

PART I - ELIGIBILITY CERTIFICATION

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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

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SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 3

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	78	78
8	0	95	95
9	0	105	105
10	0	109	109
11	0	93	93
12	0	84	84
Total in Applying School:			564

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
7 % Asian
1 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
76 % White
8 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 4%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	24
(4)	Total number of students in the school as of October 1, 2011	582
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 0%
 Total number of students who qualify: 0

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 2%
 Total number of students served: 15

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>6</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>7</u>
Paraprofessionals	<u>8</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>11</u>	<u>2</u>
Total number	<u>61</u>	<u>18</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	94%	97%	95%	97%	96%
High school graduation rate	99%	99%	100%	100%	99%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>91</u>
Enrolled in a 4-year college or university	<u>88%</u>
Enrolled in a community college	<u>11%</u>
Enrolled in vocational training	<u>%</u>
Found employment	<u>%</u>
Military service	<u>%</u>
Other	<u>1%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

La Reina High School is a Catholic, college preparatory school for girls, grades 7-12. Founded by the Sisters of Notre Dame, a religious community whose principal mission is Christian education, La Reina was established in 1964 and the junior high was added in 1973. Located in Thousand Oaks, California, the 564 students primarily come from middle class families from surrounding suburbs. Approximately 20% of its students receive tuition assistance.

LRHS, which has a President/Principal administrative model, became its own corporation in 2007. A Board of Trustees has oversight of the school. La Reina has a reputation in the community for academic excellence and for graduating young women who are articulate and compassionate leaders.

The mission of the school is to educate young women “in the tradition, vision and educational principles of the Sisters of Notre Dame.” The school provides “a nurturing, Catholic environment of educational excellence, focused on helping young women develop into moral and self-confident leaders who work for the transformation of individuals and society. Students are given opportunities to foster their relationship with God, to grow intellectually, to develop their individual gifts, and to be catalysts for the promotion of justice locally, nationally and globally.” The success of its mission can be found in its alumnae who have distinguished themselves as Peace Corps volunteers, attorneys, physicians, writers, college professors, teachers, and scientists.

Religion classes, Campus Ministry, daily prayer, class retreats, and monthly liturgies strengthen the students’ spiritual life. La Reina’s outreach programs (particularly to the SND sister school in Uganda), and its service learning programs and Christian Service give students opportunities to make a difference, both locally and globally.

La Reina has many traditions. Unique to the school are both Friendship Week every fall and the Renaissance Festival every spring. Both events involve participation by the entire student body and create a strong sense of community spirit. Some of the other traditions include the Junior Ring Ceremony, Spirit Days and The Evening of Excellence, which honors outstanding students.

The La Reina Mock Trial team and Speech and Debate teams have been nationally recognized. The Mock Trial team has won the Ventura County competition 17 times out of the last 22 years. In 2008, 2011, and 2012, it won the California state championship. In 2011 and 2012, the team won the Empire Mock Trial World Championship in New York City, the first time the same team won the competition in consecutive years. The Speech and Debate Team is ranked in the top 5% of the nation by the National Forensic League.

The sequential writing program is one of the principal draws of the school. Approximately 60% of the juniors and seniors take an Advanced Placement English exam. For over two decades, the AP pass rate has been over 90%. The average score on the 2012 Writing section of the SAT was 628—128 points over the public school average and 78 points over the private school average.

In 2012, 90% of the students who took an AP test received a score of 3 or better and 60 students were recognized as AP scholars. Seventy two percent of the members of the Class of 2012 passed an AP test during their high school career. The Class of 2012 had one National Merit Finalist, ten Commended Scholars, one Achievement Scholar, and one Hispanic scholar. Ninety-nine percent of the class of 2012 is attending college with 63% receiving scholarships.

La Reina’s athletic program has been recognized in Ventura County, not only for the successes of its teams (league, California Interscholastic Federation, and state championships), but for the outstanding sportsmanship of its players. A number of LR coaches have received Coach of the Year honors in league

and in CIF. Athletes, too, have won numerous league and CIF honors, and college scholarships. Last year alone, graduating seniors earned scholarships in volleyball, rowing, tennis, soccer, and softball.

The school has made a concerted commitment to 21st century learning. Every teacher has an iPad, compatible with the Apple TVs in the classrooms. This year, some of the students are piloting a one-to-one iPad program that will be fully implemented in 2013-2014.

To expand the elective program and to give high school students more flexibility in their choices, the school adopted a modified block schedule four years ago. Period 7 electives like robotics, world cinema, music, cooking, etc. were introduced. These courses have helped both under-achieving and over-achieving students explore their interests and reduce their stress.

In 2010, La Reina received a 6 year accreditation from WCEA/ WASC. Cited as school strengths were the high standardized test scores, the leadership of the school, and its dedication to “furthering the spirituality and personal transformation of students.”

Currently, La Reina is in the first phase of a Comprehensive Campaign to build a 21st century library and to expand its performing arts facilities.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

1A

La Reina High School uses standardized assessments at all grade levels to evaluate the progress of its students and the extent to which they meet school standards.

Students applying for admission take the STS Education Development Series (grades 7-8) or the High School Placement Test (grade 9), and are expected to score above 60%. However, since 2008, declining enrollment and the economic recession have increased the number of students accepted below 60%. When other indicators point to student success, these students are offered provisional admission based on completion of summer school classes in study skills and/or math.

All students in grades 7-11 participate in schoolwide testing every October. Junior high students take the Iowa Test of Basic Skills (ITBS); grades 9-11 take the PSAT. Students are expected to score above national averages in all measures; PSAT test takers are expected to increase their scores yearly.

Seniors take the SAT and/or the ACT as part of the college acceptance process. As a college-prep school, seniors are expected to score above the national average so they can compete effectively for admission to the college of their choice. Both SAT and ACT scores place LR students in the top 15% of the nation. In 2012, the college readiness benchmark on the ACT for English Composition was 18; the La Reina mean score was 28.0; in math, the benchmark was 22; the La Reina mean score was 25.2.

Advanced Placement scores are outstanding. Students who take an AP course are required to take the AP test. The AP pass rate is 90%. In 2012, 57% of LR students in grades 10-12 took at least one AP test; 72% of the Class of 2012 took an AP test during their high school career.

1B

Performance trends have been consistent in the last 5-year period in math and reading.

For the last 5 years, junior high students taking the Iowa Test of Basic Skills (ITBS) have scored above the 50% mean in all areas. In 2011, both seventh and eighth graders scored 32 percentage points above the normed mean score of 50% in reading, and 24 percentage points above the normed mean score of 50% in math.

In an effort to improve math scores, the school continues to address student success in math. The math curriculum is analyzed frequently, especially in relation to state standards and to prepare students for high school math. California standards and La Reina require eighth graders to take algebra. However, some of La Reina feeder schools do not adhere to that standard. Thus, incoming students arrive with varying skills in math and their test scores reflect this variance. To help junior high students meet school standards and to improve their standardized test scores, La Reina offers summer school enrichment classes like Pre-Algebra. During the school year, one-on-one after school tutoring by National Honor Society students, expanded teacher office hours, and study sessions before tests are offered to help students.

If reading scores are low for entering junior high students, they are encouraged to take the summer enrichment class in study skills offered at La Reina. During the regular school year, all 7th graders are required to take a semester literature class in addition to their English class. The purpose of the literature class, which has a college prep and honors level, gives students additional exposure to critical reading and to the school wide writing program.

SAT scores are consistently high. In the last five years in Critical Reading, La Reina test scores range from 597-607 compared to national female averages of 498-500. The comparison is even more significant in Writing. La Reina students have outscored their female counterparts in a range of 623-628 compared to 494-501. The sequential writing program, writing across the curriculum, and frequent in-class writing have contributed significantly to these high scores.

SAT math scores are also high. For the last five years, national female test takers had math scores that ranged from 498-500. From 2008-2011, LR math scores ranged from 567-576. In 2012, LR's aggregated score for math was 590. (The 590 score reflects the "best test guideline" allowed by Blue Ribbon.) The Math Department frequently analyzes test data and makes a concerted effort to serve all students. For example, in order to offer four years of math to all students, the department added Applied Math to the curriculum for students who did not qualify for calculus. AP and CP statistics were added in 2011-2012 to meet the needs of students whose college majors require statistics.

Contributing to the high SAT scores are a number of additional factors. High school students can take SAT prep summer school courses taught by LR teachers. These courses are offered in math, critical reading, and writing. English and math teachers also include SAT prep in their curriculum each year to help students improve their scores.

2. Using Assessment Results:

La Reina uses assessment data to improve student and school performance. Data from standardized testing, including ITBS, PSAT, ACT, SAT and AP scores are shared with department chairpersons and teachers. Analysis of scores is used to make adjustments to the curriculum and to particular courses. The school also uses benchmarks published by the University of California to ensure that new courses are approved by the UC system.

Teachers use assessment results to improve instruction and student learning. For example, teachers regularly analyze data from assessments in an effort to make sure that learning standards are being met and taught effectively. Teachers who teach the same courses give students the same assessments, analyze the results together, and adjust accordingly. The administration requires school wide standards for final exams; department chairpersons ensure that those standards are followed.

Data from entrance exams is used to place incoming students (7th and 9th grades) in the appropriate level classes. Because the school believes that many factors should be considered for placement, students who may not qualify for a course based solely on test scores and/or grade point average can challenge placement. Access to higher level classes is generally available to most students who request it, but they are expected to perform well. For example, all students who enroll in an Advanced Placement course are required to take the AP exam at the end of the year.

To improve instruction, AP scores are analyzed by the respective teachers, by department chairpersons, and by the Assistant Principal of Academics. The College Board provides excellent data on individual portions of the test, allowing teachers to adjust curriculum if needed. To help ensure student achievement, most AP teachers hold additional study sessions before the exams.

Faculty and administrators can access test information online to improve student learning and instruction. The PSAT is the standardized test that 9th through 11th graders take. Those scores are reviewed within the Math and English Departments yearly; adjustments are made to the curriculum if weaknesses are noted. The Math and English Departments also prepare students for the PSAT and the SAT beginning in the 7th grade. Reliable outside companies have been given permission to provide SAT workshops on campus.

Every year, each student is counseled individually by a faculty advisor when she is selecting her coursework for the upcoming year. Test data is used at these counseling sessions to ensure that the student's needs are being met. These planning sessions are open to parents.

The College Counselor uses test data and grades when she counsels students and parents in the college selection process. College cutoff scores and students' individual test scores are used to help the students make the best choices when they are applying to college.

For the past five years, the local school districts have experienced declining enrollment. This decline in the population and the downturn in the economy have impacted La Reina enrollment. To meet target enrollment numbers, the school has accepted students with lower test scores than it has in the past. Those scores are analyzed and ways to help students adjust to the high academic standards of the school are addressed. For example, Applied Math has been added to the curriculum to accommodate students who do not qualify for calculus. Regent Roundtable, a tutoring program staffed by National Honor Society students, has increased the number of days it is available, and individual NHS students are paired up with underachieving students. Many teachers have increased their office hours. To give students a head start on homework or extra time to seek help, they may choose study hall as a Period 7 Elective. The Director of Guidance is also implementing the Department of Catholic Schools' STEP (Support Team Education Plan) program for students who need support in their learning environment. Parents are an important part of the STEP program.

Parents, students and the community are informed of test data frequently. The Schoolwires and Naviance programs are available to all parents and students. Schoolwires allows parents and students to access grades and information about courses; the Naviance program gives students access to all of their standardized test scores.

Testing data is published on the school website, in the school profile received by all colleges where students apply, in all the admissions material for prospective students and parents, and in the newsletters published by the Directors of Advancement and Alumnae. The Ventura County Star and The Acorn (local newspapers), The Tidings (the Archdiocesan newspaper), and the Los Angeles Times publish articles about student achievements at La Reina.

3. Sharing Lessons Learned:

La Reina makes a concerted effort to share successful strategies with other schools.

The principal meets with the Valley Catholic Principals' Association to share ideas and to plan collaborative meetings for schools. This year, faculty members from all the Valley schools will be attending a technology symposium; opportunities to share best strategies will be incorporated in the schedule. Administrators in charge of academics, discipline, and counseling meet with their San Fernando Valley school counterparts to share strategies for student success and school improvement.

The Director of College Counseling works in collaboration with the Valley Catholic Schools Counselors to share information about the best strategies to ensure college acceptance. La Reina's College Counselor presented a workshop on SAT and ACT testing at the WACAC (Western Association for College Admission Counseling) conference last year, and conducted a workshop on college preparedness for one of the local school districts.

Teachers also share successful strategies. Some members of the English Department have met informally with feeder school teachers to in-service them about La Reina's writing program. A member of the English Department has worked with the Academic Decathlon team (4 time national champions) from a local public school to teach successful essay writing. AP teachers attend workshops yearly in which they share successful strategies with schools from around the state.

Recently, three of the social science teachers attended the China Institute at the University of Southern

California, and then traveled to China and Taiwan to present lessons to students and teachers. The main goal of the trip was to share successful teaching strategies. Last year, one of the teachers also did a presentation at the National Council of History Educators Conference in Kansas City.

Because the Internet has made sharing successful strategies easy, La Reina teachers have increasingly used the Internet to exchange ideas and strategies. For example, a number of teachers have shared their lesson plans, curriculum maps and methodology on websites designed for teachers.

California Lutheran University and La Reina are partnering in their research on 21st century learning, with the goal of having LR serve as a resource for other schools.

4. Engaging Families and Communities:

La Reina has many strategies to work with families and community members to ensure student success and school improvement.

Principal coffees are held quarterly to give parents the opportunity to discuss concerns and to learn more about the school. The Schoolwires program provides parents and students with email service and up-to-date information about syllabi, assignments, and grades. La Reina uses the Naviance Program (a comprehensive website for families, students, and school personnel) to research colleges and careers, to track college admissions and test scores, and to receive up-to-date information specific to La Reina. The Counseling Department holds a number of evening workshops for parents and students, addressing topics as diverse as college planning and stress management.

The faculty academic counselors monitor students who are on academic probation and provide individual course selection counseling for students and their parents every year. The College Counselor meets with each senior and her parents to guide them in the college admissions process. Parents and students are encouraged to meet with the college representatives who come to the campus.

To help its students become transformational leaders, La Reina partners with non-profit agencies in the community for students to perform volunteer work. Seniors also complete a service-learning project, in which they travel to under-served areas between Los Angeles and Ventura to volunteer at organizations like Habitat for Humanity and Catholic Charities.

Student assemblies feature guest speakers from the larger community who address issues (like eating disorders, stress management, cyber-bullying) that might potentially block student success. Parents are always invited to attend.

All parents are members of the Parent Guild, which supports school improvement and plans social events. Other parent groups include the Circle of Friends that promotes spiritual fellowship, the Booster Club, which promotes spirit and raises funds for athletes, and SALR (Sustaining the Arts at La Reina), the organization that supports the fine arts programs.

To help ensure continuous school improvement, parents and students are surveyed yearly about the school programs. Graduating seniors also meet with the principal in focus groups to discuss student success and school improvement. Exit interviews are conducted with families of students who are leaving the school. Information is analyzed and shared with the school community.

Current parents, alumnae parents and alumnae serve on the Board of Trustees, helped write the Strategic Plan, which outlines improvements for the future, and are presently providing leadership for the Comprehensive Campaign.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

La Reina's core curriculum addresses state learning standards, entrance requirements for the University of California, and schoolwide learning results. All learning standards support college and career readiness.

The following schoolwide learning standards relate to the curriculum.
Graduates must...

- Demonstrate academic preparedness for college
- Use effective oral and written communication
- Use technology effectively, appropriately and ethically
- Use critical thinking skills
- Practice responsible citizenship
- Promote justice in the local, national and global community
- Discover and foster God-given talents
- Develop creativity and imagination

LR students complete a religion course yearly. Required courses include Scripture, Morality, Social Justice, Catholic Theology and Catholic Ethics, and Marriage and Family Life. Teachers use reflection, class discussion, student presentations and critical thinking to encourage personal faith formation. To promote justice in the local community, students complete service learning projects and do volunteer work.

All courses in the English curriculum focus on great works of literature, expository and argumentative writing, oral communication and critical thinking. The English Department offers college prep, honors and AP courses. All courses meet the entrance requirements for the University of California. Career readiness is emphasized in the schoolwide writing program and in the required speech class.

The mathematics curriculum offers math courses ranging from Pre-Algebra to AP Calculus and AP Statistics. The curriculum prepares students to meet entrance requirements for college and university study. Instruction focuses on students' development of logical thinking and on theory and application through practice and problem-solving.

La Reina High School is in compliance with the program's foreign language requirement. Junior high students exceed the CAPE standard of having 20% or more students take foreign language during the regular school day. Approximately 38% of LR 7th graders take a full semester of Introduction to Foreign Language (220 minutes per week, per semester). All 8th grade students are enrolled in a foreign language class. They either take Introduction to Foreign Language or begin their first year of high school foreign language. To graduate, students are required to take two years of a foreign language. However, 80% of LR students take three years, and 25% exceed the University of California requirements by taking four years.

The Science Department offers a curriculum for students pursuing either a general science curriculum or a rigorous one. The curriculum covers both physical (Science 8, Chemistry, Physics) and biological sciences (Science 7, Biology, Physiology, Earth Science) with Advanced Placement and/or honors levels offered. The scientific method and hands on learning are emphasized. All Science 8 students participate in a school Science Fair; winners progress to county and state competitions.

In social science, students learn to apply comprehension, analytical writing, and critical thinking skills to the study of the social, economic, and political history. Responsible citizenship and the promotion of justice in the global community are emphasized.

Courses in the fine arts instill an appreciation for creative expression through art, photography, theater, sculpture, vocal arts, and dance. These classes help students discover and foster their God-given talents, and develop creativity and imagination.

Physical education courses include instruction in health and fitness, as well as in sports. Students participate in the President's Physical Fitness Challenge. Health issues are discussed in science and religion courses and in the Growth Groups conducted by the Guidance Counselors.

The technology curriculum includes courses in academic computer skills (required), animation, graphic design, web design, and video production. Students learn how to use technology effectively, appropriately, and ethically.

Students may also expand their learning by taking a Period 0 class (before school) or a Period 7 elective.

2. Reading/English:

The English language arts curriculum focuses on reading and writing about timeless literature. To improve reading and writing skills, all seventh grade students take a semester long literature class in addition to their core English class. Speech is a required course for high school students.

Students are placed in either a college prep or honors English class. At the junior and senior level, Advanced Placement courses are offered, with juniors taking AP Literature and Composition, and seniors taking AP Language and Composition. Approximately 60% of the seniors take the AP English Language exam; in 2012, 97% of those students passed the exam, with most earning a score of 4 or 5.

Every grade level of English incorporates literature, grammar, vocabulary, and writing. The curriculum includes every genre of literature and both fiction and nonfiction. All English classes read a Shakespearean play and perform scenes from it at the Renaissance Festival.

Central to the curriculum is both horizontal and vertical planning by all department members. A sequential writing program begins in the 7th grade and provides the building block for writing across the curriculum. Different types of essays are emphasized each year, as is frequent in-class writing. Research and documentation skills are taught beginning in the 7th grade, culminating in the juniors writing a 6-10 page term paper. A standard department Comment Code Sheet is used by all teachers when they correct essays. AP and SAT scores have been exceptional for two decades.

Methodology varies. Cooperative learning groups, paired learning, large group instruction, differentiated instruction, and student presentations are central to the learning process. All classrooms have a projection system and an Apple TV that is compatible with the teachers' iPads. A few teachers in the department have created flip teaching lessons which they have posted online for students to access. Students are also given many opportunities to revise essays and to conference with teachers about their writing.

Students reading below grade level can go to Regent Roundtable, an after school tutoring program led by National Honor Society students. Every teacher has posted office hours to provide help. Students reading above grade level are placed in honors English classes. Student who want to hone their English skills can take part in a variety of activities like the newspaper, the yearbook, the literary magazine, the Shakespeare Club, the Creative Writing Club, and the Book Club.

3. Mathematics:

Mathematics instruction is designed to develop skills in reasoning and problem solving. It focuses on enabling students to approach questions logically, rationally, and analytically, in other academic areas as well as in life situations.

The mathematics curriculum offers students courses in Pre-Algebra, Algebra, Geometry, Algebra II/Trig, Applied Math, Pre-Calculus, Calculus, and Statistics, with honors levels offered in all courses except Applied Math. AP Statistics and AP Calculus AB are also offered. Initial placement in honors courses is based on scores in previous math courses, placement tests, and the entrance test. Students are expected to maintain an 85% average to remain in the honors program. The mathematics curriculum was developed to meet the entrance requirements of the University of California. The Applied Math course was designed for students who do not meet the requirements to take calculus, but wanted to have four years of math; the statistics course was designed for students who need statistics for college.

The school's approach to mathematics includes a variety of instructional methods. Teachers combine lecture with hands-on application, critical thinking analysis, discussion (both verbal and written), daily drill, and mathematics vocabulary study. Students work problems at the board and in groups. They demonstrate step-by-step solutions to other students. Other methodologies include the use of manipulatives (i.e., algebra tiles, geometry shapes), and hands-on instruction in the use of the graphing calculator. Teachers present problem solving strategies so that students are able to analyze problems and determine the solution method and reasonableness of answers. Math department members also work with teachers in the science department to coordinate instruction. Computer-based graphic animations and simulations also aid instruction.

Students acquire foundational mathematics skills through the sequential math curriculum. Efforts to help students improve their mathematics skills are offered through math teacher office hours where individuals or groups of students can receive additional instruction. Also, members of the National Honor Society offer one-on-one math help three times a week after school at Regent Roundtable. The Math Department Chair is available during seventh period for higher level math help. Advanced math students can participate in the Mathletes Club or Robotics Club, where they use their math knowledge in competitions. Many students take advantage of the College Board's "problem of the day." Math teachers prepare students to take standardized tests by reviewing basic skills and test taking strategies throughout the year.

4. Additional Curriculum Area:

The social science/history curriculum is designed to meet California State Standards and the entrance requirements of the University of California. Courses include History 7 (early world history and geography), History 8 (early U.S. history and geography), World History, U.S. History (college prep and AP), European History AP, U.S. Government (college prep and AP), Economics, Macroeconomics AP, Psychology (college prep and AP), and Global Studies.

In keeping with the school's mission to provide a college preparatory curriculum of educational excellence that helps students grow intellectually, social science courses prepare students for their role as responsible citizens in local, national and global communities. Social science courses help students to develop critical thinking skills through the analysis of historical issues and current events, to read maps and charts, to work in cooperative learning groups, and to develop strong oral skills.

Emphasis is placed on note taking, reading comprehension and critical writing. Students use the English department writing models at every grade level. To meet the demands of a technological world, students are taught how to research on the Internet, how to assess the reliability of sites and how to attribute sources.

Students acquire skills and knowledge through hands-on-activities. For example, local government officials serve as guest speakers. During the national and state election season, students learn how to read a ballot, to vote, and to weigh sources of information. Historical and current event debates and class simulations help students acquire analytical and reasoning skills.

Students in economics classes organize and manage a quarterly after school marketplace open to the

student body. Students research, design, market, and sell a product. They sell stock in their “company,” complete profit and loss statements, and analyze their experience as it relates to the study of economics.

In the service learning program, seniors enhance their understanding of social issues they have studied by working at agencies in the county. Students in psychology class complete a “baby” project whereby they live with a “life” doll for 48 hours and then analyze the experience.

Essential skills and knowledge acquired in social science classes are reflected in student success in Mock Trial, speech and debate, the school newspaper, and in the number of alumnae who major in a social science. Student success is also reflected in AP scores in European History, U.S. History and Government which are outstanding.

5. Instructional Methods:

The motto of La Reina High School is “where quality and the individual count.” Thus, instructional methods focus on helping each student meet her potential. Methodology is consistent with the learning styles and needs of the 21st century student. The school’s tradition of academic excellence gives evidence of effective teaching and learning.

The needs of all students are considered in instructional planning. Effective teaching strategies include cooperative group work and pair work and the availability of all teachers for one-on-one help. For example, all instructors are required to publish office hours. Many teachers are available at lunch and after school to help students. Schoolwires, the online program the school uses, provides email service and posts information about assignments, grades, and classroom activities for parents and students.

The learning needs of multiple intelligences are met through various instructional methods. Each classroom has a projection system, an Apple TV, a white board, and the “Ladibug” visual presenter. The needs of the auditory learner are met through lecture and discussion as well as videos and group work. For the tactile learner, students create projects and use manipulatives and the graphing calculator in math classes. In English classes students build sets for the Shakespeare plays and in the economics classes, students create products to sell. Several teachers have prepared flip-teaching lessons to enhance at-home instruction.

All students have access to technology. This year some students are piloting the one-to-one iPad program, which will be school wide in 2013-2014. The goal is for each student to have an iPad to enhance instruction and to access textbooks on line. A MAC lab and fully digital library allow teachers to vary instruction to ensure high levels of students learning.

The needs of individual students are met by placement in the correct courses at the proper level. For example, students are placed in honors, college prep and AP level classes that address their needs and abilities. Instruction requires higher levels of critical thinking, problem-solving, and analysis. Methodology is always adjusted to meet the needs of the students.

Period 7 elective classes were introduced four years ago to allow students to take a variety of classes (like cooking, robotics, core cardio), most of which provide students with hands-on experiences and a way to decompress from the rigors of academics.

Meeting the individual needs of its student population is a priority at La Reina.

6. Professional Development:

Faculty members submit a Professional Growth Plan annually. This plan is shared with the principal at a beginning of the year conference. At the end of the year conference, teachers turn in a log of their hours and write a personal reflection on how their professional growth supported student achievement and school improvement.

The Professional Growth Plan also includes a spiritual component. To this end, the administration provides faculty and staff retreats, liturgies and prayer services.

Professional development in a particular area is sometimes mandated. For example, in 2010-2012 school in-services helped teachers with curriculum mapping and vertical and horizontal alignment. Teachers aligned their curriculum maps with department standards and with the school's Expected Schoolwide Learning Results.

To support school improvement, additional on-site professional development opportunities were provided on technology. Teachers were in-serviced on Schoolwires, an online program, which supports student achievement by allowing students and parents to access, homework, handouts, grades, and information about classroom activities. In-services also provided support to teachers on the classroom projection system, the "Ladibug," and Apple TV's. The Educational Technology Coordinator helps teachers with iPads, blogs, and flip-teaching.

In order to encourage ongoing education, faculty members may apply for Faculty Education Grants for undergraduate or graduate non-credential coursework from any accredited college or university. To support student achievement, faculty members are also given funds to attend workshops in their field and are encouraged to give workshops themselves.

Faculty meetings and department meetings often include an educational component, with teachers sharing what they learned at workshops and demonstrating effective methodology. Teachers have also conducted in-services about how to incorporate state standards into lessons. To support student achievement, teachers who teach the same courses are required to joint plan lessons.

All faculty and staff receive the Archdiocesan mandated Virtus training on abuse prevention.

A faculty mentor helps new and experienced teachers. The mentor observes, conferences with, and supports new teachers, and is also available to any faculty member who wants assistance.

7. School Leadership:

In 2007, La Reina High School became its own legal entity, a nonprofit religious corporation. The school is sponsored by the Sisters of Notre Dame, under the leadership of a Board of Trustees which serves as a policy-making body. School policies are implemented through the President and Principal. La Reina High School is under the religious auspices of the Archdiocese of Los Angeles.

Under the direction of the Board of Trustees, the President is responsible for mission effectiveness, advancement, marketing, facilities, and financial oversight of the school. The Principal, as the instructional leader, is responsible for the day-to-day operation of the school. She is assisted by the Administrative Team (Assistant Principal of Students, Assistant Principal of Academics, and the Assistant Principal of Student Activities) and the Administrative Council (the Administrative Team plus the Directors of Athletics, Guidance, Campus Ministry, Technology, Facilities, the Faculty/Staff Representative and the Junior High Liaison).

The leadership philosophy is one that empowers and motivates others to lead. The Principal works with the assistant principals and department chairpersons and other school leaders to ensure that policies, programs, relationships, and resources focus on student achievement. The Curriculum Committee, which includes department chairpersons, the Principal, the Assistant Principal of Academics, the Library Media Teacher, and the Director of Guidance, meet once a quarter to review and evaluate academic policies and student achievement. For example, members review standardized test results in order to assess strengths and weaknesses of students, to plan future student placement and/or new courses. They also review student course evaluations, curriculum mapping, and course final exams.

The administration supports the expanded use of technology. A full-time Educational Technology Coordinator assists teachers with technology.

Department chairpersons review entrance test results and advise student placement in appropriate courses. Along with members of the Administrative Team, they evaluate all teachers in their departments to ensure that policies, programs, relationships, and resources focus on student achievement.

The Assistant Principal of Academics focuses on student achievement, by counseling students toward academic goals, creating the master schedule, and working with teachers to ensure student progress. The STEP (Support Team Education Plan) Program has been adopted to support under-achieving students.

The Assistant Principal of Students monitors student discipline and attendance; the Assistant Principal of Student Activities works with student leaders to plan activities for the students.

School Leadership strives to support students and to ensure that their LR experience helps them achieve their goals.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

K	1st	2nd	3rd	4th	5th
<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$11000</u>	<u>\$11000</u>	<u>\$11000</u>	<u>\$11000</u>	<u>\$11000</u>
12th	Other				
<u>\$11000</u>	<u>\$</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$13900

5. What is the average financial aid per student? \$4038

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
7%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 20%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 12

Test: SAT

Edition/Publication Year: N/A Publisher: College Board Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES					
Average Score	590	576	570	567	569
Number of students tested	82	82	83	90	91
Percent of total students tested	91	93	92	93	92
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV88

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 12

Test: SAT

Edition/Publication Year: N/A Publisher: College Board Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES					
Average Score	604	616	607	594	597
Number of students tested	82	82	83	90	91
Percent of total students tested	91	93	92	93	92
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Mathematics

Edition/Publication Year: 2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	74	77	77	82	80
Number of students tested	97	84	98	98	111
Percent of total students tested	98	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Reading

Edition/Publication Year: 2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	82	81	80	78	84
Number of students tested	98	84	89	98	111
Percent of total students tested	100	100	90	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV88

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Mathematics

Edition/Publication Year: 2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	74	76	79	81	83
Number of students tested	92	108	102	108	109
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV88

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Reading

Edition/Publication Year: 2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	82	85	79	81	85
Number of students tested	91	107	102	106	109
Percent of total students tested	98	99	100	98	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV88