

# REVISED 3/10/06

## 2005-2006 No Child Left Behind - Blue Ribbon Schools Program

### U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal Mr. Loren Kleinrock  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name San Marino High School  
(As it should appear in the official records)

School Mailing Address 2701 Huntington Drive  
(If address is P.O. Box, also include street address)

San Marino California 91401-2218  
City State Zip Code+4 (9 digits total)

County Los Angeles State School Code Number\* 1937754

Telephone (626) 299-7020, ext. 840 Fax (626) 299-7023

Website/URL sanmarinohs.org E-mail: vfan@san-marino,k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Jack Rose  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Marino Unified School District Tel. ( 626) 299-7000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Joseph Chang  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       2   Elementary schools  
    1   Middle schools  
    \_\_\_\_\_ Junior high schools  
    1   High schools  
    \_\_\_\_\_ Other
- 4   TOTAL
2. District Per Pupil Expenditure:       \$6,768.00  
     Average State Per Pupil Expenditure: \$6,987.00

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   12   Number of years the principal has been in her/his position at this school.  
     \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	143	132	275
2				10	154	147	301
3				11	180	140	320
4				12	163	158	321
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1217

*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>27</u>   | % White                          |
| <u>1</u>    | % Black or African American      |
| <u>4</u>    | % Hispanic or Latino             |
| <u>68</u>   | % Asian/Pacific Islander         |
| <u>0</u>    | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	25
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	40
<b>(4)</b>	Total number of students in the school as of October 1	1217
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.0329
<b>(6)</b>	Amount in row (5) multiplied by 100	3.29

8. Limited English Proficient students in the school: 5%  
57 Total Number Limited English Proficient

Number of languages represented: 6

Specify languages: Cantonese, Dutch, English, Japanese, Mandarin, Spanish

9. Students eligible for free/reduced-priced meals: 1%

Total number students who qualify: 13

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 5%  
63 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>42</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>48</u>	<u>8</u>
Special resource teachers/specialists	<u>8</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>6</u>
Support staff	<u>16</u>	<u>3</u>
Total number	<u>76</u>	<u>20</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 22

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	98%	98%	98%	97%	97%
Daily teacher attendance	99%	99%	98%	99%	98%
Teacher turnover rate	6%	6%	8%	8%	8%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)*	8%	13%	10%	10%	11%

\*Because of the quality of the school district and its location close to local business centers, families of business people who will be working in the Los Angeles or Pasadena areas on a short-term basis often choose San Marino for their temporary residence. The majority of these families are from China and Japan. When their work here is completed, they return to their respective homelands. This accounts for the difference between the school's drop-off rate and its dropout rate. The school has successfully integrated students of these families into the school community. Despite the drop-off, the senior class will typically have more students graduating than entered the school in the freshman year.

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>269</u>
Enrolled in a 4-year college or university	<u>80</u> %
Enrolled in a community college	<u>20</u> %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
<b>Total</b>	<b>100</b> %

## **PART III - SUMMARY**

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San Marino, home of the world famous Huntington Library and Gardens, is a small suburban community of 13,000 people, located ten miles northeast of downtown Los Angeles. One public high school serves 1200 students in grades 9-12. The quality of the schools draws families to San Marino, and property values reflect the desirability of the schools. The community contributes a guaranteed \$750,000 each year to the Schools Foundation, with this money going directly to the district's general fund. In the 2002-2003 school year, when the impact of the state's financial crisis forced the district to look at cuts, the Foundation raised \$900,000 in three months to retain certificated positions. Additionally, the community passed two separate bond issues totaling \$52,000,000. \$34,000,000 of this has gone directly to the high school, allowing the building of state-of-the-art facilities. The PTSA annually raises over \$50,000 available to staff for classrooms and programs. Parents at the high school have averaged over 32,800 hours per year in volunteer hours for the last five years. The community also assesses itself an additional tax of \$195 per parcel that goes directly to the district's general fund.

The strong partnership with parents and the community supports an environment of high expectations and promotes strong student achievement. With an Academic Performance Index (API) score of 915 and an average SAT score of 1232 for the most recent tests, the school has continued to enjoy a reputation as one of the finest high schools in California. Last year 80% of students went directly to four-year universities, and 19% to community colleges. Typically, 95% or more of the students pass the California High School Exit Exam (CAHSEE) on the first attempt. Parents expect the high school to provide an education allowing students access to top universities and preparing them to succeed there. A standards-based curriculum is built on a vision that is committed to nurturing students who will develop global awareness, civic responsibility, and critical thinking skills necessary to respond and adapt to the changes of the 21<sup>st</sup> century.

This vision is expressed in a formal statement that declares, "The mission of the San Marino Unified School District is to create and maintain a learning environment that fosters in students the ability to make choices based upon well reasoned strategies; to develop the capacity to respond and adapt to changing circumstances and environments; to gain an appreciation for learning as a lifelong process; and

to gain the skills and knowledge necessary for a diverse, ever changing world.”

Career technical education electives allow students to gain hands-on experience developing marketable employment skills in a variety of fields. Courses include digital photography, architectural design, web page design, small business management, fashion design, theater stage management, media arts/TV production, and graphic design.

The high school has always received a full six-year clear accreditation from the Western Association of Schools and Colleges (WASC). Based on scores from California’s standards tests (CST’s) San Marino has the ninth highest API in the state, fourth highest among non-magnet (non-selective entrance) schools, and the highest of non-magnet schools in Southern California.

In addition to supporting students’ academic development, the school challenges students to grow as complete people. Students must complete 40 hours of community service to earn their diplomas. A proud tradition of athletic excellence allows the school to boast of 63 CIF championships, more than any school our size in the Southern Section. An annual musical that rivals professional productions highlights an award winning visual and performing arts program.

SMHS is proud of its tradition of preparing students for success in school and in life.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

The accountability system for the State of California, includes two major exams: the California Standards Tests (CST’s) and the California High School Exit Exam (CAHSEE). The CST’s measure progress in mathematics, language arts, science, and social studies. The exam is scored at 5 levels for each student: advanced, proficient, basic, below basic, or far below basic, with “proficient” indicating adequate understanding of state standards. The overall results for spring 2005 demonstrated that the school-wide performance significantly exceeds the state averages. Forty-three percent of ninth graders state wide achieved the “proficiency” level or higher. Ninety percent of SMHS freshmen were assessed to be proficient or higher. At grade 10, the state average was 36% and SMHS 82%. Similarly, 87% of eleventh grade students met the target, compared to 36% statewide.

CST results in mathematics demonstrate a similar pattern. 60% of SMHS ninth graders were enrolled in geometry in 2005. Of these students, 98% scored proficient or above, more than 2 times the pass rate of 47% statewide. Of the 27% of ninth graders taking first-year algebra, 70% scored proficient or above. Ninety percent of tenth graders enrolled in second-year algebra (65% of the tenth grade class) exceeded the state requirement, compared with 36% statewide. Twenty-two percent (22%) of sophomores were enrolled in geometry, and 22% scored proficient or better. Sixty-seven percent of all eleventh graders took the summative math test for students enrolled in a math course higher than second-year algebra. Eighty nine percent of these scored proficient or better. Analysis of CST results demonstrates that the school’s one significant sub-group White (non-Hispanic) scored in the same range for these tests.

Results for the CAHSEE indicate that nearly all students pass this measure of high school proficiency on the first attempt. Ninety eight percent (98%) of the tenth graders who took the test in spring 2005 passed the mathematics portion of the test; 94% passed the English/language arts. No significant differences were noted for the White (non-Hispanic) sub-group. Statewide, 40% of sophomores taking the exam passed the math portion, and 50% achieved proficiency on the English/language arts exam.

A majority of students who fail to meet state proficiency standards on the CST’s and/or the CAHSEE are either special needs students or English language learners. It should be noted, however, that most of these students score significantly higher than their statewide counterparts, with many scoring significantly higher than the statewide averages for all students.

School scores from the CST’s and the CAHSEE provide for a general measure of school performance, the Academic Performance Index (API). API scores range from a low of 200 to a maximum of 1000. The SMHS score, currently 918 and increasing each year, places it as the highest scoring non-

magnet school in Southern California and fourth highest in the state, significantly exceeding the state's performance target performance of 800. The school has met state growth targets school-wide for all subgroups, with 100% of students tested. Information on the state assessment system can be found at <http://www.cde.ca.gov/ta/>.

Other nationally normed test data corroborates the high academic performance of San Marino High students. In 2004-2005, 96% of all SMHS seniors took the SAT. The mean score was 1232, highest among non-magnet schools in Southern California. SMHS students achieved four of 127 nationwide perfect 2400 scores on the first administration of the new SAT testing. The school was named as one of the top 100 high schools in the country by *Newsweek* magazine based on the number of Advanced Placement tests taken by the school's seniors.

## **2. Using Assessment Results:**

In addition to analysis of student performance on California's Standards Tests (CST's) and the California High School Exit Exam, each subject department has created "anchor assessments" that are benchmarked and used to assess student performance on critical subject standards. In the most recent WASC report, the visiting team cited our local assessment efforts as a strength. Where applicable, results from SAT's and Advanced Placement exams are also studied. Department chairs are given grade distribution data for all courses in their department. Progress towards the school's Expected Schoolwide Learning Results (ESLRs) is assessed through a graduation portfolio required of all students. Data analysis takes place formally on professional development days and on site created "late start" days.

Teachers of core courses receive student performance results for all students scoring below basic on the CST's so that they can provide additional support to these students. Similarly, counselors use assessment results to ascertain that all students receive appropriate remediation for any areas of needed growth. Test results are also used to assess program strengths and areas of needed growth. Based on these results, the math department developed new University of California approved courses in algebra and geometry that meet state standards and offer more individual help to students who benefit from a slower pace. The school initiated a summer remedial reading course for students scoring below basic in language arts on the CST. In some cases, low test scores have led to Student Success Team (SST) meetings that identify students in need of special education services.

For local assessments, teachers work together to establish performance levels and identify examples of quality student work. On a regular basis, teachers discuss results from common assessments and, where beneficial, revise teaching materials and pedagogy. These practices have improved the academic program.

## **3. Communicating Assessment Results:**

The school and district use a variety of methods to disseminate assessment results. Results of the California Standards Tests are mailed home to all families. The Assistant Superintendent of Instruction subsequently holds an open meeting to explain to families how to interpret test results. Similarly, results of the California High School Exit Exam are mailed home. The principal also discusses school assessment performance at PTSA executive board and governing board meetings. Results are presented to the School Site Council, who considers this data in formulating the Single School Plan. The community newspaper reports on the school's Academic Performance Index.

School documents such as the School Accountability Report Card and the school's College Profile provide assessment data. These documents are available on-line and in hard copy in the school's offices. The school's revised website will contain these documents, and visitors will be referred to the California Department of Education's website and to "DataQuest", where they can view detailed assessment information.

Local assessment data is compiled by departments and presented to the principal in year-end reports. The principal submits these reports to the district's governing board and discusses the results at an



open school board meeting.

Grade information is reported to parents through quarter and semester report cards. Semester report cards are mailed home. By governing board policy, teachers must send a progress report to any parent whose child is receiving a grade below a “C.” The school will soon install a new student information system that will enable students and parents to view on-line an individual student’s classroom grades. Student classroom and statewide assessment performance are discussed in counselor-parent and teacher-parent conferences throughout the year.

#### **4. Sharing Success:**

The major sharing effort is through a group known as “The Principals’ Collaborative.” The school’s current principal formed this group to promote the discussion of best practices and to search for solutions to common challenges faced by member schools. The eleven member schools are among the top academic public schools in Los Angeles County. The informal setting allows principals freedom to discuss a wide range of topics relevant to high performing schools. Between formal meetings, members regularly email and phone one another when they have questions or are seeking advice on educational practices. As an outgrowth of this group, member schools have now begun the annual practice of having department chairs from core courses meet to share ideas. Similarly, assistant principals and counselors meet with their counterparts.

School administrators have also regularly been members of accreditation visiting teams and have served as reviewers for California’s Distinguished Schools recognition process. Through this participation, the school has been able to share its best practices and learn from the experiences of other schools. The school’s assistant principal belongs to the National Association for College Admissions Counseling and subscribes to a list-serve, a primary source of sharing information regarding college counseling. The counselors belong to the Western Association for College Admissions Counseling and network through this group.

Through their participation in professional organizations, teachers network with their colleagues to share best practices. The Science Department chairperson is a member of “Quarknet,” which meets at UCLA and involves high school and college teachers to develop modern physics curriculum. A Math Department chair annually attends the Southern California Council of Teachers of Mathematics NCTM/CMC conference, where teachers share ideas about math curriculum and pedagogy. An English Department chair has presented at Advanced Placement workshops and screened exams.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The school is committed to providing a curriculum ensuring all students receive the support necessary to attain their post-secondary goals. With typically 99% of the students attending college immediately after high school, the curriculum is primarily focused towards college preparation. All curricula are aligned with state standards, with a majority of courses being University of California (UC) approved.

Students are required to complete four years of English. A literature-based curriculum stresses language study and expository writing skills. Honors classes are offered all four years, with Advanced Placement courses offered in the junior and senior years. Students requiring extra support can enroll in the English Preparation class, which strengthens basic skills required for success in regular courses. English Language Learning students take two periods of language each day.

Students place a strong emphasis on mathematics, and the mathematics department offers the widest range of classes for students. A typical course sequence would proceed from Geometry, to second

year Algebra, to Math Analysis. At this point, students focusing on liberal arts would normally take Statistics. Students with a math-science emphasis would take Calculus. It is not uncommon, however, for students to take both. 61% of last year's graduates completed five years of college preparatory math. Students can also take Computer Programming. Honors courses are offered at all levels, and Advanced Placement courses are offered in Calculus, Statistics, and Computer Science. Students needing additional support in math can take UC approved courses that meet state standards but move at a slightly slower pace.

Three years of social studies are required for graduation. Students take one year of World History, one year of US History, a semester of Economics, and a semester of American Government. Honors courses are offered in eleventh and twelfth grade courses, and students can take an Advanced Placement course that combines Government and Economics.

Science classes include a strong laboratory component and experience in computer-based simulations. The preparatory sequence for students wishing to matriculate to a four-year university offers Biology, Chemistry, and Physics. Advanced Placement courses are available in these subjects. Students requiring additional support can take a year of Earth Science and a year of Life Science to meet the two-year graduation requirement. Many students graduate with four years of science.

Graduation requirements include one-year of a visual or performing art. An extensive arts program is aligned to state standards. Virtually all courses offered are UC approved for fine arts credit. Visual arts include Drawing and Painting, Advanced Drawing and Painting, Fundamentals of Art, 3-D Art, Studio Art, and Advanced Placement Art. Performing arts include dance, drama, chorus, instrumental music, and speech.

World Language courses include Spanish and French. Courses focus on speaking, writing, reading, and listening. AP courses are available for both languages. Students also can receive credit for Chinese, taken through the community's Chinese Club. Although foreign language is not required for graduation, the majority of students take at least three years of language.

Technical education is offered through the Regional Occupational Program and includes Computer Web Design, Computer Graphics, Animation, Digital Photography, Architectural Design, Small Business, Fashion Design, and Media Production.

Nearly all students in the Special Education program are mainstreamed for the majority of the day. Mainstreamed students receive additional support through Study Skills classes. When beneficial, core courses in social studies, math, English, or science are available to special needs students in the Resource Specialist Program.

Students are required to take two years of Physical Education and a semester of Health/Driver's Education. The emphasis in Physical Education is on life-long fitness skills. Over 60% of the student body participates in interscholastic athletics.

## **2b. English:**

Four years of English are required for graduation from SMHS. All courses are aligned to California ELA standards, approved by the University of California, and are literature based. Survey classes at grades nine and ten introduce students to a variety of literary genres and analytical writing. A two year curricular cycle has been organized for the juniors and seniors, grouped together for language arts instruction. The first semester of the cycle includes literary works selected by the individual teacher, often thematically arranged and explored. The second semester of the first year cycle focuses on core works by British authors. During year two of the cycle, the core works read and studied are from the world literature canon. A formal research paper utilizing MLA standards is required both years. Advanced Placement courses are offered in both the junior and senior years. All levels, while being literature-based, incorporate language study with expository writing skills. Teachers keep individual student writing folders for each student throughout their high school career, and students create personal writing portfolios at grades nine and twelve.

Students needing English skill-building are able to take English Prep, also literature based. Specific reading strategies such as annotation, think-pair-share, teacher modeled reading, visualization,

and Cornell notes, are regularly employed in all English classes. An interactive reader was adopted for ninth and tenth grade with the expectation of improving inferential reading. School-wide Sustained Silent Reading (SSR) is practiced in all classrooms each day as an integral part of period two. The English Department has instituted a summer reading requirement for all grade levels, and a reading improvement class, offered during the summer, is especially designed for those students who have not met the CAHSEE proficiency requirements.

### **3. Visual and Performing Arts:**

An award winning visual and performing arts program gives students a variety of opportunities to develop their talents. Students are fortunate to learn their respective crafts in a newly remodeled Visual and Performing Arts wing. Updated technologies in each new space provide hands on learning opportunities for the student.

All VAPA departments offer sequential programs meeting the needs of every student, allowing each to participate to his/her fullest potential. Through art exhibits, theatre productions, dance, choral and music concerts students are exposed to every aspect of the creative process. This includes skills such as scene painting, hanging an art exhibit, choreographing a dance piece, or running a box office. This exposure provides the opportunity to gain “lifelong skills and knowledge for a diverse and ever changing world.”

Students within the visual arts display their work in several Art Exhibits. The new art gallery will provide ongoing opportunities to showcase their work.

Dancers of all levels perform in two major concerts and members of the dance company perform at community events. Advanced dance students have an opportunity to develop their skills by teaching and choreographing for lower levels.

The drama department presents four productions each year, including one musical. One of the productions is student directed; three are extra curricular, allowing any student to participate.

Vocal music features three choral groups that perform three concerts per year. They also participate in numerous music festivals throughout California. The Chamber Singers have performed in Rome and at Carnegie Hall.

Instrumental music features four diverse performing groups. Students perform at school and community functions and music festivals. Musical tours have included, Australia, Canada, United States and Europe.

The speech and debate program has gained national prominence in recent years. The program has produced national champions in extemporaneous speaking and has sent students to the world championships on policy debate.

### **4. Instructional Methods:**

Teachers across curricula employ a wide variety of research-based instructional strategies including those set forth by Marzano, *et.al* in Classroom Instruction that Works, and Dimensions of Learning. Students are often required to demonstrate problem-solving and decision-making skills, deductive and inductive reasoning, and analyze perspectives. Although lecture/discussion is employed in most courses, the emphasis is on active student learning. Virtually all courses require project-based authentic learning designed to promote critical thinking and often requiring the use of technology in acquiring, processing, or reporting out information. Consistent with research on how adolescents learn most effectively, collaborative learning is frequently utilized to promote discussion and teamwork.

- In science, students perform experiments that have real world application. Biology students perform an Amgen transformation lab that simulates genetic engineering by requiring the

extraction of DNA from a jellyfish and its insertion into bacteria, resulting in bacteria that glows green.

- In Statistics, groups of students research opinions on topics such as “Kids Under Pressure” (is there too much academic pressure on elementary school students) and “Should Only the U.S. Be Allowed to Rebuild Iraq?” Students must design their research and determine whether findings support or reject their hypotheses, using mathematical analysis to support their conclusions. Students present their findings in both written and oral form.
- In Economics, students participate in a stock market simulation that requires them to research and pick stocks, build a simulated portfolio and track their fortunes throughout the semester. In picking stocks, students must employ three strategies, one of which must include stock research using an established research source.
- In English, consistent with the theory of Multiple Intelligences, students read, Les Miserables, hear music from the musical, and then write their own song lyrics to represent a character or event in the novel.

## **5. Professional Development:**

A culture of continuous improvement promotes ongoing professional development. Consistent with research cited by the California Department of Education that “effective learning takes place when there is a clear linkage between standards, curriculum, instruction, and assessment,” the school has developed an accountability system aligning all curriculum to state standards. State and local assessment data are analyzed to determine the need for curriculum revision or alternative instructional strategies. An action research format is the basis for a multi-faceted approach to professional development, utilizing a high quality teaching staff to share expertise. For the past two years, efforts have been focused on meeting standards five and six of the California Standards for the Teaching Profession: “Assessing Student Learning,” and “Developing as a Professional Educator.” Professional development buy-back days have been used to create local assessments and benchmarks for scoring and analyzing student work based on the state rubric. Teachers also develop action plans to strengthen the instructional program and share instructional strategies and best practices. Continuing API improvement demonstrates the effectiveness of this approach.

Special education teachers and the ELD teacher provide relevant in-service to the entire staff to support mainstreamed students. Teachers choose conferences to make instruction more effective, and all conferences must reflect current research in the best teaching and learning strategies supporting standards-based learning. A sampling of conferences includes “Teaching Chemistry Concepts,” “Linking Instruction to Students’ Lives,” and “Practical Classroom Techniques for Highly Gifted and Capable Students.” Professional development funds are also available for counselors and all support staff. Newer teachers receive support from the Beginning Teachers Support and Assessment Program and the Peer Assistance Review program. The principal also meets monthly with this group to discuss research-based instructional strategies. The Instructional Council and the School Site Council examine student performance data to guide professional development.

## PART VII - ASSESSMENT RESULTS

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### STATE CRITERION REFERENCE TEST

Subject: English/Language Arts Grade 10 Test: California High School Exit Exam

Edition/Publication Year: Annual Publisher: Educational Testing Service (ETS)

<b>TESTING YEAR:</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing month: March			
<b>ENGLISH/LANGUAGE ARTS</b>			
<b>ALL STUDENTS</b>			
Number Tested	322	315	260
Percent of Students Tested	100	99	98
Percent Proficient & Above	86	90	88
Percent Passing	94	97	98
<b>SUBGROUP SCORES</b>			
<b>ASIAN</b>			
Number Tested	219	227	179
Percent of Students Tested	100	100	98
Percent Proficient & Above	88	91	87
Percent Passing	94	97	97
<b>WHITE (not of Hispanic Origin)</b>			
Number Tested	79	73	68
Percent of Students Tested	99	99	99
Percent Proficient & Above	86	92	90
Percent Passing	95	96	100

**STATE CRITERION REFERENCE TEST**

Subject: Mathematics

Grade 10 Test: California High School Exit Exam

Edition/Publication Year: Annual Publisher: Educational Testing Service (ETS)

<b>TESTING YEAR:</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing Month: March			
<b>MATHEMATICS</b>			
<b>ALL STUDENTS</b>			
Number Tested	322	315	263
Percent of Students Tested	100	99	98
Percent Proficient & Above	90	93	85
Percent Passing	98	98	95
<b>SUBGROUP SCORES</b>			
<b>ASIAN</b>			
Number Tested	218	227	178
Percent of Students Tested	100	100	98
Percent Proficient & Above	96	97	92
Percent Passing	100	99	97
<b>WHITE (not of Hispanic Origin)</b>			
Number Tested	80	72	64
Percent of Students Tested	100	98	100
Percent Proficient & Above	81	87	73
Percent Passing	96	97	92