduates in 2007-2008	Number of Graduates who have completed all courses required for admission to UC and CSU	Percent of students completing courses required for UC and CSU admission
309	264	85.4%

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

	School			State		
	2006	2007	2008	2006	2007	2008
Grade 12 Enrollment	317	311	276	383,460	441,198	205,145
Percent of Grade 12 taking the test	112.0	100	100	40.4	36.9	13.5
Average Verbal Score	584	582	581	495	493	499
Average Math Score	643	645	645	516	513	515
Average Writing Score	597	594	601	495	491	498

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

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	2006-2007		2007-2008	
	Number for all reasons	Rate of Persistently Dangerous Events	Number for all reasons	Rate of Persistently Dangerous Events
Suspensions	30	0%	10	0%
Expulsions	0	0%	0	0%

Graduation and Drop-out Rates

	SMHS/SMUSD			State		
	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007
Enrollment 9-12	1,179	1,217	1148	1,876,927	1,937,014	1,997,181
Number of Dropouts	2	1	1	61,253	60,176	43,209
Dropout rate (one year)	.2	.1	.1	3.3	3.1	4.2

Class Size

		English	Mathematics	Science	Social Studies
2006					
Average Class Size		21.0	28.4	28.7	25.5
Numbers of Classrooms	1-20	34	7	3	5
	21-32	25	16	22	15
	33+	2	13	4	2
2007					
Average Class Size		20.9	26.7	26.1	23.8
Numbers of Classrooms	1-20	40	15	10	9
	21-32	19	20	27	16
	33+	5	9	2	1
2008					
Average Class Size		20.7	24.8	27.4	21.3
Numbers of Classrooms	1-20	35	14	4	11
	21-32	26	24	30	15
	33+	1	7	1	0

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. Course 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 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

	2006	2007	2008
Teachers	54	54	53
Teachers with full credentials in the subject area taught	52	52	52
Teachers assigned outside of subject area taught	0	0	0
University Interns	3	1	2
Teachers with Emergency Permits	0	0	0
Teachers with Waivers	0	0	0
Total Number of qualified Substitutes	62	55	54

Teacher Academic Preparation

	SMHS	SMUSD
Doctorate	3	5
Master's + 30 units	23	67
Master's Degree Only	2	2
Bachelor's Degree + 30 units	21	72
Bachelor's Degree	5	10
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	99.8
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
52		1	1	0

*SDAIE: Specially Designed Academic Instruction in English Authorization

**CLAD: Cross Cultural and Academic Language Development Authorization

Facilities

40.2 million dollars in bond funds have been spent on new construction and renovation that is still in progress at San Marino High School. The academic facilities are comfortable, spacious, air conditioned, and well designed for instruction. Sports facilities are being addressed this year. 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. 802.11n wireless networking is 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 2008-2009 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 three 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 tend 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 FTE
Ratio of students per counselor	284
Number of School Psychologists	1 FTE
At-Risk Intervention Counselor	.60 FTE

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 years, and principal of San Marino High School for twelve.

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.

A 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 Salaries (FY: Required Reporting Period 2006-2007)

Category	District Amount	Los Angeles County Average	State Average for Districts in the same category
Beginning Teacher Salary	\$34,729	Not Applicable	\$36,572
Mid range Teacher Salary	\$62,051		\$55,815
Highest Teacher Salary	\$80,318		\$70,985
Average Principal Salary (elementary)	\$104,430		\$86,995
Average Principal Salary (middle)	\$112,240		\$90,820
Average Principal Salary (high)	\$132,321		\$96,447
Superintendent Salary	\$171,452		\$128,495
Percent of Budget for Teacher Salaries	39%		39.3%
Percent of Budget for Administrator Salaries	7%		5.8%

Per Student Expenditures (FY: Required Reporting Period 2006-2007)

District	District	State Average for the same type of District	State Average in all Districts
Total Dollars	Dollars per Student	Dollars per Student	Dollars per Student
\$30,242,966	\$9,406	\$8,499	\$8,612

Types of Services Funded (FY: Required Reporting Period 2006-2007)

Summary of Revenue		Summary of Expenditures	
Revenue Limit	\$17,919,490	Certificated Salaries	\$13,791,001
Federal Revenue	\$666,684	Classified Salaries	\$5,448,981
<i>Other State Revenue</i>		Employee Benefits	\$4,875,441
Lottery	\$492,891	Books and Supplies	\$1,878,255
Other	\$3,278,440	Operating Services	\$3,178,479
<i>Local Revenue</i>		Equipment	\$1,093,924
Parcel Tax	\$1,019,154	Indirect Support	<\$34,750>
Rents and Leases	\$405,659	Other Outgo	\$11,635
Interest	\$266,422	Other Uses	\$252,621
Schools Foundation	\$1,665,354		
Other Local Revenue	\$4,522,780		
Total Revenue	\$30,236,874	Total Expenditures & Transfers	\$30,495,587

SARC Contacts

Site Contact

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District Contact

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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're on the Web! www.san-marino.k12.ca.us