

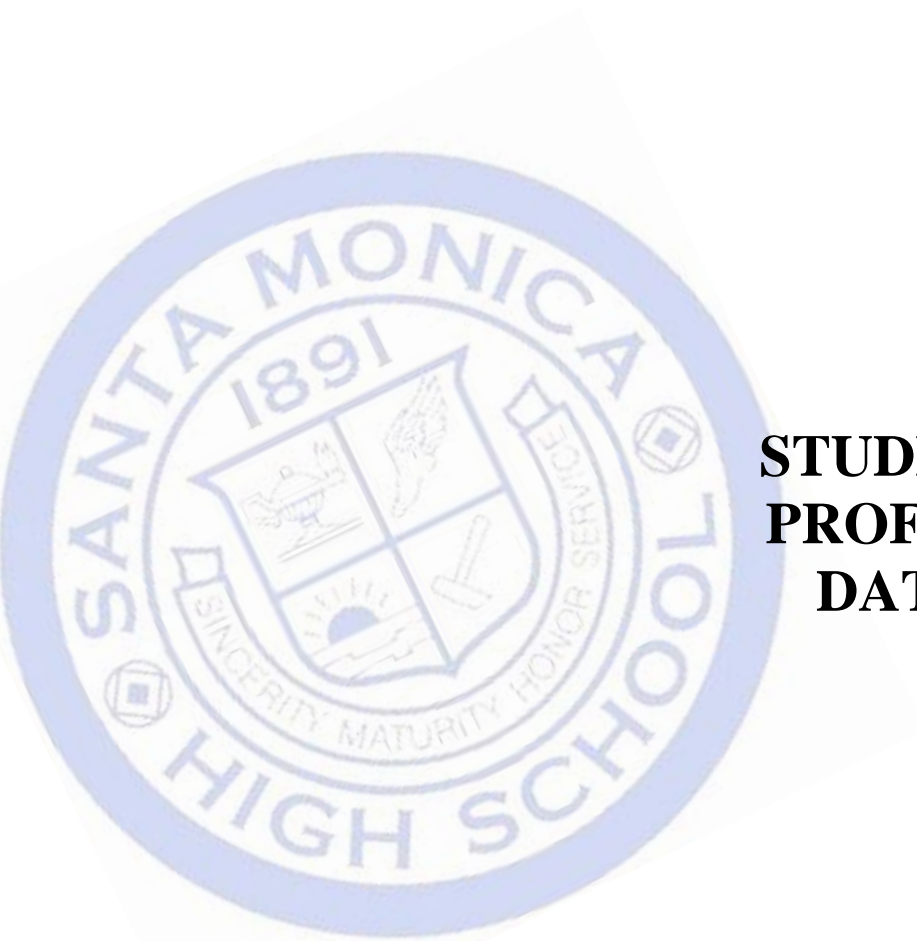


Santa Monica High School Self Study Report



1 CHAPTER

STUDENT/COMMUNITY PROFILE, SUPPORTING DATA, AND FINDINGS



A. GENERAL BACKGROUND AND HISTORY

Community

Santa Monica High School (Samohi) is a large comprehensive 9-12 high school located in the city of Santa Monica, an urban beachfront city on the west side of Los Angeles County, sixteen miles west of downtown Los Angeles. Samohi is one of three high schools in the Santa Monica-Malibu Unified School District (SMMUSD) and is regarded as the district's flagship school. SMMUSD has over 11,000 students enrolled in grades K-12. SMMUSD serves an ethnically, economically, and linguistically diverse community.

Santa Monica High School has been in existence for 126 years. The school began as the Sixth Street School, and in 1891 added an upper level curriculum to complete a four-year high school program. The first class, called "The Immortal Five," graduated in 1894. The high school was moved from Sixth Street and Santa Monica Boulevard, to Eleventh Street and Arizona Avenue. The building, called Lincoln High School, was finished in 1898 and dedicated at the graduation exercise of that year. Samohi moved to our present location in 1913.

In its present day form, Santa Monica High School is a school of about 3,000 students who represent a diverse ethnic and socio-economic community. The school is located on a 26-acre campus with the Pacific Ocean in view. In 2015, the school opened its new Innovation Building, which houses the I House Office and teachers, as well as the school's new science labs. Fondly referred to as Samohi, the school is supported by a 4,000 member Alumni Association, as well as the citizens of Santa Monica and Malibu.

The 2016-17 school year marked Samohi's 125th year in the community. We enrolled just over 2,800 students. Enrollment has remained steady over the last 5 years (October CBEDS, CDE Dataquest)

Year	2013-14	2014-15	2015-16	2016-17
Total Population	2,967	2,984	2,950	2,821

Santa Monica, named one of the "Top Ten Beach Cities in the World" by *National Geographic*, has a population of 93,219.

City of Santa Monica Population Estimates	
1980	88,314
1990	86,905
2000	84,084
2010	89,736
2016	93,640

With over 7.3 million visitors each year, Santa Monica has many jobs in the hospitality and tourism sector. The other main sectors of employment in the city are in retail, healthcare,

entertainment, and technology. The RAND Corporation, Universal Music Group, Riot Games, and Lions Gate Entertainment are all headquartered in Santa Monica.

The top five employers in Santa Monica are:

- The City of Santa Monica
- Santa Monica-UCLA Medical Center
- Santa Monica College
- St. John's Hospital Medical Center
- Santa Monica-Malibu Unified School District

Santa Monica has also earned its place in "Silicon Beach," the Westside region of the Los Angeles metropolitan area that is home to over 500 tech startup companies. Major tech companies such as Google, YouTube, Snapchat, and BuzzFeed are all either located in or are close in proximity to Santa Monica.

Located at the very end of historic Route 66, Santa Monica's variety of cultural and historical sites include Bergamot Station Arts Center, the National Recording Academy/Grammy's Foundation, the Annenberg Community Beach House, the Museum of Flying, and the Santa Monica Pier.

The median age in Santa Monica is 40.6 with 16% of the population between ages 0-19. The city is evenly composed of males (50%) and females (50%). Just over 96% of residents have a high school diploma or higher; 65.3% have a bachelor's degree or higher. 15% of residents have up to a high school diploma.

The city has a per capita income of \$62,721 and a median household income of \$85,062. About 31% of households have incomes lower than \$50K; 15% are above \$200K. The poverty rate for children under 18 is 4% and for seniors above 65 is 9%. Over 26% of the population is foreign-born, (34% from Asia, 31% from Latin America, 27% from Europe, 5% from Africa). About 29% of residents live in a home where a language other than English is spoken. For children, ages 5-17, 66% of them reside in homes where English is the only language spoken.

The average property value in Santa Monica is \$1.23 million. Almost 80% of the 51,500 housing units available in Santa Monica are from multi-unit dwellings. Santa Monica has 89% occupancy where 72% of the units are renter-occupied. Santa Monica's mobility rate is about 17% (83% of residents remained from the year prior).

As of the 2015 US Census 1-year ACS report, the ethnic & racial composition of the city is comprised as: 67% White, 15% Hispanic, 9% Asian, 4% Black, 4% Two or More Races (note: Hispanic ethnicity includes respondents of any race).

Subgroup Population Percentages in the City of Santa Monica				
	13-14	14-15	15-16	16-17
White	68%	67%	69%	77%
Hispanic	14.50%	15.40%	12.80%	13%
African- American	3.90%	4.30%	3.90%	3%
Asian	9.60%	9.30%	9.50%	9%
2 or more	3.70%	3.80%	3.80%	4%
NA/PI	<1%	<1%	<1%	<1%
Other	<1%	1.50%	2%	4%

Subgroup Enrollment, Samohi (CDE DataQuest)								
Subgroup	2013-14	%	2014-15	%	2015-16	%	2016-17	%
White	1074	36	1235	41	1129	38	1076	38
Hispanic	1216	41	1079	36	1071	36	1029	36
African-American	268	9	277	9.3	278	9.4	248	8.8
Asian	209	7	203	6.8	202	6.8	203	7.2
2 or more races	145	4.9	140	4.7	207	7	208	7.4
Native American/PI/Alaskan	44	1.5	49	1.6	42	1.4	9	0.3
Not Reported	1	<0.1	1	<0.1	26	0.9	26	0.9

*Note that percentages may not add up to 100% because individuals may decline to state.

Although Santa Monica is a relatively affluent and diverse city, the demographics of Santa Monica High School do not closely mirror the demographics of the greater Santa Monica community. This may be due to the fact that approximately 30% of school-aged children in Santa Monica attend private schools, and because the district accepts interdistrict permits to provide enrollment options that meet the diverse needs and interests of district students.

Upon request, the Superintendent or designee may accept students from other districts and may allow students to transfer out of the district. Although students generally must attend school in the district and school where their residence has been established, the Santa Monica-Malibu Unified School District (SMMUSD) Board of Education recognizes justifiable reasons for interdistrict permits. Upon request, the Superintendent or designee may accept students from other districts who seek to enroll in SMMUSD. Students who reside outside the boundaries of SMMUSD may apply to attend school in SMMUSD on an interdistrict permit (interdistrict transfer release) from their school of residence. Interdistrict permits are subject to the terms and conditions stipulated in Board of Education.

State and Federal Program Mandates

Though SMMUSD receives Title I funding, Samohi does not and is not a school under Program Improvement. About 24% of students at Samohi participate in the National School Lunch Program. 81.1% receive free lunch daily. 18.5% receive reduced-fee lunch daily.

LCAP funding mandates funding specific to students designated as English Learners, economically disadvantaged, and students in foster care. During the 2016-2017 school year, Samohi had 141 English Learners (5%); four foster youth (0.1%); 28 homeless students (1.0%); and no students classified under “migrant education.” There were 296 students with disabilities for the 2016-2017 school year (10.5%), and 805 socioeconomically disadvantaged students (28.5%).

d. Parent/community organizations

Samohi has a number of partnerships throughout the community. The major parent organization sanctioned by the school is the Samohi PTSA (Parent Teacher Student Association), responsible for overseeing the fundraising activities of the school. The district is also supported by the Santa Monica-Malibu Educational Foundation (SMMEF), the group responsible for raising funds to finance personnel and program support for all schools in SMMUSD, Performing and Visual Arts, and standardized test preparation for SAT and PSAT for the tenth grade.

Parent and Community Organizations

Parent Teacher Student Association (PTSA)

The Santa Monica High School PTSA, whose mission is the health and safety of all youth and families, supports parents, teachers, and students by working to increase communication, parent involvement and by raising funds to make Samohi a wonderful school for all students. The PTSA represents a real partnership with Samohi and administrative team. Each year PTSA operates a budget of approximately \$130,000 and supports the school by making these funds available for technology, communication, classroom supplies, tutoring, security radios, cafeteria furniture, and legislative activities.

The Samohi PTSA introduced the Mini-Grant program in 2004 so that groups and clubs that neither receive funding from the PTSA nor have regular fundraising activities could apply for awards of up to \$250 each. Grants have been awarded for a class set of books for the Existential Literature Class; art supplies for the Senior Visual Art Exhibition; the first Samohi United States History Day; Project Safe Zone; International Night at Open House; the model United Nations; Circle of Friends; a Latin reading of the Aeneid; a Women's Empowerment Workshop, guest speakers, graphing calculators, field trips; a Latino Art Library, "Family Reads" books in Korean, Spanish, and Farsi, among many others.

The Samohi PTSA produces the Viking Voice newsletter, which is mailed home and is available online to all families several times a year (approximately every seven weeks.)

The PTSA worked on the passage of groundbreaking legislation, Measures Y and YY, which raised the local sales tax 1/2%, of which half of the revenues go directly to the school district. The Save Our Schools (SOS) program during the summer of 2010 raised \$1.6 million to help stave off budget cuts for the 2010-2011 school year. Finally, the PTSA works with Samohi administration to bring one of the largest college fairs in the country to SMMUSD students.

African American Parent Student Staff Support Group (AAPSSSG)

Samohi's AAPSSSG consists of parents of African American students, school employees, community representatives and other parents interested in issues involving the school's African American stakeholders. Our AAPSSSG convenes monthly meetings and advises the principal on issues that deal with the education of African American students and promotes awareness and involvement by our African American stakeholders. The AAPSSSG organizes many activities to promote unity and awareness such as Apollo Night, Black History month, and the Rites of Passage ceremony.

English Learner Advisory Committee (ELAC)

Samohi's ELAC consists of parents of English Learners, school employees, community representatives and other parents interested in issues involving English Language Learners. The ELAC convenes monthly meetings to support parents and advise the principal in the development of a process for the ongoing revision, development and monitoring of the school plan for the education of English Learners. ELAC also assists the principal in the development and promotion of a process for awareness and involvement by the English Language Learner stakeholders in all facets of school activities including but not limited to student attendance, academic achievement, college preparation, co-curricular activities, and other community activities.

Santa Monica Arts Parents Association (SMAPA)

Santa Monica Arts Parents Association is the governing volunteer parent group that supports the Band, Orchestra, Choir, Dance, and Theatre programs at Santa Monica High School. SMAPA has five individual parent groups that raise money and lend support to the arts at Samohi. SMAPA works to ensure that these arts booster groups are in compliance with all state and federal non-profit regulations, along with keeping current with all tax requirements for a 501(c)3 organization. Each year, a parent representative from each arts organization (Band, Orchestra, Choir, Dance, and Theatre) is nominated to the Board of Directors of SMAPA. The Board works closely with the treasurers of each arts group to ensure that all financial documents are in kept in order.

Grad Nite Committee

The Grad Nite Committee is a group of parents, staff, alumni, and community members whose focus is to keep the senior class safe on the statistically most dangerous night of their lives, their graduation night. They put on a safe and sober graduation party all night after the graduation ceremony.

Community Foundation Programs

The City of Santa Monica sponsors an extensive after school program at Virginia Park. A number of our students access these services, including the Teen Center and the local Library. We work also with the Pico Youth and Family Clinic (PYFC), located just down the street from the campus. PYFC is overseen by one of the members of our district's Board of Trustees. We have partnerships with the Santa Monica chapter of the Boys & Girls Clubs. Counseling services and substance abuse intervention services are provided through the CLARE Foundation. Our students and families also work with the Ocean Park Community Center (OPCC) to help those in the community of Santa Monica who are less fortunate and seek out this organization for various services. We have a memorandum of understanding with Santa Monica College (SMC), who helps us provide dual enrollment courses to our students. We offer over 20 dual enrollment (DE) courses on the Samohi campus and at SMC every year to students through our Young Collegians (YC) program, AVID, and the LA HI-TECH grant implementation effort.

Virginia Avenue Park Teen Center

Virginia Avenue Park Teen Center offers a variety of free classes and activities year round students in grades 6-12 who live or go to school in Santa Monica.

The Teen Center provides recreational activities, such as movie nights, pizza nights, and sports tournaments. Academic assistance is provided after school and includes a computer lab and library of school textbooks. Cultural arts-based classes are taught through the center's The Artists in Residence program, and a variety of field trips are available for participants.

Ocean Park Community Center (OPCC)

OPCC is social services agency headquartered in Santa Monica. OPCC offers services to students and community members that provide support in the areas of housing, domestic violence, physical health, mental health, life skills/wellness, income services and substance abuse.

Boys & Girls Clubs of Santa Monica

The Boys & Girls Club of Santa Monica provides programs on healthy lifestyles, good character and citizenship, and academic success. Students can participate in a variety of activities involving sports, the arts, technology, tutoring, and mentoring. The College Bound program is popular with students, as it offers college field trips, test preparation, tutoring, and assistance with completing college, scholarship, and financial aid applications.

Samohi Alumni Association (SAA)

Samohi Alumni Association was founded in the fall of 1988, with the publication of the first edition of the Viking News. The mission of the SAA is to provide support to alumni and current students by encouraging involvement and interaction among alumni and current Samohi students. The SAA provides information to alumni and current student, but also provides scholarships and other financial aid to programs and staff at Samohi.

Santa Monica Athletic Booster Club (ABC), The Viking Fund

Samohi's Athletic Booster Club, the Viking Fund, assists the Athletic Department on raising funds to support all athletic teams. Their contributions include Viking murals in the North and South Gyms, the numerous CIF banners which currently hang in the North Gym, bleachers for the gym and wrestling room, and uniforms for all teams. While the Viking Fund is the umbrella organization for athletics, each team also has fundraising drives to support their own programs.

Santa Monica-Malibu Education Foundation

Established in 1982 in response to devastating federal and state education budget cuts, the Santa Monica-Malibu Education Foundation was organized by a dedicated group of parents, business, and community leaders to enhance and supplement the District's curriculum. The Ed Foundation funds districtwide programs in the arts, academics, and athletics. This has been accomplished through the establishment of permanent endowment funds, special events, and fundraising campaigns. The Ed Foundation has specifically supported the arts in SMMUSD by providing funds for middle and high school dance, theater, and visual arts programs. Music program support has been focused in the elementary and middle schools. The Ed Foundation also provides materials for the district's libraries. Beginning in 2013, the Ed Foundation has been tasked with raising four million dollars annually to fund the Vision of Student Success.

Vault Prep

Vault Prep offers a College Readiness course for 20 junior students at Samohi. Each House selects 3-4 students of low socioeconomic status to participate. Students are given support to develop critical literacy skills, address content gaps, and build confidence with difficult, but engaging, materials. Students also receive ACT tutoring, and instructors offer office hours on weekends for students who are struggling.

Santa Monica Police Activity League (PAL)

Santa Monica PAL is an after school program that provides educational, cultural, fitness and recreational programs for youth ages 6 - 17 years. This city-sponsored community organization fosters trust between youth and the men and women of the Santa Monica Police Department.

The PAL Youth Center offers enrichment and recreational classes such as homework assistance, computers, reading, college preparation, biking, culinary arts, creative dramatics, arts & crafts, dance, and basketball. PAL also has a fitness gym where students can take classes in karate, boxing, weight training, dancing, and open gym workouts.

CLARE Foundation

CLARE Foundation is a nonprofit organization that offers community mental health services, substance abuse counseling, and support for families and prevention education for youth.

School and business relationships

We have a relationship with Virtual Business Corporation to sponsor the professional development of our teachers of the Virtual Business, Marketing, and Project ECHO Courses. We have a number of local businesses who provide Workability jobs for our students enrolled in the

SAI skills program, to help develop the life and social skills necessary for students with more severe disabilities to better achieve independent living. Dunn & Bradstreet is a strong supporter of SMMUSD. They offer a series of student internships yearly and provide financial support to the Santa-Monica Malibu Education Foundation. Traditionally, the vast majority of these internships are awarded to Samohi students.

Staff Description

The staff is comprised of 170 certificated faculty, counselors, and administrators with 158 classified staff members. Since 2003, Samohi is grouped into five smaller learning communities called “Houses,” S, M, O, H, and I. Each House consists of 550-600 students and a leadership team including a House Principal, Teacher Leader, two Student Support Advisors, a House Assistant, and a shared Student Outreach Specialist (SOS). S House is the exception to this standard: It oversaw up to 825 students and had three Student Support Advisors for the 2015-16 and 2016-17 school years; they returned to ~550 students and two Advisors for the 2017-18 school year.

Certificated Staff by Ethnicity

Santa Monica High	Hispanic	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or More Races	No Response	Total
2014-15	27	1	4	10	1	11	84	0	0	138
2015-16	29	0	6	10	1	9	85	2	0	142
2016-17	30	0	5	11	2	14	84	3	0	149

When comparing the ethnicity of Samohi’s students with that of its certificated staff, the staff is not representative of its student population.

Classified Staff by Ethnicity

Santa Monica High	White	Asian	Hispanic	African American	Two or More Races	Other	Declined to State	Total
2014-15	56	3	44	49	15	10	7	184
2015-16	64	3	52	58	16	11	11	215
2016-17	64	3	52	58	16	11	10	214

When comparing the ethnicity of Samohi's students with that of its classified staff, the staff is more representative of its student population than the certificated staff. However, Hispanic and African American staff numbers are overrepresented in the classified staff.

Certificated and Classified Staff by Gender

	Female		Male	
Year	Certificated	Classified	Certificated	Classified
2013-14	99	128	63	56
2014-15	102	125	69	53
2015-16	99	150	69	64
2016-17	98	150	71	64

When comparing the gender of Samohi's students with that of its staff, females are overrepresented in both the certificated and the classified staff members.

Each House has an office on campus where teachers, parents, and students can access services. The House offices are decentralized from the main office, where the lead Principal and Dean are located. Students retain the same Advisor for all four years of their stay at Samohi. Advisor caseload is split so at any one time in a House, one advisor oversees ninth and eleventh graders and the other oversees tenth and twelfth graders. (S House retains a third advisor who has a caseload of ninth-twelfth graders. This caseload was developed in the Spring 2015 semester and maintained through the spring of 2017) in order to address a contractual issue where the Certificated Unit Bargaining Agreement stipulates a 275:1 caseload. In May 2017, this temporary position was not renewed as part of the negotiations settlement between the Advisors and the Human Resources division.

Samohi has a College/Career Center with three full-time College Counselors and an administrative assistant. They provide counseling specific to post-secondary pursuits, specifically college/university and the workforce.

School Purpose and ACS WASC Accreditation History

Before the start of the 2016-2017 school year, Samohi underwent a change in leadership. In the fall of 2016, Eva Mayoral retired from her position as principal of Samohi. Additionally, Superintendent Sandra Lyon left the district and was replaced by two different interim superintendents before the district hired Dr. Ben Drati for the role. Ms. Diana Garcia (a former Samohi teacher, teacher leader, and administrator) stepped in as interim principal before the district hired Dr. Antonio Shelton in October 2016. Furthermore, many other changes in administration have occurred since our last WASC accreditation, as we have had several different House Principals on staff.

The Fall 2016 semester was used to develop the school's Core Beliefs. This was started by our interim principal, Ms. Diana Garcia, in cooperation with the school leadership team, called IPC. We gathered staff input through a series of House and schoolwide meetings to narrow down the staff's most commonly held beliefs about our students and their learning. The final iteration of the core beliefs was shared with the staff in October 2016.

In the year that he has been at Samohi, Dr. Shelton continues to emphasize the importance of Professional Learning Communities (PLCs). In focusing on student accountability, the staff has implemented a new attendance policy, the Renaissance Program, and the Super Saturday Program to support students academically and socioemotionally. Samohi went from 11 advisors to 10 for the 2017-2018 school year, and Robert Howard was hired as the district's Restorative Justice Director to continue our restorative program that has positively impacted our school's culture. Finally, the staff has had the opportunity to work with Dr. Pedro Noguera to further strengthen school culture, as well as student and teacher accountability. Teachers also had the chance to work with Dr. Robert Marzano's team to improve collaboration.

Santa Monica High School Mission Statement

Santa Monica High School believes that all students can learn at high levels, and we are willing to do what it takes to achieve this.

Santa Monica High School Vision Statement

Santa Monica High will offer every student experiences to grow creatively, ethically and academically. Prepare academically productive students who:

- Read, write, speak and listen effectively
- Think critically and independently
- Identify and use available resources, including technology, to manage, research and synthesize knowledge
- Develop the habits of mind necessary to meet the challenges of the 21st century

Schoolwide Learner Outcomes (SLOs)

Our schoolwide learner outcomes are listed below. The SLOs have not been reviewed since the Midterm Cycle visit in 2014.

Academically productive students who

- Read, write, speak, and listen effectively
- Think critically and independently
- Identify and use all available resources, including technology, to manage, research, and synthesize knowledge
- Develop the habits necessary to meet the challenges of the 21st Century

Ethical students who

- Deal honorably with other human beings and the environment
- Work democratically and collaboratively to improve school, community, and society

Creative students who

- Are inspired, impassioned, and motivated
- Express a unique and perceptive vision

Samohi also embraces four virtues of our motto “Sincerity, Maturity, Honor, and Service.” We work to ensure all students experience the opportunity to grow creatively, ethically, and academically.

Core Beliefs and Rationales

Instead of refining the SLOs, the school has focused on the development and articulation of the school’s Core Beliefs. The Teacher Leaders in each house (five in total) met regularly as a group, as well as with their house staff, to create our Core Beliefs. The final version of our collaborative process is below.

Clearly Defined School Mission

A successful community of learning includes a schoolwide commitment to a clearly defined school mission; accompanying policies that are developed collaboratively, communicated clearly, and adhered to consistently; and includes structures for teacher collaboration focused on instruction.

Positive and Safe Learning Environment

Education involves teaching the whole child (social, emotional, physical, academic, career readiness). They need connections in the form of meaningful relationships with adults who support them. Educators should create and promote a positive learning environment where students feel confident, safe, and encouraged to take academic risks and know it is okay to make and learn from their mistakes.

Motivation and Success

All students are capable of learning and want to succeed. They learn in different ways, so we as the educators must teach in different ways to increase their success. We believe students are capable of taking ownership of their learning, asking questions, seeking information, self-advocating, and self-monitoring their progress with the support of teachers, parents, advisors, etc. Possessing an attitude of excellence helps all students succeed.

Development of Successful Life Skills

Education should prepare students for real world situations and develop valuable life skills: Critical thinking, rational thought, diligence and self-discipline, perseverance, resilience, responsibility, collaboration, problem-solving, time management

As articulated in the School Site Plan, our school goals were:

1. Reduce the achievement gap between Whites/Asians and Latinos/Blacks, students with disabilities, English Language learners, and economically disadvantaged students with their more affluent, English-native peers.
2. Increase enrollment numbers in advanced courses for underrepresented students
3. Strengthen student performance across all curricular areas
4. Increase literacy throughout the curriculum.
5. Change school culture through adoption of restorative practices as a culture.
6. Facilitate consistent time for teachers to work together in a professional setting to support one another through a focus on both curricular mastery and instructional practice.

WASC Accreditation History for the School

Samohi completed its last Self-Study in 2010 and hosted its last Self Study Visit in March 2011. An accreditation term of six years with a one day midterm visit after three years was granted by the Commission. The three-year Midterm Review was conducted in March 2014. The Commission did not require any further limited term visits or reports from Samohi.

The school, since 2000, has completed two prior Self-Studies. The school has received the following accreditations between 2000 and present:

2002	Midterm Visit (continuation of six year accreditation)
2005	Self-Study, ninth, 2005 (six year with a midterm visit)
2008	Midterm Visit (continuation of six year accreditation)
2011	Self-Study, tenth, 2011 (six year with a midterm visit)
2014	Midterm Visit (continuation of six year accreditation)

During the March 2014 Midterm Review visit, the visiting committee made the following commendations and recommendations:

Commendations

- The positive school climate that is supported by staff, students, parents, and the community.
- Parents and community support Samohi with a strong commitment of time and energy as well as financial resources.
- A dedicated and committed teaching staff provides time during and beyond the school day to assist in meeting the needs of their students.
- A strong focus on Honors and Advanced Placement courses is in place.

- The Visual and Performing Arts program provides students with the opportunity to express and develop their talents both individually and collectively.
- Student involvement in extra-curricular activities as is evidenced by the strong ASB and athletic program.
- The implementation of A House structure supports the need for student personalization in a large urban high school.

Recommendations

- Evaluate the effectiveness of current support programs, and add or modify programs as necessary to meet the needs of all students.
- Increase recruitment and enrollment of underrepresented groups in advanced classes by ensuring that curricular information and outreach is disseminated to targeted groups.
- Develop a comprehensive school-wide professional development plan.
- Address and formulate a tangible plan to deal with the significant achievement gap that exists for African American, Latino, English Learner, and Special Education students.
- Dedicate time and energy to implement, monitor and adjust the Action Plans.
- Institutionalize a regular update of all student data to better reflect the current status of Santa Monica High School students.

Samohi has continued to work on the recommendations of the WASC Visiting Committee.

Program Improvement Status of the School

Samohi does not receive Title I funds and is not under Program Improvement.

The school has never been under federal mandate to pursue alternative governance corrective action/restructuring efforts.

APS is only required for schools that are in Program Improvement (PI), Year one status or if the school/LEA is considered underperforming. Samohi is not an underperforming school. The school is not currently nor has ever been under federal mandate to pursue alternative governance corrective action/restructuring efforts.

LCAP Identified Needs and Description of Goals that apply to the school:

Parents and community members who are members of the Samohi Site Governance (also known as the School Site Council) review the LCAP goals and how the SPSA specifically addresses these needs.

The LCAP has been presented to the SMMUSD Board of Education. The district has solicited input of staff members through surveys, webinars, and open forums hosted at SMMUSD Board meetings. The district also established a LCAP Consultation Committee and met monthly each year for the purposes of reviewing data, refining the wording of the LCAP, and interfacing with Education Services to facilitate the development of the district's plan.

The three major goals of the 2017-18 LCAP have been fully adopted by the school for the 2017-18 school year: These are the goals for the school's 2017-18 SPSA.

	Goal 1: All students are ready for college and careers.	Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.	Goal 3 All students engage in schools that are safe, well maintained and family friendly.
Metrics that will measure progress towards obtaining Samohi's Identified Needs are:	<ul style="list-style-type: none"> • Growth demonstrated on common assessments created by PLC teams • Graduation Rate • Senior Exit Survey Data • CAASP Data • SMC College Placement Data • Failure rates by course • AP Scores • PSAT scores of tenth graders • SAT scores of eleventh graders 	<ul style="list-style-type: none"> • CELDT Data • Data on schoolwide implementation of academic language strategies gathered through learning walks • Teachers of EL cohorts tracking progress of two students each to see the impact of direct teaching of academic language on focus students' grades • Scores from CELDT (prior to 2017) and ELPAC (2017 and beyond) for all students tested • Number of EL students redesignated (R-FEP) • Tracking of LTELs as a cohort 	<ul style="list-style-type: none"> • Healthy Kids Survey • Student Engagement Survey • Samohi Student Survey (WASC) • Suspension/Expulsion rates: schoolwide, gender, race/ethnicity, grade level, type of offense (48900 a-e). • Graduation rate • % of students who are A-G ready.

B. SCHOOL PROGRAM DATA

Samohi operates on a traditional school year calendar with 180 days of instruction. An instructional week consists of a shortened late-start Wednesday schedule. Students start class at 9:38 AM on those days to allow opportunities for professional development for staff. Tuesday through Friday, students follow a traditional six-period day with each class period lasting 55 minutes. There is also an eight minute Homeroom period daily that takes places in students' second period classes. Students have the option of taking an A period and a 7th period, as well.

Samohi puts a strong emphasis on student literacy. Over the summer, all Samohi students are required to read two books for regular English classes, and three books for honors and Advanced Placement courses. English teachers, students, and parents meet several times throughout the year to recommend and weigh-in on potential books for summer reading. In 2017, all students read *The Martian* by Andy Weir. Students scheduled to take regular English classes were asked to self-select their second assigned book. Students in honors and AP classes read *The Martian*, as well as a self-selected book and the following:

Incoming 9HP: *Kindred* - Octavia E. Butler

Incoming 10HP: *Slaughterhouse Five* - Kurt Vonnegut

Incoming 11AP: *The Boys in the Boat* - Daniel James Brown

Incoming 12AP: *Candide* - Voltaire and selections from *The Bible*

Summer reading books were discussed in depth in all English classes during the first week of school. Students were also invited to write questions to send to Samohi alumni Colonel Randy Bresnik, currently stationed at the International Space Station (ISS), for an exclusive event. In October 2017, students in Barnum Hall were connected to the ISS via Skype and NASA TV. Students also had a potato cook-off, inspired by the fictional main character in *The Martian*. Staff will continue to look for real-world opportunities for students to connect with summer reading.

Intervention Programs

Students who seek an alternate learning setting and are unable to maintain daily attendance on the campus can be referred to Samohi's Independent Study Program (ISP). Students enroll in one APEX Learning course at a time (two if the other course is in Mathematics) and meet weekly with Mrs. Thobe, who facilitates tests and checks on student progress. This program is facilitated on the campus of Olympic HS. Mrs. Christie Thobe is the teacher and accepts students on a referral basis overseen by one of the Samohi House Principals. Students and their parent/guardian must sign a Master Agreement with Mrs. Thobe in order to enroll in ISP. The student remains a Samohi student and is allowed to participate in school activities, participate on sports teams, and earns credits toward a Samohi diploma. Students who qualify for ISP are often students with significant medical conditions, elite-level athletes with traveling schedules, or professional entertainers whose work schedules inhibit daily school attendance.

Online Instruction (See Key Terminology for definitions):

Online instruction is provided on-site to students seeking credit recovery. Two sections are rostered with one teacher who meets with students twice a week after school during Period 7 on campus to facilitate their progress through the online modules. Our curriculum is delivered through APEX Learning (apexlearning.com). This curriculum is also used by students enrolled in Samohi's Independent Study Program (ISP) along with students with IEPs enrolled in the Positive Behavior Support (PBS) setting. These UC-approved, college-prep ("P-level") courses are provided as an alternative for courses primarily in Mathematics and English.

The online instruction we facilitate at Samohi allows for students to be enrolled in a course where they gather on a regular basis on campus in a computer lab and have a certificated teacher present to facilitate their progress and support them as needed. The teacher does not deliver direct instruction to the students. This online instruction model allows students to pursue and complete credit recovery through the school without having to pay for the courses. The online vendor's courses were UC-approved as of the 2015-16 school year. We offer this as a Period 7 course for students. Students are enrolled in no more than one online class for credit recovery per semester.

Prior to the Spring 2017 semester, students were required to come at least once a week to maintain sufficient progress toward course completion by the end of the semester. Traditionally, because it was not a required course on the student's academic schedule, it was particularly difficult to motivate students to complete the APEX Learning coursework they were assigned for credit recovery. We piloted creating a Period 7 course for the Spring 2017 semester in an effort to increase the % completion of courses taken by students. Students in the Period 7 class were required to attend twice a week for 90 minutes. Results from the Spring 2017 semester yielded very high completion rates – over 90% of students enrolled passed their courses. However, the vast majority of students enrolled were seniors and had the extra motivation of wanting to graduate without completing summer school.

The learning management system for SMMUSD is APEX Learning. APEX Learning is also used for students in the Positive Behavior Support (PBS) Program and Independent Study Program (ISP). The class meets after school twice a week in one of the computer labs. Classes can be taken for credit recovery except for lab courses because there isn't a lab component.

The program used by SMMUSD, APEX Learning, is a web-based program. A login is provided by the teacher to students enrolled by their advisor into the class. We have a PC-compatible computer lab designated for use by students enrolled in APEX Learning classes after school twice a week (Mondays and Thursdays) for students to complete their work on campus. They may also access computers in the school library or with English teachers who teach juniors – they have their own laptop carts, to support the intensive literacy effort that was the focus of the district in a 2014 initiative. However, all computers that have internet access can be used to access APEX Learning. Work can also be completed off-campus should students have access to the internet (at home or the Santa Monica Public Library, for example).

Like all other sections offered at Samohi, the teacher of the course must be a certificated staff member. Per collective bargaining unit agreement, the teaching position must first be offered to any certificated staff member enrolled in SMMCTA prior to being made available on campus. Prior to the Spring 2017 semester, facilitating this course was paid with a stipend. However, for Spring 2017, because we mandated specific dates of attendance for the duration of the semester, the teacher was paid a 0.2 FTE differential. No other support staff was assigned to support students for this course.

The Advisors provides support in terms of speaking with students who were not keeping adequate progress with their online coursework.

The APEX class is monitored by a certificated staff member (in this case, a science teacher) who is paid a stipend to facilitate the class. She meets with the students twice a week during Period 7 in I101, the Innovation Building computer lab. In addition to facilitating test taking for students at the end of modules the students take through their courses, the teacher is available to speak with students in person and online via email. She monitors student progress and reports their attendance and course progress to the Student Support Advisors on a monthly basis.

APEX Learning offers asynchronous instruction. Materials, lectures, assignments, and tests are available through the APEX Learning portal and can be accessed any time. Students are given the duration of one semester (18 weeks) to complete the coursework in full. Assessments are built into the course at regular intervals. A series of lectures and assignments must first be completed prior to a student reaching a test in the module.

Each student must sign a contract with the teacher. The contract outlines the rules and regulations for the course. This is brought home for the parent/guardian to review but it is the primary responsibility of the student to abide by the contract. Should the student not like the online course offering, he/she has until the second week of the semester to request a drop from his/her House office.

Because we offer the online instruction on our school campus, students continue to access these services as they normally would. Students interact with their Advisor in their House Office for more support. The advisor can facilitate a Student Study Team (SST) meeting for greater intervention. They also provide counseling (academic and personal) and support for equal access. College and career preparation support is provided through the College/Career Center. Health services are facilitated through the Nurse's Office. We also have the Venice Family Clinic hosted on our campus at least once a week.

Reaching Bigger Goals

Reaching Bigger Goals (RBG) is a group sponsored by the College/Career Center designed to support at-risk underrepresented students with more targeted support from the college counselors to prepare for the college admissions process. They also gave peer presentations the last two years (15-16 & 16-17) to Freshman Seminar classes regarding the next steps to think about in their college-going journey.

English Learner Program

English Learners (ELs) are supported by LCAP funding for the following:

1. During the 2017-2018, the EL Coordinator at Samohi, a social studies teacher, was given an additional preparatory period daily to coordinate CELD/ELPAC testing to identify and monitor EL student progress in English literacy skills (reading/writing/comprehension). The EL Coordinator also supports the teacher leaders, advisors, bilingual aides, and the teachers who teach the EL cohorts.
2. The District Coordinator of Literacy and Language worked with the EL Coordinator, and Teachers Leaders to establish a professional development timeline. Depending on the topic, they alternate who will be present to staff. This group also holds quarterly lunch meetings with the teachers who teach the EL cohorts. The ELD coordinator collects data from this team to inform the school's evaluation of the program.

3. Teacher Leaders (TLs) for each House and the ELD coordinator have attended training on instructional strategies specific to supporting ELs in the academic setting. They have acted as trainers of their peers during House meetings to provide professional development to their peers. They monitor small cohorts of EL students through student shadowing, observations in classrooms, and teacher coaching of targeted students. They provide feedback to teachers to help better understand how they support EL students in their instruction.
4. ELD teacher is provided three block periods in order to support students in varying levels of English learning: Beginning/Intermediate and Advanced are provided double-blocked periods to provide more intense instruction at their specified level of ability as determined by CELDT results for students who scored within the first three levels on the CELDT (Beginning-Intermediate). Students are placed in two of the three sections depending on their skills.
5. One section of Advanced Writing Composition for ELD students who either scored 4 or 5 on the initial CELDT exam, or who were recommended to take college prep English class by the ELD teacher, is offered to support fluency and improve skills for college.
6. When possible, EL students are placed in EL Cohorts within general education classes. We have cohorts in English, Science, Math and History.
7. EL Two bilingual aides have schedules which allow them to support the different classes of cohorts on alternating days.
8. It is important to note the phasing out of the CELDT and the introduction of the ELPAC in the 17-18 school year for testing EL students is being proactively planned for by the ELD coordinator, district testing staff, and TLs. They are planning PD to introduce the new scoring system, attending PD to be trained on the exam, and evaluating the effectiveness of our ELD program in advanced of anticipated changes.

*Special Education Program**Number of Students Who Receive Special Education Services*

Students Receiving Special Education Services by Grade Level			
Grade	2014-15	2015-16	2016-17
9	34	24	19
10	33	27	20
11	33	27	24
12	28	39	34
Total	128	117	97

Special Education is specialized instruction that is available to students who qualify according to a set of criteria outlined in state and federal law. Special Education services are offered to eligible students from birth through age twenty-two by SMMUSD schools. Students who qualify have personalized IEPs that are designed to remediate their areas of needs given their disabilities. We have modes of instruction designed to support students with varying levels of need. Our goal is to ensure students have access to their education in the least restrictive environment, the general education classroom, whenever possible.

Students with special needs are mainstreamed, as appropriate per the student's IEP, into general education classes that provide teaching through a collaborative instructional model. These classes have two teachers to better support the needs of these students. The special education teacher provides push-in support into the general education classroom. During the 2016-2017 school year, the district hired a special education consultant trained in the collaborative model to provide professional development and coaching for collaborative teachers. In 2016-2017, the collaborative teams implemented a "4/1" model in the classroom, where the special education teacher spends four days of each week in the classroom to support the general education teacher, and the other day is spent out of the classroom working on accommodations for students or attending IEP meetings. Due to an increase in collaborative sections for the 2017-2018 school year, the district has hired the consultant as a district employee who will continue coaching. During the 2016-2017 school year, all collaboration teachers had a common planning period, but again, due to an increase in the number of sections and collaborative teaching partners, we were unable to maintain the common planning period for all collaboration teachers.

Students who have special needs due to having Emotional Disturbance (ED) can be enrolled in the Positive Behavior Support (PBS) program for varying amounts of the school day (from one period all the way through the full day, including tutorial). We added a second PBS teacher in the 16-17 school year due to an influx of ED students from our feeder middle schools. The classes will be separated by internalizers and externalizers, based on the type of support they require.

Should the IEP team determine the student requires more intensive, personalized support, the student can be referred to the Off-Campus Learning Center (OCLC), a district school housed on the campus of the district's continuation school, Olympic HS, one mile south of Samohi.

More restrictive options can only be considered through formal request by the parent(s) of the IEP process.

OCLC/ISP/Olympic

	2014-15	2015-16	2016-17
<i>ISP</i>	33	30	27
<i>OCLC</i>	30	19	24
<i>Olympic</i>	6	1	6
<i>Total</i>	69	50	57

The Off Campus Learning Center/OCLC of the Santa Monica-Malibu Unified School District is located on the Olympic High School campus. It provides a setting in which students learn to cope with the structure of school using positive intervention and support strategies to improve problem solving and decision making skills of students.

The OCLC provides a consistent, safe, and stable learning environment which promotes emotional growth, responsible behavior, and academic success. (Enrollment is available only to students who are residents within the school district.) The OCLC offers two programs:

Opportunity Room

Serves students who are habitually truant, irregular in attendance, insubordinate, disorderly, or failing academically.

Opportunity Education provides a supportive environment with specialized curriculum, instruction, guidance and counseling, psychological services, and tutorial assistance to help students overcome barriers to learning. It should not be viewed as a permanent placement for resistant learners but as a short-term intervention to ensure that students will succeed when they return to their regular classrooms.

Special Day Class

An intensive educational program designed for children with special needs. A child may be eligible if he/she demonstrates severe mental or emotional disorders and/or learning disabilities.

These problems must be severe enough to cause difficulty in learning in a regular school setting or in alternative less-intensive special education programs.

The Independent Study Program is a voluntary alternative instructional strategy for providing regular education, available for high school grades nine through twelve. It is also located on the campus of Olympic High School.

Independent study is an alternative instructional strategy, not an alternative curriculum. Students

work independently, according to a written agreement and under the general supervision of a credentialed teacher. While independent study students follow the district-adopted curriculum and meet the district graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning.

Olympic High School is the accredited continuation high school of the Santa Monica-Malibu Unified School District. Our students thrive in a smaller learning environment, benefiting from a diverse curriculum and programs. Students have individualized educational programs with a strong emphasis on a standards-based curriculum, intensive guidance/counseling, and project-based learning. Students participate in a wide variety of elective programs while moving toward the completion of their high school diploma.

Circle Up

As a Restorative Justice school, Santa Monica High School believes in alternatives to suspension. Circles are part of Restorative Justice, which is aimed at building community collaboration, respect, and positive behavior among students. The circles were implemented in classrooms and during discipline infractions, and after two years, there was a marked improvement in behavior and conflicts. The circles allow participants to sit in a circle facing each other to facilitate open, direct communication. Circles provide a safe, supportive space where all school community members can talk about sensitive topics, work through differences, and build consensus. Santa Monica High School teachers, students, advisors, and administrators use several types of circles to support the needs of students. Academic circles are used to support teacher's instructional practices in the classroom, along with supporting the student's educational comprehension of content, grades or review. Harm circles are mainly conducted by advisors and Restorative Justice Coordinator. When harm has been done, students and adults are able to sit and discuss the harm and work toward a resolution to move forward. Hopefully restoring the relationship or getting some clarity regarding the harm that was done.

Super Saturday

Santa Monica High School is a Restorative Justice school and has provided level one training to over 40 staff members on campus. The school uses restorative ways, such as Super Saturday as an option for students to regain access to privileges they have lost access to due to tardies to class, excessive absences, and level one conflict on our discipline matrix. Students who have lost lunch privileges, extracurricular privileges are able to regain access to them once they have attended Super Saturday. The high school partners with the Santa Monica Boys and Girls Club and provides tutoring, leadership classes, study hall, beautification clean-up, and Restorative Circles. Instead of having Saturday School and giving a punishment the high school has chosen to use a restorative practice to support students. Super Saturday is a way to restore the rights and privileges lost by students back to them through a restorative pathway.

Foster Youth

Foster Youth Count	2014-15	2015-16	2016-17
Total	3	7	4

LACOE Foster Youth Services Coordinating (FYSC) Program Academic Support is a service to help connect tutoring resources with students in foster care that need academic support.

Local intervention programs specific to these subgroups are not well-established because we do not have subgroups that qualify with these designations. Students who are homeless or are in the foster care system are tracked at the district level due to confidentiality of their status. This would only be known should the student choose to share their individual circumstances.

Our district has a program that provides transportation to and from school through bus and transit passes. Samohi has grants from the Aurora Hughes foundation to provide support for foster youth throughout their high school years and into college.

Specialized Programs

Project Lead the Way (PLTW)

Students interested in pursuing Engineering can enroll in the Project Lead the Way (PLTW) Engineering pathway. Students enroll from the ninth grade year and take one elective course in Engineering during each year at Samohi. Students stay in PLTW all four years. The first cohort of 30 students began as freshman in the 14-15 school year and will complete their fourth-year course in the 17-18 school year. The 16-17 school saw seven sections of PLTW Engineering brought to fruition. These courses are taught by teachers in the Science department.

LA HI-TECH Career Pathways

The LA HI-TECH Grant implementation, beginning in October 2014, sponsored the creation of two new pathways for students interested in pursuing Media and Computer Programming. This is a partnership between Santa Monica College (SMC) and SMMUSD to develop pathways to careers in technology that are relevant to the expressed interests of our students. These pathways are being developed so that a student can earn valuable job experience and certification in a particular field, leading to job placement in the workforce upon completion of the pathway through SMC. With over 55% of Samohi graduates enrolling in SMC after graduation, it is a viable cause to sponsor this type of opportunity for our students.

The HI-TECH grant implementation has also led to the successful review and adoption of the Get Focused! Stay Focused! Curriculum by Accelerated Learning, Inc. This curriculum allows students to develop a 10-year plan to backwards plan their lives and make their journeys through high school more fulfilling. It helps students gain more direction and focus moving forward. Students are given the opportunity to better understand the types of careers available to them, then understand the technical requirements required of them in that particular career. Students make the selection of the type(s) of schools most appropriate to them to pursue their desired major, thus helping the student understand what they must do at the high school level in order to get into the school(s) they desire. This curriculum is presented as a major component of the

mandatory Freshman Seminar course in the fall semester and will be revisited annually through refresher/extension modules in their English classes throughout the course of their high school careers.

Advancement Via Individual Determination (AVID)

Advancement Via Individual Determination (AVID) hosted nine sections in the 16-17 school year. The freshman class AVID sections (three) are taught in designated sections of Freshman Seminar, a required first-year elective for all freshman. Each subsequent grade level has two sections. Students are expected to remain in AVID for all four years at Samohi. They are prepared to understand and be prepared for the process to apply for and attend college. This group of students is considered generally “at-risk” because they come from underrepresented subgroups and/or may be the first generation in their family to graduate high school and/or attend a four-year college/university. A major concern for the program is being able to sustain the need for tutor support for the students. The program received certification for 2015-16 largely due to the efforts of the new AVID Coordinator who stayed on only for the duration of the school year. She spent a great deal of time recruiting, training, and monitoring the AVID tutors, an integral part of the AVID class structure. However, the coordinator stepped down in 2016 and we did not obtain a coordinator again for 2016-17. The AVID teachers had to step up to manage the responsibilities and had no AVID tutors for academic support.

Spanish Dual Language Immersion Program/State of California Seal of Biliteracy

The Immersion program at Santa Monica High School is a continuation of the dual language program that begins at the Edison Language Academy and continues at John Adams Middle School. The high school program varies from the elementary and middle school model in that it functions within the larger, regular Samohi educational program. Our students add an extra class in order to accommodate the Spanish language component.

Major Goals of Dual-Language Education

1. High levels of bilingual proficiency
2. Biliteracy--read and write at grade level in both languages
3. Content area (mathematics, social studies) achievement at or above grade level
4. Multicultural competencies

Four critical components of dual language programs

1. The program essentially involves instruction through two languages, where the target language is used for a significant portion of the student's instructional day
2. The program involves periods of instruction during which only one language is used
3. Both native English speakers and native speakers of the target language are participants
4. The students are integrated for most content language instruction

Students in the Dual Language Spanish Immersion program may qualify for the The State of California Seal of Biliteracy (SSB), a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Qualifying

graduating seniors receive a gold, embossed seal on their diplomas that was specially designed for the State Seal of Biliteracy designation.

Advanced Placement/Equal Opportunity Schools

In the fall of 2015, the district implemented the Equal Opportunity Schools Program to increase the numbers of underrepresented students in AP courses at Samohi. During the 2015-2016 school year, Samohi:

- Surveyed nearly all Samohi students about the AP program and their college aspirations
- Surveyed all Samohi staff about the AP program
- Sent targeted letters home to hundreds of students and their families
- Conducted two AP parent night meetings for targeted students
- Conducted four AP assemblies with our targeted students
- Created a Student Insight card for EVERY eleventh and twelfth grade student
- Worked with Advisers to use Student Insight cards during course registration
- Created an AP Ambassador Program to support new AP students

Several measures were looked at when recommending new students to AP classes. The EOS surveys allowed students to express whether or not they had a growth mindset and whether they would be interested in taking AP courses. Teachers had the opportunity to recommend students through the EOS portal, and if those same students exhibited growth mindset, strong grades and/or test scores, and showed interest in AP, advisers signed up students for advanced courses after having one-on-one conversations with EOS identified students.

In order to support these students, AP Ambassadors held monthly lunch meetings and “check-ins” with these students. To keep students from dropping AP courses right away, we developed and maintained tight drop policies in fall and spring. All AP drops go to a student’s House Principal, then to Eva Mayoral. Underrepresented students in particular have to keep at least 1 AP course in their schedule. Advisors, teachers, and administrators ensure consistent positive messaging (e.g. “we can’t let you drop because you’re too smart to not be in AP” or “if we look at your Student Insight card let’s remember how this is connected to your college/career aspirations and what the research says about how important AP is to being prepared for college”).

Career Technical Education (CTE)

We offer Career Technical Education (CTE) courses. This department was formerly known as the ROP (Regional Occupation Program). We offer courses in the following areas:

Auto Shop	Office Occupations Intern
Dance	Photography
Digital Design	Professional Dance
Film & Video Production	Project ECHO (Student Entrepreneurship)
Introduction to Marketing	Virtual Business

Dual Enrollment

The purpose of the Dual Enrollment Program is to provide high school students with the opportunity to take college level courses at Samohi. Through the program they can earn both high school AND college credit. Students are able to take Media, Early Childhood Education, Computer Science and Math classes. We have different pathways available. Also, SMC provides a part-time counselor in the College Center to help support students taking SMC courses. She helps with enrollment, and will check on their progress in classes.

Young Collegians

The goal of this program is to offer Santa Monica and Malibu high school students the opportunity to obtain a high school diploma and accrue college units simultaneously. The aim of the program is for a Young Collegian to successfully complete at least 14 SMC college units by the time they graduate from high school, and more importantly, to see themselves as true college goers.

Since its inception, we have graduated six cohorts of students, a total of 131 young collegians. This is an average of 22 graduates per cohort. Recent graduating cohorts have been small; however, we have had as many as 32 graduates in a cohort. We start with 25-35 collegians in year one. Drop out is due to movement to other school-city and/or credit recovery. The targeted student population includes students who have traditionally been underrepresented in postsecondary education and who have not had access to the academic preparation needed to meet college readiness standards, students for whom the cost of college is prohibitive, students of color, English Language Learners, and first generation college attendees. The cohort is chosen from group of rising tenth grade students.

Selection criteria: minimum 2.0 G.P.A., minimum C grade in English, not AVID student, and enrolled in Algebra I or higher.

The summer courses that the Young Collegians participate in are:

First Year Summer

Communication 35- Interpersonal Communication	3 units
Counseling 1- Developing Learning Skills	1 unit
Student Success Workshops	

Second Year Summer

Music 36: History of Rock Music	3 units
Library 1- Library Research Methods	1 unit
Student Success Workshops	

Third Year Summer

CIS 4- Introduction to Computers, Business Application	3 units
Media 1-Survey of Mass Media Communications	3 units
Student Success Workshops	

During the school year the group is brought together for additional student success workshops. These workshops support the techniques that the Young Collegians learn during the summer and continue to provide them with study skills tools, career exploration exercises, college readiness

discussions and strategies, college tours and one-on-one conferences (funding and time permitting).

Get Focused...Stay Focused!

The *Get Focused...Stay Focused!* high school program was first implemented in Samohi's Freshmen Seminar course for the 2016-2017 school year. During the 2017-2018 school year, tenth grade students revisited their 10-year plans in a module as part of their English curriculum. Modules will continue in eleventh and twelfth grade English courses. The program will be fully implemented starting with the 2019-2020 school year.

The program consists of three interrelated components:

1. Students complete a semester or year-long freshman, comprehensive guidance course that helps students identify their interests and life goals, discover a career aligned to those interests and goals, and develop an educational pathway to prepare for that career.
2. The freshman course culminates with the development of an online, skills-based, 10-year career and education plan that is updated each year throughout high school and used by advisors for counseling and instructors for academic coaching.
3. During the tenth, eleventh, and twelfth grades students update their 10-year plans as they take a series of follow-up instructional modules that help them expand their career and education options. They will learn the process for selecting and applying to post-secondary education and identifying the skills needed in the workforce.

All Freshmen Seminar course teachers have attended a formal training with the curriculum, and English teachers will receive training as the course moves up through each grade.

Renaissance Program

The Samohi Renaissance program is a part of a devoted leadership program with an objective to help motivate individual attendance, academic excellence, and citizenship. Renaissance not only reaches out to the entire campus, but it also strives to recognize all individual students. The Renaissance program is based on the principles of performance, promotion, and partnership. The four target areas of the Renaissance program:

1. To improve overall academic performance
2. To increase graduation rates
3. To create a positive, safe school environment
4. To increase student attendance

Why is it important?

Promotes a good academic atmosphere

Reinforces good study habits and positive behavior

Rewards students who deserve recognition

C. DEMOGRAPHIC DATA

The demographics of Samohi have remained relatively stable over the past several years. Enrollment has fluctuated slightly downward, but it remains strong. The chart below indicates the number of Samohi parents who are college graduates or have graduate school degrees is slightly increasing. At the same time, we see that the number of students eligible to receive Free or Reduced Lunch is declining.

Parent Education Level

Parent Education Level	2014-15	2015-16	2016-17
College Graduate	722	717	728
Declined to State/Unknown	581	516	436
Grad School/Post Grad Training	739	740	755
High School Graduate	246	250	229
Not a High School Graduate	136	127	130
Some College	494	499	481
Total Responses	2918	2849	2759

Percent of Students Eligible for Free or Reduced Lunch

School	2014-2015 Total Enrollment	Unduplicated Eligible Free/Reduced Meal Counts	% Free/Reduced	2015-16 Total Enrollment	Unduplicated Eligible Free/Reduced Meal Counts	% Free/Reduced	2016-17 Total Enrollment	Unduplicated Eligible Free/Reduced Meal Counts	% Free/Reduced
Samohi	2984	881	29.5%	2950	846	28.7%	2821	759	26.9%
Total District	11,289	2980	26.4%	11,249	2889	25.7%	11,005	2695	24.5%

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS). Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp>.

Over the past three years, the percentage of students eligible to receive free or reduced lunch has declined slightly from 29.5% to 26.9% at Samohi. This follows the slightly declining trend for district wide eligibility.

Student Enrollment

Student Enrollment by Grade and Gender

Grade Level	2014-15		2015-16		2016-17	
	Male	Female	Male	Female	Male	Female
9	384	358	348	377	366	339
10	366	351	383	356	344	360
11	391	361	370	344	355	346
12	359	348	405	379	360	340
Total	1500	1418	1506	1456	1425	1385
	2918		2962		2810	

	Subgroup Enrollment, Samohi (CDE DataQuest)							
Subgroup	2013-2014	%	2014-2015	%	2015-2016	%	2016-2017	%
White	1074	36	1235	41	1129	38	1076	38
Hispanic	1216	41	1079	36	1071	36	1029	36
African-American	268	9	277	9.3	278	9.4	248	8.8
Asian	209	7	203	6.8	202	6.8	203	7.2
2 or more races	145	4.9	140	4.7	207	7	208	7.4
Native American/PI/Alaskan	44	1.5	49	1.6	42	1.4	9	0.3
Not Reported	1	<0.1	1	<0.1	26	0.9	26	0.9

Predominant Primary Languages Other Than English

Languages of English Learners	2014-15	2015-16	2016-17
All Other	30	33	47
Arabic	7	6	6
Farsi (Persian)	6	0	0
Filipino (Pilipino or Tagalog)	0	4	0
French	8	0	0
Mandarin (Putonghua)	0	4	4
Portuguese	5	5	4
Russian	0	0	4
Spanish	111	76	76
Total	167	127	141

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS). Aggregate data files, including data on all languages of English learners, are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/fileselsch.asp>.

Spanish continues to be the predominant primary language for our students with limited English proficiency. Samohi needs to continue efforts to reach out to these families to make them feel welcome and help them engage with the school.

Enrollment in Special Programs

Programs	2014-15	2015-16	2016-17
LA HI-TECH	Not available	107	130
PLTW	55	90	91
AVID	232	227	257
Immersion	107	168	231
Get Focused, Stay Focused	N/A	N/A	692
Young Collegians	62	65	74
English Learners	167	127	141
Foster Youth	3	7	4
Homeless Youth	12	18	28
Special Education	336	309	296
Socioeconomically Disadvantaged	923	880	805
Independent Study PE	114	123	97
APEX Online Learning	34	30	36
Independent Study Program	32	27	26
Equal Opportunity Schools (EOS)	N/A	676	660
Off-Campus Learning Center (OCLC)	20	19	15

English Learners Achieving Proficiency

Annual CELDT Results 2016-2017

Number and Percent of Students at Each Overall Performance Level					
Performance Level	9	10	11	12	Total
Advanced	10 26%	6 15%	10 25%	7 21%	33 22%
Early Advanced	9 23%	15 38%	17 43%	15 45%	56 37%
Intermediate	15 38%	9 23%	6 15%	6 18%	36 24%
Early Intermediate	1 3%	5 13%	3 8%	2 6%	11 7%
Beginning	4 10%	4 10%	4 10%	3 9%	15 10%
Number Tested	39 100%	39 100%	40 100%	33 100%	151 100%

Initial CELDT Results 2016-2017

Performance Level	9	10	11	12	Total
Advanced	6 (40.0%)	1 (8.0%)	2 (20.0%)	3 (33.0%)	12 (26.0%)
Early Advanced	4 (27.0%)	4 (31.0%)	6 (60.0%)	3 (33.0%)	17 (36.0%)
Intermediate	4 (27.0%)	2 (15.0%)	(0.0%)	2 (22.0%)	8 (17.0%)
Early Intermediate	(0.0%)	3 (23.0%)	(0.0%)	1 (11.0%)	4 (9.0%)
Beginning	1 (7.0%)	3 (23.0%)	2 (20.0%)	(0.0%)	6 (13.0%)
Number Tested	15 (100.0%)	13 (100.0%)	10 (100.0%)	9 (100.0%)	47 (100.0%)

Number of English Learners

	2014-15	2015-16	2016-17
English Learners	167 (5.6%)	127 (4.3%)	141 (5.0%)
Fluent English Proficient (FEP)	735 (24.6%)	741 (25.1%)	693 (24.5%)
Redesignated FEP	11 (7.2%)	54 (32.3%)	N/A

D. Addressing the Eight State Priorities

Conditions of Learning

The Federal Elementary and Secondary Act (ESEA) requires that all teachers in core subject areas meet the minimum requirements to be considered “Highly Qualified.” These qualifications include: possession of a Bachelor Degree or higher, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Highly Qualified Teachers

	2014-15	2015-16	2016-17
Fully Credentialed	0	0	0
Do Not Meet ESEA	0	0	0
Without Full Credentials	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	4%	4.5%	2.9%
Nationally Board Certified Teachers	15	15	12
Short Term Staffing Permit	1	0	1
Number of Teachers with Advanced Degrees (Master Only)	Not available	Not available	90
BTSA Participants	8	12	9
CLAD Completion Program	93.6%	90.3%	92.7%

Years Teaching in	
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SMMUSD	2016-17
0-2	34
3-5	9
6-10	26
11-15	34
16-20	21
21-25	9
26+	12

Samohi has a diverse teaching staff with a varying number of years served in the district. During the 2016-2017 school year, the school had changes in leadership, and several teachers left the district, creating openings for certificated staff. As seen in the chart above, last year Samohi had 34 teachers with less than two years teaching in the district. Of these, 15 teachers are in their first two years of teaching.

Professional Development

Professional development is highly valued at Samohi and throughout the district. Extensive school and district resources have been dedicated to helping our staff learn and grow as professionals.

District-based initiatives:

Year(s)	Title	Description	# of Samohi Participants	Cost
Summer Training 2014, 2015 & 2016	Project Lead the Way	SMMUSD initiative to prepare secondary students for careers in engineering and engineering technology. PLTW teachers are required to attend a week-long training in preparation for teaching a course in Engineering and/or Digital Electronics.	3	\$ 16,050.00
Summer Training 2014, 2015 &	AVID Summer Institute	Site AVID teams attend the annual AVID Summer Institute. AVID supports a	15	\$ 39,465.00

2016		college-going culture that increases the number of students who enroll and succeed in higher education and their lives beyond.		
2014, 2015, 2016, 2017	Educational Technology: Audio/Visual and Interactive Technologies Professional Development Level 1 and Level 2	SMMUSD offers a wide variety of professional development opportunities in the area of educational technology. Teachers can sign-up for full-day or part-day trainings in areas such as Google suite, Interactive and Blended Learning.	150	\$29,295.00 Supported by Local Bond Measure ES
2015-2017	English Language Development	<p>For the past three years Samohi has promoted a program to support instruction for English Learners at the Emerging and Expanding language levels. Five Teacher Leaders across four departments share a prep period to meet and discuss strategies to support colleagues with instruction of ELs. Emerging and Expanding English Learners are grouped together in cohorts with specific teachers (called EL Cohort Teachers). Teacher Leaders collaborate with EL Cohort Teachers to gather data and provide PD on specific instructional strategies to target identified student needs.</p> <p>In addition to this targeted PD support, during the 2017-2018 school year Samohi has dedicated three full staff professional development sessions to the instruction of</p>	<p>Five Teacher Leaders</p> <p>Approx. 25-30 classroom teachers</p> <p>150 classroom teachers and site staff</p>	

		<p>English Learners. The specific foci of these PD sessions has been academic language and classroom routines. PD has been delivered by Teacher Leaders and district staff.</p> <p>Educational Services has supported the work at Samohi through professional development, team facilitation, and funding.</p>		
2014-2017	Mathematics Instructional and Leadership Capacity Building	<p>The Samohi Math Department Chair participates in Math Leader's District Network that comes together two-four times per year. These sessions build leadership capacity within Mathematics instruction and include sharing of resources, research and learning walks.</p> <p>Algebra I, Geometry, Algebra II, Calculus and Statistics teachers come together to review, retool and enhance course curriculum guides and interim assessments. This work involves understanding content standards, research of high quality resources and crafting of rigorous common tasks/assessments.</p>		
2016-2017	Differentiation through Academic Discourse provided by UCLA Mathematics Project Center	<p>An embedded professional development format with the district Math Coordinator and UCLA Mathematics staff. This included whole department meeting time, content specific group meeting time and use of Math lab/mini lesson</p>		\$ 4,500.00

	X	study/embedded professional development format. This will continue in 2017-18.		
2014-2017 Annual August Session	SMMUSD Teaching and Learning Conference	The SMMUSD calendar includes a pre-service professional day to open each school year. Topics included Integrating Technology into the classroom, Assessment Building (Illuminate Education), Professional standards for counselors and content standards for teachers (NGSS, Math, ELA/ELD, P.E.).		
2015-2017	Professional Development (PD) Leaders	A professional development leader from each school site participates in a range of sessions to build instructional and leadership capacity. Samohi's PD Leader has built knowledge in the following areas: Thinking Maps: Trainer of Trainer model Depth and Complexity Prompts (Differentiation): Facilitated by Dr. Sandra Kaplan & Dr. Jessica Manzone, U.S.C. Cultural Responsive Teaching: Facilitated by Dr. Pedro Noguera's team (in response to the SMMUSD Equity through Excellence report)	1	\$ 8,500.00 per participating teacher (approximate)

School Facility Conditions Date of Last Inspection: 10/11/2017 Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency and Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (gas leaks, mech/HVAC, sewer)	X			
Interior			X	Custodians were immediately directed to change lights as they burn out. Work orders were submitted for maintenance work completion prior to 4/2017. Floor replacement necessary when budget permits. Fire Safety: Custodians were directed to place fire extinguishers where missing and replace expired fire extinguishers immediately.
Cleanliness (overall cleanliness, pest/vermin infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Structural (structural damage, roofs)	X			
External (grounds, windows, doors, gates, fences)	X			

Extra-Curricular Activities

There are several opportunities for Samohi students to become involved in an activity they enjoy on campus. In addition to sports, Samohi has a traditional Associated Student Body (ASB) with representatives from all grades. The ASB is made up of class and board officers who exhibit leadership quality and are elected yearly. ASB meets daily as a class during the regular school day to plan schoolwide activities and events, including dances, pep rallies, spirit days, and community service events.

There are opportunities for students to start their own clubs, as well, if they have an interest in an area. Below are the clubs chartered for the 2017-2018 school year.

3D Printing and Design Club	Give a Life	Real Talk
Access Books	Good Thymes	Republican Student Body (RSB)
Alex's Lemonade Club	H-House Advisory	S-House Advisory
Algorithms Club	Harry Potter Club	Samo Clay
Animal Shelter Club	Heal the Bay	Samohi Book Enthusiasts
Anime Club	Heart for Heart	Samohi Coding Club
AP Music Theory	Help Give Hope Club	Samohi Democrats
AP Pals	Help the Hungry Club	Samohi Literary Magazines
Bahai Unity Club	Human Rights Watch	Samohi Podcast
Bee Aware	Humanitarian Relief Fund	Samohi Rotary Club
Black Student Union (BSU)	Interactive Audio Visual Media	Samohi Shakespeare Society
Books and Birthday Boxes	International Club	Samohi Solar Alliance
Boys and Girls Club	Irish Club	SAMOtors
Breast Cancer Club	Japanese National Honor Society	Santa Monica DECA
Building Bridges Club	Jello Club	Santa Monica High School Youth Engineering
Building Homies	Jewish Sports Debate Club	Save the Children
Business and Finance Club	Judo Club	Science Olympiad
C Teen Jewish Club	Junior State of America	Senior Steering
Calligraphy and Art History	Junior Steering	Sight Learning Club
Cambodian Children's Dream Organization	K.I.D.C. Photography	Smash Club
Career Club	Kazoo Krew	Soccer Collective
CBS Reality TV Shows	Key Club	Sophomore Steering
Change for Change	Kid's Hospital Club	Soup Club
Charitable Aid Club	Korean Culture Club	Sports Debate
Chess Club	La Sociedad	Sports Medicine Club
Christian Club	La Sociedad Honoraria Hispanica	Sustainable Samohi
Circle of Friends	Latin Club	Swell Service
Clean Up Crew	Latinos Unidos	SWENext Club
Code Crackers	Life Extension Science Club	Switch Club
Competitive Gaming / Esports	M-House Advisory	Teach and Test
Creative Writing Club	Make-A-Wish Club	Team Marine

Cryptohi	Martial Arts Club	TED-ED Samohi
Cultured Curls	Mathletes	Television Media Club
Current Events Club	M.E.Ch.A De Santa Monica	The Art Collective
Cycling Club	Meditative Coloring	The Art of Conversation
DCC Hip Hop	Mental Illness Organization Fundraiser	The Comedy Club: For Comic Relief
Doctors Without Borders	Minions Hip Hop Dance Team	The Crafting Center
Echo Club	Model United Nations	The Gift of Mobility Club
El Salvador's Angels	Music Mentors	The Given Limb
Enigmatic Mathematics	National Spanish Honor Society	The Nation Foundation
Ethnic Studies Club	O-House Advisory	The Syrian Refugee Project
Food 4 All	Opportunity for Education	Tri-M-Music Honor Society
Free 2 Be Me	Outdoors Multi-Cultural Cooking Club	UNICEF Club
Free The Children	Paws For A Cause	Vikings AVID Club
Free Tibet Club	Persian Club	Visual Arts League
Freshmen Steering	Photography Club	Water Wishes
Future Doctors of the World	Poetry Club	We Talk Sports Club
Future In Medicine	Political Activism	Weightlifting Club
Gen Roots	POPS the Club	Westside Water Polo Club
Gender and Sexuality Alliance	Progressive Economics	Youth and Government
Girls Lacrosse Club	Project Lead The Way	Zine Club
Girls Learn International	Promote A Pup	

Students can also participate in CIF competitive sports. Samohi interscholastic athletic competition strives to demonstrate high ethical standards and sportsmanship. Samohi believes the highest potential of sports is achieved when participants are committed to pursuing victory with honor according to six core principles: trustworthiness, respect, responsibility, fairness, caring, and good citizenship. This Code applies to all student athletes, coaches, parents, and staff.

All Samohi athletics must be congruent with Santa Monica High School's academic goals and objectives established for the intellectual, physical, social, and moral development of our students. Samohi teams place academic achievement as the highest priority. We show respect for teammates, opponents, officials, and coaches, as well as the integrity and judgment of game officials. Samohi exhibits fair play, sportsmanship, and proper conduct on and off the playing field both by adhering to the established rules and standards of the game to be played, and by refraining from the use of profanity, vulgarity, and other offensive language and gestures. We maintain a high level of safety awareness through a respect for and use of all appropriate equipment and use it safely and appropriately. Samohi athletes refrain from the use of alcohol, tobacco, illegal and non-prescriptive drugs, anabolic steroids or any substance to increase physical development or performance.

Currently, Samohi fields the following sports:

- Basketball—Boys and Girls

- Soccer—Boys and Girls
- Cross Country—Boys and Girls
- Volleyball—Boys and Girls
- Water Polo—Boys and Girls
- Tennis—Boys and Girls
- Golf—Boys and Girls
- Lacrosse—Boys and Girls
- Swimming—Boys and Girls
- Track and Field—Boys and Girls
- Wrestling—Boys and Girls
- Football
- Baseball
- Softball
- Pep Squad

Expenditures Per Pupil

SANTA MONICA HIGH SCHOOL			
	2014-15	2015-16	2016-17
STATE & OTHER LOCAL	17,422,848	18,655,811	19,909,578
FEDERAL /TITLE II	-	11,776	12,321
TOTAL EXPENDITURE	17,422,848	18,667,587	19,921,898
ANNUAL ADA	2,746.98	2,708.14	1,617.13
EXPENDITURE/PUPIL	5,827	6,328	7,057

Pupil Achievement Outcomes

2014-15 Smarter Balanced Subgroup Summary

Subgroup Summary by Ethnicity: English/Language Arts (2014-15)

	All Students	Af Am	Am In	Asian	Filipino	Hispanic	PI	White	2 or More
Count	585	48	2	42	8	191	3	261	30
Standard Exceeded or Met	60%	40%	50%	79%	88%	43%	67%	72%	70%
Standard Exceeded	27%	4%	0%	38%	50%	12%	33%	38%	43%
Standard Met	33%	35%	50%	40%	38%	31%	33%	34%	27%
Standard Nearly Met	24%	31%	50%	12%	12%	32%	0%	19%	20%
Standard Not Met	16%	29%	0%	10%	0%	25%	33%	9%	10%

Subgroup Summary by SES, EL, and SWD—English/Language Arts (2014-15)

	Socioeconomic	English Learner	Students with Disabilities
Count	87	36	42
Standard Exceeded or Met	52%	8%	19%
Standard Exceeded	14%	0%	7%
Standard Met	38%	8%	12%
Standard Nearly Met	31%	54%	21%
Standard Not Met	17%	38%	60%

Subgroup Summary by Ethnicity—Math (2014-15)

	All Students	Af Am	Am In	Asian	Filipino	Hispanic	PI	White	2 or More
Count	670	67	3	40	9	239	2	281	29

Standard Exceeded or Met	46%	19%	0%	72%	44%	28%	100%	60%	76%
Standard Exceeded	20%	3%	0%	32%	33%	10%	50%	30%	31%
Standard Met	25%	16%	0%	40%	11%	18%	50%	30%	45%
Standard Nearly Met	21%	19%	0%	12%	22%	24%	0%	20%	14%
Standard Not Met	34%	61%	100%	15%	33%	47%	0%	20%	10%

Subgroup Summary by SES, EL, and SWD—Math (2015-15)

	Socioeconomic	English Learner	Students with Disabilities
Count	110	36	61
Standard Exceeded or Met	35%	22%	8%
Standard Exceeded	8%	3%	2%
Standard Met	27%	19%	7%
Standard Nearly Met	18%	19%	5%
Standard Not Met	46%	58%	87%

2015-16 Smarter Balanced Subgroup Summary

Subgroup Summary by Ethnicity—English/Language Arts (2015-16)

	All	Af	Am In	Asian	Filipino	Hispanic	PI	White	2 or
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	Students	Am							More
Count	672	62	0	47	11	275	1	223	47
Standard Exceeded or Met	61%	37%	0%	79%	55%	52%	100%	73%	77%
Standard Exceeded	30%	13%	0%	43%	36%	14%	100%	47%	45%
Standard Met	32%	24%	0%	36%	18%	37%	0%	26%	32%
Standard Nearly Met	27%	39%	0%	17%	45%	32%	0%	21%	19%
Standard Not Met	11%	24%	0%	4%	0%	16%	0%	6%	4%

Subgroup Summary by SES, EL, and SWD—English/Language Arts (2015-16)

	Socioeconomic	English Learner	Students with Disabilities
Count	187	32	57
Standard Exceeded or Met	42%	12%	11%
Standard Exceeded	13%	6%	4%
Standard Met	29%	6%	7%
Standard Nearly Met	35%	34%	30%
Standard Not Met	23%	53%	60%

Subgroup Summary by Ethnicity—Math (2015-16)

	All Students	Af Am	Am In	Asian	Filipino	Hispanic	PI	White	2 or More
Count	671	62	0	45	11	275	1	224	48

Standard Exceeded or Met	49%	21%	0%	80%	36%	35%	0%	66%	60%
Standard Exceeded	21%	8%	0%	44%	36%	8%	0%	33%	25%
Standard Met	28%	13%	0%	36%	0%	27%	0%	33%	35%
Standard Nearly Met	26%	34%	0%	13%	36%	29%	100%	23%	21%
Standard Not Met	25%	45%	0%	7%	27%	36%	0%	11%	19%

Subgroup Summary by SES, EL, and SWD—Math (2015-16)

	Socioeconomic	English Learner	Students with Disabilities
Count	189	32	56
Standard Exceeded or Met	31%	0%	4%
Standard Exceeded	11%	3%	2%
Standard Met	20%	16%	7%
Standard Nearly Met	26%	19%	9%
Standard Not Met	43%	60%	80%

2016-17 Smarter Balanced Subgroup Summary

Subgroup Summary by Ethnicity—English/Language Arts (2016-17)

	All Students	Af Am	Am In	Asian	Filipino	Hispanic	PI	White	2 or More
Count	660	53	0	43	7	240	2	250	60
Standard Exceeded or Met	81%	57%	0%	95%	100%	71%	50%	91%	95%
Standard Exceeded	50%	17%	0%	74%	43%	30%	50%	67%	67%
Standard Met	32%	40%	0%	21%	57%	41%	0%	24%	28%
Standard Nearly Met	12%	30%	0%	2%	0%	18%	50%	5%	3%
Standard Not Met	7%	13%	0%	2%	0%	12%	0%	4%	2%

Subgroup Summary by SES, EL, and SWD—English/Language Arts (2016-17)

	Socioeconomic	English Learner	Students with Disabilities
Count	168	28	63
Standard Exceeded or Met	62%	36%	32%
Standard Exceeded	28%	11%	8%
Standard Met	35%	25%	24%
Standard Nearly Met	23%	29%	27%
Standard Not Met	15%	36%	47%

Subgroup Summary by Ethnicity—Math (2016-17)

	All Students	Af Am	Am In	Asian	Filipino	Hispanic	PI	White	2 or More
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Count	640	51	0	43	7	236	2	240	56
Standard Exceeded or Met	52%	25%	0%	86%	100%	34%	50%	65%	68%
Standard Exceeded	27%	14%	0%	72%	0%	11%	50%	33%	41%
Standard Met	26%	12%	0%	14%	100%	22%	0%	31%	27%
Standard Nearly Met	21%	18%	0%	5%	0%	27%	0%	22%	14%
Standard Not Met	26%	57%	0%	9%	0%	39%	50%	13%	18%

Subgroup Summary by SES, EL, and SWD—Math (2016-17)

	Socioeconomic	English Learner	Students with Disabilities
Count	158	29	61
Standard Exceeded or Met	32%	17%	5%
Standard Exceeded	10%	10%	2%
Standard Met	22%	7%	3%
Standard Nearly Met	24%	24%	15%
Standard Not Met	44%	59%	80%

For CAASP overall ELA, between 2014 and 2016, there was a 32% increase in the number of students that either met or exceeded standards. This improvement existed in all demographics. The percent increase in the number of students who either met or exceeded standards are as follows: 27% African American, 58% Hispanic and 23% White and 20% English Learners. For CAASP overall Math, between 2014 and 2016, there was a 0.08% increase in the number of students that either met or exceeded standards. The increase in the number of students who either met or exceeded standards are as follows: 0.3% African American, 0.1% Hispanic and 0.07% White students. Students with Disabilities increased 13%. EL students had double digit

gains across the board in every subgroup. Math scores we see a slight gain overall, the subgroups had a decline among the subgroups. Within the subgroups we are not seeing a lot growth.

CAHSEE

With the signing of SB 172 on October 7, 2015, CAHSEE has been suspended for 2015–16, 2016–17, and 2017–18 school years as a requirement for receiving a diploma of graduation. Schools may wish to show data from one or two prior years, if desired.

CAHSEE Passage Rates, Samohi (Census testing date: March)

	2011-12		2012-13		2013-14		2014-15	
Subject	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students who took CAHSEE	713	713	730	718	746	737	702	704
Students who passed	665	659	664	653	676	676	645	644
% Pass	93	92	91	91	91	92	92	91
% Proficient and Above	73	72	74	73	71	70	71	68

	2011-12		2012-13		2013-14		2014-15	
Group % Pass Rate	ELA	Math	ELA	Math	ELA	Math	ELA	Math
SWD	33	49	62	56	58	56	56	54
EL	59	64	48	58	42	74	50	69
R-FEP	96	95	99	98	94	97	97	93
SED	86	87	83	84	81	84	82	81
Not SED	97	96	96	94	95	95	96	95

	2011-12		2012-13		2013-14		2014-15	
Group % Pass Rate	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Female	95	94	91	89	91	92	94	90
Male	91	91	91	92	90	92	88	90
African American / Black	86	80	70	70	82	77	79	72
Asian	97	97	96	98	91	98	100	98
Hispanic / Latino	90	89	88	86	85	89	85	85
White	95	96	96	97	96	96	95	97
Two or more Races	97	91	97	97	100	97	100	100

Adequate Yearly Progress

With the revision of the state's accountability system, no targets have been set to meet AYP beyond Participation Rates.

AYP Status

	2013	2014
Criteria Met	17	12
Criteria Required	22	21
Made AYP?	No	No

Participation Rate

	2013		2014	
Group	% ELA	% Math	% ELA	% Math
Target	95%		95%	
Schoolwide	99 / Y	99 / Y	98 / Y	98 / Y
Hispanic Latino	98 / Y	98 / Y	98 / Y	99 / Y
White	99 / Y	99 / Y	97 / Y	97 / Y
SED	99 / Y	99 / Y	99 / Y	98 / Y
EL	97 / Y	99 / Y	98 / Y	99 / Y

Percent Proficient: Annual Measurable Objectives (AMOs)

	2013		2014	
Group	Prof ELA	Prof Math	Prof ELA	Prof Math

Target	88.9%	88.7%	100%	100%
Schoolwide	75.5 Yes*	72.2 No	71.2 No	68.0 No
Hispanic Latino	59.8 No	58.1 No	54.6 No	55.5 No
White	89.9 Yes	83.9 Yes*	88.3 No	81.5 No
SED	57.7 Yes*	57.5 Yes*	47.7 No	47.9 No
EL	59.3 No	60.5 No	54.4 No	60.8 No

NOTE: * Passed by safe harbor: The school, LEA, or student group met the criteria for safe harbor, which is an alternate method of meeting the percent proficient (AMO) if a school, an LEA, or a student group shows progress in moving students from scoring at the below proficient level to the proficient level.

College Readiness Assessments

Scholastic Assessment Test (SAT)—Mean Scores

	Samohi 2014	CA 2014	Samohi 2015	CA 2015	Samohi 2016	CA 2016
Number of Test Takers	392	204,848	387	210,706	404	214,262
Critical Reading	547	492	531	489	532	484
Math	556	506	541	500	541	494
Writing	545	489	524	484	528	477

Our SAT scores from 2014-2016 reflect Samohi out performing state averages by 40 percent or more in Critical Reading, Math and Writing. All students have access to 19 Advanced Placement courses at Samohi. There is room for growth amongst our sub groups

Scholastic Assessment Test (SAT)—Number and Percent of Scores ≥ 1500

	Samohi 2014	CA 2014	Samohi 2015	CA 2015	Samohi 2016	CA 2016
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Number of Scores ≥1500	252	93,937	229	93,334	245	89,840
Percent of Scores ≥1500	64.29%	45.86%	59.17%	44.30%	60.64%	41.93%

AP Courses and Exams

Advanced Placement (AP) Courses

ENGLISH	MATH	SCIENCE	SOCIAL SCIENCE	FOREIGN LANGUAGES	ART/MUSIC
Language & Composition (English 11)	Calculus AB	Biology	Macroeconomics	Japanese	Studio Art: 2D
Literature & Composition (English 12)	Calculus BC	Chemistry	U.S. Government and Politics	Spanish Language and Culture	
	Statistics	Environmental Science	Human Geography	Spanish Literature and Culture	
		Physics C: Mechanics	Psychology		
			U.S. History		
			World History		

Graduating Seniors Successfully Completing an AP Exam with Score of 3 or Higher

Race

	2015		2016		2017	
	Count	Percent	Count	Percent	Count	Percent
Decline to State	0	0%	4	1.4%	4	1.5%
Asian	40	13.3%	30	10.7%	31	11.7%
Black or African American	7	2.3%	6	2.1%	7	2.7%
Filipino	3	1.0%	2	0.7%	2	0.8%
Hispanic	70	23.3%	78	27.8%	82	31.1%
Two or More Races	21	7.0%	19	6.8%	28	10.6%
White	160	53.2%	142	50.5%	110	41.7%
Total	301		281		264	

Socioeconomic Status

	Count	Percent	Count	Percent	Count	Percent
Not SED	283	94.0%	273	97.2%	255	96.6%
SED	18	6.0%	8	2.8%	9	3.4%
Total	301		281		264	

Students With Disabilities

	Count	Percent	Count	Percent	Count	Percent
Not SWD	301	100	276	98.2%	260	98.5%
SWD	0	0	5	1.8%	4	1.5%
Total	301		281		264	
Total Seniors	753		736		695	

Academic Performance Index (API) Trends

Academic Performance Index (API) Report, Samohi: 2010-2013

NOTE: CDE ceased the release of the Academic Performance Index (API) in the 2013-14 school year after the transition from STAR to CAASPP as the testing suite took place.

Subgroup	# students 2011 Growth	2011 Growth API	# students 2012 Growth	2012 Growth API	# students 2013 Growth	2013 Growth API	Non-weighted 3-year avg API	Weighted 3-year avg API
School-wide	2172	805	2160	820	2116	823	816	816
Black/AA	177	680	181	674	177	689	681	681
Asian	169	887	171	912	152	911	903	903
Hisp/Latino	839	756	801	768	763	762	762	762
Filipino	14	863	15	892	15	883	879	879
White	825	861	866	870	892	877	869	869
2 or More	141	832	115	870	104	887	863	860
SED	659	719	669	741	752	746	735	736
EL	436	728	433	767	438	765	753	753
SWD	183	461	211	511	211	557	510	512

Report Card Analysis--Ds and Fs

	Spring 2016	Fall 2016	Spring 2017
English	27	43	46
Mathematics	91	68	76
Science	75	61	67
Social Studies	46	42	48
World Languages	67	69	84
Total	306 (10.3%)	283 (10%)	321 (11.3%)
Total Students	2950	2821	2821

High School Drop Out Rates

	2014-15	2015-16	2016-17
Dropout rate	3.2	4.3	N/A

Samohi kept data on tardiness for the senior class for 2016-17 after we implemented a new Senior Attendance Policy. Seniors could not have more than 120 period absences (excused or unexcused) in order to participate in the graduation ceremony. Three tardies were equivalent to one period absence and counted toward the overall total.

Attendance

Chronic and Severe Chronic Absentee Rates

	Chronic Count	Chronic Percent	Severe Chronic	Severe Chronic
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			Count	Percent
14-15	444	14.6%	153	5%
15-16	409	13.5%	128	4.5%
16-17	376	13.1%	128	4.5%

2016-2017 Chronic Absentee Counts and Rates by Ethnicity

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	258	28	10.9%
American Indian or Alaska Native	*	*	*
Asian	204	14	6.9%
Filipino	26	2	7.7%
Hispanic or Latino	1,058	128	12.1%
Pacific Islander	*	*	*
White	1,105	144	13.0%
Two or More Races	213	21	9.9%
Not Reported	*	*	*

**Student count is less than 10.*

High school graduation rate [Priority 5]

	2014-15	2015-16	2016-17
Graduation Rate	95%	94%	94%

High School Graduation Rate

Graduation Rate Graduation Rate Results

	2013		2014		2015	
Target	86.25%		86.87%		87.49%	
	Actual Cohort Grad %	Met Y/N?	Actual Cohort Grad %	Met Y/N?	Actual Cohort Grad %	Met Y/N?
Hispanic Latino	95	Y	96.8	Y	95.4	Y
Asian	100	Y	96.5	Y	90	Y
Filipino	100	Y	100	Y	N/A	N/A
Black/Af Am	97.5	Y	92.5	Y	92.45	Y
White	96.5	Y	93.9	Y	93.88	Y
2 or More	100	Y	100	Y	No data	No data
SED	No data	No data	No data	No data	94.8	Y
EL	No data	No data	No data	No data	87.27	Y

Twelfth Grade Graduates Completing All Courses Required for UC/CSU Entrance

2014-2015								
Level	Asian	Pac Isl	Filipino	Hispanic	Af Am	White	2 or more	Total
Samohi	98.3%	100%	100%	72.6%	56.7%	88.2%	84.8%	80.9%
County	71.8%	34.8%	61.5%	40.9%	37%	55.4%	56.2%	46.6%
State	71.8%	34.7%	60%	34.6%	32.7%	49.7%	49.3%	43.4%

2015-2016								
Level	Asian	Pac Isl	Filipino	Hispanic	Af Am	White	2 or more	Total

Samohi	90%	N/A	66.7%	58.4%	54.2%	81%	65.9%	70%
County	74.6%	43.2%	66.8%	44.5%	38.7%	57.5%	55.5%	49.6%
State	72.5%	38.6%	62.6%	37.2%	34.4%	51.7%	50.4%	45.4%

2016-2017 Chronic Absenteeism Counts and Rates Comparison

Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Santa Monica High	2,899	338	11.7%
Santa Monica-Malibu Unified	11,326	1,071	9.5%
Los Angeles County	1,571,756	175,238	11.1%
Statewide	6,405,496	694,030	10.8%

Suspension Rates

Suspension rates [State Priority 6]

Types and Totals of Suspensions

	2014-15	2015-16	2016-17
Suspension Rate	3.3%	3.5%	
48900 (a)(1) or (a)(2)	76	14	100
48900 (c)	2	10	8
Other 48900	161	118	187

Total Numbers and Percentage of Suspensions

Level	2015	2016	2017
School	128 (3.3%)	124 (3.5%)	142 (3.9%)
District	276 (1.8%)	268 (1.8%)	291 (2.1%)
State	420,878 (3.8%)	396,755 (3.7%)	381,845 (3.6%)

	2014-2015				
Ethnicity	Cumulative	% of	Total	Suspension	% of

	Enrollment	Cumulative Enrollment	Suspensions	Rate	Students Suspended
African American	300	9.7%	33	8.0%	23%
Am Ind/Alaska Nat	0	0	0	0	0
Asian	210	7.0%	1	0.5%	1.0%
Filipino	34	1.1%	2	5.9%	1.9%
Hispanic	1125	36.2%	48	3.7%	40.8%
Pacific Islander	13	0.4%	1	7.7%	1.0%
White	1275	41%	39	2.3%	28.2%
Two or More	144	4.6%	4	2.8%	3.9%

	2015-2016				
Ethnicity	Cumulative Enrollment	% of Cumulative Enrollment	Total Suspensions	Suspension Rate	% of Students Suspended
African American	295	9.7%	24	6.8%	19%
Am Ind/Alaska Nat	0	0	0	0	0
Asian	206	6.8%	2	1.0%	1.8%
Filipino	34	1.1%	1	2.9%	1.0%
Hispanic	1109	36.5%	53	3.9%	41%
Pacific Islander	0	0	0	0	0
White	1156	38%	32	2.5%	27.6%
Two or More	207	6.8%	10	4.3%	8.6%

	2016-2017				
		% of			% of Students

Ethnicity	Cumulative Enrollment	Cumulative Enrollment	Total Suspensions	Suspension Rate	Suspended
African American	258	8.9%	18	4.7%	10.6%
Am Ind/Alaska Nat	0	0	0	0	0
Asian	204	7.0%	4	2.0%	3.5%
Filipino	26	0.9%	1	3.8%	0.9%
Hispanic	1058	36.5%	75	5.6%	52.2%
Pacific Islander	0	0	0	0	0
White	1105	38.1%	36	2.8%	27.4%
Two or More	213	7.3%	5	1.9%	3.5%

Expulsion Rates [State Priority 6]

	2014-15	2015-16	2016-17
Expulsion Rate	0.1%	0.0%	0%

Schoolwide Learner Outcomes

Parent representatives sit on the School Site Council, the main body responsible for site governance. A minimum of three parents are members of this team. The School Site Council meets monthly to review, approve, and monitor the school's Site Plan for Student Achievement (SPSA) as well as reviews and approves categorical expenditures. As a body, they review pertinent data relevant to school performance and student success.

The principal meets monthly with the Executive Board of Samohi's Parent Teacher Student Association (PTSA) and also attends their monthly meetings.

Administration also meets monthly with the English Learner Advisory Council (ELAC), the African American Parent Student Staff Support Group (AAPSSSG), the Viking Fund (Athletic Booster Club). Along with our EL Coordinator, we also have parent members on the District English Learner Advisory Council (DELAC). They meet quarterly at the district office.

Graduation Requirements

220 credits including all subject requirements (one semester of one course = 5 credits)
 Satisfactory completion of the California High School Exit Exam – nullified July 2015
 A letter grade of "D-" is the minimum requirement to pass a course at Samohi.
 Requirements for the Universities of California (UC) and Cal State Universities (CSU)
 Completion of required courses with a letter grade of "C" or better
 SAT Reasoning Test or ACT (Plus Writing Section part for UCs)
 Two (2) SAT Subject Tests for UCs

(Does not have to be Math; if student chooses to do math, it must be Math 2C)

Requirements for California Community Colleges
 High school diploma OR 18 years or older
 Math and English Placement Tests at the college

Subject	Samohi Graduation Requirements	UC/CSU Requirements
English	10 credits English 9 10 credits English 10 10 credits English 11 10 credits English 12 Electives	Four (4) years REQUIRED College-prep English
Mathematics	30 credits	Three (3) Years REQUIRED Four (4) Years <u>recommended</u>
Science	10 credits Life Science 10 credits Physical Science	Two (2) Years REQUIRED Three (3) Years <u>recommended</u>
Social Studies	10 credits Freshman Seminar 10 credits World History 10 credits US History 5 credits US Government 5 credits Economics	Two (2) years required: One (1) year World History One (1) year US History
Foreign Language	10 credits Foreign Language OR	Two (2) Years REQUIRED Three (3) years <u>recommended</u> all in same language
Visual/Performing Arts	10 credits Visual/Performing Art	One (1) Year REQUIRED
Physical Education	20 credits	NOT REQUIRED
Electives	Minimum of 60 credits	One (1) Year Required: From UC/CSU approved course list
TOTAL	220 credits	
Other Requirements	CAHSEE: Minimum score of 350 needed for each section (ELA, Math) – void as of July 2015.	UC: SAT Reasoning or ACT + Writing Section AND Two (2) SAT Subject Tests
		CSU: SAT Reasoning or ACT

Perception Data

Please see appendix for results from the perception data from parents, students and faculty.