San Dimas High

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

Mr. Michael Kelly, Principal

📍 Principal, San Dimas High

About Our School

San Dimas High School is one of two comprehensive high schools in the Bonita Unified School District. Built in 1970, San Dimas High School is accredited by WASC and serves 1398 students. It is the only comprehensive high school in San Dimas.

Following the 2015-16 school year, 87% of SDHS Seniors went on to college. The school schedules one minimum day for parent conferencing, four for final examinations and recognizes academic achievement though various assemblies such as Renaissance, rallies, and other artistic pursuits. The district staffs San Dimas on a 31.5:1 ratio based on a five-period day.

The school offers math and reading intervention classes during the school day. The school also contracts with Mt. San Antonio College for make-up and accelerated summer school as well as offering online credit recover classes during the year.

SDHS serves the needs of all students from Severely Handicapped to English Learners to Gifted Students. Programs at SDHS include ELL, RSP, SDC, Autistic, Transition and SH classrooms. GATE students are offered accelerated and honors classes, special event field trips, and an extensive AP program.

In 1999, 2003, and 2009, San Dimas High School received recognition as a California Distinguished School. The school's Academic Performance Index topped at 839, up 67 points in five years. The school met national AYP targets for every year from 2004, through 2011. In 2007, the school won the coveted Golden Bell from the California School Board Association for its award winning Animation Program. This four year program is articulated for college credit and provides state of the art training in all aspects of Animation. San Dimas High School has been name one of America's top schools by Newsweek Magazine, The Washington Post and The Daily Beast.

Contact

San Dimas High
800 West Covina Blvd.
San Dimas, CA 91773-1473

Phone: 909-971-8230
E-mail: kelly@bonita.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)

District Name	Bonita Unified
Phone Number	(909) 971-8200
Superintendent	Christina Goennier
E-mail Address	goennier@bonita.k12.ca.us
Web Site	www.bonita.k12.ca.us

School Contact Information (School Year 2016-17)

School Name	San Dimas High
Street	800 West Covina Blvd.
City, State, Zip	San Dimas, Ca, 91773-1473
Phone Number	909-971-8230
Principal	Mr. Michael Kelly, Principal
E-mail Address	kelly@bonita.k12.ca.us
Web Site	http://www.sandimashigh.com/
County-District-School (CDS) Code	19643291937739

Last updated: 1/18/2017

School Description and Mission Statement (School Year 2016-17)

Vision

San Dimas High School will be the San Gabriel Valley's premier center for powerful teaching and learning, rigorous academics, and diverse activities in a community of integrity and respect.

Mission

To best serve the students and community of San Dimas High School, we inspire all students to excel in a safe and challenging environment by valuing academic rigor, individuality, enthusiasm, and responsibility.

San Dimas High School maintains a culture of respect and support with the highest expectations for each of our students and staff members. The goal of San Dimas High School is to provide all students with a wide variety of educational experiences, in a small school setting, to prepare them to achieve their dreams. Whether students dream of the university or the world of work, we prepare our students to face and conquer the challenges of the 21st century through an atmosphere of personal challenge and mutual respect.

Below are the Expected School-wide Learning Results (ESLRs) that drive teaching and learning at San Dimas High School in meeting the educational standards outlined by the State of California:

Effective Communicators

· Read and listen with understanding

· Write and speak with clarity

· Use technology to access, organize and present information

Accomplished Learners

· Challenge themselves continuously

· Participate in and accept responsibility for learning

· Produce quality independent work

· Solve problems and express ideas creatively

Responsible Individuals

· Respect all beliefs and cultures

· Demonstrate integrity and ethical behavior

· Create and maintain a plan for the future

· Work to promote causes greater than themselves

· Inspire others to move toward a successful outcome

These student outcomes, or ESLRs, are the overarching goals that graduates achieve through a fully articulated and viable curriculum which is standards-based and aimed at student growth.

Last updated: 1/18/2017

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

Grade Level	Number of Students
Grade 9	347
Grade 10	352
Grade 11	341
Grade 12	320
Total Enrollment	1360
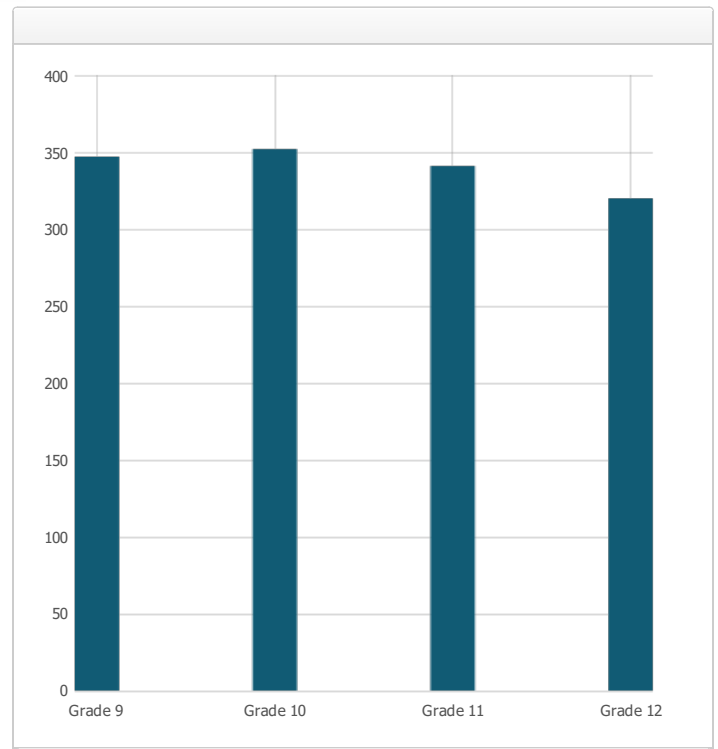
Last updated: 1/18/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.6 %
American Indian or Alaska Native	0.1 %
Asian	4.9 %
Filipino	5.5 %
Hispanic or Latino	50.2 %
Native Hawaiian or Pacific Islander	0.2 %
White	28.2 %
Two or More Races	6.1 %
Other	2.2 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	34.1 %
English Learners	4.4 %
Students with Disabilities	9.2 %
Foster Youth	1.0 %

Last updated: 1/18/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	53	55	53	442
Without Full Credential	0	0	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	3	26
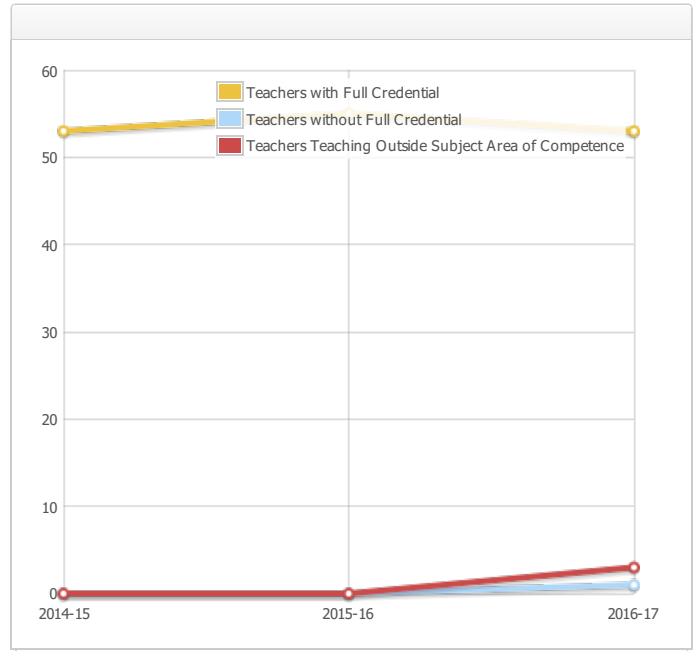
Last updated: 1/18/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
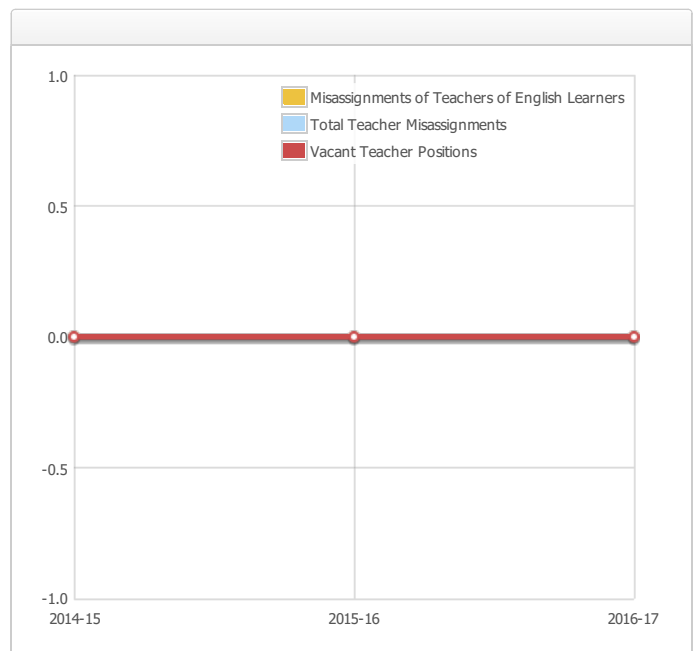
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/18/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	98.0%	2.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/18/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2003 Grades 9-12 Literature Gold Literature Platinum Literature American Experience Literature British Tradition Prentice Hall Publishing Company	No	0.0 %
Mathematics	Adopted 2009 Grades 9-12 California Algebra Readiness California Algebra I California Algebra II Pearson/Prentice Hall Publishing Company California Mathematics: Geometry Algebra and Trigonometry, 5th Ed Pre-Calculus with Limits, 5th Ed. Calculus with Analytic Geometry, 8th Ed. McDougal Littell Publishing Company Geometry: Concepts & Applications Glencoe Publishing Company Stats: Modeling the World, 2nd Ed. Pearson Addison Wesley Publishing Company	Yes	0.0 %
Science	Adopted 2008 Grades 9-12 California Earth Science, 2008 California Chemistry, 2007 Environmental Science, 2008 Brooks Cole Publishing Company Physics: Principles With Applications 6/e, 2007 Pearson Publishing Company	Yes	0.0 %

Holt Publishing Company

Holes Human Anatomy and Physiology, 2007

McGraw Hill Publishing Company

California Biology, 2007

Prentice Hall Publishing Company

BSCS Biology: An Ecological Approach, 2006

Kendall-Hunt Publishing Company

Biology 8/e, 2008

Benjamin Cummings Publishing Company

Chemistry: Matter and Change, 2007

Glencoe Publishing Company

Basic Chemistry 7/e (Zumdahl), 2007

Houghton Mifflin Publishing Company

Environmental Science 15/e, 2006

History-Social Science		Yes	0.0 %

Adopted 2007 Grades 9-12

World Geography, 2006

McDougal Littell Publishing Company

World History, Modern Times CA Edition 2006

US History, The American Vision: Modern Times CA
Edition 2006

Economics: Economic Principals & Practices, CA Edition
2006

Psychology: Understanding Psychology, 2008

AP World History: Traditions & Encounters, 2006

McGraw Hill Glencoe Publishing Company

Government; Magruder's American Government CA
Edition 2006

AP Euro History: The Western Heritage Since 1300,
2006

Pearson, Prentice Hall Publish Company

AP US History: Enduring vision - A History of the
American People

2008

AP Government: American Government, 2006

McDougal Littell Publishing Company

Sociology: The Study of Human Relationships, 2005

Holt, Reinhart & Winston Publishing Company

AP Economics: Economics, 2006

Worth Publishing Company

AP Psychology, 8th Edition, 2007

VHPS (Worth) Publishing Company

Foreign Language		Yes	0.0 %

Adopted 2008 Grades 9-12

Spanish: Avancemos, Levels 1-4, 2007

McDougal Littell Publishing Company

French: Discovering French Nouveau, Levels 1-4, 2007

McDougal Littell Publishing Company

Advanced Placement Spanish: Galeria de Arte y Vida,
2007

Pearson Publishing Company

Advanced Placement French: En Bonne Forme, 2007
Houghton

Mifflin Publishing Company

Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/19/2017

School Facility Conditions and Planned Improvements

Modernization of the entire facility was completed in 2006. In 2012, the stadium was upgraded with installation of an all-weather track, artificial turf and reconfigured seating. In 2013, a gym expansion was completed adding a new court, new restrooms, and upgrading all rooms in the building. 2014 marked the completion of a District Performing Arts Center on campus and an upgrade to the school intercom and bell system.

Last updated: 1/18/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good

Last updated: 12/23/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	71.0%	54.0%	56.0%	62.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	36.0%	27.0%	45.0%	48.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/18/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	341	332	97.4%	53.6%
Male	182	175	96.2%	48.6%
Female	159	157	98.7%	59.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	11	91.7%	81.8%
Filipino	14	14	100.0%	50.0%
Hispanic or Latino	176	172	97.7%	48.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	101	97	96.0%	57.7%
Two or More Races	19	19	100.0%	73.7%
Socioeconomically Disadvantaged	98	97	99.0%	43.3%
English Learners	16	16	100.0%	6.3%
Students with Disabilities	32	29	90.6%	13.8%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/18/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	341	332	97.4%	27.4%
Male	182	175	96.2%	25.7%
Female	159	157	98.7%	29.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	11	91.7%	54.6%
Filipino	14	14	100.0%	35.7%
Hispanic or Latino	176	172	97.7%	20.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	101	97	96.0%	32.0%
Two or More Races	19	19	100.0%	52.6%
Socioeconomically Disadvantaged	98	97	99.0%	19.6%
English Learners	16	16	100.0%	--
Students with Disabilities	32	29	90.6%	6.9%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/18/2017

CAASPP Test Results in Science for All Students

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	82.0%	80.0%	79.0%	81.0%	77.0%	79.0%	60.0%	56.0%	54.0%

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/18/2017

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	349	340	97.4%	78.8%
Male	173	167	96.5%	78.4%
Female	176	173	98.3%	79.2%
Black or African American	11	11	100.0%	63.6%
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100.0%	90.9%
Filipino	22	22	100.0%	90.9%
Hispanic or Latino	175	167	95.4%	71.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	86	100.0%	89.5%
Two or More Races	23	22	95.7%	81.8%
Socioeconomically Disadvantaged	132	126	95.5%	69.8%
English Learners	--	--	--	--
Students with Disabilities	34	33	97.1%	54.6%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/18/2017

Career Technical Education Programs (School Year 2015-16)

San Dimas High School offers outstanding Career Technical Education (CTE) pathways in the areas of Filmmaking and Animation, Digital Video Media, and Photography. Capstone courses in these areas offer students an opportunity to earn a certificate for use at a post-secondary institution or in the job market. The SDHS Career Center staff works closely with CTE instructors and counselors to ensure that students have access to a variety of resources to assist them in their transition from high school to adulthood; these opportunities include financial aid workshops, an annual Career Day, an annual College Fair, and on-campus visits from universities, community colleges, and trade schools.

Last updated: 1/18/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	772
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	41.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20.0%

Last updated: 1/18/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.2%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	38.7%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.0%	21.4%	44.8%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/18/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents have a wide number of opportunities to become involved in school activities. Many parents volunteer to serve on numerous Booster groups for sports, academics, Choir and Band. Our active Bingo Committee raises tens of thousands of dollars each year to support student learning, activities and campus beautification. Parents also volunteer in the Parent Teacher Student Association (PTSA), School Site Council, Best Buddies, and help in the library. Most importantly, parents are in contact with the school regarding their child's academic progress. This is made possible through telephone, email, daily bulletin, online grades, online attendance records and online transcript access.

State Priority: Pupil Engagement

Last updated: 1/18/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.3%	0.0%	3.2%	3.7%	3.4%	4.6%	11.4%	11.5%	10.7%
Graduation Rate	98.70	99.70	94.40	98.80	98.00	92.30	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
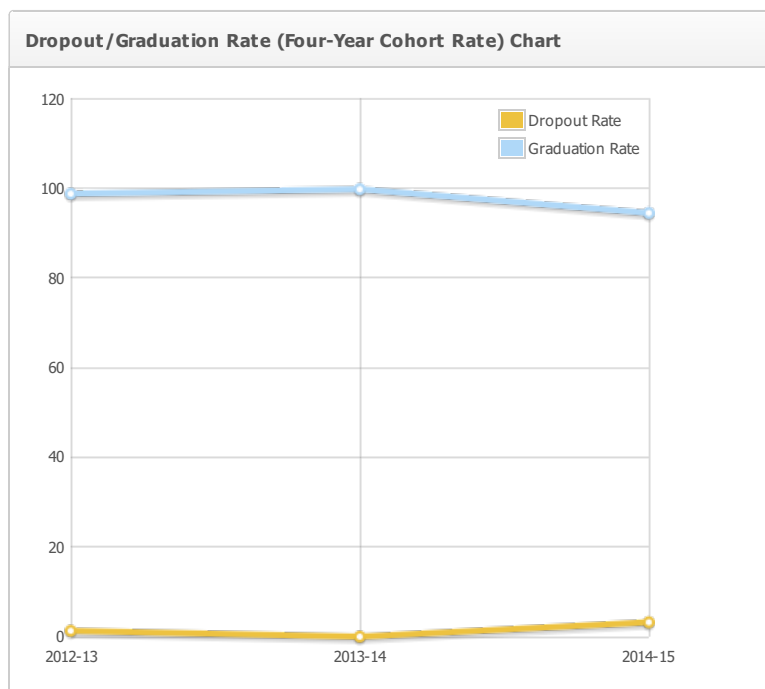
Last updated: 2/2/2017

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

| Student Group	School	District	State
All Students	90	92	85
Black or African American	75	86	77
American Indian or Alaska Native	100	100	75
Asian	71	89	99
Filipino	100	100	97
Hispanic or Latino	88	91	84
Native Hawaiian or Pacific Islander	0	0	85
White	98	94	87
Two or More Races	86	91	91
Socioeconomically Disadvantaged	93	94	77
English Learners	50	50	51
Students with Disabilities	79	69	68
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.5	6.5	3.7	5.2	4.3	3.7	4.4	3.8	3.7
Expulsions	0.0	0.1	0.0	0.1	0.1	0.0	0.1	0.1	0.1

Suspensions	Expulsions
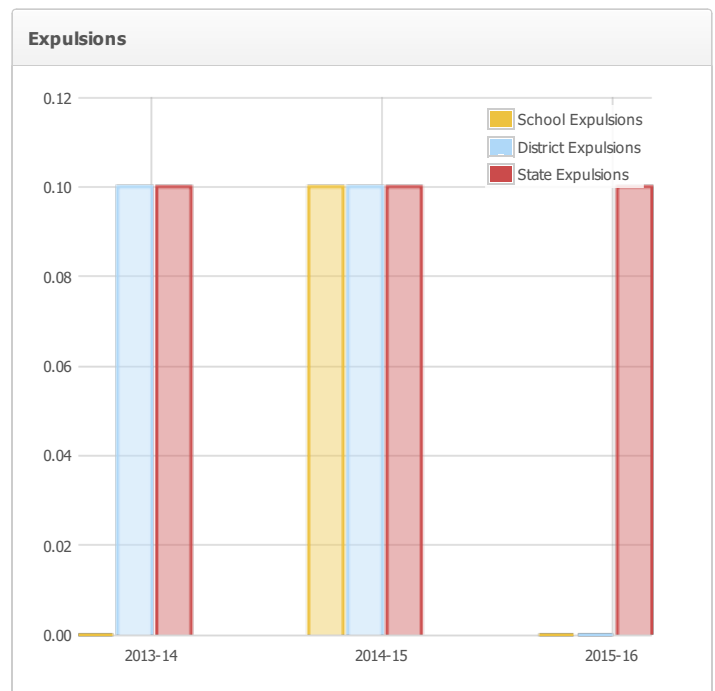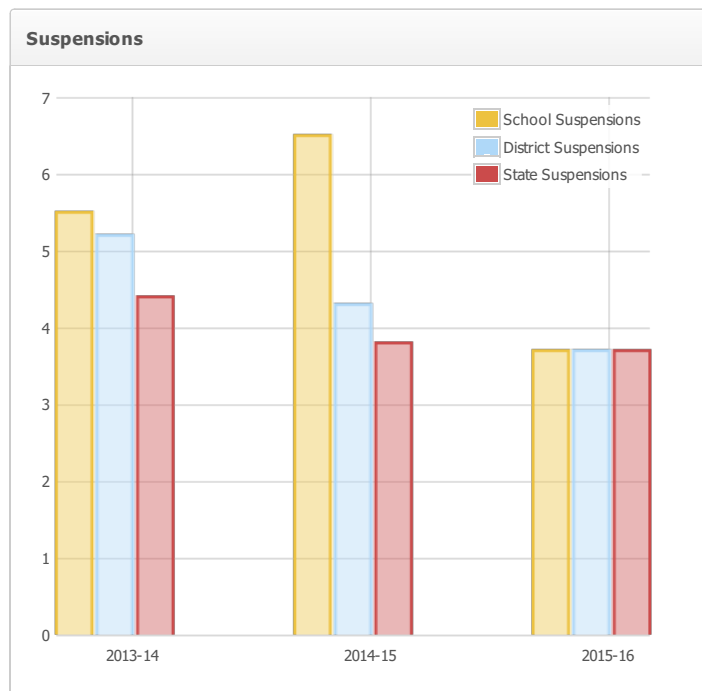
School Safety Plan (School Year 2016-17)

San Dimas High School has a comprehensive safety plan that is articulated with the School District, Fire Department, and local Law Enforcement. The plan is carried in every law enforcement vehicle in the city. A Deputy Sheriff serves as School Resource Officer and is on campus daily. The school holds evacuation drills at least once per quarter in cooperation with the School District and other local agencies. The comprehensive safety plan is updated yearly to best serve the safety of our students.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	30.0%

Note: Cells with NA values do not require data.

Last updated: 1/18/2017

Average Class Size and Class Size Distribution (Secondary)

| | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	28.0	12	10	26	29.0	11	11	28	29.0	11	11	28
Mathematics	28.0	9	15	18	26.0	13	19	16	26.0	13	19	16
Science	28.0	9	8	25	30.0	6	12	23	30.0	6	12	23
Social Science	26.0	9	12	16	26.0	13	8	19	26.0	13	8	19

* 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.

Last updated: 2/2/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.8	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.5	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.4	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non-teaching)		N/A
Other	3.2	N/A

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

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

Last updated: 2/1/2017

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$5171.1	$30.7	$5140.5	$79637.8
District	N/A	N/A	$6747.8	$77644.2
Percent Difference – School Site and District	--	--	-23.8%	6.9%
State	N/A	N/A	$5677.0	$71517.0
Percent Difference – School Site and State	--	--	-9.5%	11.4%

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

Last updated: 2/1/2017

Types of Services Funded (Fiscal Year 2015-16)

San Dimas High School received funding in the 2015-16 school year through the LCAP. Gifted and Talented Education (GATE), School and Library Improvement Block Grant (SLIBG), Economic Impact Aid (EIA), Pupil Retention Block Grant, and academic intervention were all supported through this funding which totaled just over $150,000 for the 2015-2016 school year.

Programs funded through these monies include teacher time for planning and direct interventions to at risk students, tutoring, counseling, instructional technology, online credit recovery, communication and safety programs.

Last updated: 1/18/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,871	$43,821
Mid-Range Teacher Salary	$71,947	$69,131
Highest Teacher Salary	$90,681	$89,259
Average Principal Salary (Elementary)	$107,856	$108,566
Average Principal Salary (Middle)	$114,588	$115,375
Average Principal Salary (High)	$124,716	$125,650
Superintendent Salary	$288,084	$198,772
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart
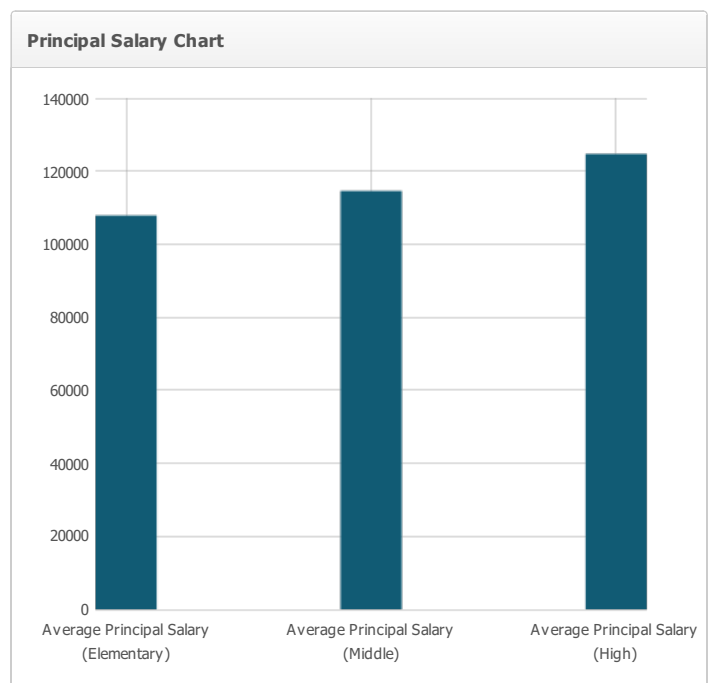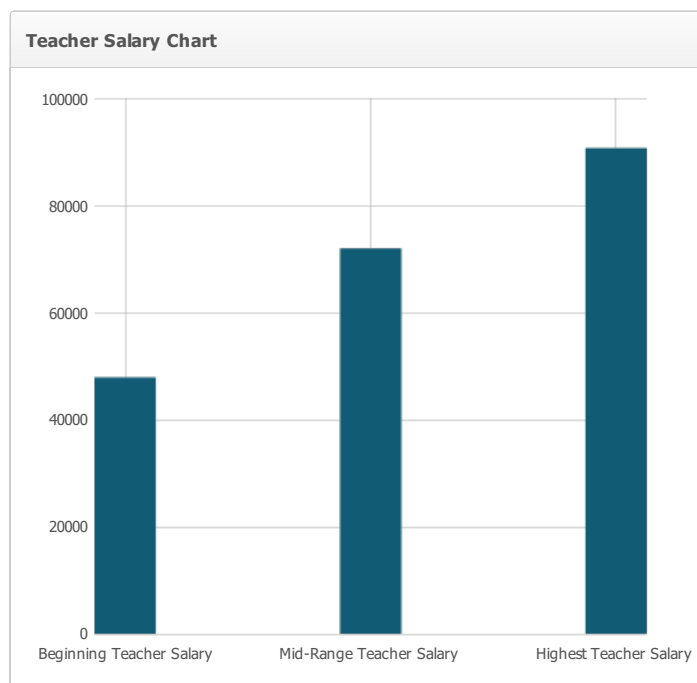
Last updated: 1/19/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	6	N/A
Science	7	N/A
Social Science	9	N/A
All Courses	27	--

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

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

Last updated: 2/2/2017

Professional Development

In addition to various conferences and workshops, the District provides three pupil free staff development days each year. Staff development topics are reinforced through ongoing training at monthly staff meetings. Staff development topics focus on research based instructional strategies, curriculum development, instructional technology and school climate.

Last updated: 1/18/2017