

**SAN MARINO UNIFIED SCHOOL DISTRICT  
ACADEMICS ADVISORY COMMITTEE**

**MINUTES  
October 8, 2014**

**Call to Order:** Chair Brinton Young called the meeting to order at 7:06 PM in the College and Career Center at San Marino High School.

**Members present:** Brinton Young (Chair), Tom Armbruster, Doug Berry, Alex Cherniss, Shelley Enger, Strefan Fauble, Louise Hindle, Mary Johnson, Lisa Link, Gary McGuigan, Ananth Natarajan, Chris Norgaard, Yu Wen Taylor, Larry Wong.

**Other District Officials present:** Joseph Chang.

**Approval of Minutes:** September 18, 2014. **Minutes approved by consensus.**

**Board Comments:** Chris Norgaard

The purpose of the committee is to leverage the expertise of volunteers in the district to identify ways to improve:

- College placement
- Internships
- Availability of AP classes.

The goal of the meeting was to develop a set of proposed AAC action items for the 2014-2015 school year. Dr. Cherniss will review the proposed items and make recommendations to the Board for approval before the next AAC meeting. The Board requested that the AAC create broad descriptions to give the committee flexibility.

Chris recommended that the committee focus on:

- Big issues
- Strengths and expertise of the committee members
- Programmatic concerns

Chris also commented that parents and community members should feel free to speak directly with administration, and that some of the issues raised could possibly be brought back to the committee.

Other suggestions:

- Discuss and develop consensus about qualities or skills our students should have to work in academic or professional settings and what can we do to help students prepare.
- Invite AAC alumni, especially those in academia, back to the AAC for a meeting or two to offer input and advice.

Regarding the draft list of action items for the AAC, Chris commented that:

- He agreed with items 1 and 2, especially the outreach effort to help educate parents on making better, more informed choices regarding college preparation.
- Perhaps the committee can include other items like alternative schedules.
- He supports data collection on student progress as well as collection of information about what other high performing public school districts are doing, including the top out-of-state school districts.

**Superintendent's Comments:** Dr. Alex Cherniss

- Committee should focus on high-level issues.
- Committee is currently focusing on high-school level but should decide whether to focus on middle school and elementary school as well.

Alex reported that Stephen Choi put together a 6-week technology academy for teachers – Google Chrome, Google Drive, and academic websites, among others – to help our students excel. A total of 101 teachers have signed up so far, and the academy starts in a couple weeks and will meet once per week for 6 weeks.

Alex said that he will work with the Board to evaluate and select the AAC topics.

**Proposed Discussion Topics for 2014-2015:**

Topic 1 – Outreach to community: Dr. Yu Wen Taylor

Goals for outreach plan:

- Develop comprehensive strategy.
- Target hard-to-reach populations.
- Examine data on past experience – what worked and what didn't for helping students get into the college of their choice.
- Demystify the college admissions process. There are many misconceptions and preconceptions; it is hard for parents to understand the more subjective factors considered in college admissions.
- Consider how to maximize the limited resources that parents and students have, especially time and financial resources.
- Identify best practices for packaging and marketing our students to colleges.
- Turn diversity to our advantage and emphasize soft skills; what does it mean to be educated in the 21<sup>st</sup> Century?

Topic 2 – Data collection: Dr. Tom Armbruster

Tom presented matriculations for Class of 2013 by GPA, AP courses and exams taken.

Other comments included:

- Tom is in the process of gathering data for the class of 2014.
- Data collection should be an ongoing effort and should include ongoing review of:
  - AP liberalization policy.
  - Drivers of college acceptance including GPA, SAT/ACT, AP.
  - Gap in achievement in social science & humanities vs science & math.
  - Data analysis in support of other issues as they arise.

Topic 3 – Academic performance data at lower levels: Louise Hindle

Comments included:

- What academic performance data are collected at each school?
- How do we monitor student progress and growth?

Topic 4 – Transition from one school to the next: Louise Hindle

Comments and questions included:

- As students transition vertically within the district, do they get on a tracking system? Is there rigid tracking in the honors program? Historically, the district used CST scores, grades and teacher recommendations to place students. Now, teacher recommendations and grades are more important in post-CST era.
- Conduct exit interviews for families who took students out of district.
- Improve PR about the level of excellence in the district.

Topic 5 – How to share excellence in teaching: Louise Hindle

Comments included:

- Increase mentoring and sharing among teachers. District response: currently staff development involves highlighting the methods of outstanding teachers. Teachers visit each other's classrooms. SMHS and HMS math teachers worked together on vertical alignment.
- Not clear if the AAC can help with this topic.

Topic 6 – Enrichment activities at middle and elementary schools: Louise Hindle

Comments included:

- Offer enrichment activities after school on campus – languages, robotics, etc.
- Could use Chinese school or PTAffiliates as a model.
- Example of effective program: at Westridge School, girls at the upper school mentor girls at the lower school in robotics.

Topic 7 – Student Voice: Louise Hindle

Comments included:

- Increase meaningful student leadership within the school environment.
- Create student focus groups with teams of teachers to try out new lessons; obtain feedback from students about how lesson impacted them personally and academically.
- Need to consider how to avoid creating elitism among students.
- Currently, many departments have students fill out evaluation forms at the end of the course; some evaluations are on paper and some are internet-based surveys.
- Mary is currently meeting with small groups of students to obtain feedback. Louise commented that it was very effective when she did that as a teacher.

**Action Item(s):** Brinton will give Alex the list of potential topics and Alex will present the list to the Board to decide which topics to focus on going forward.

**Meeting Adjournment:** Brinton adjourned the meeting at 9:05 PM.

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**Re: Correlates of Matriculations, Class of 2013**

From: Tom Armbruster



To: Academic Advisory Committee

Date: October 8, ~~2013~~ 2014

Attached are some graphs showing for the Class of 2013 the relationships (I) between GPA and college matriculations (top 5% and then the first three deciles) (II) the relationship between SAT scores and college matriculations, (III) the relationship between AP courses taken and college matriculations, and (IV) the relationship between high scores on AP exams and college matriculations.

The categories, again, are:

- M Colleges stronger academically than USC, using the college's published SAT scores for matriculating students; 26 students for the Class of 2013.
- U Colleges in the range of UCLA, Berkeley, and USC; 44 students for the Class of 2013.
- C Colleges in the range of other UC's, 179 students.
- O Combines categories S, P, A, F, HS, and X, that is, other colleges, community colleges, art fashion and culinary, armed forces, return to SMHS, and unknown.

In a nutshell, to matriculate in an M college it really helps to be among the top 1/20 or 1/10 of the class in GPA. It also really helps for M to have 7 AP courses. Half of students matriculating in M had at least 7 AP scores of 4 or 5.

For students entering a U college, 34 of 44 students had 5 AP courses, and 40 of 44 had at least 2 AP courses. Thirty of the 44 students had at least 3 scores of 4 or 5.

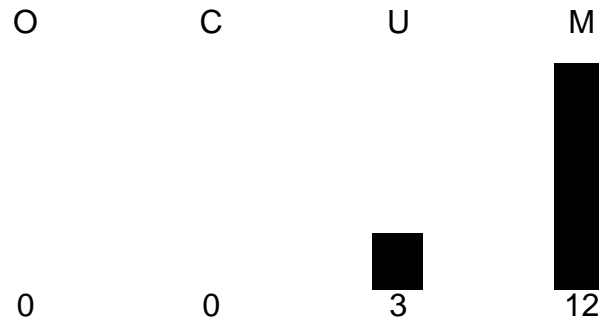
High SAT scores also predict higher matriculations, but the predictive strength is less strong than are GPA and AP participation and scores.

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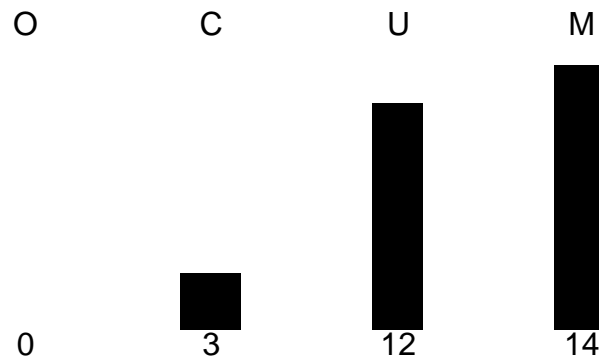
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## GPA AND MATRICULATIONS

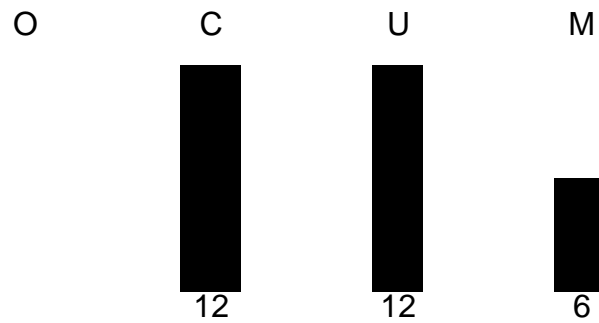
Class of 2013, Matriculations  
Top 5% by GPA



Class of 2013, Matriculations  
Top 10% by GPA



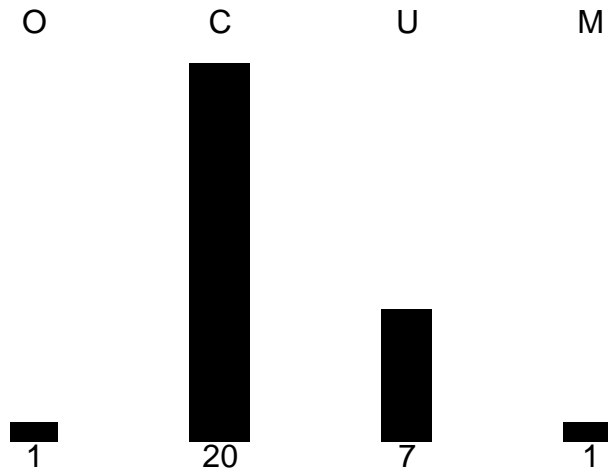
Class of 2013, Matriculations  
Second 10% by GPA





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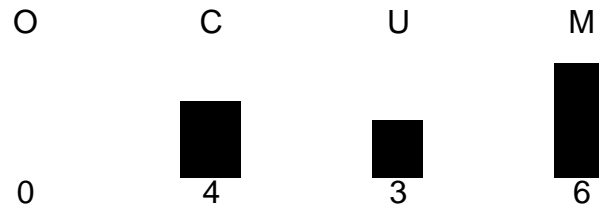
Class of 2013, Matriculations  
Third 10% by GPA



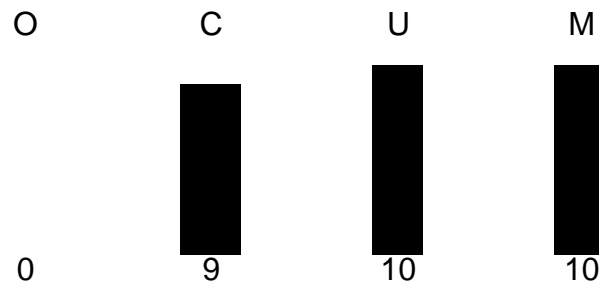
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## SAT SCORES AND MATRICULATIONS

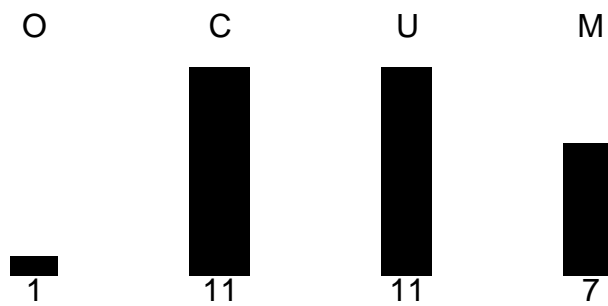
Class of 2013, Matriculations  
Top 5% by SAT (Math + Rdg)



Class of 2013, Matriculations  
Top 10% by SAT (Math + Rdg)



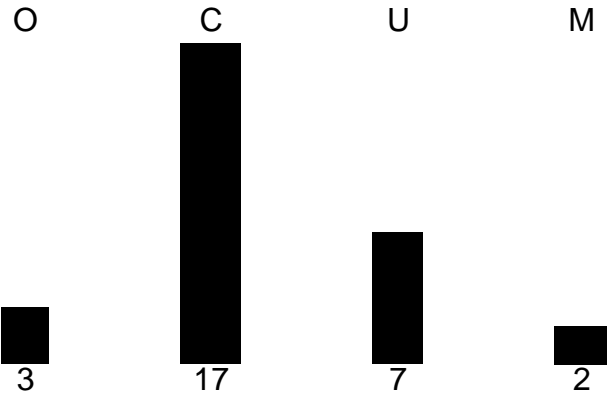
Class of 2013, Matriculations  
Second 10% by SAT (Math + Rdg)





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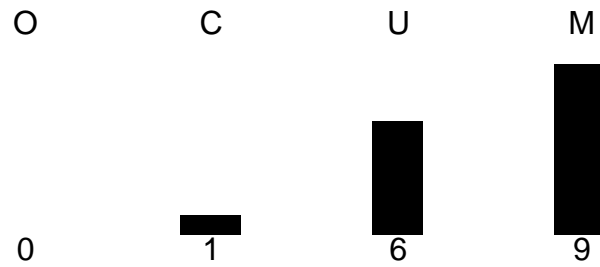
Class of 2013, Matriculations  
Third 10% by SAT (Math + Rdg)



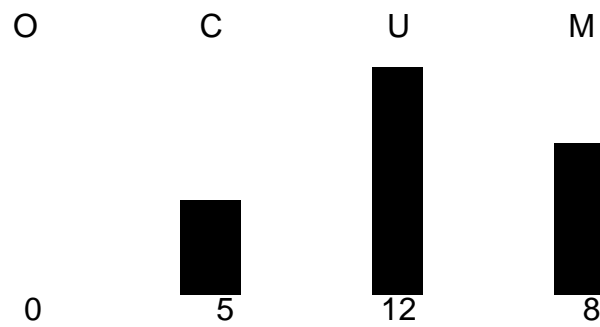
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## AP COURSES AND MATRICULATIONS

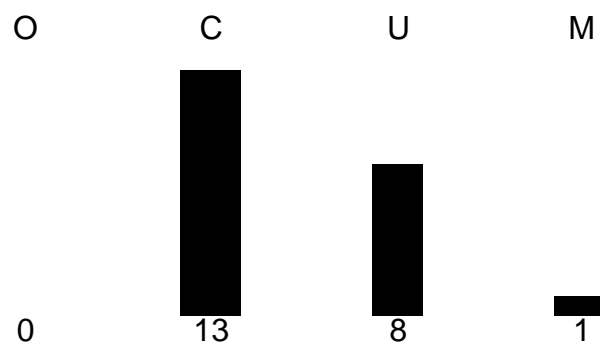
Class of 2013, Matriculations  
8 or 9 AP Courses



Class of 2013, Matriculations  
7 AP Courses

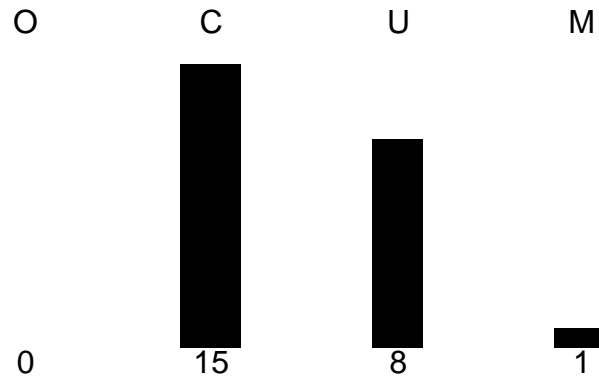


Class of 2013, Matriculations  
6 AP Courses

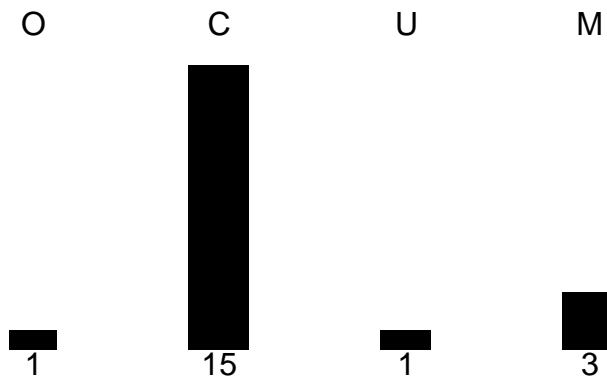


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Class of 2013, Matriculations  
5 AP Courses

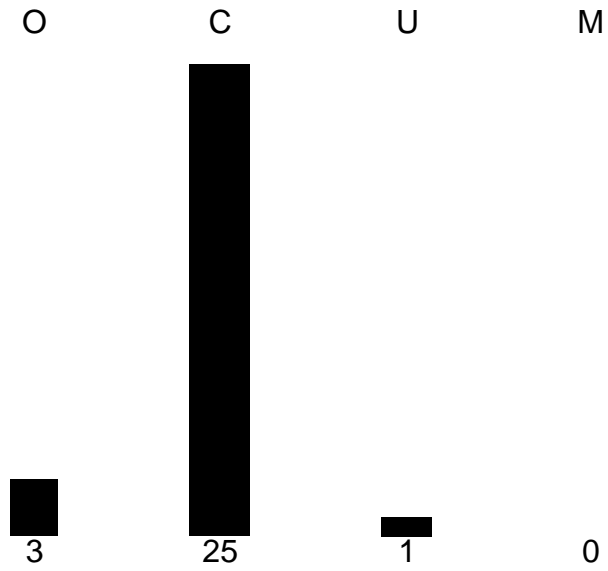


Class of 2013, Matriculations  
4 AP Courses

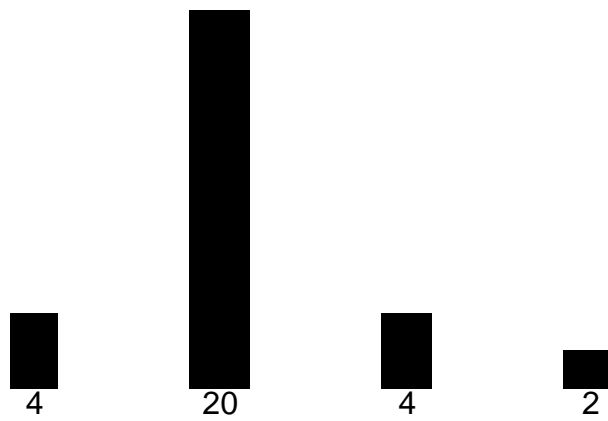


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Class of 2013, Matriculations  
3 AP Courses

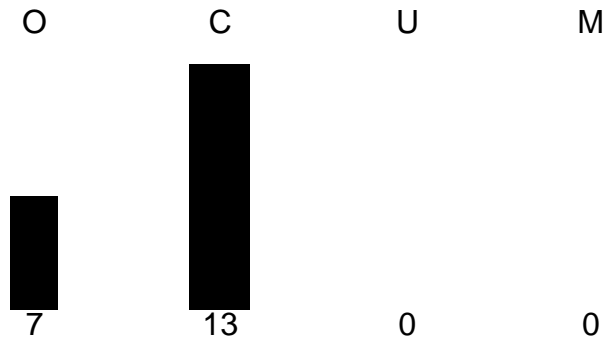


Class of 2013, Matriculations  
2 AP Courses

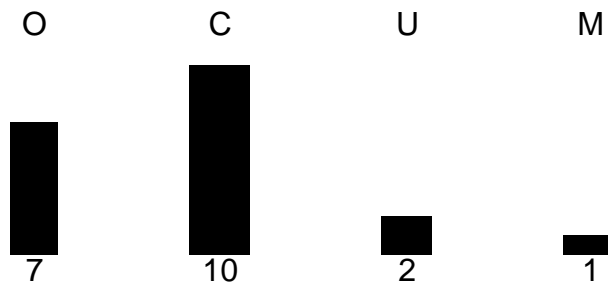


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Class of 2013, Matriculations  
1 AP Course



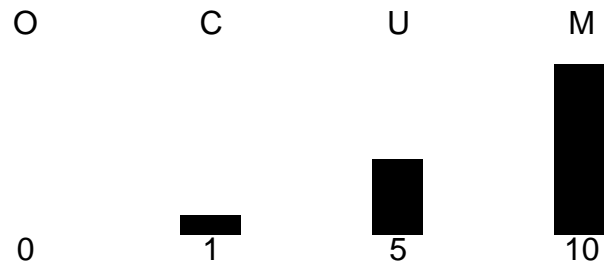
Class of 2013, Matriculations  
Top 20 GPA's with no AP Courses



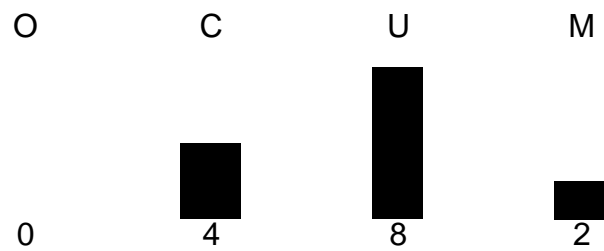
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## HIGH AP SCORES AND MATRICULATIONS

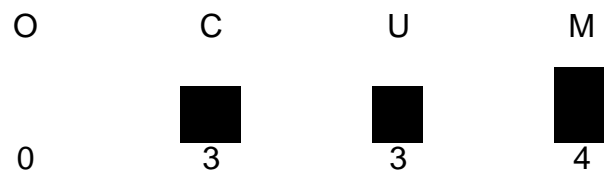
Class of 2013, Matriculations  
7 to 12 AP Scores of 4 or 5



Class of 2013, Matriculations  
6 AP Scores of 4 or 5

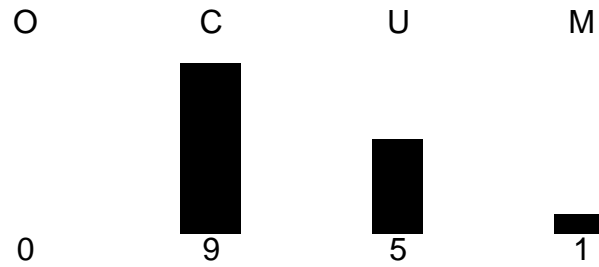


Class of 2013, Matriculations  
5 AP Scores of 4 or 5

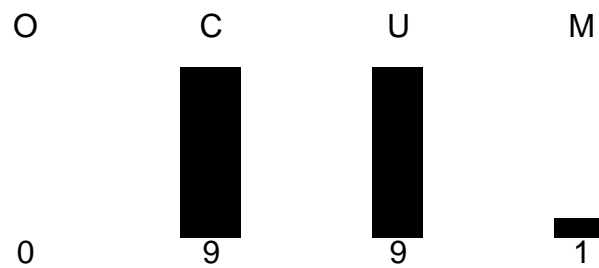


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Class of 2013, Matriculations  
4 AP Scores of 4 or 5



Class of 2013, Matriculations  
3 AP Scores of 4 or 5



Class of 2013, Matriculations  
2 AP Scores of 4 or 5

