Principal's Message

On behalf of our students, teachers, staff and support team, I would like to welcome all Spartans and their families to the 2018-2019 school year. At Schurr, we value all stakeholders and our commitment to ongoing collaboration and communication has established a strong foundation that sustains an incredibly rich, diverse learning experience for all our students.

Our year has gotten off to a smooth start. Our teachers attended a wide range of professional development opportunities throughout the summer, to add to their expertise and teaching repertoire as we begin the year. Classroom instruction continues to remain centered around critical thinking skills that best prepare our students to become active, and effective contributors to our global society. Teachers continue to collaborate with each other, and as a learning community, we remain committed to making progressive shifts in teaching, learning and curriculum design.

Our Fall Athletics programs are in full swing, and provide many of our student athletes with memorable extracurricular experiences that will undoubtedly last a lifetime. Our many Student Clubs and organizations have started to hold their meetings, and have planned activities that are relevant and engaging for their members, and our Band and Performing Arts programs continue to shine.

I strongly encourage all our students to start the year off strong, and not be afraid to request help should they need it. We pride ourselves on providing comprehensive support for all our students, and our main goal is to ensure a successful year for every Spartan on campus.

As always, my door remains open to all students, parents and community members. I welcome dialogue, and am extremely proud of the work our students and our teachers do on a daily basis. If I can be of any support to you, please do not hesitate to contact our Main Office at your nearest convenience. Let’s have a great year!

Kind regards,
Stacey Honda
Principal

Mission Statement

We promote rigor, relevance and relationships. We continually refine our organization so that all learners have the opportunity to think critically, establish relationships, collaborate and communicate effectively as we prepare them for success in college, career and beyond.

School Description

Schurr High School is located in the northern region of Montebello and serves students in grades nine through twelve following a modified traditional calendar. At the beginning of the 2017-18 school year, 2,711 students were enrolled, including 14.6% in special education, 12.8% qualifying for ESL, and 76.1% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2017-18

<table>
<thead>
<tr>
<th>Student Group</th>
<th>% of Total Enrollment</th>
<th>Grade Level</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African-American</td>
<td>0.40%</td>
<td>Grade 9</td>
<td>693</td>
</tr>
<tr>
<td>Amer. Indian or Alaska Native</td>
<td>0.10%</td>
<td>Grade 10</td>
<td>736</td>
</tr>
<tr>
<td>Asian</td>
<td>6.20%</td>
<td>Grade 11</td>
<td>638</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.80%</td>
<td>Grade 12</td>
<td>644</td>
</tr>
<tr>
<td>Hisp. or Latino</td>
<td>90.00%</td>
<td>Ungraded</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>1.80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0.40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>14.60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>76.10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>12.80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>2,711</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Physical Fitness

In the spring of each year, Schurr High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Schurr High School
Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.


Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Requirements, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through email, flyers, Blackboard (automated message delivery system), the school marquee, the school website, School Loop, teacher generated websites, the online school newspaper, and schurrsroll.com. Contact the school office at (323) 887-3090 for more information on how to become involved in your child’s learning environment.

Opportunities to Volunteer

Fundraising Activities
Schoolwide Activities

Committees

English Learner Advisory Council
District English Learner Advisory Council
Parent Teacher Student Association
School Site Council
District Advisory Committee
Title I Advisory Committee

School Activities

Back to School Night
Student Orientation Assemblies
College Fairs
Parent Workshops / Parent Education Nights
College / Career Speakers
Financial Aid Nights
Parent Conferences
Athletic Events
Visual & Performing Arts Performances
Renaissance Assemblies
Parent Education (CCSS & Computer Literacy)
Students in Action Day
Educational Equity Conference

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Schurr High School's original facilities were built in 1963; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installation of solar panels
- Installation of fire resistant doors
- Installation of new carpeting and remodeling projects to the administration and counselor's office
- Upgrades to the elevators

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three day custodians and five evening custodians are assigned to Schurr High School. The day custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Trash removal
- Campus cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Trash removal

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Improvements Currently in Progress:

- Improve school grounds
- Install new technology in classrooms
- Refurbish gymnasium

Campus improvements ensure facilities remain up to date and provide adequate space for students and staff.
### Facilities Inspection

The district's maintenance department inspects Schurr High School on an annual basis in accordance with Education Code §17592.72(c)(1). Schurr High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, September 20, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

#### School Facility Good Repair Status

**Most Recent Inspection: Wednesday, September 20, 2017**

<table>
<thead>
<tr>
<th>Item Inspected</th>
<th>Repair Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Systems</td>
<td></td>
</tr>
<tr>
<td>B. Interior</td>
<td></td>
</tr>
<tr>
<td>C. Cleanliness</td>
<td></td>
</tr>
<tr>
<td>D. Electrical</td>
<td></td>
</tr>
<tr>
<td>E. Restrooms / Fountains</td>
<td></td>
</tr>
<tr>
<td>F. Safety</td>
<td></td>
</tr>
<tr>
<td>G. Structural</td>
<td></td>
</tr>
<tr>
<td>H. External</td>
<td></td>
</tr>
</tbody>
</table>

**Rating Description**

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

**Overall Summary of School Facility Good Repair Status**

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Class Size

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

#### Average Class Size and Class Size Distribution

**2015-16**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Avg. Class</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>22.0</td>
<td>72/29/44</td>
</tr>
<tr>
<td>Mathematics</td>
<td>27.0</td>
<td>32/15/55</td>
</tr>
<tr>
<td>Science</td>
<td>25.0</td>
<td>37/21/43</td>
</tr>
<tr>
<td>Social Science</td>
<td>25.0</td>
<td>36/26/32</td>
</tr>
</tbody>
</table>

**2016-17**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Avg. Class</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>27.0</td>
<td>39/11/59</td>
</tr>
<tr>
<td>Mathematics</td>
<td>30.0</td>
<td>24/10/56</td>
</tr>
<tr>
<td>Science</td>
<td>35.0</td>
<td>11/2/60</td>
</tr>
<tr>
<td>Social Science</td>
<td>33.0</td>
<td>12/7/55</td>
</tr>
</tbody>
</table>

**2017-18**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Avg. Class</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>17.0</td>
<td>106/36/27</td>
</tr>
<tr>
<td>Mathematics</td>
<td>17.0</td>
<td>95/42/17</td>
</tr>
<tr>
<td>Science</td>
<td>21.0</td>
<td>58/29/29</td>
</tr>
<tr>
<td>Social Science</td>
<td>20.0</td>
<td>65/34/25</td>
</tr>
</tbody>
</table>

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Schurr High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2018.

### Classroom Environment

#### Discipline & Climate for Learning

Schurr High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

#### Suspensions & Expulsions

<table>
<thead>
<tr>
<th></th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Students Suspended</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Students Expelled</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**California**

### Dropouts

Schurr High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent...
conferences, counseling, AB1802 counseling, credit recovery programs, 504 plan, Foster Youth counseling, tardy monitoring system, School Loop (web based academic progress monitoring), mental health services, student success team, truancy process, home visits by attendance officers, credit accrual, tutoring, SART, SARB, and adult school. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2016-17 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

## Dropout & Graduation Rates (Four-Year Cohort Rate)

<table>
<thead>
<tr>
<th></th>
<th>SHS</th>
<th>MUSD</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>15-16</td>
<td>15-16</td>
<td>15-16</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>93.5%</td>
<td>94.3%</td>
<td>94.3%</td>
</tr>
</tbody>
</table>

For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

### Graduation Requirements

Students must accumulate 220 course credits to receive a high school diploma from Schurr High School. Alternative methods of acquiring a diploma are available through the continuation school, adult school, concurrent enrollment at a community college, and Grad Point online program for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Schurr High School. The following table illustrates the percentage of students graduating from Schurr High School who have met district graduation requirements.

## Completion of High School Graduation Requirements

<table>
<thead>
<tr>
<th>Group</th>
<th>SHS</th>
<th>MUSD</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>88.31%</td>
<td>79.91%</td>
<td>88.72%</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>100.00%</td>
<td>77.78%</td>
<td>82.15%</td>
</tr>
<tr>
<td>Amer. Indian or Alaska Native</td>
<td>100.00%</td>
<td>100.00%</td>
<td>82.81%</td>
</tr>
<tr>
<td>Asian</td>
<td>100.00%</td>
<td>90.00%</td>
<td>94.93%</td>
</tr>
<tr>
<td>Filipino</td>
<td>100.00%</td>
<td>100.00%</td>
<td>93.45%</td>
</tr>
<tr>
<td>Hisp. or Latino</td>
<td>87.42%</td>
<td>79.69%</td>
<td>86.54%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>100.00%</td>
<td>100.00%</td>
<td>88.56%</td>
</tr>
<tr>
<td>White</td>
<td>62.50%</td>
<td>74.42%</td>
<td>92.12%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>100.00%</td>
<td>63.64%</td>
<td>91.15%</td>
</tr>
<tr>
<td>English Learners</td>
<td>66.67%</td>
<td>52.38%</td>
<td>56.74%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>89.90%</td>
<td>80.72%</td>
<td>88.64%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>100.00%</td>
<td>99.59%</td>
<td>67.12%</td>
</tr>
</tbody>
</table>

### Curriculum & Instruction

#### Staff Development

All training and curriculum development activities at Schurr High School revolve around the California State Content Standards and Frameworks. During the 2017-18 school year, Schurr High School held staff development training devoted to:

- AVID Strategies
- Data Analysis
- Data Teams
- Focus on Learning
- English Language Development
- Next Generation Science Standards (NGSS)

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Schurr High School supports ongoing professional growth throughout the year at weekly after school meetings. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs-curricula.

During the 2016-17, 2017-18 and 2018-19 school years, Schurr High School's teachers had the opportunity to attend the trainings/workshops hosted by the Montebello Unified School District that covered the following topics:

- CAASPP Training
- ELPA15 Training
- ELA/ELD District Benchmark Assessment Training
- CA Collections Training
- Math Training
- Next Generation Science Standards (NGSS)
- Technology Training

Schurr High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### Instructional Materials

All textbooks used in the core curriculum at Schurr High School are aligned to the California State Standards. Standards-based instructional materials are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Thursday, October 04, 2018, the Montebello Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 2(2018-2019) which certifies as required by Education Code §50119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Montebello Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

#### Textbooks

<table>
<thead>
<tr>
<th>Adoption Year</th>
<th>Publisher &amp; Series</th>
<th>Pupils Lacking Textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Bedford, Language of Composition</td>
<td>0 %</td>
</tr>
<tr>
<td>2006</td>
<td>Hampton Brown, EDGE</td>
<td>0 %</td>
</tr>
<tr>
<td>2017</td>
<td>Houghton Mifflin, California Collections</td>
<td>0 %</td>
</tr>
<tr>
<td>2005</td>
<td>Pearson, Crossroads: Creative Writing</td>
<td>0 %</td>
</tr>
<tr>
<td>2003</td>
<td>Pearson, The Longman Reader</td>
<td>0 %</td>
</tr>
<tr>
<td>2007</td>
<td>Prentice Hall, Literature: An Intro to Reading and Writing</td>
<td>0 %</td>
</tr>
<tr>
<td>2003</td>
<td>Prentice Hall, Literatures of Latin America</td>
<td>0 %</td>
</tr>
<tr>
<td>2003</td>
<td>Prentice Hall, The Prentice Hall Anthology of Science Fiction &amp; Fantasy</td>
<td>0 %</td>
</tr>
<tr>
<td>2009</td>
<td>Scholastic, Inc., Read 180</td>
<td>0 %</td>
</tr>
</tbody>
</table>

#### Foreign Languages
College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California 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 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 admission requirements please visit the UC website www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Website at http://www.calstate.edu/admission/.

### Courses for UC/CSU Admission

<table>
<thead>
<tr>
<th>2017-18 Students enrolled in courses required for UC/CSU admission</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1957</td>
<td>97.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2016-17 Graduates who completed all courses required for UC/CSU admission</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1156</td>
<td>38.2</td>
</tr>
</tbody>
</table>

### Advanced Placement

In 2017-18, Schurr High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation’s colleges.

### Number of Advanced Placement Courses Offered

<table>
<thead>
<tr>
<th>2017-18</th>
<th>No. of Courses Offered</th>
<th>% of Students in AP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>English</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Science</td>
<td>12</td>
<td>N/A</td>
</tr>
<tr>
<td>All Courses</td>
<td>36</td>
<td>25.0</td>
</tr>
</tbody>
</table>

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

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

### Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Schurr High School’s technical and career education programs; the counselor meets regularly with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student’s four-year academic plan as elective courses. Schurr High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs
- Career Pathways
- Automotive Technology
- Scientific Electronics
- Engineering & Design
- Partnership Academies
- Global Business & Logistics

### Individual Student Assessment of Work Readiness Skills Takes Place Through:

- End of course exams
- Completion of course-required projects

During the 2017-18 school year, Schurr High School offered the following career technical education programs as elective courses:

- Business Office Technology
- Computer Graphics Design
- Financial Services
- Professional Dance
- Retail Sales Marketing/Merchandising
- Business Office CVE
- Food Services Management CVE
- Retail Sales CVE
- Auto Technology
- Automotive Engineering

Schurr High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Schurr High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district’s CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state’s career technical website at http://www.cde.ca.gov/cf/ct/

### Career Technical Education (CTE) Program Participation

| 2017-18 | Total number of students participating in CTE programs | 1136 |
|-----------------------------------------------------------------------------------------------------------------|-----------|
| Percentage of students completing CTE program and earning a high school diploma | 96.0 % |
| Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 96.0 % |

### Professional Staff

#### Counseling & Support Staff

Schurr High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Schurr High School’s students. Full-time equivalent (FTE) is a standard measurement used to identify an employee’s regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

### Academic Counselors & Other Support Staff

<table>
<thead>
<tr>
<th>2017-18</th>
<th>No. of Staff</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor</td>
<td>5</td>
<td>5.0</td>
</tr>
<tr>
<td>Adaptive PE</td>
<td>2</td>
<td>0.4</td>
</tr>
<tr>
<td>College Counselor</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Psychologists</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Health Assistant</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Library Technician</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Nurse</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Speech &amp; Language Specialist</td>
<td>1</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Counselor-to-Student Ratio: 1:542

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

### Teacher Assignment

During the 2017-18 school year, Schurr High School had 94 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

### Teacher Credentials & Assignments

<table>
<thead>
<tr>
<th>2017-18</th>
<th>SHS</th>
<th>MUSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Teachers</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Teachers With Full Credentials</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Teachers Without Full Credentials</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers Teaching Outside Subject Area of Competence (With Full Credential)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments*</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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.

Schurr High School
District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2016-17 salary comparison data was the most recent data available at the time this report was published.)

<table>
<thead>
<tr>
<th>Teacher and Administrative Salaries 2016-17</th>
<th>State Average of Districts in Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>$45,500</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>$80,250</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>$103,120</td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>$265,000</td>
</tr>
</tbody>
</table>

Average Principal Salaries:

<table>
<thead>
<tr>
<th></th>
<th>MUSD</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>$143,330</td>
<td>$142,414</td>
</tr>
<tr>
<td>Elementary School</td>
<td>$136,274</td>
<td>$123,495</td>
</tr>
<tr>
<td>Middle School</td>
<td>$137,451</td>
<td>$129,482</td>
</tr>
</tbody>
</table>

Percentage of Budget:

<table>
<thead>
<tr>
<th></th>
<th>MUSD</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Salaries</td>
<td>34%</td>
<td>35%</td>
</tr>
<tr>
<td>Administrative Salaries</td>
<td>6%</td>
<td>5%</td>
</tr>
</tbody>
</table>

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

Expenditures Per Student

For the 2016-17 school year, Montebello Unified School District spent an average of $11,807 of total general funds to educate each student (based on 2016-17 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state categorical funding, Montebello Unified School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Career Pathways Trust
- California Clean Energy Jobs Act
- College Readiness Block Grant
- Department of Rehabilitation
- Education Protection Account
- Head Start Program
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III
- Title IV
- Vocational Programs

Note: The California Department of Education issued guidance to LEAs on August 1, 2018 regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

DataQuest Data

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Schurr High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Schurr High School's SARC and access the internet at any of the county's public libraries. The closest public library to Schurr High School is Montebello Library, a branch of County of Los Angeles Public Library.

Address: 1550 West Beverly Blvd., Montebello
Phone Number: (323) 722-6551
WebSite: http://www.colapublib.org
Number of Computers Available: 19

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Montebello Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in January 2019.