



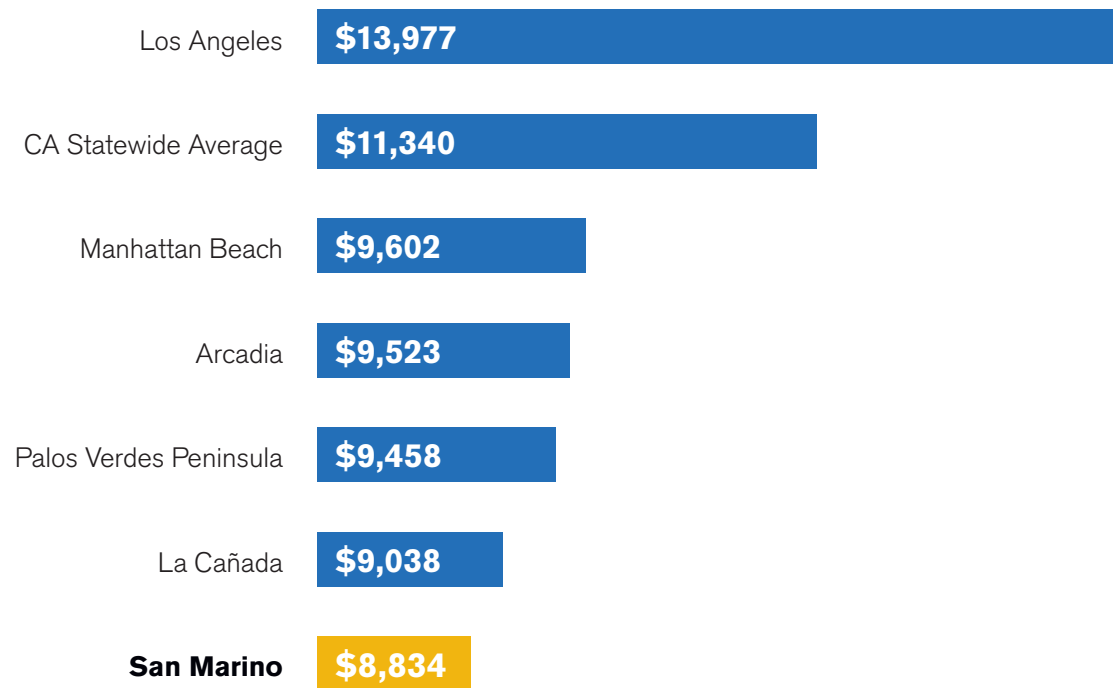
ANNUAL REPORT
2016-2017

**SAN
MARINO
SCHOOLS
FOUNDATION**
Empowering Excellence.



OUR CHALLENGE

Comparison of Per Pupil Government Funding by School District



CALIFORNIA SCHOOLS FUNDING — UPSIDE DOWN

In 1978 and 2015, political events turned the funding methods for education in California upside down—the passage of Prop 13 in 1978 and Local Control Funding in 2015. Prop 13 changed the property tax structure and fund distribution for public schools in the state. San Marino's property taxes no longer get returned to San Marino. Instead, all tax revenues go to Sacramento to be distributed statewide according to a needs-based formula. Prop 13 has left San Marino's schools to be funded by the state at a rate 25% lower than the California average. Today, San Marino remains at the bottom in State funding.

加州教育經費—天翻地覆的改變

在1978和2015年加利福尼亞州的教育經費投入方式兩度因政治事件而發生了天翻地覆的改變——即1978年的第十三號提案和2015年的地方經費管控規定的通過。第十三號提案改變了加州房產稅的構成和州內公立學校獲取教育經費的計算方式。與過去聖瑪利諾的房產稅回歸聖瑪利諾學區的做法不同，新的規定要求州內所有的地產稅收入都要在首府沙加緬度的統一管理下按需分配。第十三號提案讓聖瑪利諾學區獲得的教育經費比州內的平均值少了25%。直至今日聖瑪利諾學區所分配到的教育經費仍然在州內墊底。

Sources:

United States — National Education Association May 2017 Research, Revenue Per Student in Fall Enrollment 2015-2016
California — California Department of Education, School Financial Services Division, www.ed-data.org. Per student amount includes LCFF revenues, federal revenues, and other state revenues per student (based on reported student enrollment).

Cover Image: Carver & Valentine 5th grade, self-portraits from Kaye Ogita's Art Lab. See pages 8-9.

OUR RESPONSE

AN EXCEPTIONAL EDUCATION FOR OUR CHILDREN

Today, San Marino Schools Foundation's (SMSF) role has progressed to become one of leadership. It constantly seeks to empower excellence in our schools, enabling each child to receive a truly exceptional start in life. The motto on the Foundation's home page, "Public education may be free, but an exceptional education is not," points to the clear differential between the ordinary and the extraordinary. Accomplishing the extraordinary on behalf of our children and their futures motivates every goal the Foundation sets and achieves.

Currently, SMSF works to raise in excess of \$2,000,000 annually. These resources are provided in a spirit of partnership to the San Marino Unified School District (SMUSD). The district allocates the funds in ways that will have the greatest impact on educational excellence at each school and in the district as a whole.

Recognizing the importance of close relationships between successful schools and their communities, the Foundation also works to build strong ties of support and engagement with parents, businesses, and residents alike.

This effort has worked! Over the past fourteen years SMSF has helped SMUSD establish a valuable legacy as the top-ranked public school district in California.

Of course, change never ceases and excellence never rests. This year's annual report features exceptional programs across the district which offer extraordinary educational opportunities to prepare our children for the changes they will see in their lifetimes.

為孩子們提供優質的教育

如今聖瑪利諾學校基金會SMSF的角色已經逐漸發展成為學區品質的領導者。它不斷尋求讓我們的學校擁有更卓越的教學品質使每個孩子都能夠在人生的道路上有一個好的開始。正如您在基金會網頁上所看到的座右銘一樣“公立教育可能是免費的但優質教育不是”。我們希望明確地指出在教育品質上普通與卓越之間有多麼的不同。為孩子們提供優質的教育和充滿希望的未來是基金會設定和達成目標源源不斷的動力。

目前，聖瑪利諾學校基金會每年籌集的款項超過200萬美元。每一位為聖瑪利諾聯合學區（SMUSD）提供援助的人就是學區發展的合作夥伴。學區把這些經費和資源合理地分配到需要的地方，持續為區內的每一所學校和整個學區的高品質教學提供了保障。

我們清楚地認識到優質學區裡的學校與社區之間保持緊密關係的重要性因此基金會一直致力於與社區內的家長、企業和居民建立和保持良好的互動以獲得他們的大力支持和積極參與。

這些努力已經取得了很好的成效。在過去的十四年裡聖瑪利諾學區在基金會的幫助下成為加州頂尖的公立學區這已成為一個寶貴的傳統。

當然保持卓越需要不斷努力地面對新的變化和挑戰。今年的年度報告裡包含了學區內豐富多彩的教學項目讓孩子們所獲得的高品質教育將讓他們受益終生。

請登入www.smsf.org 官方網站獲取本年度報告的完整中文譯本。

DEEPENING UNDERSTANDING

ELEMENTARY LANGUAGE ARTS: FIRST GRADE-FIFTH GRADE

What's beneath the surface?

Educational standards focus on college and career readiness; however, elementary level expectations build grade-by-grade. Aiming toward the new standards, this year the district introduced two new language arts programs, one for Kindergarten to 2nd grades and the other for 3rd to 5th grades. The objectives encourage students to look for answers to questions beyond the words in front of them. By examining word choice and descriptions, they look for evidence and infer meaning which supports their statements and strengthens their opinions.

Thorough reading is only the beginning

Critical thinking is the goal

Engaging complexity moves students ahead

Strong analytical skills set the foundation for life-long learning

LOOKING MORE CLOSELY

Students are asked to examine every text closely, ask questions, and seek meaning below the surface. The objective is to create critical thinkers who will look at the world around them and the information they are provided with an analytical eye. In readings, they search for evidence that supports an opinion, and when writing they learn to provide evidence that sustains their opinion.

ASKING THE RIGHT QUESTIONS

Over the year, the program sets up a regular practice of routines and procedures, which helps students build their critical reading skills, their confidence to rely on those skills, and their own pace in completing thoughtful work. Teachers model the asking of analytical questions and collaborative discussion skills early in the year so students can do so with more independence as they progress.

CREATING LIFELONG LEARNERS

The ultimate goal is educating students to be both equipped and adaptable to meet the future. Learning to read and think critically is a skill and a competency that naturally transfers to all other areas of study. Strong analytical skills provide a foundation for future thinkers, leaders, and world-changers. These classes sow the seeds to create lifelong learners.



PROGRAM LEADERS

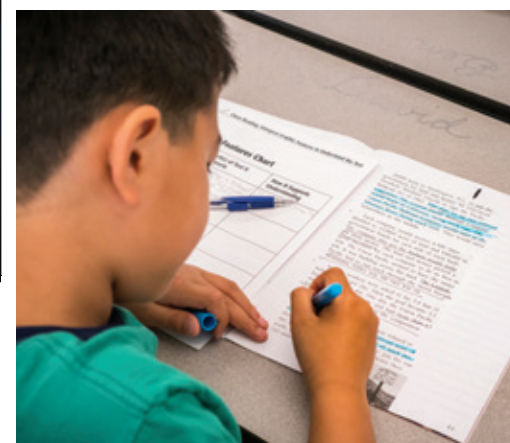
Heather Floyd currently teaches fourth graders at Valentine School. In her eleventh year at Valentine, she holds an M.A. from Point Loma Nazarene College and a Teaching Credential from San Diego State University. A self-described lifelong learner who loves to read, she hopes to create a similar passion for reading and learning in her students. In June 2016, she was recognized as San Marino's Teacher of the Year.

Kelly Duncan teaches second grade at Valentine. In her sixth year in San Marino, previously she taught sixth grade for six years in Chula Vista and spent a year teaching fourth grade at an immigrant farm camp school in Shafter. She holds a B.A. in Liberal Studies with a minor in Child Development from California State University at Chico and an M.A. in Cross Cultural Education. In May 2017, she completed her Administrative Credential at the University of Southern California.



“I like how we help each other with our writing. First we draft and then we edit and revise with our friends. It helps make my final draft really good.”

—BRITTON WANG '27



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THINKING MATH

ELEMENTARY MATH: FIRST GRADE-FIFTH GRADE

Beyond just crunching the numbers—

Everyday Math is more than a textbook title, it is a whole new way of teaching and learning the subject. The focus is no longer on memorizing facts and procedures through repetition, but on developing mathematical thinking and a depth of understanding, which helps make the content more relatable and comprehensible. Math is more than numbers, it is a language to model the real world and to shape it.

Not just numbers

Math is the language to model the world

Real life examples

help students connect classwork to everyday situations

Flexibility

Students learn different problem solving methods

5.36%

SMUSD student skills growth over 2015 (New CAASPP tests)

EACH STUDENT IS UNIQUE

No two students are alike. Everyday Math recognizes that students see the world in their own unique and different ways. As a result, the program offers students a multi-modal approach so they can understand the language of math in the way that they can best grasp. Hands-on activities, manipulatives, and real-life examples offer a variety of intellectual stimuli from which the student can choose to learn.

ONE ANSWER, MULTIPLE SOLUTIONS

Just as each student is offered different ways of understanding math, they now learn different approaches to solving problems. There may be one correct answer, but there are many ways to achieve it. With different problem solving methods being taught, students can now choose the ones that are easiest for them to understand and apply. This differentiation is key to broadening mathematical understanding and success for the most students.

ALGEBRAIC THINKING

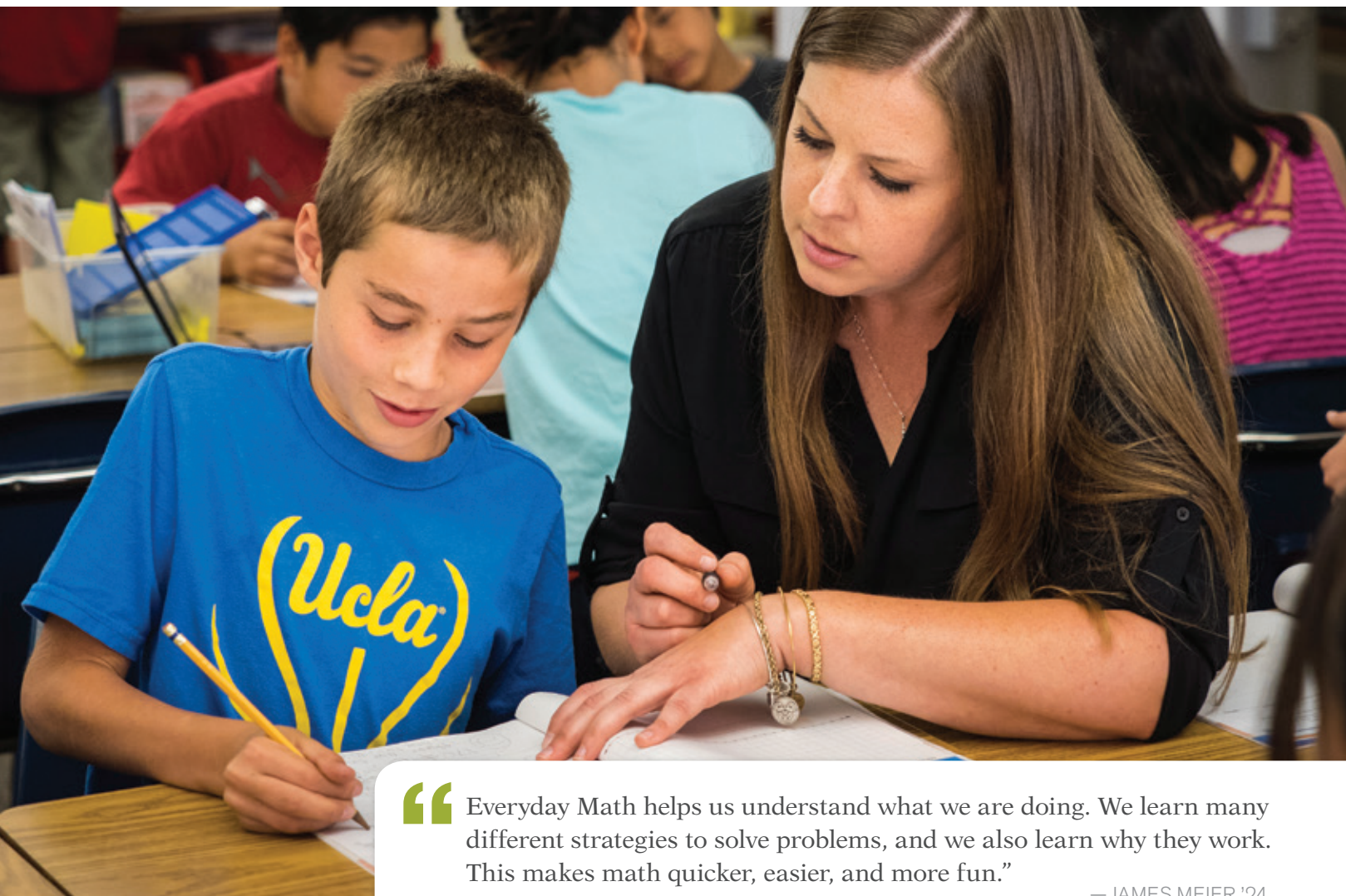
This really comes naturally to children. Kindergartners learn to associate sounds to letters, so they are also able to associate symbols to numbers. Teaching math in a holistic manner introduces students to the whole subject grade-by-grade. This way, as they progress to the higher grades, they carry forward a well-rounded way of thinking about math that is fully prepared for the next step.



PROGRAM LEADERS

Stacy Travisano has been a fifth grade teacher in San Marino for 12 years. She says, "My goal is to prepare children with the necessary skills for them to lead happy and successful lives." She received her bachelors degree and teaching credentials from Long Beach State University. Ms. Travisano sees her daily priorities as engaging her students and stretching them intellectually, physically, emotionally, and socially. She expects her students to leave fifth grade with a good foundation of information and the ability to think for themselves.

Erin McGee always knew she would be a teacher. The opportunity to work with students, see them succeed, and to be a part of their personal development, growth, and progress is her passion. She earned both her bachelors and masters degrees in education at Azusa Pacific University. Following graduation she taught five years locally. This fall will mark her seventh year teaching fourth grade at Carver Elementary School. One of her greatest joys is witnessing her students grow into self-confident individuals.



“Everyday Math helps us understand what we are doing. We learn many different strategies to solve problems, and we also learn why they work. This makes math quicker, easier, and more fun.”

—JAMES MEIER '24



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GETTING A QUICK START

CODING CLUB: ELEMENTARY AFTER SCHOOL

Coding: the language of the future –

Starting to study computer coding at younger ages helps students progress faster and further in mastering this critical skill of the future. The Coding Club was created to support a computer science program that spans from the elementary grades through high school. The club meets after school at Valentine and Carver Schools.

20 students
Per session

120 students
Per year

Early Mastery
of concepts provides a head start in high school classes

70%
of elementary students take advantage of the program

CODING IS FUN

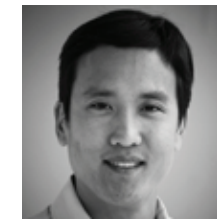
The goal of the program is to leave students with the idea that coding is fun. Students are exposed to the fundamental concepts of coding in a dynamic environment. They learn to write commands and actions while making simple games and programs that relate to their world and enjoyment. At the end of each session, students go around the computer lab to experience what their peers have created.

VERBS, NOUNS AND PHRASES

Like learning a verbal language, coding students need to know the basics first. Coding Club members start with the “nouns and verbs,” then put those together into the “phrases” known as commands. Once the basics are learned, they can proceed to “sentences, paragraphs, and grammar”. Students learn the different control structures that programmers use to create everything from a drone’s guidance system down to the software that powers their favorite Flash Video.

STARTING EARLY, GOING LONG

Coding Club students have a real advantage by the time they arrive at high school. With the foundational concepts learned in this program, they move forward knowing what a variable, branch and loop are, and how to use them to solve problems. Since we live in the data age, with massive amounts of numbers to analyze and the need for programmers who understand how to process it, this early start can translate into lifelong opportunities.



PROGRAM LEADER

Daniel Lee comes from a family of educators, and was born and raised in the Los Angeles area. A UC Riverside graduate, he has been teaching computer science since 2007. Daniel has been with the San Marino Unified School District for the past two years.



“Coding skills have become desirable in all fields of study. We are living in the data age with massive amounts of numbers to analyze — future programmers will meet this need.”

— DANIEL LEE



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CREATIVITY FOR CURIOUS MINDS

ART CLASSES: TRANSITIONAL KINDERGARTEN-FIFTH GRADE

Creativity, essential to a child's full development –

Creative thinking is the foundation of the modern world around us. Just like learning to read, practicing math, or utilizing technology, creativity is both a process and a skill to be learned, experienced, and expanded. Elementary Art Lab provides a unique space where students can follow their curiosity towards a unique creative expression.

1220 students
Participated

7 grades
Engaged on
two campuses

Experience
Students complete
6-7 different
projects a year.

Multiple Media
Watercolor, pastel,
charcoal, acrylic, ink,
linoleum block printing,
and ceramics

SEEING AND THINKING

The process of learning how to see and think differently when making art is a main objective of the Art Lab experience. There are many ways creativity can be expressed in any given media, so classroom instruction centers as much on helping students to trust their own creative impulses, and to follow through on them as it does on teaching specific artistic technique.

TAKING CHANCES

Ms. Ogita's goals for her students: to enjoy making art, to take chances as they work, and to be comfortable with their art being an extension of themselves. Ultimately, she hopes every student will feel proud of what they do from start to finish, as well as build confidence by creatively expressing their ideas.

EVERYONE CAN HELP

Parent volunteers can make a big difference. At every Art Lab there is a need for three parents to follow the project's instructions and to lend a helping hand as students engage with their creative materials. Check it out, offer to help, and participate.



PROGRAM LEADER

Kaye Ogita grew up in Korea where she graduated from the competitive Seoul High School of Arts. Ogita holds a B.F.A. from Toyo Art College in Tokyo, where she majored in Print Making and trained under internationally known artists Jaeim Kim, Uhwan-Lee, and the late Insik Quac. A local resident since 1986, she started teaching art at Valentine School in 2003 and also at Carver School in 2013. In 2009, she was recognized as a Bravo Awards finalist in Visual Arts at an awards ceremony at The Dorothy Chandler Pavilion.



“My goal for my students: for them to enjoy making art, to take chances with their work, and to have them be comfortable with their art as an extension of themselves.”

—KAYE OGITA



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SINGING TOGETHER, AN UNMATCHABLE EXPERIENCE

MIDDLE SCHOOL CHOIR: SIXTH GRADE-EIGHTH GRADE

Connecting the heart and mind –

Accomplished choral study and performance is a Huntington Middle School tradition that goes back decades. The study of music and live performance fulfills a critical part of a well-rounded education. Not only does it engage students in learning about and making music, but it also combines aspects of history, geography, language, culture, and science with the artistry of the performance. In competition, the school's choirs have achieved success throughout the region.

150 students
Study choir

Experience
Four choirs offer
a wide range of
musical opportunities

Knowledge
Typically, students learn
40-50 compositions
each year.

**77% of
Huntington**
Middle School
students participate
in either choral or
instrumental music.

MUSICAL LITERACY

The objective: for students to be literate in the process of making music. Students are trained in vocal technique, music theory, music history, and a solid understanding of choral art. In a typical year, a student learns about forty to fifty complete pieces of music. Not all are for performance; some are purely for study. The repertoire spans choral history from Bach to Bowie.

PARTICIPATING, PERFORMING, AND COMPETING

All four levels of choir at HMS participate and compete in adjudicated choral festivals. Most festivals are in the spring, although HMS hosts a special autumn festival every October. Beyond the popular home concerts, ensembles also perform for the community at the Huntington Library, the district arts showcase, and for the Rotary Club. This year, *Bel Canto* the honors choir, sang the national anthem for 10,000 people gathered at the L.A. Convention Center for the U.S. Citizen Naturalization Ceremony.

SING OUT WITH PASSION

The process of bringing the passion, life, and energy out of a musical composition and into a moving live performance can be absolutely electric. And when everyone connects, the energy experienced by performers and audiences alike can be stirring and powerful. There is also a connection of heart and mind that is pretty special.



PROGRAM LEADER

Derek Jamieson was raised by musicians. His father was a jazz trombonist and his mother was a church organist. He has taught the choirs and jazz band at Huntington Middle School for nine years. He holds a B.A. in music from Cal Poly Pomona and an M.M. from Cal State L.A. He currently lives in Monrovia with his wife and their two boys.



“ Learning to sing together, breathe together, creating the ebb and flow of musical tension and release of together, and interpreting poetry together are all found in choir rehearsal.”

—DEREK JAMIESON



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YOUNG WOMEN— READY FOR THE FUTURE

GIRLS WHO CODE CLUB: NINTH GRADE-TWELFTH GRADE

Advancing the opportunities for girls in STEM—

Founded in 2013, Girls Who Code (GWC) is a national organization dedicated to closing the gender gap in technology. A Girls Who Code club was established at SMHS just two years later. By 2020, 1.4 million jobs will open in computing related fields. U.S. graduates are on track to fill 29% of those jobs, while women will fill just 3%. GWC strives to encourage girls to explore and engage the exciting possibilities in technology and computer science.

40,000

Girls participate in GWC clubs across all 50 states

Exposure

GWC offers girls a chance to code in a collaborative environment

Connection

NASA's Jet Propulsion Lab supports our GWC club with field trips and tours to meet female scientists

65% of participants

Show an interest in pursuing computer science in college

ALL YEAR LONG, EVERY FRIDAY

Every available Friday afternoon, from 3:15 - 5:00, throughout the school year approximately a dozen GWC members meet to work on projects, exchange ideas, and learn from each other.

GWC MENTORS ARE AMAZING PEOPLE

Mentors participate on a 100% volunteer basis. JPL mentors came to GWC through the outreach of Jessica Kam, the SMHS GWC founder. Besides coming every week, mentors meet to discuss the program and prepare lessons on their own time. They are also very supportive of the projects the girls want to do and will do additional research to meet the diverse interests of club members.

HARDWARE AND SOFTWARE

The girls have a range of projects to choose from and make their selection as a team. Programming projects included ventures from coding graphics that display an orbiting solar system to creating a program so a cellphone will activate a mini vending machine. Late in the year, GWC started working with hardware and hardware/software interfaces. This tangible work spurred even greater interest and engagement.



PROGRAM LEADERS

Jamie Linton, B.S., M.S., M.B.A. was a bio-mechanical engineer at firms including E.I. Dupont, Pfizer/Shiley, and Hearten Medical. She became a teacher in San Marino fourteen years ago and at the high school seven years ago. She is the SMHS Math Department co-chair and the Club Facilitator to Girls Who Code.

Claire Saunders, mentor is a graduate student in the department of Applied Physics and Material Science at Caltech. Her research focuses on computational materials thermodynamics.

Lan Dang, mentor is a Software Engineer at the Jet Propulsion Laboratory. She is involved in various outreach activities relating to open source and women in technology.

Michael Starch, mentor is a Software Engineer at the Jet Propulsion Laboratory. He loves teaching and says his favorite part of the week are the Friday afternoons he gets to spend helping San Marino's Girls Who Code.

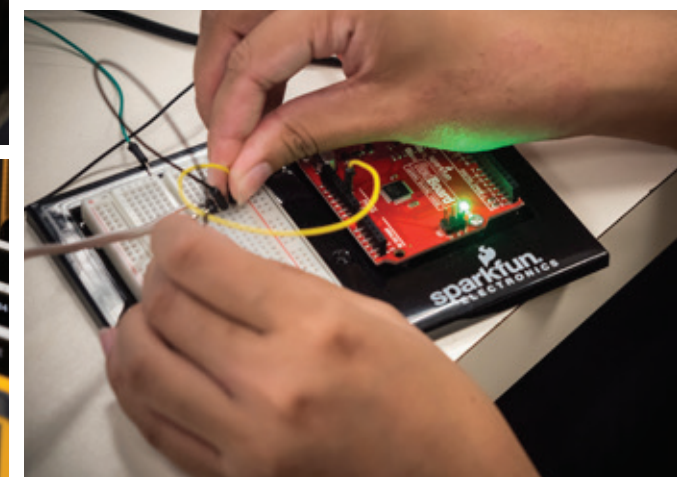


“From our JPL trip to the various networking events we have attended, this is a one-of-a-kind campus club. It gives us unparalleled professional exposure and the exciting chance to work alongside and encourage other girls with similar interests.”

— TIFFANY CHU '18



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ACHIEVING BALANCE IN A COMPLEX WORLD

MINDFULNESS TRAINING: HIGH SCHOOL

Unplugging to lower anxiety—

Mindfulness training was created out of an awareness that today's students hold on to many stresses resulting from the competitive and dynamic world around them. The aim is to help students learn how to lower their anxiety. Strategies include taking a few minutes each day to gather one's thoughts, unplugging and focusing one's awareness, or simply taking time to breathe and relax.

School-wide

The program is available to all.

Second Year

For the program

Awareness, Focus, and learning how to relax are the goals.

Homeroom Centers the program.

Flexibility Teachers shape the program to best meet the needs of each class.

WALKING, TALKING, AND MEDITATING

Anchored during the homeroom period, teachers use a website called InnerExplorer.com as a resource. At least twice a month, students participate in a mindfulness exercise. These activities may include quiet meditation at their desks, facilitated conversations, mindful walking, yoga, or journaling. Flexible planning allows teachers to find the best fit between students' interests and their own teaching styles.

BECOMING STRONGER AND MORE EFFECTIVE

Teachers use the InnerExplorer training program online. The program is self-explanatory, well-modeled, and easy to use. A range of issues from peer pressure to the stresses of the competitive academic environment are addressed. Together as a staff, teachers meet periodically to discuss the different approaches and methods of mindfulness being used across the school. They also share their classroom experiences so that as a faculty their recognition of student needs and teaching of mindfulness skills becomes stronger and more effective.

PREPARING FOR LIFE

The program has both short-term and long-term goals. The first is to help students be aware and present in the moment so that they recognize stressors and respond to them effectively. The second is to understand that stress and anxiety hinder one's ability to work at full potential. Finally, the long-term goal is to teach a range of mindfulness skills so effectively that students will be prepared to respond to stressful situations in college and for the rest of their lives.



PROGRAM LEADER

Andrew Gayl grew up in San Marino and was a member of the class of 1999. He attended Linfield College in Oregon, graduating in 2003. Gayl then earned his M.A. in Education at Asuza Pacific University. He has been a health teacher and coach at San Marino High since 2006.



“It excites me to see kids learn the valuable skills of relaxation and mindfulness that will help them overcome anxiety, pressure, and stress.”

—ANDREW GAYL



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A BRIDGE BETWEEN ART AND MATH

ARCHITECTURE: NINTH GRADE-TWELFTH GRADE

Both creative and tangible –

Architecture class allows students to experience interdisciplinary learning with a practicing professional who is also an innovative educator. For 15 years, Joel Glassman has utilized architecture as the ideal subject to teach students how to analyze problems and seek solutions. Whether students are planning building designs or fabricating architectural models, the goal is to train the right and left sides of the brain to work together throughout the creative process.

Critical thinking

And problem solving are the goals

Skills

Drafting, model building, understanding spatial relationships, color workshops

10 students

Have continued on to architecture or engineering programs

Destinations

Harvard, Harvey Mudd, USC School of Architecture, Pratt Institute, Georgia Tech, Rhode Island School of Design, Syracuse University School of Architecture

FROM BEGINNING TO END

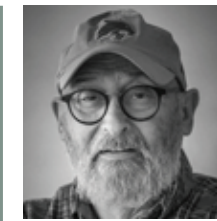
Architecture students progress through a range of creative, planning, and execution cycles while learning drafting skills, planning modular buildings, creating orthographic projections, or building and testing towers and bridges. Further study opportunities include color workshops, which examine the impact of color on design, as well as the types and uses of recycled materials in modern design and planning.

GETTING OFF THE GROUND

Students also learn the basic principles of flight and aeronautical engineering while building their own gliders from scratch. Another class segment considers what the design, materials, and building process may involve when future space colonies eventually become a reality.

RACHEL LY – SYRACUSE BOUND

Rachel Ly found out about the architecture class while looking through a high school class directory when she was still in eighth grade. Enrolling at the beginning of her sophomore year, she enjoyed the class so much that she dedicated her zero hour to architecture studies for the next three years and progressed through all three levels. This class set her course. This fall she will be attending the Syracuse University School of Architecture.



PROGRAM LEADER

Joel Aaron Glassman is an interdisciplinary, multimedia artist whose works have been exhibited for decades and is in the permanent collections of museums throughout the country. An innovative educator, he has studied at the Parsons School, New York, holds a B.F.A. from the University of New Mexico, and an M.A. in Design Based Learning from Cal Poly Pomona. Locally, he has also taught for years at the Armory Center for the Arts in Pasadena.



“I initially took the class because it was a gateway between art and math... but, I steadily became more emotionally involved in the process and found that my creativity was bound for more something tangible and personal – architecture.”

—RACHEL LY '17



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MEETING THE MASTERS IN OUR OWN BACKYARD

HONORS HUMANITIES: ELEVENTH GRADE-TWELFTH GRADE

A one-of-a-kind learning partnership—

In the Honors Humanities class, eleventh and twelfth grade students study weekly at The Huntington Library and Botanical Gardens, San Marino community's renowned museum and research institution. Superintendent, Dr. Alex Cherniss, working together with Dr. Catherine Algor, The Huntington's Director of Education, forged this unique learning partnership. An innovative, UC-approved program, each week students study online, in the classroom, and at The Huntington.

25
Participants
2016-2017

UC Approved
Meets the state
requirements for
honors classes

Objectives
Research
Connect
Create
Synthesize
Think

PUTTING STUDENTS AT THE CENTER OF THEIR LEARNING

Honors Humanities emphasizes 21st century learning skills. The aim is for students to become critical thinkers that solve problems, communicators that can both understand and share ideas, collaborators that work well with others, and creators that produce original, high quality work. The program also utilizes the flipped classroom model where students prepare for weekly sessions at The Huntington Library with their own independent, online study and research.

CREATING AND ARTICULATING CONCLUSIONS

A key objective is for students to make interdisciplinary connections between different literature and art movements by tracing elements of each back to their originators and cultural influences. This approach to study cultivates the students' abilities to recognize the details and nuances in different subject areas, then to recognize and reflect on the patterns, so they can create and articulate their own conclusions about the subjects' relationships and importance.

QUARTERLY CURATORIAL TOURS

Once each quarter, Honors Humanities students take specially guided tours of the museum's collections and current exhibitions with The Huntington's guest curator and Getty Museum educator, Lilit Sadoyan. Through her professional experience and practiced eye, the student's enjoy the opportunity to focus intensively on specific facets of the collections, discuss them in depth and make the connections between the work of different eras and different artists.



PROGRAM LEADERS

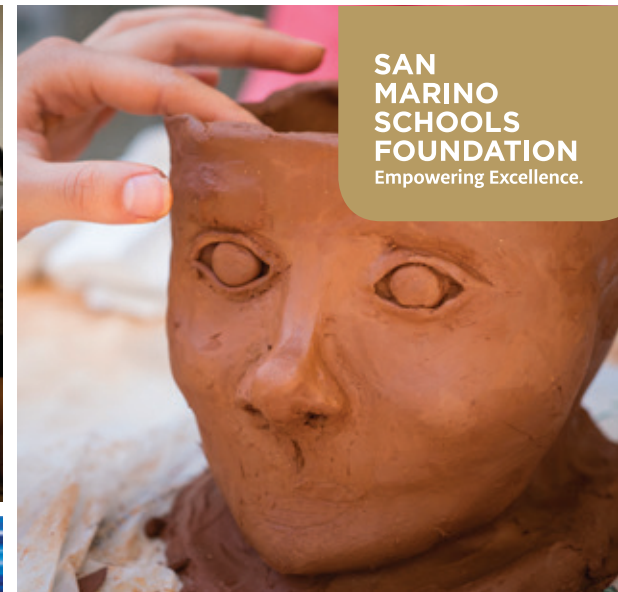
Amanda Hernandez has taught at San Marino High School for seven years. In addition to the Honors Humanities class, she teaches English and is currently the English Department co-chair. Currently she is completing her Ph.D. in education. Her thesis focuses on the field of arts education.

Michelle Pauline received her M.F.A. from Claremont Graduate University. A teacher for twenty years, she began while attending graduate school when she interned at the Armory Center for the Arts. She taught art in Pasadena Unified Schools for ten years and is now in her fourth year at San Marino High School. An active artist, she also loves yoga, hiking, camping, and cooking.



“SMHS Honors Humanities is a model of innovation. It shows how a school community can access and engage The Huntington's resources, and how our collections can impact students both intellectually and experientially.”

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San Marino graduates received 280 offers from UC campuses including

19 FROM UC BERKELEY 21 FROM UCLA 38 FROM UCI 36 FROM UCSD

San Marino graduates who went on to higher education

98.8%

Offers received from colleges and universities worldwide

1,174

Number of volunteer hours across all four campuses

148,652

959

AP TESTS TAKEN

SAN MARINO GRADUATES RECEIVED 16 OFFERS FROM IVY LEAGUE COLLEGES

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Drexel University
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Enlisted in the NAVY
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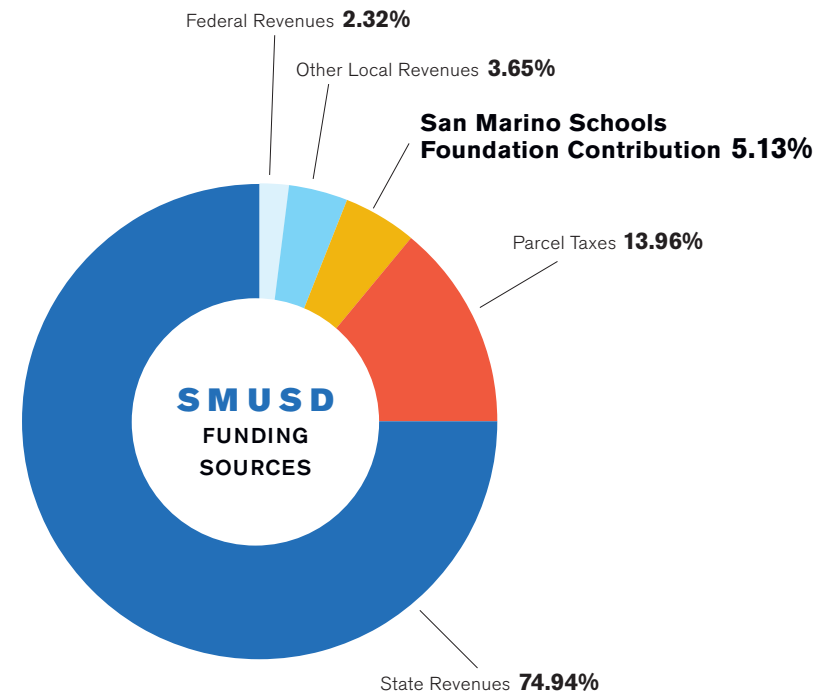
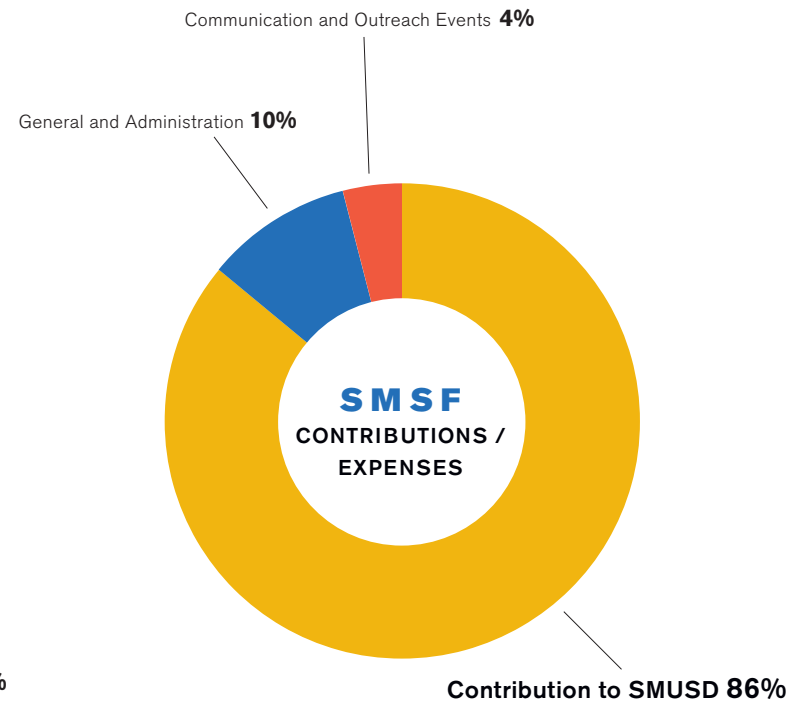
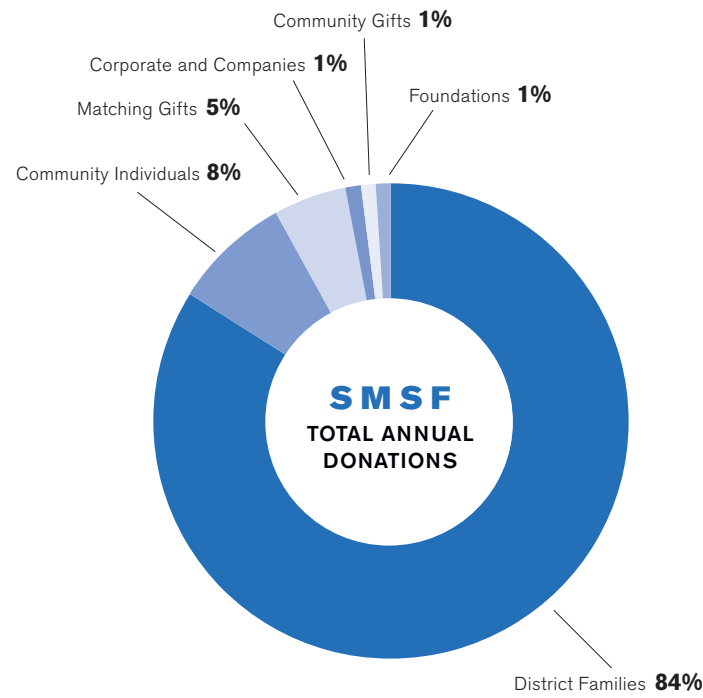
Georgetown University
High Point University
Indiana University
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2016-2017 IN A SNAPSHOT

Support, Comparison, Impact



Total 2016-2017 Annual Campaign Donations
\$2,489,605

STATEMENT OF FINANCIAL POSITION

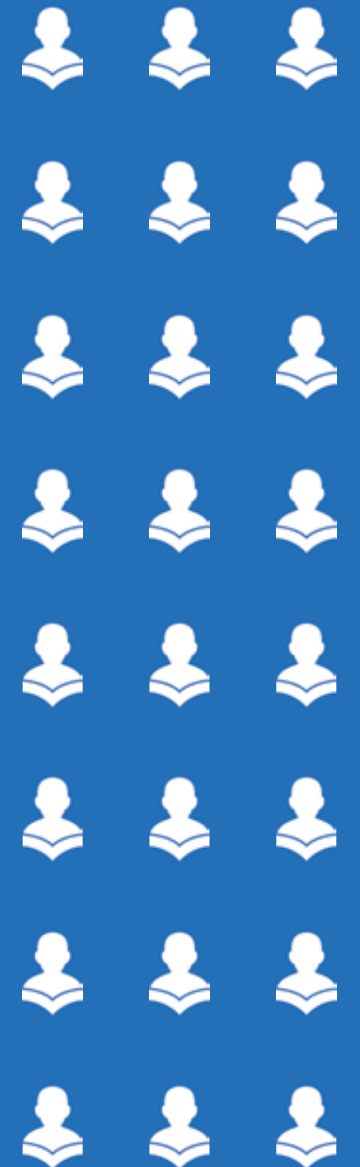
June 30, 2017 (Unaudited)

ASSETS:	6/30/17
Cash and Cash Equivalents	\$5,122,008
Endowment Fund	\$3,397,696
Total Assets	\$8,519,704

LIABILITIES AND NET ASSETS:	6/30/17
Liabilities	\$4,423
Net Assets	
General Fund	\$1,145,359
Major & Designated Gifts	\$3,968,039
Memorial Fund	\$4,187
Endowment Fund	\$3,397,696
Total Net Assets:	\$8,515,281
Total Liabilities and Net Assets	\$8,519,704

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The San Marino Schools Foundation practices full transparency. Audited financial statements are made available by contacting the Foundation office.

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John Simpson, SMSF President addresses donors at this year's celebration.

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“ON BEHALF of the Board of Education, the incredible teachers and staff, and of course our wonderful students, I thank the San Marino Schools Foundation for its unwavering support of our District. Together, with the support of our parents and community members, we remain steadfast in offering the world class education which all of our children deserve.”

— DR. ALEX CHERNISS, SUPERINTENDENT

