



Santa Monica High School Self Study Report



4 CHAPTER

CATEGORY B

STANDARDS-BASED STUDENT LEARNING: CURRICULUM



Category B: Standards-Based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

Current Educational Research Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
Teachers have developed curriculum that aligns with common core. English and math have extensively aligned units to common core. Science has worked to integrate NGSS into their curriculum.	Unit plans and sequence. Textbook alignment per grade level. Science uses planning time during department meetings to develop literacy strategies to help students access science content in journals and articles. English and Math have Common Core texts. Non-fiction texts are used to augment curriculum.
Students taking at least one AP course are more likely to graduate and succeed in college.	AP English enrollment and exam taking has doubled over the past three years; however, access, equity, and achievement continue to be a major focus. Longitudinal support, such as summer bridge-like opportunities, continue to be goals of the school.
On a teacher by teacher basis, students were given surveys to inform teaching. There were was also a perception essay given to all students. College Counselors utilize Naviance as a form to gather information from students.	This results in an increase in more creative teaching, additional real-world applications, and more technology use in the classroom Naviance provides surveys for students to determine; college matching searches, career interest search and scholarship search.
Collaborative teaching increases content knowledge and success for special education students	Collab classes are offered in all English, Social Studies, Biology, and Math classes. Test scores for special education students in collaboration classes have dramatically increased with the implementation of this campus program.

<p>Schoolwide focus to support ELLs. Schoolwide effort to improve student writing and academic language skills during our late-start professional development and common terminology ('claims' and 'evidence').</p>	<p>Teachers have developed expectations on accessibility of materials, organization, and support amongst each other.</p> <p>EL students with special needs have accommodations and goals to address their individual needs. Lunch meeting agendas with teacher who have EL cohorts. Shadowing of EL students by Teacher Leaders.</p> <p>Student examples of claim-evidence writing.</p>
<p>AP courses are aligned to national expectations.</p>	<p>Approved AP Syllabi via College Board</p>
<p>In an attempt to model the mission of Center X, to challenge the status quo that perpetuates inequity and poor educational practice, departments, such as the English Dept., attempt to partner with local entities in order to "make the rhetoric real."</p>	<p>Students are provided opportunities to probe essential and timely questions via appropriate curriculum, inquiry, and benchmark tasks.</p>
<p>Restorative Justice is incorporated into the teachings and community building at Santa Monica High School. This has resulted in use of community building, academic circles, and strategies for effective communication.</p>	<p>Our Restorative Justice coordinator holds circles with students, parents and teachers to help resolve conflicts. Schoolwide training for community building at the beginning of the school year.</p> <p>All teachers were required to have community building circle during the first two weeks of school. Small group trainings for Level 1 and Level 2 throughout the year.</p>
<p>Professional Learning Committees are used to allow for common curriculum planning. Teachers evaluate common grading techniques, common core textbooks, common assignments, and student skills to measure progress.</p>	<p>Units are planned and common assessments are developed to meet standards. PLC Binders for each committee are maintained to show samples of student work to help teachers review and reflect on assessment tools.</p>
<p>Academic Advisor support:</p> <ul style="list-style-type: none"> • Academic Planning meetings ninth and eleventh grade • Twelfth grade academic check in meetings • College Counselor meetings 	<p>Advisors meet with students and their parents during ninth to develop a four-year plan for students, to ensure they meet requirements for graduation and/or college admissions. They meet with all students for thirty minute sessions during ninth grade. They check in with students during</p>

<p>eleventh and twelfth grade</p> <ul style="list-style-type: none"> • Collaborative classes and EOS students are a product of research in which students perform at higher level when placed in challenging classes 	<p>tenth grade, and conduct a more intensive college focused meeting during eleventh grade. College counselors meet with all students starting junior year to guide them through the college application process and ensure that requirements are being met for college admissions.</p>
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Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
AP course are approved by College Board. AP teachers submit syllabi to College Board.	Submitted course syllabus to AP Central All AP teachers attend week long AP trainings.
Common core alignment in Math and English courses	Course Syllabi
Curriculum Maps – all math courses have established curriculum guides/maps aligned with common core standards	Math curriculum maps (via department chair), Math syllabi
Santa Monica High school graduation requirements are aligned to UC a-g requirements	List of courses
The Art Department uses VAPA standards to monitor curriculum and student work meets UC requirements.	VAPA standards and art syllabi and course outlines
World Languages implemented ACTFL standards (American Council on Teaching of Foreign Languages)	World Languages syllabi

In Science, learning outcomes have been developed for each course (incorporating NGSS)	Course descriptions, district published curriculum maps published for chemistry, AP courses' approved syllabi
Special Education per IEP requirements requires that if a student is turning 16, college and career readiness goals and transition plan are to be implemented within their curriculum.	Student interview, questionnaires, career cruising, vocational visual job picture prompts for students with moderate to severe disabilities
All lab science courses are qualified as 'wet labs.'	Lab science classes are located in the Innovation building, which opened in 2011.

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Evidence
Collab classes across curricula (science, math, English, social studies) provide students (with mainstreamed students from special education) with a general education and special education teacher to better accommodate individualized learning needs.	Collaboration classes are found in increasingly high numbers with at least seven in science and more in other disciplines (English).
Freshman seminar classes have implemented a new program that focuses on career readiness.	Classes aimed for freshman allow students to take ownership of their own learning and prepare students for real world. Freshman students create each 10-year plan. Freshman Seminar provides students exposure to a panel of varying professions.

Programs offered as cohorts target students who are first-generation college students to help them self-advocate, self-monitor program, and promote critical thinking.	AVID classes are offered at every year to support students throughout their four years here. There are 10 sections of AVID. We offer three sections in ninth and tenth grade, and two section in eleventh and twelfth.
Structures are in place to promote teacher collaboration among teachers within a department.	<p>PLC time is used in department meetings to allow for teachers to meet and share best practices. Works samples from claims evidence writing.</p> <p>Shared google docs, lessons and activities between teachers</p> <p>Department Professional Learning Community meetings</p>
Grade level common novels in English	Summer reading books across HP/AP classes are decided by English Department. Common novels for each grade level. Schoolwide book is chosen each year as the summer reading book.
In AP classes, students are taught to the AP standards.	Annual AP tests- AP writing center logs.
Students apply knowledge of history to current affairs.	All tenth graders participate in Model UN. All seniors do a project that focuses on financial literacy that is called "On Your Own".
The school uses data to better align skills to expectations.	SBAC testing determines how well to standards and adjustments can be made.
All subjects are working on common assessments and lessons.	PLC determines subject specific assessments.
Career Day is held annually for Juniors. It gives a look into real life experiences and relevance of careers.	Career Day advertisements on Blue Bulletin and yearly schedule of speakers and events. Career Day provides all juniors the opportunity to explore different professions of their interest.

Math content skills support the standards on academic content (high congruence).	Math syllabus and curriculum Every year the math department has met during the year and summer to work on common assessments and retool curriculum guides.
Science creation of common assessments.	Chemistry and biology common assessment for honors and regular courses
The College and Career Center provide students with post-graduation options.	The College and Career Center provides workshops for both parents and families to educate them on the college going process. Meets with all juniors and seniors during the school day to provide an introduction to the process and ongoing support. SMC Counselor works with students who will be attending the local community college.
Advisors meet with each student to schedule a student for the following year. During ninth and eleventh grade, parents are invited to the planning meetings.	Student course selection.

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Evidence
ERWC course taught in senior English	CSU approved course syllabus for the course. Incorporates expository texts used for rhetorical analysis.

Alignment among English classes supporting common core.	New curriculum developed around new textbook adoption. Common assessments and all PC groups
Integrated content and outsourced curriculum are commonly used on campus in variety of means. Whether it is courses offered to students or extracurricular activities, students are offered experiences that bridge between school and future career.	Project Lead the Way, SMC Pathways, Young Collegians, AVID, APEX, Academic Competition, Dual Enrollment with SMC, Student Store: Vikes' Inn, Vikes' Café, Career Day, Freshman Seminar: "Get Focused, Stay Focused," and Get Ahead summer courses.
Planned Parenthood taught week long curriculum to freshmen. Discussing topics of safe-sex, drug use, and additional health topics.	Course and material guides.
Cross-curriculum share-out. Schoolwide meetings to share out professional learning committees' common assessments, course goals, and lesson plans.	Curriculum posters, and PLC binders.
We have incorporated the CTE program into our school. Students acquire skills in auto mechanics, photography, digital design, marketing essentials, and virtual business.	Course lists, descriptions
The annual "Day of the Dead" or "Dias de los Muertos" exhibition reaching into the community (elementary, middle and high schools in the area) to merge art disciplines and expand cultural understanding.	Photographs of the yearly Dias de los Muertos installations captured by our photography students and teacher, as well as promotional fliers, designed by students, given out in the community.
PLTW (Project Lead the Way) focuses on an engineering pathway.	Curriculum map, syllabus, and course descriptions.
AVID is program open to students looking for help in the college process.	Curriculum map, syllabus, college acceptance rate, and course descriptions
SMC Dual enrollment offers three pathways: Computer Science, Media and Early Start (which focuses on Early Childhood Education).	All courses taught on this campus. Summer courses for college credit at SMC.

Student have the opportunity to be enrolled in Film/Video-Film Festival. Throughout the year, they are able to try out for play performances.	Curriculum map, syllabus, Blue Bulleting announcements, and course descriptions
Guest speakers within the science department and literacy coach working with science teachers	Marine Biology, AP biology, Physiology, and APES yearly plans Claim-evidence writing for science department, student work samples incorporating literacy strategies.

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
Examine data on how our graduates perform on the required entrance exams and aligning SBAC scores with senior English class options.	Flyer with info regarding SBAC requirement. Student passage rates on SBAC. Class list of ERWC classes.
Young Collegians program offers tailored courses through the local community college (SMC) for Santa Monica High School Students.	District website, student transcripts, and graduation
Dual enrollment is offered on the high school campus, where students receive college level credit.	Student enrollment with advisors.
Once a year, Advisors visit SMC for day of collaboration. Meetings twice a semester allow evaluation of the classes offered.	Student enrollment in classes offered on campus.
Spanish Immersion Program	Course description, Course syllabus, and course enrollment website details.

The music program (band, and orchestra) collaborates with our feeder schools.	Marching band holds a middle school nigh at football games. Middle school students perform at Samohi concerts.
Math Department holds articulation meetings up to twice per year. These meetings are arranged with the local middle schools to discuss Math curriculum transition.	Agenda minutes and sign in sheets.
Special Ed Department holds IEP/Transition meetings with incoming Freshman Students with IEPs.	IEP meeting notes and transition meeting schedules. These SPED meetings include the Student, family, eighth grade TOR, Samohi Advisor and Samohi Special Ed Teacher
Science department works closely with SMC to articulate physiology and biology labs	Lesson plans.
Adult Transition Program for students 18-22 with an IEP, graduating with a certificate of completion. Students participate in a Functional Life Skills curriculum focused on Community Based Instruction, Daily Life Skills and vocational training.	A Transition Manual is available through the SELPA as a support for parents, created by parents of students with disabilities in collaboration with SMMUSD teachers. http://www.smmusd.org/special_education/SELPA-TransitionHandbook.pdf

B2. Access to Curriculum Criterion

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Career Day is a mandatory all day event for Juniors on campus. Sophomores and Seniors have the option to attend. Students sign up to listen to speakers from a wide variety of careers.	Career Day agendas over each year.

EOS survey is administered to identify students who are excellent candidates for an AP course.	EOS survey and corresponding AP enrollment.
College and Career center at Santa Monica High school offers a variety of resources for students. Students can get financial help with the costs of ACT or SAT. Students will receive aid in writing college applications, requesting letters of recommendation, working in Naviance, and arranging for college visits on the high school campus.	College and career office description. College Fair schedule, offerings
New project entitled: Reaching Bigger Goals is a mentorship program focusing on peer counseling. In its initial stage, senior peer mentor lower classmen.	Club meeting agenda and description in the school newspaper. Observation of initial implementation
Samohi hosts a College Fair each year on campus in addition to the ongoing visits from college representatives.	List of schools
Project Lead the Way is exploring engineering as an education and career pathway	PLTW course syllabi
Freshman Seminar's new curriculum includes a semester of career exploration including research and mock interviews	Freshman Seminar curriculum
Special Education department has a PAES lab for career tasks for functional skill development and exploration	PAES task list/description
<u>Advisor:</u> <ul style="list-style-type: none"> • Academic counseling • Monthly College Communications with seniors • Weekly Advisory Updates to parents and students • Academic Planning meetings • College counselor meetings • All college/career and academic presentations to parents and students • Career Exploration • Naviance-Career Day • SMC fieldstrips • AVID interviews • Get Focused Stay Focused-Interviews 	Counselor to student ratio Weekly emails Planning meeting notes

College Counselors host a senior orientation to tell students of their options after graduating. They tell students about deadlines for applications, letters of recommendation, and financial aid.	Senior Orientation meeting agenda/ PowerPoint presentation.
College Counselors visit senior classes (upon invitation) to answer students' questions and talk with students about post-graduation options.	Email correspondence between teachers and counselors
ASB initiative "College Knowledge Thursdays" share information about a different college each Thursday.	Notes and schedule of College Knowledge and Blue Bulletin announcements on Thursdays
The College Center hosts College and trade school visits. This is communicated in the Blue Bulletin school website as well as emails to students and parents.	List of colleges, emails, announcements

Accessibility of All Students to Curriculum, Including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Evidence
Robust course offerings. Students have the opportunity to take a variety of classes.	List of courses: bands, orchestras, choral, AP courses, honor program level courses, theater/performing arts, different world languages offerings, Sports, CTE classes, yearbook, ASB, AVID, tutorials, journalism, ceramics, photography, digital design, computer science, PLTW, Ethnic Studies, and SMC classes (Dual Enrollment).
Students have the opportunity to enroll in extended day classes.	Periods A and 7 classes provide greater access by allowing more course credits, giving students the opportunity to take electives classes of their interest.

Special education program classes i.e. reading improvement.	Course catalogue provides students' level of support to access greater rigor (post-grad placement/transition of special education students coordinated with Department of Education and Regional Center)
CTE course offerings	Vocational courses offered (ie. Autoshop)
Diverse and varied student clubs provide outlets for students to pursue interests that may go beyond high school.	Club list—allow students to practice real-world interest, such as Engineering, Computer Programming, Heal the Bay, etc.
Tutorial support classes are offered to ninth graders, and special education students.	Varied level of tutorial courses where teachers actively monitor academic progress and provide support for student academics.
Collaborative Classes, bridge programs, Get Ahead summer classes are some class options we have to help support students at risk.	<p>English collaborative model courses in all grades, Math Algebra I-II ninth to eleventh, local SMC courses designed to give students more opportunities for academic learning</p> <p>We had a transitional summer bridge programs to assist targeted students, but it has been disbanded due to budget. We are looking into offering it again.</p>
English Language Learner are able to be supported in a variety of class options, including cohorts.	Immersion program, AVID program, ELL program, CLAD certified teachers, on campus EL Coordinator, Community Liaison, SOS, EL Cohorts.
Grade access to allow students up to the minute progress reports.	Office hours, google classroom, Illuminate online grading and messaging, Real-time grade + attendance, various teacher websites, Progress Grade Reports
Counselor support	Counseling sessions for 4-year plan, and scheduled support meetings.
Teacher collaboration to support students and include real world applications	PLC meetings/ department meetings. Get Focused Stay Focused, twelfth grade English classes do personal statements. Civil Learning Initiative throughout social studies.

Honors and AP courses are offered to all students via “open enrollment” policy.	Enrollment policies allow for any student to take any course with informed decision-making supported by our advisors.
The high school offers open enrollment of courses meaning that any student is welcome to take a course.	Course enrollment handbook
Yearbook works with publisher to obtain education on business management, interview skills, graphic design, photography, and project management both during the class and at summer camp at CSULB.	Class list, and notes
Students participate in Art Exhibitions	Art shows in Roberts Art Gallery, SMC Art studio, Bergamot Station, and Samohi Film Festival events.
Virtual Business writes business plans and participate in competitions.	Virtual Business Course syllabus
Marine Biology takes beach trips to test water pollution	Marine Biology syllabus
Math uses real life activities in math classes (ex: indirect measurement labs in Geometry – similarity and trigonometry)	Course syllabus and PLC notes.

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Collaboration classes are offered to provide special education students access to a general education course.	Syllabus, class list, PD for teachers.

Counselors meet with students in the spring about next year's schedule. Freshman year students develop a four-year plan of courses.	<p>Counselor's spring schedule of yearly academic planning meeting.</p> <p>There are yearly scheduling meetings for students, parents, and advisors. These meetings are designed to create student schedules for the upcoming school year and to address any credit deficiencies that may have occurred during the current or previous school year. During ninth and eleventh grade meetings, parents are invited to attend. During tenth grade, meetings are check-in meetings with students to address any concerns in course enrollment.</p> <p>College counselors communicate with students who may have GPAs that would be considered too low for typical college acceptance but, high enough to raise to an acceptable level, with intervention. In the "academic middle".</p>
EOS identification	In previous years, teachers have completed informal evaluations with the goal of predicting student success in an AP course for the upcoming year. These evaluations are used to inform advisors when creating student schedules for the upcoming year.
Academic support for AP English with teacher who works with small groups of EOS students	AP Language Teacher Coordinator arranges tutoring for students through the AP Writing Center. It meets twice weekly at lunch in the library and many students utilize this time to get feedback on their writing.
Open access to the curriculum	All students can enroll in any classes. Departments have recommendation lists.
Xinachtli After School Program – Collaborative project between UCLA and Parents/Teachers/Students.	Xinachtli provides after-school mentoring, tutoring services, field trips, college preparation, and social justice workshops.
AP Pals is a student run tutoring for student seeking help in AP classes.	Tutoring flyer

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>CTE (Career Technical Education; formerly ROP) programs on campus allow for skill-based transitions of students to careers. Classes offered: auto mechanics, photography, digital design, marketing essentials, and virtual business.</p> <p>Career Technical Education (CTE) courses add a new dimension to learning. These “hands-on” -- and “eyes-on” courses – assist students with making informed choices about college majors, help build personal portfolios for college and scholarship applications, learn real world skills, and, in some classes, participate in an internship. Several CTE courses receive UC “a-g” credit. CTE student leadership activities include the state- and national-award winning DECA teams.</p>	<p>Virtual Business competition results. Successful repair of cars. Projects created and used in digital design for campus house projects. Film students aid in professional filming through City TV (local television station), Dunn & Bradstreet summer internships in Marketing or Technology (paid)</p>
<p>College and Career Center offers a variety of resources for students. Students will receive aid in writing college applications, requesting letters of recommendation, working in Naviance, and signing up for college visits on campus.</p>	<p>Daily college representative visits. Yearly college fair in October. One-on-one assistance with Naviance (students and faculty).</p>
<p>PSAT for tenth graders as well as free twelfth grade SAT is offered for free. PSAT and SAT administered during school hours.</p>	<p>PSAT / SAT registration and participation statistics and scores.</p>
<p>Santa Monica College collaboration:</p> <ul style="list-style-type: none"> • College classes at SMC (dual enrollment) • College classes at Santa Monica High School • Ongoing communication between various Santa Monica HS departments and corresponding SMC departments to create seamless transition to college. 	<p>Enrollment rates of students in SMC classes (at either campus) Relationship building (communication / collaboration) between Santa Monica HS and SMC faculty (Japanese, Science, etc.)</p>

Field trips to SMC/LA Trade Tech for Special Education students.	Field trip request forms
Department of Rehabilitation (DORO) Counselor to meet with special education Seniors.	Counselor logs
Percentage of Santa Monica High School students who attend college is 90% (58% -four year and 38%-two year)	College enrollment statistics
ERWC classes & Get Focused, Stay Focused curriculum.	Program Descriptions

Category B. Standards-based Student Learning: Curriculum:

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Overall, at Santa Monica High School, the changes in Common Core and the Next Generation Science Standards has changed the way in which teachers teach and the content that is taught. Real world application and inquiry based teaching integrated into Santa Monica High School's curriculum.

The Achievement Gap continues to concern our staff. As a starting point, the school identified the discrepancies between Advanced Placement enrollment and ethnic breakdown of students enrolled. Over the past few years, we have steadily increased the enrollment of underrepresented students in AP Classes. Data indicated that there is more work to be done in this area.

More deeply, the professional development with staff and faculty allows for deeper change within students' curriculum. The implementation of PLCs in departments renewed focus on ELLs, and more advanced collaboration across curriculum allows for both an enhanced and deeper learning of the curriculum and the way in which it is taught. With help of the teachers and advisors, the school invests a lot of time making sure students have choice, access, and a plan for their future.

Although equity remains an issue on campus, these mentioned improvements have narrowed the achievement gap by making curriculum more accessible to all students

Category B Standards-Based Student Learning: Curriculum: Areas of Strength

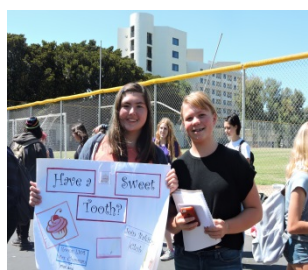
1. Subject areas have fully implemented Common Core and the Next Generation Science Standards.
2. Equity among course offerings and curriculum opportunities is improved.
3. Students have access to many choices when considering post-secondary options and plans and programs to assist their attainment of those goals.
4. Students at Santa Monica High School have a diverse array of course offerings on campus.

Category B Standards-Based Student Learning: Curriculum: Areas of Growth

1. Students still struggle to fully grasp real world application within all curriculum.
2. Equity amongst students still needs to be improved especially when supporting identified students in advanced placement courses.
3. College readiness amongst students needs to improve when it comes to math and English.
4. There is a deeper need to correlate curriculum schoolwide and to deepen learning for students.
5. We have a strong college going support network and need to consider how to enrich the “career” part of the College and Career Center.



Santa Monica High School Self Study Report



4

CHAPTER

CATEGORY C

STANDARDS-BASED STUDENT LEARNING: INSTRUCTION



Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
Over the past several years, Santa Monica High School has made a conscious effort to involve students in challenging and relevant work.	In a 2017 survey answered by 1,386 seniors, juniors, and sophomores, 83.6% of the respondents answered that they feel that the school provides access to a rigorous and relevant curriculum (Student WASC Survey Q3). In the same survey, 71.4% of the student respondents feel that the school prepares them for many options after high school either “well” or “very well” (Q6). Moreover, 68.6 % feel that the school helped them make connections between subject areas and the real world with staff assisting, and community partners providing opportunities for real-life experiences either “well” or “very well” (Q2). Additionally, according to the Student Engagement surveys of the past two years, most students find their classes challenging (70% of respondents in 2016 and 68% of 2015).
Schoolwide, students are involved in text-based and claims-based writing across the curriculum. All departments worked with District’s Literacy Coach to develop lessons. Departments analyze claims-based writing samples to determine areas of strength and areas of growth.	Student work using strategies and forms from the District’s Literacy coach. Department PLC analysis sheet and “high-medium-low” student samples are provided in department binders. Student Survey results (Q3).

During four year planning meetings, advisors encourage students to take honors and AP classes. Students identified in the EOS Survey are offered academic support in AP English	EOS Survey results and EOS student enrollment data.
The SPED population is mainstreamed and offered support through collaboration classes, exposing them to a rigorous and relevant curriculum. Likewise, the EL student population are mainstreamed and are offered support through bilingual instructional assistants.	Class rosters showing SPED students in collaboration classes and ELs in mainstreamed classes.
Samohi students have a variety of opportunities to take college level courses as high school students.	Students participating in The Young Collegians project with Santa Monica College (SMC) have the opportunity to take college level courses. Students outside of the Young Collegians program may also enroll in dual enrollment courses at SMC and in SMC courses taking place on the high school campus. In addition, there are 18 AP courses offered at Samohi.
All departments work to make coursework rigorous and relevant.	Curriculum maps, lesson plans, and FLTs
Biology and Chemistry classes are aligned with new NGSS standards.	Curriculum maps, lesson plans, and FLTs
Art teachers monitor on a daily basis the work created in their classrooms. An art vocabulary is maintained and agreed upon by the Art department that teachers use to teach students about shape, form, composition, color, spatial recognition, etc.	Curriculum maps, lesson plans, FLTs and student work
In Math, in addition to textbook work and the claims-evidence writing that all departments are doing, students engage in oral presentations, projects, surveys, and performance tasks. Students also have choice in the math level they take in our open enrollment system.	Curriculum maps, lesson plans. FLTs and student work

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
For credit recovery, students can take APEX online. The courses are UC/CSU approved. Date Specific progress monitoring implemented into the APEX online programming starting in 2014. This information was reported online using Illuminate. Students, parents and advisors can monitor the progress at specific dates throughout the semester.	Students who fall behind in progress were easily identified and were provided with additional support in order to complete their online class on time. This support included extra work hours on campus with an adult as well as discussions with the parents about progress. Overall, student productivity has increased.

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Many, but not all, departments explicitly identify the course standards and/or expected performance levels.	In the Student WASC Survey of 2017, 67.5% of students responded that they knew how what they were learning and doing in their English class connected to a unit and how they would be assessed/tested either “almost always” or “often” (Q11). 23.4% answered “sometimes” in the same category. The percentages were for History classes were 63.7% for “almost always” or “often” and 20.9% for “sometimes” (Q12). In Math classes the percentages were 69.2% and 21.3% (Q13). In Science classes the percentages were 69.7% and 20.6% (Q14). The percentages for elective classes were slightly higher at 72.5% and 17.7% (Q15).
Chemistry and biology have a curriculum map. Course syllabi show the major objectives of each course.	Examples of course syllabi and curriculum maps

World Languages provides Focused Learning Targets (FLT's) to students at the beginning of each chapter/theme. Assessments are scored using a rubric that teachers go over with students before the assessments.	Copies of FLT's and assessments from World Language department
Math department articulates goals clearly at the outset of the year and in each unit along with review materials for exams and formative and summative assessments.	Math objectives
The English department uses common essay prompts for large common assessments and shared scoring rubrics. Teachers also take time out to meet and norm their grading for these large common assessments. Students have access to "common essay terms" for both English and History assignments and a sample essay in MLA format in their Samohi Binder Reminder.	English scoring rubrics. Samohi's Binder Reminder

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
Teachers use media and technology in the classroom and in our computer labs to differentiate instruction and evaluate student learning through technology. Both faculty and students validate the use of multimedia and technology in the classroom in recent surveys. Samohi is a Google Apps for Education (GAPE) school. Teachers use Google applications such as Google Classroom, Sites, Slides, Forms, and Docs regularly in addition to other apps such as Remind, Kahoot!, Plickers, Survey Monkey, and Quizlet and sites such as YouTube (for Ted	In the 2017 Student WASC Survey, 85.3% of students reported either "well" or "very well" that teachers support the basic skills of reading, speaking, writing, using technology, and problem-solving in the lessons that are taught in the classroom (Q5). In the 2017 Faculty WASC Survey, 82% of the 107 teachers who responded to the question reported that they delivered instruction using multiple learning modes (visual, auditory, kinesthetic, artistic, etc.) (Q25). 85% of the 109 teachers that

<p>Talks) and Khan Academy.</p>	<p>responded reported that they use electronic presentations such as PowerPoint or Prezi (Q24). 77% reported using a document camera (Q24). In the same survey, between 68% and 72% of faculty reported student use of computers for different applications (Q24). There are computer labs in multiple locations across campus and laptops and Chromebook carts to allow for computer access. Most classrooms also have interactive whiteboards and sound systems.</p>
<p>Often projects use differentiated learning in supporting the different learning styles of the students to demonstrate subject content and mastery. Many student projects incorporate the use of technology such as the use of devices for social media civic action campaigns, the topic of which the students often choose.</p>	<p>Lesson plans and student work samples incorporating technology such as the use of devices for social media civic action campaigns, the topic of which the students often choose. Google forms surveys/exit slips that gauge student learning. Teacher websites and Google Classrooms.</p>
<p>Many teachers employ instructional strategies that cater to different learning styles such as incorporating music and video and having individual, cooperative, and whole class activities.</p>	<p>Examples of such is use of music, kinetic, use of art, and use a variety computer apps, including Adobe PageMaker in World History and other PageMaker applications in Yearbook and journalism.</p>

C2. Student Engagement Criterion

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Many of our teachers attend conferences and workshops to stay current in the instructional content. Such attendees often will share what they learned in department meetings with teachers who were unable to go. The district and school site also offer trainings; mainly in technology use. As a result, there are many teachers who incorporate multimedia and technology into the curriculum. At the same time, some teachers want improved professional development.	In the 2017 Faculty WASC Survey, only 8% considered the support provided by PD to be “highly effective”. In the same survey, 35% responded “effective”; 41% “somewhat”; and 14% responded “ineffective”.
Samohi teachers across all departments are trained Interactive white board use.	Samohi teachers across all departments participated in district Interactive white board trainings in February 2016, November 2016, December 2016, and August 2017. Program/attendance sheets from meeting.
Many teachers maintain websites and use Google Classroom to share content. Many also use Google Apps for Education (GAFE) as a platform for student work.	Links to teacher websites on Staff Directory. Examples of student work using GAFE.
Teachers are currently being trained by Technology Coaches (other classroom teachers) called “Tech Jedis” in scheduled workshops and on an “as needed” basis.	District “Tech Jedi” introduction page
Some teachers use communication tools such as the Remind app, Announcements in Google Classroom, and Edmodo to communicate with students and parents.	Teacher Remind, Google Classroom, and Edmodo pages

Some teachers use online programs as formative assessments.	Lessons using online programs for formative assessments. This includes programs such as Kahoot!, Quizlet, and Plickers.
Teachers in the science department share class sets of computers and are regularly able to make use of online sources and run labs with technology.	Observations of computers and lessons using Vernier program. As of January 2017, science department teachers participated in two trainings on the Vernier program.
Eleventh grade English teachers all have a laptop cart in their classrooms to use. Additionally, each of the Houses has a laptop or Chromebook cart to lend out. There are also four computer labs on campus for teachers to use with their students	Observations of class sets of computers and lessons using multimedia and technology.
Visual Arts teachers are incorporating Visual Thinking Strategies (VTS) into their lessons.	Lesson plans and student work showing VTS.
Math Department currently has six blended learning classrooms in Algebra 1 and Algebra II. Math Department is also implementing Online Interim/Benchmark assessments by course.	Lesson plans and student work showing blended learning. Documentation of training of math teachers.
Physical Education Department has a class set of iPads that are regularly used for common core writing, Fitness gram, yoga and weight training.	Lesson plans showing integration of iPads in PE classes and use of multimedia (picture and video analysis) to review movement.

C2.1 Additional Online Instruction Prompt: Evaluate how teacher technology competencies are assessed during online instruction.

Findings	Supporting Evidence
The APEX online credit recovery program meets in the computer lab twice a week. All course work is done on the computer either in the lab or at home.	Attendance sheets. Grades.

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
For the most part, students view teachers as a source of support for them and that they receive adequate assistance to meet or exceed academic standards and in acquiring the personal, social, and career skills expected of a graduate. Many also feel that Santa Monica High School as a whole is preparing them for options after high school.	In the 2017 Student survey, 62.4% of the students who responded feel that they receive adequate assistance in helping them meet or exceed academic standards, as well as help that demonstrates the personal, social, and career skills expected of Samohi graduates (Q1). In the same survey, 71.4% of students responded that the school is preparing them either “well” or “very well” for options after high school (Q6) and 80.7% responded that Samohi staff exemplify professionalism and model the speech and behavior expected of students (Q17).
On their part, teachers make an effort to use various scaffolding strategies and routines to engage all students and make learning possible. Many teachers also offer tutoring opportunities at lunch and/or after school for more direct coaching of students. In class, modeling and prompting are used to facilitate learning.	Teacher course syllabi and websites show times for tutoring by the teachers. Observations of classrooms at lunch and after school show that many teachers are available for tutoring also. Additionally, AP English uses VIP Professors to help enhance English skills. The District’s Literacy Coach came in on a bi-weekly basis to work with English classes.
As a whole school, teachers participated in professional development meetings lead by the school’s site leadership and/or professional development teams from Education Services to learn or relearn ways to engage students. The teams continue to work closely with Professor Pedro Noguera to increase engagement and equity at the school site. The whole school also benefited from instruction on Academic Talk from Teacher Leaders at the beginning of the 2017-	Notes from professional development meetings. Academic Talk PD PowerPoint

2018 school year.	
Teachers were introduced to the idea of having students track their own progress at a whole school professional development meeting which emphasized the use of pre- and post-assessments and the use of exit slips.	Meeting notes from professional development meeting.
One engagement strategy that is used widely across disciplines are Socratic Seminars and academic circles.	Teacher logs and student responses from Socratic Seminars and academic circles.
Another commonly used strategy is the use of equitable questioning strategies: random calling on students, tracking participation on seating chart, using popsicle sticks/index cards to make sure all students have an opportunity to engage.	Evidence of equitable calling strategies (tracking using seating chart, popsicle sticks, etc.)
Online games such as Kahoot, Quizlet live, and Goose Chase are used to engage students.	Teacher lesson plans using online games
Additionally, teachers often offer specific feedback both verbally and in writing to students regarding student work with opportunity to edit and resubmit.	Examples of written feedback on assignments.
Many teachers also report the use of guided listening strategies.	Teacher lesson plans demonstrating use of guided listening strategies
As a school, teachers meet with students earning D's and F's to coach and provide opportunities for growth. Advisors send out emails and/or phones and/or check in with student who have excessive D's or F's.	Teacher lesson plans or records showing meetings with students. Advisor notes, and calendar.
When students are in groups, teachers facilitate and model how to have proper working group dynamics.	Examples of expectations for group work.
More and more teachers are using student reflections after units and self-monitoring of learning objectives through a checklist.	Examples of learning objectives checklists. AVID reflections

In collaboration classes, the class setting allows for more individual attention to be given to students with IEP and 504 accommodations. This allows teachers to provide personalized coaching to students who need it most	Collab rosters
In Theater Arts, the teacher gives students a character to research, develop, write a bio, and then use that into to perform the piece as that character. Students also participate in all aspects including director, sound, lighting, and actors.	Lesson plans, student work
AVID tutorial groups push students to find/solve their points of confusion without giving them the answers.	Photos of AVID tutorials and copies of completed AVID Tutorial Request Forms.
Economics and Freshman Seminar classes used a “Shark Tank” format to create a product, produce a business plan, and present to investors.	Examples of instructions for “Shark Tank” assignment and student examples.
There are tutorial classes during the school day, collaboratively taught with a certificated teacher and a SOS, for struggling students.	Teachers and SOS work together to keep struggling students on track. Not only do they allow time to catch up on late assignments, but also offer tutoring, organizational help (binders/planners/backpacks), and community building using the Restorative Justice model.

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Students are regularly asked to demonstrate their ability to apply acquired knowledge and skills at higher cognitive levels, often in the form of authentic and/or project-based assessments.	Student samples of Freshman Seminar common DBQ, CTE Global Project, World History Model U.N., Echo Civic Teacher Project, photos of growth and skill in art projects.
Students frequently engage in projects that require extended research outside of a textbook in all classes. Often these assignments show choice, application and alternative solutions/investigations.	English classes also use “They Say, I Say” response strategy to reading nonfiction articles using academic language (vs. “casual talk”) to report students’ interpretations of reading.
Across the school, many students participate in Socratic Seminar and Academic Circles as well as reflections after grading assignments to inform next steps/goals.	Observations, and lesson plans.
Schoolwide and in all departments, students are involved in text-based and claims-based writing across the curriculum. All departments worked with District’s literacy coach to develop lessons. Departments analyze claims-based writing samples to determine areas of strength and areas of growth. Students across the curriculum are given opportunities to edit and re-evaluate their work.	English and AVID classes in particular, utilize writing prompts that ask students to show high levels of thinking and questioning (Level 1, 2, 3). Claim-evidence assignments

<p>Across disciplines, students use technology to access research, analyze, and develop new knowledge. As information is gathered, they are able to summarize/organize their findings through oral presentations and/or written reports. Project-based group work allows students to collaborate with a team to develop interpersonal skills. Through collaboration students are able to exchange ideas and acquire new knowledge.</p>	<p>Science students participate in the community's Rube Goldberg Machine Contest.</p> <p>Engineering students present their own research of a problem to a panel of community members.</p> <p>In Math, students are given the opportunity to apply what they learn in extension activities such as Problems of the Units (POUs), Investigation tasks, Final research project (AP Stats), Performance tasks, Presentations on reading assignments.</p> <p>Students often have the opportunity to share work school wide (artwork, music and theater performances, newspaper, yearbook)</p>
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C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
<p>Some teachers have also moved to using Google classroom as a way for students to submit work.</p>	<p>Google Classroom effective for teachers who use it. Feedback is provided in a timely manner. The students are reminded through the Google Classroom phone app when assignments are due, past due, etc. Teachers find that students are more likely to turn in work online "on time" versus turning in physical work directly to the teacher, since the app is reminding them.</p> <p>In the art department, each week they submit a photo journal that includes five photographs and captions (several sentences) for each photograph. Teacher respond to the journals online with comments and suggestions. They also receive their grade online for this weekly photo journal. Occasionally, they will be given</p>

	major assignments (research projects) to turn in online.
Turnitin.com allows student feedback/collaboration, voice feedback, rubrics and commenting. Allows students to keep an electronic portfolio of their writing.	Student work samples, grades.
Many department (especially English and History) use online discussion boards for student communication.	Student work samples, lesson plans.
In the English department, there was a concerted effort three years ago to push research and “critical annotations” of research. There is a research term paper assigned in both eleventh and twelfth grade English which requires students to conduct, analyze, and synthesize research. This work is often done on google docs to encourage peer editing and is turned in on turnitin.com to encourage authenticity.	It is then scored and evaluated by teachers using rubrics and scoring guides on turnitin.com.
In PLTW, coursework is completed online, and submitted. Students take an end of the year assessment. These results could be used to obtain AP + PLTW distinction.	Student grades, projects/assignments online.

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Students regularly participate in activities that push the students to think at higher levels and to problem solve.	Observations, lessons, teacher reflections.

<p>The chemistry reading samples work are on global climate change, the Flint water crisis, a car accident crime scene report, the chemistry of salt and salt in our diets, and nuclear energy to name a few. AP Science students design their own experiments instead of being provided ones by the teacher. They have to create their own protocols and make revisions along the way if their experiments do not work. The science laboratory activities are based on gas laws, classification of elements based on physical and chemical properties and energy and momentum. For these laboratory activities students are required to problem solve and communicate their conclusions based on evidence</p>	<p>Student examples of claims-evidence writing; AP student-designed experiments; science labs.</p>
<p>Art students have successfully exhibited and won recognition in local, regional and national competitions and scholarships.</p>	<p>Examples of student entries in art competitions. Yearly scholarship list.</p>
<p>English classes utilize Socratic Seminars and “They Say, I Say” responses to nonfiction articles related to current events. Additionally, English classes utilize current event non-fiction articles to analyze and argue, culminating in ongoing argumentative writing.</p>	<p>Socratic Seminar logs and examples of student work with “They Say, I Say” responses.</p>
<p>English and AVID classes emphasize the use of higher level questioning.</p>	<p>AVID and English higher level questioning student examples</p>
<p>Math classes have incorporated writing prompts that not only have students solve the problem, but write about the process. AP Stats: BIAS projects where they design a survey trying to determine bias by analyzing data. Algebra 2 students evaluate their work and distinguish the difference between conceptual and procedural errors, and analyze the reasons why those errors were made.</p>	<p>Student work samples of problem-solving including write-ups explaining the process.</p>
<p>In the Social Studies department, World History conducts the annual Model U.N. where each class represents a nation and students from each country problem solve in break out groups with other participating nations. One of the Freshman Seminar common assessments is the Civic</p>	<p>Students spend several months researching their nation in a collaborative fashion with their peers. They make opening statements, debate, and have to think on their feet, displaying spontaneous response by their ability to formulate resolutions with</p>

Action Project. Students research a community need of their choice, create an action plan, work with community members, and engage in civic action.	competing nations. It also required them to take a formal stance from their distinctive countries in both oral and written form. Student examples of the Freshman Seminar Civic Action Project show how students apply their research skills and work to solve a real world community problem.
Project Lead The Way students design simple machines; software, etc. that perform some type of function.	PLTW students work collaboratively to build their machines, applying what they learned in class. Students must additionally problem solve as a group when their machines/software fail.
In Physical Education, students complete a pre-test Fitness Record to state their goals for the year. Students become reflective of their fitness goals and performance. They also use iPads to complete critical thinking writing assignments.	Student examples of Fitness Record goals and reflections and writing assignments.

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Santa Monica High School is a Google Apps for Education (GAFE) school and therefore has access to all apps in the suite. Teachers and students regularly use Classroom, Docs, Slides, Sheets, and Forms in their courses. Additionally, teachers supplement with other technology and digital applications to assist in student learning. All classrooms in the new Innovation Building have class sets of computers for students to use during class time. Many English and Science classrooms are also fitted with class sets of Chromebooks. There are also four computer labs for students to use with teachers during class time. Moreover, the computers in the library are also available after school for students to use if they do not have computer	Student work using Google Classroom, Docs, Slides, Sheets, and Forms.

access at home.	
Students use the Illuminate LMS platform to check grades and assignments. Because the same Illuminate platform is used at all grade levels in the district, students are well versed in how to use it.	Student observation of Illuminate use. ninth Grade AVID students are required to check their grades on Illuminate with parents weekly.
As mentioned earlier, most classrooms are fitted with interactive whiteboards to keep students engaged and to differentiate learning, as well. Moreover, many English and Science classrooms have their own set of laptops or Chromebooks that students regularly use for learning.	Science teachers housed in the Innovation Building and eleventh grade English teachers all have a laptop or Chromebook cart in their classrooms to use. Additionally, each of the Houses has a laptop or Chromebook cart to lend out. There are also four computer labs on campus for teachers to use with their students. Students have easy access to computer use at the school site.
Additionally in different courses: Each science classroom has a set of 16 laptops, which students use to complete projects and research, as well as using Vernier probe ware to conduct scientific investigations in physics, chemistry, biology, and environmental science. The computers gather the Vernier data, which the students then statistically analyze and use to complete lab reports.	Student samples of computer work using Vernier data
Math students use the online component of their textbooks to engage in self-directed learning. They also incorporate Khan Academy lessons into their work.	Examples of math student work using online learning.
English courses use sites such as Vocabulary.com for vocabulary practices and Turnitin.com for submitting work in addition to Google Docs.	Examples of student work from English classes.
Three art classes use technology on a daily basis: Digital Design, Film, and Photography.	Examples of student work using technology in Digital Design, Film, and Photography classes.

Project Lead The Way is an Engineering program that takes students from their ninth grade year through graduation. The basis of the class is taught through technology. Students are taught to Breadboard (solderless electronic circuit building) they use stimulation programs, work on circuits and build animatronics (robotic devices which emulate a human or animal or bring lifelike characteristics to an inanimate object.)	Project Lead the Way: Breadboards, circuits, animatronics created by students.
Freshman Seminar students use the My10YearPlan.com online program to investigate and record their findings in their career research curriculum. Supplemental websites in the career investigation are the California Career Zone and the U.S. Department of Labor Statistics' Occupational Outlook Handbook websites. The students use the district's online database subscription with ProQuest to do research for their Civic Action Project common assessment. The Civic Action product is shared using Google Docs and Slides.	Lessons plans and student portfolios in My10YearPlan.com show Freshman Seminar students' use of technology in their career investigation. In second semester, Freshman Seminar students engage in a Civic Action Project in which they must research a community need and take action to solve the problem. The civic action frequently, although it is not required, uses online social media as a form of action. Students present their project in the form of a Google Slide or Prezi presentation. Annotated Works Cited Lists are often generated using Google Docs.
Students taking physical education department use a class set of iPads to complete writing assignments.	Department class set of iPads and student work produced using iPads for PE writing assignments.
Music teachers use Google classroom to record and submit sight ready assignments. Some also use SMART Music to give students immediate feedback on individual practice.	Student work samples. Lesson plans.
World Language students are often asked to use technology for their assignments. In addition to Google Apps, students use voice recorders, video/screen capture programs, and text/images/audio/video from the Internet.	Examples of student work using voice recorders (on their phones or using an app like Vocaroo); student-produced videos; samples of lessons using authentic text/images/audio/video from the Internet.

Many teachers also use Kahoot!, an online program, to design quizzes to check for understanding. Students link to the quiz using a laptop or cell phone, and teachers gather data on correct responses in order to inform next steps in instruction. Another popular program is Socrative.	Lesson plans and examples of student work using online programs such as Kahoot! and Socrative.
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C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Evidence
With the implementation of Common Core and a push towards a more student-centered focus, teachers are using a variety of materials and resources beyond the textbook. These include teacher-produced materials, supplemental online programs and resources, and resources available through the library's subscription to a suite of online databases including ProQuest.	<p>Students use a variety of primary sources for reading and writing activities (for example, articles). Some English students participate in the New York Times editorial opinion writing contest. Expository texts are imbedded throughout all grade levels.</p> <p>In English classes, students complete research projects and/or papers at every grade level with a greater emphasis in eleventh and twelfth grade.</p> <p>A wide variety of science laboratory experiments are conducted in classes using lab equipment and electronic probe ware (Vernier).</p> <p>Math students participate in projects involving data collection outside the classroom. They also regularly use the Khan Academy program.</p> <p>Three art classes use technology on a daily basis: digital design, film, and photography.</p> <p>Annotated Works Cited Lists are often generated using Google Docs</p> <p>World Language students are often asked to</p>

	<p>use technology for their assignments. In addition to Google Apps, students use voice recorders, video/screen capture programs, and text/images/audio/video from the Internet.</p> <p>Freshman Seminar students engage in a Civic Action Project in which they must research a community need and take action to solve the problem. The civic action frequently, although it is not required, uses online social media as a form of action. Students present their project in the form of a Google Slide or Prezi presentation.</p>
<p>Santa Monica's close proximity to Los Angeles/Hollywood, and its very diverse population, also give students and teachers access to the community as a resource.</p>	<p>The community is asked to be a career resource every year in the form of a Career Day for juniors and on Career Panels for freshman.</p> <p>Guest speakers are brought in regularly. Community professionals teach Sex Ed (Planned Parenthood), Rape Education (UCLA Rape Treatment Center); Building a Relationship with Santa Monica Police Department (SMPD); Domestic Violence Awareness (OPCC-Sojourn) to ninth graders. All grades attend a drug presentation facilitated by a community group. Community members actively work with students in career preparation in Mock Trial. Relevant and popular music artists often visit our music/choir classes.</p> <p>Field trips are encouraged at the campus. The Latin and Japanese programs takes field trips to Italy and Japan, respectively, every two years. The Biology and Marine Biology classes take trips to aquariums yearly. The Physics classes go to Magic Mountain to conduct experiments and to see physics in action. English classes often attend plays being performed at community theatres. Life Skills classes take regular field trips in the nearby community.</p> <p>Over 100 student-run clubs allow students to</p>

	<p>explore and deepen their interests.</p> <p>Music classes tour nationally and internationally each year.</p> <p>In recent years, the astronaut and Samohi graduate Randy Bresnik has spoken to our students in person and from the International Space Station.</p>
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Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Santa Monica High School actively provides opportunities for students to engage in career preparation activities. Often, the school works with the PTSA and community groups collaboratively to give students access to these opportunities. There are events and activities at the whole school level, by grade level, and by department.	In the 2017 Student WASC Survey, 77% of respondents replied that Samohi providing them with opportunities and support to make progress towards your academic, personal, and future goals either “well” or “very well”.
Career Day for all juniors representing a variety of post-secondary pathways	Career Day program
Sophomore Students engage in cover letter process, writing a resume, filling out a job application, as well as mock interviews in English classes.	Lesson plans and student work
Students, mainly juniors and seniors, use the Naviance program to coordinate college and career planning.	Student account profiles in Naviance.

<p>The school still maintains a Career and Technical Education (CTE) program, formerly known as ROP. Courses include Administrative Office Intern; Automotive Technology; Business Management - Project ECHO; Career and Job Readiness (for students with IEPs or 504s); Computer Certification; Digital Design; Film & Video Production; Introduction to Marketing; Photography; Professional Dance; and Virtual Enterprise. CTE Art classes use internships and work permits to allow students to work directly with art professionals in their chosen fields. The CTE Office also coordinates the summer paid internship program with Dunn & Bradstreet.</p>	<p>CTE Course descriptions. Record of internships.</p>
<p>Many Science electives are offered that are catered to student interests. Physiology classes give students exposure to professionals who work in certain healthcare-related fields. These electives attract a wide variety of student with varying proficiency levels and cultural backgrounds (i.e. classes have both AP-level students and students who are curious about the human body)</p>	<p>Course descriptions and evidence of exposure to professionals who work in healthcare</p>
<p>Freshman Seminar students use the Career Choices/My10YearPlan.com curriculum to prepare them for life after high school. In the curriculum, students research everyday “adult” expenses and budgets such as housing, transportation, food, entertainment, healthcare, and vacations. They then research careers that interest them that will support their ideal lifestyle. Adult community members share their experiences in a Career Panel that all Freshman Seminar students attend.</p>	<p>Freshman Seminar Career Choices curriculum, textbooks, Career Panel documentation, and examples of student work.</p> <p>This plan follows them through all four years. Follow up modules will be implemented in all other grade levels.</p>
<p>AVID students are required to do community service every year. Freshman AVID students are required to perform 10 hours a semester. Tenth grade AVID students do 20 hours a semester. Juniors and seniors do 40 a semester. Students are encouraged and often pursue a volunteer opportunity related to their career interest.</p>	<p>Student examples of AVID Community Service timesheets.</p>

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
The APEX program contains real world examples embedded within. For certain classes, students research and investigate things from the real world and their lives.	Specific assignments in Health, English and History classes require students to discuss real world examples.

**Category C. Standards-based Student Learning: Instruction:
Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

We have a diverse, and knowledgeable, staff that is dedicated to helping our students succeed both in and outside of school. The combination of our principal Dr. Antonio Shelton's charge to engage students and UCLA's Dr. Pedro Noguera's mantra of "Excellence through Equity" further drives our faculty to provide relevant and rigorous coursework that can be seen across all disciplines and levels, not just the many honors and AP courses Samohi provides. Since our last WASC visit, this was done through a conscious effort to incorporate claims-evidence writing across the curriculum; active recruitments of students to honors and AP courses, mainstreaming/collaboration classes, the addition of the Project Lead The Way (PLTW) course, opportunities to take college level courses on our campus through our partnership with Santa Monica College continued work in PLCs on improving student achievement by looking at student work, creating curriculum maps, pacing guides, common assessments, and focused learning targets (FLT's), and of course our teachers' awareness of differentiating instruction, including the use of multimedia and technology, so that all students can learn.

Our staff utilizes a variety of strategies and resources, including technology and experiences beyond the textbook, to actively engage our students, emphasize higher order thinking skills, deepen their connections to the real world, and help them succeed at high levels. Interestingly, many of our teachers use technology and multimedia for classroom instruction, despite a need for more effective professional development at the site. This may be because of the increased access to laptops and Chromebooks (iPads in the PE Department) and the proliferation of online programs and apps. Still, students' perception of receiving help to meet or exceed academic standards and how well the school prepares them for options after high school can be improved. At the same time, students are challenged to use higher order thinking skills and problem-solving skills in many of their classes and have many opportunities, although there can be more, to access and engage in career preparation from ninth grade through twelfth grade via coursework, exposure to working professionals, and opportunities for internship. Since our last WASC visit, the school has adopted the Career Choices/My 10 Year Plan curriculum that all freshmen take in the first semester of Freshman Seminar. In its second year in 2017-2018, sophomores are now continuing My 10 Year Plan modules in their English classes. This career preparation program

is designed so that students have a My 10 Year Plan module in tenth through twelfth grades in their English classes.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

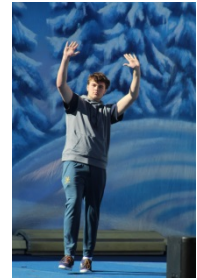
1. The school provides access to a rigorous and relevant curriculum.
2. Teachers deliver instruction using multiple learning modes and utilizing technology and multimedia.
3. Students see staff as exemplifying professionalism and models for speech and behavior.
4. Students were pushed to think critically in all classes across departments in claims-evidence writing.
5. Students regularly use a variety of materials and resources, including community members as speakers, beyond the textbook.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

1. More work needs to be done in PLCs to identify course power standards, expected performance levels, and common curricular maps and assessments.
2. Teachers need more training in and time to become familiar with the use of technology for classroom use.
3. More technology (i.e. computers) are necessary to give students full access to technology
4. More students need to feel that they are receiving adequate assistance in helping them academically.
5. More students need to feel that the school is preparing them for options after high school.



Santa Monica High School Self Study Report



4 CHAPTER

CATEGORY D

STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Category D: Standards-based Student Learning: Assessment and Accountability

D1.Using Assessment to Analyze and Report Student Progress Criterion

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The school site currently uses the following processes to collect and report student performance data.</p> <ol style="list-style-type: none"> 1. Administration of California Assessment of Student Performance and progress (CAASPP) in Math and ELA for all eleventh grade students. Scores are recorded in Illuminate (on-line grade book) 2. Other standardized assessments are loaded into Illuminate. 3. On-going Student learning is recorded into Illuminate gradebook. 4. Teachers examines student work (data) in PLC 	<p>CAASP data CAST data CELDT data Fitness Gram data AP test data PSAT data IEP meeting minutes PLC common assessments</p> <p>Summer work on curriculum mapping for English and Math.</p>
Administration of CAASPP practice test in ELA to all eleventh grade students.	Exam results, meeting notes, presentation to staff.
Administration of The California Science Test (CAST), an online test based on Next Generation Science Standards (NGSS) to all tenth graders.	Exam results
Administration of California English Language Development Test (CELDT) given each year to all EL Results.	Exam results, class schedules, advising meetings.
Administration of Fitness Gram Physical Fitness test to all ninth graders.	Exam results.
Administration of Advance Placements tests to most students enrolled in AP classes.	AP exam results.

Administration of Pre-Scholastic Aptitude Test (PSAT) to all sophomores and SAT to all seniors.	Exam results.
Administration of common diagnostic assessments in various departments and grade levels has begun schoolwide this year, when before it had been limited to certain classes.	Common assessment results are analyzed and shared. In Chemistry, adjustments are made based on results in Illuminate.
All students with IEPs are re-evaluated and assessed every three years, and the IEP goals are measured and revised each year.	IEP notes, exam results.
Attendance policy was revamped and implemented. Advisors will do attendance interventions with students who are at 10 or more unexcused period absences.	Attendance lists
Student performance data from state tests is stored in Illuminate and can be displayed in a variety of configurations that allow for disaggregation by socio-economic level, students with disabilities, ELLs, etc. Other data from abovementioned assessments can be accessed through a district report or individual teachers/PLC's.	Data Reports. Departments and programs look at overall data in more detail.
There has be preliminary work on using the SBAC interim testing blocks for ninth and tenth grade.	Meeting notes. Agendas.

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Student academic performance in classes and on state tests is reported to students and parents through Illuminate, online gradebook program.	Illuminate parent and student portals

Data about student performance on state tests is disseminated at stakeholder meetings like PTSA, School Site Council, ELAC, AASSPG, SMMUSD board.	PowerPoints presentations, agenda and meeting minutes
Data about student performance is also posted on school and district website.	District and school website
Individual student reports are sent home to parents of all students. Yearly with SBAC scores and at the end of each semester through report cards (Interim 6 week grades sent home with students).	Report cards, parent notifications—phone call logs and emails.
Principal uses social media to communicate positive student achievements to the community (both academic and non-academic)	School website and twitter account
At the district level, SMMUSD uses an app to send out messages to all stakeholders.	Blackboard Connect—phone calls and emails, and SMMUSD App
Special education department communicates student progress on current IEP goals with parents each semester.	IEP logs
Individual teachers may communicate with parents of struggling students via email and phone calls to inform of students' progress and determine interventions available.	Teacher logs
The school meets in PLCs that include department, house and full staff that allows an effective process to disseminate information and to ensure consistency.	Meeting agendas and meeting minutes

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
The Math department and some Science PLCs have curriculum maps that outlines essential questions and units of instruction.	The Algebra I, Geometry, and Algebra II curriculum maps are on the school website and accessible to students and parents.
The English department is working with the Educational Services and our feeder school (elementary and middle schools) on curriculum mapping.	Department meeting notes, minutes, calendar.
ELD department monitors growth and progress of EL students.	The CELDT exam is administered yearly. The results are reported to EL cohort teachers.
Music department has auditions and goals each student must meet to progress to the next level.	Levels of goals, audition schedules and finalist list.
World Languages uses a common categorical weighting of grades.	PLC binder
Under NGSS, the Science department is working towards establishing common curricula, assessments and scope and sequence of units	The Biology PLC has a common project on cells.

<p>Prior to this year, some classes and some programs use common assessments and common rubrics or grading regularly to evaluate student performance.</p> <p>All departments and all grade levels have commenced using common assessments this year. The professional development plan suggests using three this year. So far, most PLCs have given a diagnostic assessment and examined the student data in order to determine areas of strength and areas of growth. PLCs will be giving another assessment at the end of the fall semester and then again at the end of the spring semester.</p> <p>Grades are entered/recorded by teachers in Illuminate which can be accessed by both students and parents.</p> <p>Students and parents meet yearly with advisors to revisit their four year plan and ensure that the student is on track to graduate and attend student's choice of their university, community college, or professional program.</p> <p>Some teachers provide multiple opportunities for student success and reflection.</p>	<p>Freshman Seminar's common assessment are all graded the same way.</p> <p>English 11AP team meeting agendas and sub day expenses.</p> <p>The English 11AP team gives frequent common assessments and evaluates these assessments together, so they have the same idea about what mastery looks like.</p> <p>PE department monitors growth and progress of students' physical fitness through Fitnessgram. Students are allowed multiple opportunities to pass the Fitness Gram. Also, students complete a pre-test Fitness Record to state their fitness goals for the school year, allowing students to become reflective on their progress toward these goals.</p>
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D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program

Findings	Supporting Evidence
In APEX, students must earn a 70% mastery on every quiz or test in order to move on to the next activity. Students must earn a 70% overall in the class to receive credit.	Grades on quizzes and final grade.

**D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion
Appropriate Assessment Strategies**

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
Teachers use a variety of regular formative and summative assessment strategies to measure students' progress and guide classroom instruction. AP English Language and Composition group use the common assessment to create lessons based on results to reteach necessary skills	PLC and department work with the District Literacy Coach on Claims/Evidence writing. Common Rubrics for courses. Classroom assessments
Music department has auditions and goals each students must meet to progress to next level	Music department student progress tracking. SMART Music/Google classroom.
Business classes follow CTE standards, and students must meet certain goals in order to advance from Marketing Essentials to Virtual Business classes.	CTE standards, student work and teacher assessments
All department PLC teams created a common pre-assessment at the beginning of the year and we shared as levels, departments and all staff during meeting times.	Pull out days for norming student assessments. Agendas for PLC meetings
World Languages (immersion) have benchmark pre-assessments to place in different levels. Students use Google classroom discussion board in World Languages to submit interpersonal writing responses.	Turnitin.com to assess student writing. Turnitin.com discussion boards for student responses to prompts

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Teachers use a variety of regular formative and summative assessment strategies to measure students' progress and guide classroom instruction. This practice happens frequently in individual teachers' classrooms and on a regular with PLC groups or departments.	Turnitin.com to assess student writing. Turnitin.com discussion boards for student responses to prompts. Edmodo teacher sites (Math and Science)
Students use Google classroom discussion board in World Languages to submit interpersonal writing responses.	World Language teachers Google classroom assignments
Students are encouraged to research key concepts for math in Khan Academy website.	Khan Academy tutorials in Math and SAT and ACT prep. Edmodo teacher sites (Math and Science). Illuminate assessment tool.

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Various PLC groups have been giving common formative assessments and examining data for the last three years. Most PLCs are struggling to see the process through past the collection of student work; however, progress is being made this year, as increasingly more PLCs are making their way through the whole cycle. Some PLCs are highly effective in giving assessments and examining student data and then responding to students' needs based on the data	English 11AP PLC assessments and analysis. Eleventh grade English PLC documents. Social Studies Department common DBQ. World Languages has created Learning Targets for levels 1-3.

All teachers at our site use formative and summative assessment results to guide, modify and adjust instructions for students. Many teachers allow students to retake formative and summative assessments after receiving tutoring from teacher to improve their scores and understanding of content/ mastery of skill.	Syllabi with grading/retake policies. Business Classes use projects, tests, and quizzes, and also student competitions to measure student learning. Differentiation in Physical Education: Example in swim unit--students who cannot swim at all receive different instruction from advanced swimmers. Career and Job Readiness Class: Work site evaluations provide evidence of student learning
Academic interventions, including re-teaching of core content, occur when formative assessment results dictate their necessity.	Test correction retakes in Math and World Languages.
The newly-formed SLT (School Leadership Team) is planning opportunities for PLCs to showcase their efforts, describing both their areas of success and their struggles as they have gone through the PLC cycle this Fall 2017 semester.	English 11 has already shared as a PLC in this way in front of the entire faculty at a staff meeting. All PLCs shared their work in a school wide meeting at the end of the Fall semester. Parade of PLC.
In August 2017, all courses with a PLC team created a Pre-Assessment in order to guide instruction and provide baseline data so that learning growth may be measured throughout the year.	Pre-test and Post-Test in Physical Education for each sport unit (e.g. basketball: dribbling, layups with each hand)

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue will represent students, inform the degree to which learning experiences are understood and show relevance in preparing students for college and/or career.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance. Student performance should be based on the standards and the schoolwide learner outcomes in relation to preparation for college and career-readiness. Evaluate the effectiveness of the student-teacher interaction and the monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
After assessments, many teachers utilize mastery-level student work as an example. Students assess the samples according to standardized rubrics and/or common core standards.	English department's baseline essay for summer reading and norming days. Art Department portfolio assessments. Visiting professors program guides students through self-assessment. According to a student survey, 80% of students say that teachers and staff provide clear learning goals for daily lessons.
Teachers often provide rubrics and grading criteria before assignments allowing students to understand assignment expectations. Teachers and students collaborate to ensure comprehension of the rubric.	Students normed on rubric with student examples in English.
Many teachers provide Focused Learning Targets (FLT's). These FLT's provide students with the expectations for each unit of study and connect the curriculum to the common core.	World Languages FLT's for levels 1-3.
Advisors meet annually with all students, both individually and with like grade levels to disseminate information about UC a-g requirements, graduation requirements and post-high school opportunities.	Academic planning meetings with advisors. Grade level meetings conduct by administration.
Students in the music program complete a survey each year to express their opinion about the effectiveness of what they learned.	Data collected
Naviance is used by students to help them understand their post-secondary school options.	Naviance logs and data.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
<p>CAASPP scores are presented to board, staff, parents, each year in appropriate meetings. Articles in local newspapers and on our school website inform the community about our CAASPP results.</p> <p>Stakeholders including district admin, site admin, teachers, and support staff have access to disaggregated data. This would drive the decision making process regarding program and textbook adoption. SSC and IPC examines data in several of its monthly meetings.</p>	<p>Agendas for meetings. District app. Articles in the Santa Monica Daily Press, The Lookout, SMMUSD press releases.</p>
<p>On Illuminate, students and parents have access to disaggregated (by skill assessed) data from CAASP, PSAT and California Science Test. This could prompt parents to seek out enrichment activities and early interventions to support students learning outside of school.</p>	<p>Through illuminate teachers can select exam questions based specific standards using a test bank. Parent and student have Illuminate portals.</p>
<p>Teachers assess students based on specific curricular standards. Teachers can use this data to adjust curriculum, scaffold and review standard students scored lower on.</p>	<p>Interim assessments. Test score data. Student performance data.</p>
<p>School board members have access to standardized testing data. This will influence the board members decisions regarding adoption of school district programming.</p>	<p>Meeting minutes and agenda</p>

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
<p>When analyzing CAASP scores two years ago, we noticed a significant discrepancy between the scores on the reading skills section and those on the writing skills section. As a result of the writing scores, our school undertook a claims-evidence writing initiative in all departments. A district writing support specialist met multiple times with all departments to provide subject-specific strategies to implement claims-evidence writing across the curriculum.</p>	<p>Department meeting agendas and minutes. Writing prompts and subject specific materials.</p>
<p>The EL cohort and district office staff analyzed data from the CELDT to monitor progress of EL students. Three years ago, we designed and implemented a process to track the progress of and to better serve our EL and LTEL students. This process includes shadowing and observing select EL and LTEL students in all of their academic classes. We focused on student opportunity to practice language and their understanding and awareness of the academic content and language used within their subject areas. We especially focused on biology and math. We used the observational data collected during this process to design the professional development addressing the implementation and further development pertaining to the use of academic language school wide. This PD was implemented beginning in the fall of 2017.</p>	<p>CELDT Scores Observation notes PD agendas and handouts</p>
<p>In 2016-17, the math department piloted district benchmark assessments pulling items from a bank of standards-aligned questions. In 2016-2017, these benchmark assessments were optional. In the fall of 2017-18, the math department fully implemented the first of these assessments.</p>	<p>Assessments and Department meeting agendas</p>
<p>For the last two years, the math department administered the Mathematics Diagnostic Testing Program (MDTP) in partnerships with UCLA to verify correct math level placement of ninth graders. This diagnostic assessment is administered to every class that has a freshman student in it.</p>	<p>The data from that assessment provides us knowledge of student prerequisite skills.</p>

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
We have used our analysis of assessment results to make changes in how our resources are allocated. Professional development has been based on PLC or small groups' needs rather than school- or district-wide needs. Yearly, the staff analyzes data from the CAASSP. Two years ago we noticed a significant difference between the scores on the reading skills and those on writing skills. As a result of these scores in writing, our school undertook a claims/evidence writing initiative in all departments.	School budget, and pd calendar.
In 2015-2017, a literacy coach was hired to support all departments in teaching claims/evidence writing. The literacy coach would also pull out students from tenth grade English classes.	Literacy Coach-- Claims/Evidence writing for all departments
Department PLC work this year has focused on creating common assessments and reviewing student work to inform instruction.	English 11AP teachers sub out days to norm essays and assessments.
Department chairs and Tech Jedis were trained on how to access and administer Assessment Block Banks through Illuminate.	PD agendas and handouts
Math department administered MDTP mass assessment.	MDTP results
Advisors and College Counselors are being trained in ASCA (American School Counselors Association) on how to be more data-driven to create a more comprehensive school counseling program.	Currently collecting data for ASCA
California Healthy Kids Survey to inform overall student health.	Survey Results
Educational Services provided schoolwide training on accountable talk and providing EL support.	Agenda, handouts, and minutes

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Departments periodically discuss the effectiveness of current common assessments.	Department meeting agendas, PLC work, 2017-2018 cross-departmental share-out of common assessments and inquiry process
There are on-going informal assessments of programs occurring on campus by groups such as IPC, School Site Council, or Site Leadership Team.	Monthly IPC and School Site Council meetings
There are some programs that go through independent assessments and reviews, such as the AVID program, EL program.	AVID's yearly Certification Self-study (CSS), now called Coaching and Certification Instrument (CCI).

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Training has been provided to all teachers and staff, potential test proctors, for CAASP online testing and SAT/PSAT/AP/California Science Test. Affidavits are signed by all teachers/potential proctors indicating an understanding of testing security protocols.	Secure testing center. Test administrators trained in training sessions. Folders with step-by-step directions about how to log-in to computer testing systems. Signed affidavits.

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability:

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Santa Monica High School has numerous instruments in place to measure student achievement and learning, and the data is disaggregated in various ways and presented to the community.

Data from standardized testing has been used schoolwide to set priorities for professional development around increasing student achievement. For example, CAASPP data revealed the need for more instruction and support of claims/evidence writing. Our school implemented a program where all departments worked with a literacy coach to implement claims/evidence writing instruction in all disciplines. This literary coach also worked with struggling students in specific tenth grade classes as a writing coach. We did see growth in CAASPP scores in ELA in 2017.

We have also identified the need to give a standardized schoolwide common assessment in ninth and tenth grades, so we have a picture of the progress of students before they enter eleventh grade.

We have also identified a need to build into the school day a system of support for struggling students who will not seek out help from teachers during lunch and cannot stay after school or come on weekends for help. In the past, there was some work done around altering the bell schedule, but the concern to the plan at the district level took us in a different direction.

Data from the PSAT, the AP Potential and EOS surveys, and student progress in Illuminate has been used to help students plan for high school schedules and post-high school plans in the yearly academic planning meetings with house advisors.

The success of certain PLC groups that have given common assessments and analyzed has served as a model for the entire school as we have embarked on a program to institute common assessments in all classes this year. The plan has begun with the requirement of three common assessments in each course this year, but further implementation will see up to six common assessments each school year. More common assignments and consistency in grading has also

been identified as a growth area, so students and parents will see that they are being taught the same skills.

Data analysis based on curriculum-embedded assessment in our individual PLCs has been inconsistent to nonexistent. Staff attitude, teachers who teach multiple levels of classes, staff turnover, lack of common planning periods, and limited meeting time have greatly hindered the effectiveness of PLC groups.

Professional development on the following is needed:

- ASCA standards for the student advisors
- Vertical alignment within departments
- Implementing standards-based grading schoolwide

Prioritize the areas of strength and growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

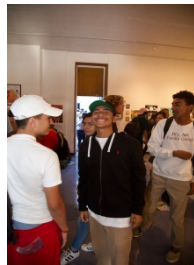
1. School has numerous instruments in place to assess and measure student achievement and learning
2. Consistently engaging in PLC-based work
3. Yearly academic planning meetings with ninth/eleventh grade using AP potential/EOS results, PSAT scores to advise course of study and post-high options.
4. Schoolwide learning goals are refined for PLCs
5. Claims-evidence writing has been set as a schoolwide goal

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. PLC groups creating common assessments (formative and summative)
2. Department wide rubrics are still in the development phase and only some assignments have rubrics
3. More time is needed to calibrate grading with common rubrics within PLCs
4. There is a need for more common assignments, common grading scales among subjects, so students understand they are being taught the same skills.
5. More supports/interventions for students built into the school day because many students may not be able to stay after school or come on a weekend for extra help.



Santa Monica High School Self Study Report



4

CHAPTER

CATEGORY E

SCHOOL CULTURE AND SUPPORT FOR STUDENT AND ACADEMIC GROWTH

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Principal sends out weekly newsletters. Blackboard connect emails and voicemails when information needs to be communicated.	Invitations to families by phone, email and newsletter to yearly events such as Back to School Night, Freshman Interviews, four year planning meetings, College and Career Fair At Back-to-School Night and in IEP meetings, parents of special needs students meet both general education and special education teacher. Blackboard Connect logs.
Parent and community members are provided opportunities to be part of committees. There is a “coffee with the principal” where parents have the opportunity to meet with the principal.	Parents are part of School Site Council and regularly contribute to decisions about the teaching/learning process. Agenda and notes from “Coffee with the Principal.” Parents are voting members of the Site Facility Improvement Project Committee.
The school also uses social media to communicate with students, parents and the community. The Principal regularly posts news and photos on Twitter. While the Associated Student Body uses Instagram as a form of communication. Many of Samohi’s Programs, such as Athletics, Journalism, Yearbook, Team Marine) use one form of social media. The district has an app to notify all stakeholders.	Twitter/Instagram feed. School Website—Main Page SMMUSD app.
Information is shared with families and the community through the Samohi newspaper, Blue Bulletin announcements, Viking Voice	Announcements, mailers, emails, social media feeds.

quarterly, weekly advisors' newsletter, Facebook groups, etc.	
PTSA works with teachers on yearly Reflections contest. Performances are open to the public – music, dance, film festival, drama	Invitations to Reflections luncheon. Posters, emails, announcements on Blue Bulletin. List of winners.
Teachers and staff send emails or make phone calls to families to indicate concerns about tardies, performance, etc.	Communication Logs
In many cases, these stakeholders are encouraged to be active partners in the teaching process and students' learning.	Career Day, Career Panels, Freshman interviews, AP Project panels.
Santa Monica High School works towards inclusion of non-English speaking parents and parents of special needs students.	ELAC/AAPSSSG/PTSA parent groups meet monthly. Bilingual services are available for all parent meetings. Each House has at least one advisor or administrator who speaks Spanish and is available for any meeting.
Businesses and the local community partner with the school through organizations such as the Samohi Alumni Association, and Educational Foundation.	Sports and music teams, Freshman interviews, summer internships, Career Day, community service opportunities, and ROP/CTE.

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
Santa Monica High School provides opportunities for local community members and businesses to share their expertise with students and staff. Guest speakers from the community are invited to make presentations in classrooms or at assemblies. Community members also volunteer to interview Freshmen students at the end of first semester,	Career Day brings in dozens of adults from businesses and the local community. Some clubs are supported by members from community organizations (i.e. Human Rights Watch Student Task Force). Special needs students are offered work/internships in the community [workability]. Companies offer internships for students [Dun and Bradstreet].

as part of a common-assessment in Freshman Seminar.	Master Classes offered in music by guest artists. Classes work with community organizations such as Heal the Bay. Filming on campus and other community use of our facilities sometimes employs or provides shadowing for students. Yearbook has bimonthly meetings with the publisher, Herff Jones.
In addition, local businesses host student field trips and employment opportunities. Courses such as ECHO Entrepreneurship and Career and Job Readiness give students real-world training that often leads to jobs on campus and in the community.	Some classes take field trips to local businesses or venues (i.e. The Broad Stage, local restaurants, the pier, art studios, Bergamot Station and local hotels).

E2. School Environment Criterion Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
Santa Monica High School has implemented policies and committed resources to promote a safe, clean and orderly campus environment that promotes learning.	<p>Restorative Justice practices such as community circles and harm/conflict circles</p> <p>Programs or clubs such as Project Safe Zone, Building Bridges, Circle of Friends, Gay Straight Alliance, Teen Court, Junior States People of America and POPS the club.</p> <p>Students are placed on a substance abuse contracts when they break our drug policy, including required counseling.</p> <p>Administrators and advisors use a discipline</p>

	<p>matrix to have consistent discipline practices.</p> <p>Community service projects by students in Freshman Seminar, Ethnic Studies, etc.</p>
To ensure a safe campus, security officers regularly patrol the campus and restrooms. The school maintains fences and locked gates for added security.	Work rotations document
A few times a year, drills occur to practice different emergency protocols, such as whole-school evacuation, lock-down drills and fire.	Logs, photos, reflections documents sent to district as part of protocol.
Three years ago, gender neutral bathrooms for both staff and students were created, to support our LGBT and Transgender community members.	Locations, sign changes.
Grade-level assemblies go over school rules, definitions of sexual harassment, and provide education about the dangers of drug use. Freshman Seminar classes include units about bullying, healthy relationships, suicide prevention (including online bullying), drug and alcohol abuse, race and membership, and stages of genocide.	PowerPoints, observations, sign ins.
Improved emergency preparedness.	<p>Every classroom is supplied by donations from community. Lockdown kits, first aid kits, emergency notebooks, lanterns.</p> <p>Supplies for infants in case of an emergency, ie. Clothing, blankets, baby food.</p> <p>Emergency food bars, gate banners. Student emergency information form collected in Illuminate.</p>
District protocols established for active shooter on campus.	PowerPoint presentation, discussions in classrooms.

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
Santa Monica High School is proud of its diversity. We offer many programs that celebrate individual differences and achievements. Our programs testify to the school's emphasis on creating an equitable and supportive community.	<p>OUT for Safe Schools badges. Providing lunch for students during lunchtime activities, to increase access for Free and Reduced lunch population, Renaissance Program, Dia de los Muertos annual exhibit, Ethnic Studies course, Building Bridges program, general neutral bathrooms, Project Safe Zone, Freshman Seminar, Collab Classes</p> <p>Clubs that celebrate heritage/identity/equity such as BSU, La Sociadad, Irish club, GSA, and Young Collegians.</p> <p>Course offerings that cater to a variety of interests and strengths (i.e. Journalism, AVID, auto tech, Project Lead the Way, Project Echo).</p>
More recently, we have focused on student engagement strategies through professional development to insure that all students feel recognized and valued at school.	PowerPoint presentations, observations, student survey
Our school has made a multi-year commitment to Restorative Justice. Four years ago, all teachers received training in Restorative Justice practices and new teachers are trained each year. Student conflict is often referred to harm and conflict circles led by the Restorative Justice Coordinator.	Observations of RJ circles, academic circles, and restorative practices.

Administration and advisors use an evolving discipline matrix to ensure all students are receiving appropriate and consistent consequences.	Discipline Matrix
Collaborative classes provide the same curriculum to special needs and general education students.	Curriculum guides, observations, class rosters.
Freshman Seminar uses Social Justice standards to guide curriculum. The course also focuses on celebrating individual identity.	Curriculum guides
Freshman seminar class is explicitly teaching the social justice standards as part of the spring semester.	Curriculum guides, course syllabus.

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
The leadership of Santa Monica High School works to build trust, respect and professionalism among the school's stakeholders.	Principal's newsletters to faculty and staff, and meeting agendas
Administrators and faculty work together regularly in IPC and SLT meetings to plan PD and address school-wide needs.	IPC and SLT meetings' agendas and rosters
Staff, students and parents are on the School Site Council and therefore contribute to decisions about the Single Plan for Student Achievement and the District's Local Control and Accountability Plan.	SSC's rosters and agendas
Community Building circles and activities at meetings.	Agendas

E3. Personal and Academic Student Support Criterion

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Our school has a low student-to-advisor ratio. As much as possible, students stay with the same advisor all four years.	Advisors meet with ninth and tenth grade students and their families to create an individualized 4-year plan.
APEX, dual-enrollment SMC courses	Master schedules, transcripts, class lists.
Tutoring both during the school day and after school is provided by many teachers and by volunteer groups (i.e. Xinachtli, AP Writing Center, etc.). Many school clubs offer academic or personal support (i.e. Spanish conversation club, GSA, Coding, AP Pals etc.)	Tutoring matrix, teacher availability, club list and Blue Bulletin announcements.
The school also has a full-time nurse, health clerk and three school psychologists.	Staff list
Student Outreach Specialists, Community Liaison and speech therapists work one-on-one or in small groups to support students' academic and mental health needs.	Meeting logs
Community Liaison supports parents in various way. When translation is needed by attending IEP or counseling meetings; Liaison also trains ELAC cabinet, and helps coordinate all ELAC meetings, and stays current with community resource in order to inform our parents.	Emails, meetings notes.
Venice Family Clinic on campus two days a week to offer healthcare services	Appointment logs
The district's Mental Health Coordinator is housed at Samohi to coordinate the community mental	Appointment logs

health professionals who run individual and counseling groups on campus. Advisors and school psychologists refer students to outside agencies when needed.	
Santa Monica High School has three full-time college and career counselors.	Staffing list
Teachers and staff offer assistance to meet students' needs through courses such as AVID, Freshman tutorials, and special education tutorials.	AVID and Tutorial classes target students' academic and personal needs
Restorative Justice coordinator works one-on-one and in small groups to respond to students' behavior and train staff.	List of trainings, observations, budget
The school continues to evaluate ways to increase the effectiveness of the services we provide, as well as make sure all students feel supported.	Surveys and personal interactions

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
Santa Monica High School created collaborative classes in many subjects and at all grade-levels; these classes provide special education students access to and progress in a rigorous standards-based curriculum in the least restrictive environment.	Classroom practices of differentiated instruction and options for assessments in collaboration classes
Modified assignments and curriculum for students with disabilities (i.e. in photo class)	Observations
The high school also offers alternative instructional options beyond the six period day for students to get-ahead or to make up credits.	Master schedule, APEX class list, and course syllabi for collaboration classes
Teachers work in subject-alike Professional Learning Communities to develop and implement an equitable, rigorous standards-based curriculum. Working together, some teachers	Handouts for projects and essays that offer personalized learning choices

create assessments that allow personalized approaches to learning and alternative instructional options.	
All teachers are trained to use EL strategies to provide equity and access to a rigorous curriculum.	EL PD for entire staff and support for teachers of EL cohorts

Support Services – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
Entering at-risk ninth graders are identified by the middle schools and placed in ninth grade tutorials. Some general classroom teachers coordinate with the tutorial teachers to support students' progress.	Tutorial rosters: special education and ninth grade. Proof of coordination between regular classroom teacher and tutorial teacher
For all grade levels, advisors and faculty convene for Student Study Team meetings when there is concern about a student's progress.	SST meetings notes
To support special education students, many have a tutorial period. IEP/504 notifications are sent to classroom teachers within the first few weeks of the semester.	IEP/504 notifications
EL students are placed in cohorts in their regular education courses and the cohort teachers receive extra support from the Teacher-Leaders.	EL cohort rosters and EL cohort PD agendas
To increase the success of underrepresented students in advanced classes, students who struggle in English 11 AP are	AP support program documentation of tutoring

identified by teachers and given one-on-one or small group tutoring by retired AP teachers.	
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Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
Several efforts over the past six years have resulted in more equitable demographic distribution of students in upper -level course offerings. For example, identifying likely students, hosting parent/student information sessions and offering open enrollment in AP classes.	<p>Agendas and data from schoolwide and department meetings focused on examining disproportionality of demographic distribution.</p> <p>EOS survey helped identify students to support. EOS night invited parent and students to hear about the AP classes.</p> <p>Illuminate sort capability; Advisor discussions (meeting notes). Longer passing periods allow students to talk to teachers in-between classes. Honor society tutoring before finals. Extra AP study sessions. APEX credit recovery classes.</p> <p>SMC dual and concurrent enrollment classes. ROP/CTE classes. AM and 7th periods. AP tutoring and writing center</p>
To increase the retention of underrepresented students in advanced classes, students who struggle in English 11 AP are identified by teachers and given one-on-one or small group tutoring by retired AP teachers. In previous years, retired AP teachers also worked with AVID juniors.	AP exam rosters
To increase equitable preparation, teachers	PTSA Mini Grant proposals and letters. Master

volunteer their time to administer AP full-practice tests during spring break, Saturdays, and after school. Teachers write grants so that there is no cost for students to take these practice tests.	calendar.
In addition, in October the PSAT is given for free to all tenth grade students and twelfth grade students can take the SAT for free.	Exam scores

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>Santa Monica High School offers a wealth of curricular and co-curricular activities. Many of them link to academic standards and schoolwide learner outcomes.</p> <p>The school's Activity Director assesses the level of participation in clubs by collecting the club rosters.</p>	<p>Mock trial, Model UN, Yearbook, performances in music, drama, dance, student newspaper, drives, photography of campus events by photo students, flyers for campus events by digital design students.</p> <p>Over 100 student club list. 50% of students join at least one club</p> <p>There are 32 sports teams to select from. 30% of students are enrolled in sports</p> <p>Running with Speakers does AV support for campus events</p> <p>ASB sponsored events</p> <p>Class steering committees</p> <p>House advisories</p> <p>Summer reading selection committee</p>
The music department is working on tracking which students continue their music electives as they transition from middle school to high school.	Class rosters and longitudinal data

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Santa Monica High School has increased communication and outreach to parents and the community. In the past few years, the school has added social media outreach to complement the more traditional communication tools of phone calls and mail. The school website has been updated and is more appealing, comprehensive and easier to navigate. The PTSA has become more diverse. The PTSA hosts several parent education events, in addition to the yearly Back-to-School Night, College Fair, and Open House. The Chamber of Commerce recruits speakers for our Career Day. The school continues to seek ways to engage all stakeholders and to increase parent participation. We continue to survey our parents and community members about better ways of foster communication.

Santa Monica High School is proud of its diverse student population and relatively safe campus. Due to a reinstated tardy policy, there are fewer students arriving late to school and fewer students "wandering" during class. Furthermore, a recently revamped "Super Saturday" program gives students academic support as they serve time for disciplinary infractions. The school continues to standardize the consequences for infractions so that they do not vary among Houses. There have been faculty complaints about inconsistencies among custodians and inequities between classrooms with and without air conditioning. The school and district are working to address these issues. Beginning in December, the infrastructure is being installed to bring air conditioning to 80% of the school by next summer.

By expanding school leadership, trust and professionalism are spread across a wider cross-section of the faculty and staff. For many years, IPC [Instructional Planning Committee]--made up of administrators, department chairs, teacher-leaders, and program directors--has met every other week to address curricular and campus issues. Starting last year, a sub-committee of IPC--SLT [School Leadership Team]-- has addressed the need for a more comprehensive school-wide professional development plan. Meeting during the school year and over the summer, the SLT attended trainings, developed a year-long plan, and leads all-staff professional development. In addition, a group called FAC [Faculty Advisory Committee] acts as a liaison between the faculty and the administration. The principal communicates high expectations for all. Beginning in October 2016, the principal instituted more all staff-meetings to unite the school and sends out weekly "Principal's Note" emails.

A multi-year, concerted effort to bring more students of color into advanced-level courses has been somewhat successful. There are no prerequisites for an honors or AP class. This helps increase the diversity of students enrolling in these classes. However, we are continuing to develop support systems for students who need extra support. We currently have many programs both during the school day and after school, but we need a stronger evaluation system to know what programs are effective. Additionally, we need more consistency from year to year of programs available to students. For example, we once had summer “bridge” programs for underrepresented students to help them prepare for AP classes, but the funding was discontinued.

For the past three years, teacher-leaders have worked with the District Literacy and Language Coordinator to study the needs of our EL students, to design and implement professional development for all teachers and to provide targeted support for teachers of EL students.

In addition to outreach and support programs, we recognize that engagement is a critical component of student success. One of our professional development goals was to begin the school year building up student engagement. In addition, last year the administration introduced school-wide programs such as the Renaissance assembly and monthly Viking Card drawings to recognize students for citizenship and improvement. Houses hold fun events for students in order to build community. This year, ASB has planned several all-school fun events and class competitions to foster more school spirit and engagement.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

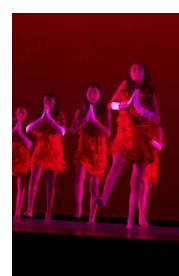
1. The diversity of our school and a school culture that regards diversity as a strength
2. Supportive parent and community groups and a culture of collaboration and restorative justice
3. Numerous curricular and co-curricular offerings to match students’ interests and needs

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

1. Increased accountability of students, staff and District Office for equitable cleanliness and functioning of facilities (bathrooms, air conditioning, etc.).
2. Increased consistency and accountability of programs and policies despite administrative or staff turnover.
3. Increased monitoring of interventions and support programs to make sure all students are being served in an equitable manner and programs are worth the money spent in terms of number of students served.



Santa Monica High School Self Study Report



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CHAPTER

SCHOOLWIDE ACTION PLAN

Schoolwide Action Plan

Goal 1:

All students are ready for college and careers.

Rationale:

In order to reach the next level of achievement, Santa Monica High School needs to address the achievement gap that exists for our minority populations. After reviewing the data listed below, it is a reality that not all students are college and career ready.

Performance on CAASPP (English and Math)
AP Scores and Enrollment
SAT/ACT Data
Graduation Rate
SMC Placement Data

As a school, it is our responsibility to set all students up for success in whatever they choose to pursue in their future, whether they choose to attend college or start a career. It is important that our curriculum and instructional practices reflect outcomes that will allow our students to transition smoothly without having to complete remedial courses at the college level; therefore, creating productive and contributing community members.

Critical Learner Needs:

- Interventions need to be in place to support our minority and underrepresented subgroups
- Classrooms need to reflect instructional practices that support underserved students in developing 21st century skills
- Performance levels of Hispanic/Latino, Social-economic Disadvantaged, and African American students on the SAT, ACT, CAASPP, and AP assessments are much lower than the peers. Our greatest concern is to develop instructional strategies that would support the various needs of these subgroups. For example, claims-evidence writing has been a focus for the school regarding writing across all content.
- Implementation of strategies provided during professional development for Math teachers are critical to the success and increase in our passage rate of the CAASPP Math assessment. Currently, we have 52% of all students that are at or exceeding the standard. Additionally, we have a large achievement gap apparent with regards to the African American, Hispanic/Latino, Social-economic Disadvantaged, and Special Education subgroups.

Objective	Strategies/ Actions	Person(s) Responsible	Timeline to Accomplish each Task	Assessment and Evidence	Means to Assess Progress
PLC groups will work on creating and integrating claim evidence writing into their curriculum.	During professional development, PLC groups will collaborate on claim evidence assignments.	PLC groups	Interim Assessments (Spring for ELA) Semester	Student Samples Interim Assessments (One for ELA) Pre-Assessments and Common Assessments	Increase in scores on CAASPP English scores Performance on Interim Assessments
All course will have a common website to include -description -expectations -pacing and timeline	PLCs will create common descriptions, expectations, and pacing for each course.	Department chairs support teachers. PLC groups will work on descriptions.	Common Course Website (description & expectations by Fall Semester 2017)	School Website	Parent and student feedback
Departments will work towards creating Common Assessment	During professional development, PLC groups will collaborate to create common assessments to address critical learning goals.	Department chairs support teachers. PLC groups will work on common assessments.	Pre-Assessment (first two weeks of the semester) Mid-year benchmark (December) Final benchmark (April) (≥3 writing samples)	Completion of assessments Implementation of common assessments Student work samples	Student growth data
Equitable Course Grades	Discussions on grading policies, structures, and common rubrics.	All teachers	Discussions 2017-2018 Developing common policies and practices	Common grading policies and practices	Consistencies across departments

			2018-2019		
Increase enrollment of underrepresented groups in AP courses. Additionally, provide supports to allow them to successfully complete the course and receive a three or higher.	Use Illuminate and Equal Opportunity Schools (EOS) data to identify students who have the potential to be successful in the program.	All staff	Ongoing	Data for AP enrollment, course completion, and AP scores	Increase enrollment and course completion for underrepresented students Increase in AP scores (three or higher) for underrepresented students
Expand the “Get Focused Stay Focused” program to guide students towards high school and college completion. Help students have a mindset to be successful in their future by creating a plan.	Development of online, skill-based, 10-year career and education plan. The plan is updated each year by the student.	Freshmen Seminar and English Teachers	Ongoing	Completion of 10-year plans College application Financial aid applications Create resumes and cover letters Research majors and colleges Mock interviews	Student feedback on Senior Exit Survey

Goal 2:

English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.

Rationale:

At Santa Monica High School there are 61 students classified as LTEL. After reviewing the CAASPP scores (English and Math), CELDT data, and course grades for EL students, it was determined that there was a need for instructional strategies to support the successful completion of courses for all EL students across the board.

Critical Learner Needs:

- Instructional practices that support the direct teaching of academic language in all classes
- Teachers need to provide the opportunity for students to engage in academic discourse
- Interventions need to be in place to support our LTEL students
- Cohorts for EL students to help support them in specific content classes based on their performance levels

Objective	Strategies/ Actions	Person(s) Responsible	Timeline to Accomplish each Task	Assessment and Evidence	Means to Assess Progress
Incorporate direct instruction of Academic Language in all courses.	Provide professional development on academic language and instructional practices to support it.	Teacher Leaders and District EL Coordinator	All school PD Aug. 18 th , Sept. 13 th , and Oct. 18 th Teacher Leaders ongoing support through regular meetings with teachers of EL cohorts (supporting with observations and coaching)	Observations Shadowing EL Students Student work samples	Increase in observations of classrooms incorporating academic language. Increase in EL students' ability to speak and write using academic language.
Implement academic engagement strategies in all courses.	Provide professional development on engagement strategies and	Teacher Leaders All staff	All school PD Aug. 18 th , Sept. 13 th , and Oct. 18 th Ongoing in	Observations Shadowing EL Students Student	Increase in observations of classrooms incorporating academic

	work in PLC groups to design lessons around student needs incorporating the strategies.		PLC groups	work samples	engagement strategies. Increase in EL students' ability to speak and write using academic language.
Increase utilization of the Academic tutors and resources in place.	Communicate information about the resources available.	All staff	Ongoing	Attendance at tutoring Grade comparisons by grading periods of those attending	Increase in number of students attending and returning. Increase in grades

Goal 3:

All students engage in schools that are safe, well maintained and family friendly.

Rationale:

Suspension rates have increased due to illegal substance abuse while suspension rates for disruptive behavior and conflict have decreased. Therefore, Santa Monica High School needs to address the culture of the school and shift it towards responsible behaviors and decision making.

Additionally, according to the Student Engagement Survey, there is a need at the school for students to feel more connected to the school, their classes, and the staff.

Critical Learner Needs:

- Programs to support the education of students about the use and consequences of drug and alcohol abuse
- Programs that support the transition of seniors from secondary to post-secondary education
- Conflict resolution opportunities for students, staff, and parents
- Implementation of academic engagement strategies to help students feel more connected and engaged in their classes

Objective	Strategies/ Actions	Person(s) Responsible	Timeline to Accomplish each Task	Assessment and Evidence	Means to Assess Progress
Provide opportunity for productive conversations that will lead to positive outcomes and resolutions by implementing Restorative Justice practices both socially, emotionally, and academically.	Provide level one Restorative training for all new teachers, and opportunities for veteran staff. Additionally, provide opportunities for students to participate in the Building Bridges Restorative Camp.	All staff Self-selected students	RJ training on 8/18/17 - teaching philosophy & building relationships First week of classes have primary focus on community and relationship building rather than content. New teachers trained in December	Observations Office referrals and visits Suspension rates	Increase in implementation of academic and harm circles within classrooms and throughout the school Decrease in office referrals and visits Decrease in suspension rates
Implement of Engagement/ Investment strategies to support students' academic and social/emotional success.	Opportunities for professional development that support the incorporation of academic engagement strategies	All staff	RJ training on 8/18/17 - teaching philosophy & building relationships First week of classes have primary focus on community and relationship building rather than content. Ongoing	Student Engagement Survey Senior Exit Survey	Increase in connectedness of students in classes and to the school
Provide	PLCs will	Department	Common	School	Parent and

consistent language across courses and a common space where course information is housed to inform students and parents of offerings and expectations.	create common descriptions, expectations, and pacing for each course.	chairs support teachers. PLC groups will work on descriptions	Course Website (description & expectations by Fall Semester 2017)	Website	student feedback
Provide students with information to help them make responsible decisions regarding illegal substance abuse.	Provide students information through a substance abuse assembly. Additionally, expose students to opportunities to discuss responsible behaviors and how to deal with situations that may arise.	PTSA, Administrators, Advisors, Freshmen Seminar teachers, and Physical Education teachers	Ongoing through Freshmen Seminar and Health class Substance abuse assemblies for grade levels in Fall 2017	Illegal substance abuse suspension rates	Decrease in number of suspensions related to illegal substance abuse



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APPENDIX



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UC a-g list:	https://hs-articulation.ucop.edu/agcourselist#/list/details/1254/
SARC:	http://www.smmusd.org/SARC/SARC2016/Samohi1516.pdf

ACRONYM GLOSSARY

AAPSSSG	African American Parent Staff Student Support Group
ACT	American College Testing
AP	Advanced Placement, college rigorous program.
ASB	Associated Student Body, all students governed by the ASB Cabinet.
Athletic Booster Club (ABC)	Parents of athletics who work to support the Samohi athletics
AV	Audio Visual
AVID	Advancement Via Individual Determination is a four year program for students who want to attend college and are the first generation in their family to attend a university. Students accepted into the program receive mentoring, tutoring and writing instruction in order to be successful in their high school career and meet the requirements to attend a university.
Barnum Hall	Main auditorium, named for Principal Barnum
Blue Bulletin	Daily bulletin contains announcements regarding school activities, senior announcements, athletics, Today in History, and college and career center visits. Read over the PA system four days a week. Emailed to all staff, board of education, and the website five days a week and
Brag Sheet	Summary of student accomplishments; A resource for college applications
BTSA	Beginning Teacher Support and Assessment
CAASP	California Assessment of Student Performance and Progress
CAPA	California Alternate Performance Assessment - the alternate assessment for the California Standards Tests.
CCJUP	Civic Center Joint Use Project – A construction project funded by City RDA funds.
CELDT/ELPAC	California English Language Development Test/ English Language Proficiency Assessments for California
CIF	California Interscholastic Federation – Athletic Leaguining
CLAD	Cross Cultural Language and Academic Development – Certification authorizing Instruction to English learners.
CMA	California Modified Assessments
CP	College Prep
CST	California Standards Tests
DAC	District Advisory Committee
DECA	Distributive Education Clubs of America
Delians	Samohi’s chapter of the California Scholastic Federation (CSF), our honor society who get good grades and do school service in the form of tutoring and other volunteer support.
Drake Pool	Swimming pool named for Principal George Drake
DBQ	Document Based Question
ECHO	Entrepreneurial Concepts Hands On
ED	Emotionally Disturbed
EL	English Language
ELA	English Language Arts
ELAC	English Learner Advisory Committee

ELD	English Language Development
ELL	English Language Learners
EOS	Equal Opportunity Schools
ERWC	English Reading and Writing Course – Training offered by the California State University system
FAC	Faculty Advisory Council hears faculty concerns and shares them with the administration.
FAFSA	Free Application Federal Student Aid
FE	Fluent English
FEP	Fluent English Proficient
FSA	Faculty Staff Association, sunshine group spreading cheer
Grad Nite	Graduation night party on the tennis courts for the senior class.
Greek	The Memorial Greek Theatre is our open air theater dedicated those of the Samohi community who are no longer with us in body but always in spirit.
HC	Humanities Center
HP	Honors Placement program
IPC	Instructional Planning Committee a leadership group of Department Chairs, Teacher Leaders and Administrators who meet once a month to lead the instructional program of the school
IEP	Individual Education Plan
IDEA	Individualized Education Act
Illuminate	Web based grading system accessible by students, parents and school staff
IS	Intensive Study (Special Education Life Skills)
ITP	Individual Transition Plan
LACOE	Los Angeles County Office of Education
LEP	Limited English Proficiency
Lucas Room	Teacher resource room in the library named for Walt & June Lucas, Samohi teachers in science and English also union presidents.
Mortensen Library	Library named for William Mortensen '50, CEO of First Federal Bank
MUN	Model United Nations
NBC	National Board Certified
NCLB	No Child Left Behind
OHI	Other Health Impaired
PLC	Professional Learning Community
PSAT	Preliminary SAT, freshmen and sophomores take this test for practice, juniors for national merit scholarship qualification.
PTSA	Parent, Teacher, Student Association, school community support, meetings are the second Tuesday of each month at 7 p.m.
Purucker Darkroom	Named for Fred Purucker, Samohi art teacher
RDA	Redevelopment Agency
Roberts Art Gallery	Named for Mrs. Roberts art department chair in the 1930's.
RFEP	Redesignated Fluent English Proficient
ROP	Regional Occupational Program, hosts on-campus classes that provide career exploration and technical job skills training opportunities for eleventh and twelfth grade students and adults.

RSP	Resource Specialist Program
RWS	Running with Speakers, audio visual crew
SAA	Samohi Alumni Association
Samohi	Santa Monica High School
SARB	Student Attendance Review Board
SAT	Scholastic Aptitude Test, test juniors and seniors take for college placement.
SBC	Site Building Committee for Construction Projects – Measure BB and CCJUP funding
SDAIE	Specially Designed Academic Instruction in English
Sealbearer	A graduating senior who has been a member of Delians for four semesters including one in their senior year. They wear gold stoles during graduation and receive a seal on their diploma.
Sealy Baseball Field	Named for Don Sealy, Samohi teacher and coach in the 1970's
SED	Severely Emotionally Disturbed
SEIU	Service Employees International Union, classified personnel union.
SEIS	Special Education Information System
Senior Bench	Gift from the classes of 1941, 1942, 1943 located between the cafeteria and the Greek
SLC	Small Learning Committees
SMAPA	Santa Monica Arts Parent Association
SMASH	Santa Monica Alternative School House
SMC	Santa Monica College
SMMCTA	Santa Monica Malibu California Teachers Association, teachers union
SMMEF	Santa Monica-Malibu Education Foundation
SMMUSD	Santa Monica-Malibu Unified School District
SOS	Student Outreach Specialist
SPSA	Single Plan for Student Achievement
SSA	Samohi Solar Alliance
SSC	School Site Council Santa Monica High School Site Governance Council is made up of Parents, Students, Classified personnel, Certificated personnel, and administration. They are the governing board of Samohi.
SST	Student Success Team
Viking Voice	PTSA publication mailed to all families six times per year; it is also available online.
WASC	Western Association of Schools and Colleges, the school's accreditation
WICOR	Writing, inquiry, collaboration, and reading method used in AVID classes.
WPA	Works Project Administration during the 1940
Young Collegians	Program created in collaboration with Santa Monica College to help students in the academic middle take college coursework while at Samohi to promote their enrollment in post-secondary education.

Samohi Student Survey

Survey Results

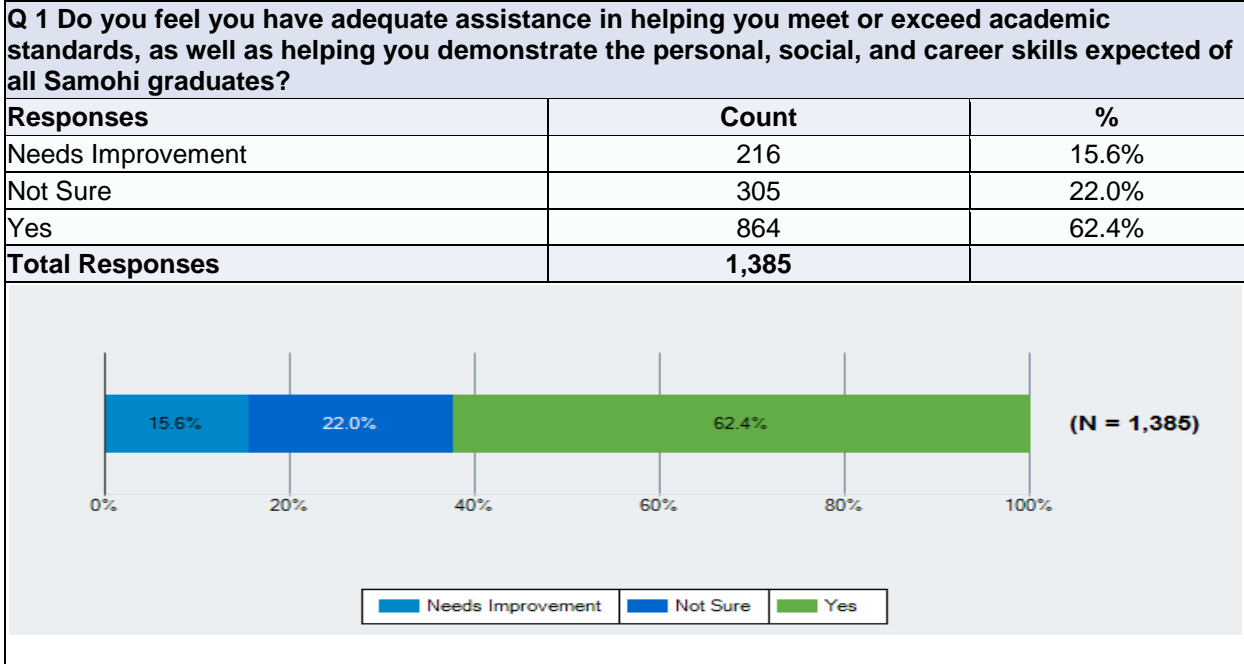
Santa Monica-Malibu Unified

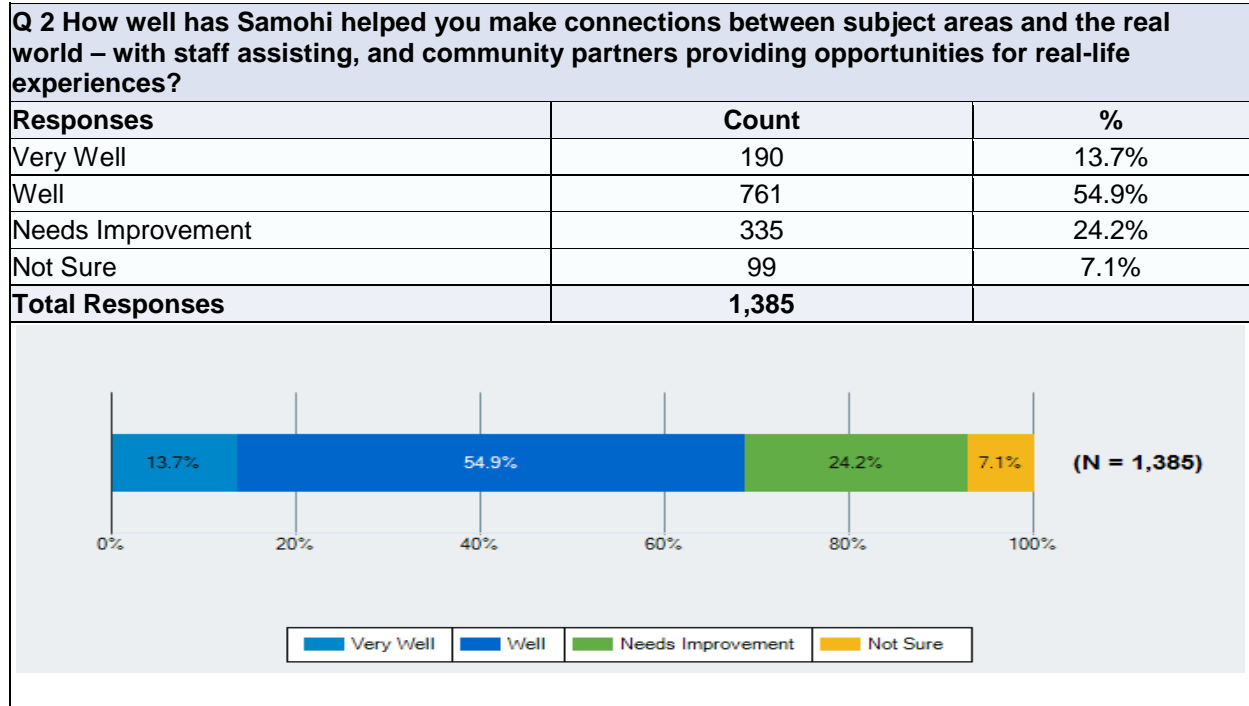
July 24, 2017 - June 30, 2019



Survey Title: Samohi Student Survey
Report Type: Advanced Frequency Language: All
Start Date: 24-Jul-17
End Date: 30-Jun-19
Data Sources
Data Source 1: Multi-Use Survey Passwords
Passwords Generated: 2,091 Responses Received: 1,394
Total Number of Responses in This Report: 1,394

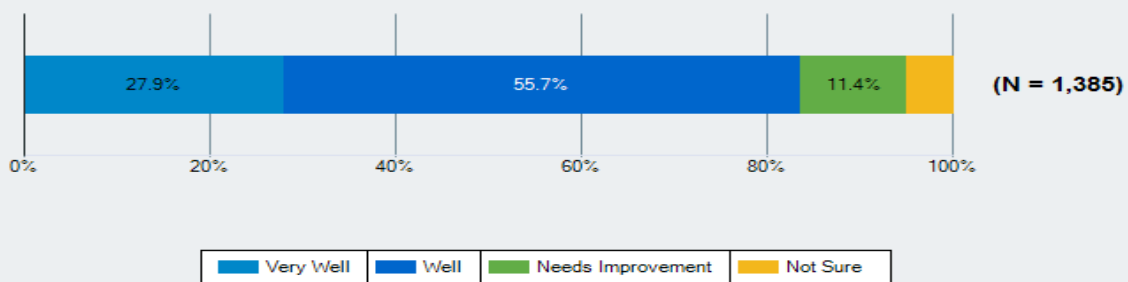
Data Sources Selected
Multi-Use Survey Passwords





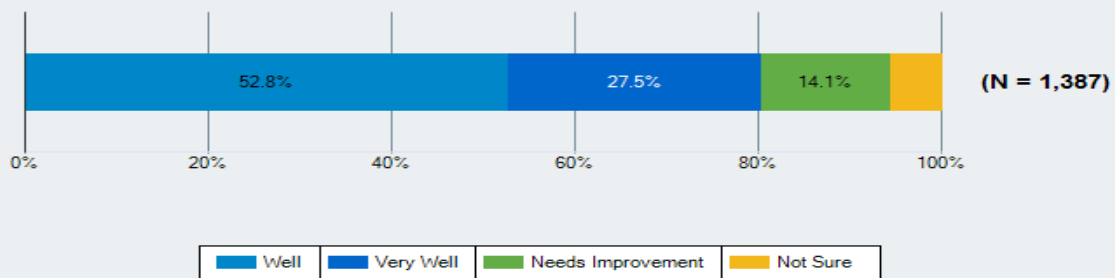
Q 3 How well do your teachers, counselors, and administrators provide you access to a rigorous and relevant curriculum?

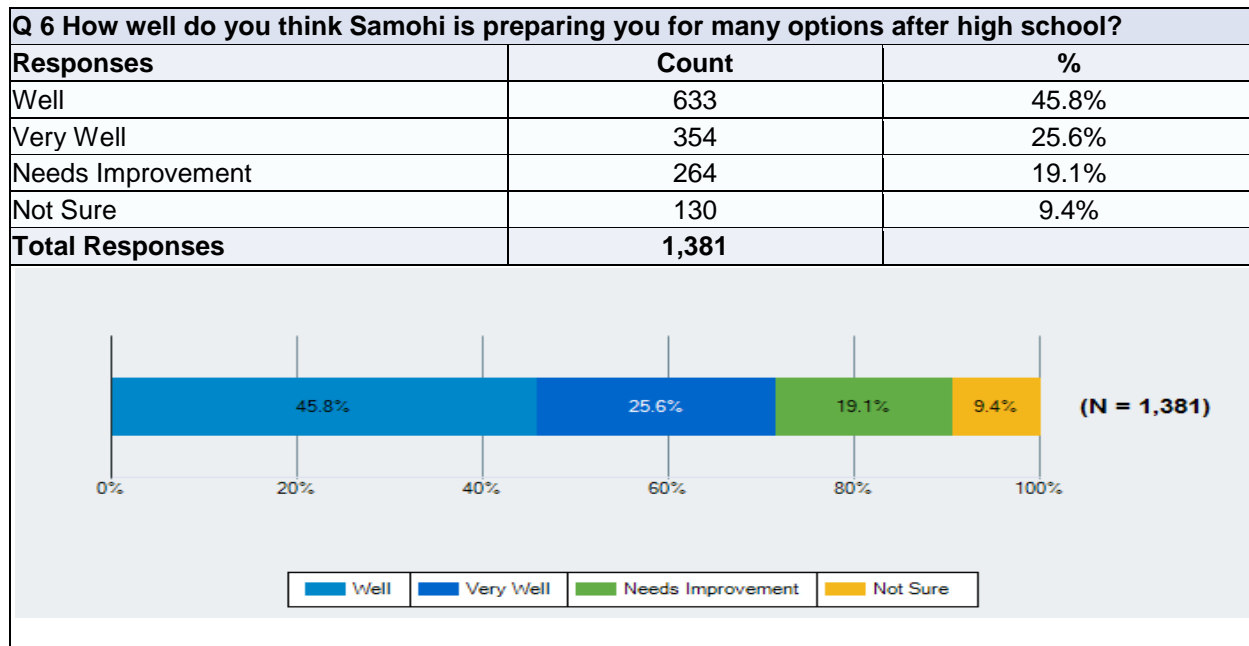
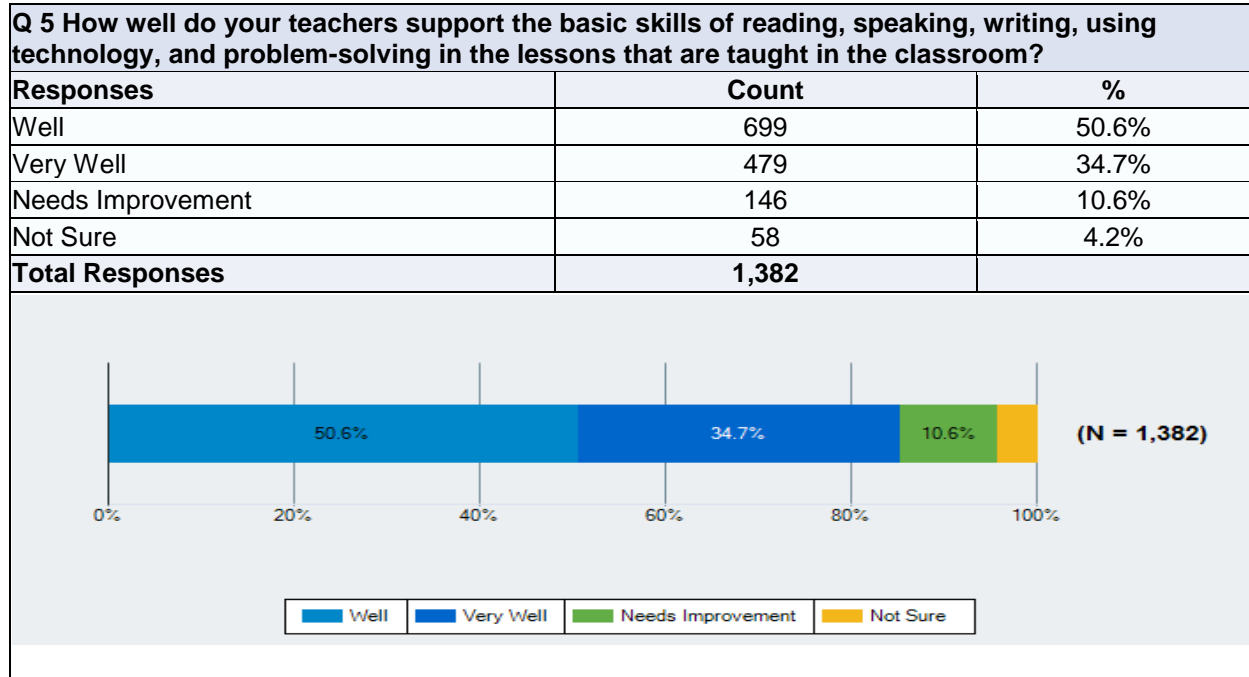
Responses	Count	%
Very Well	387	27.9%
Well	771	55.7%
Needs Improvement	158	11.4%
Not Sure	69	5.0%
Total Responses	1,385	



Q 4 How well do your teachers, counselors, and administrators provide you with clear learning goals for daily lessons that are taught in the classroom?

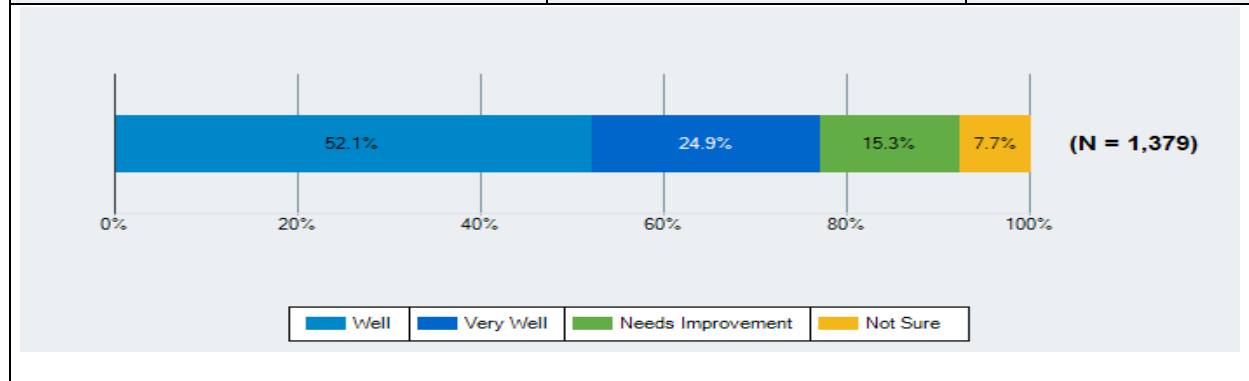
Responses	Count	%
Well	732	52.8%
Very Well	381	27.5%
Needs Improvement	196	14.1%
Not Sure	78	5.6%
Total Responses	1,387	





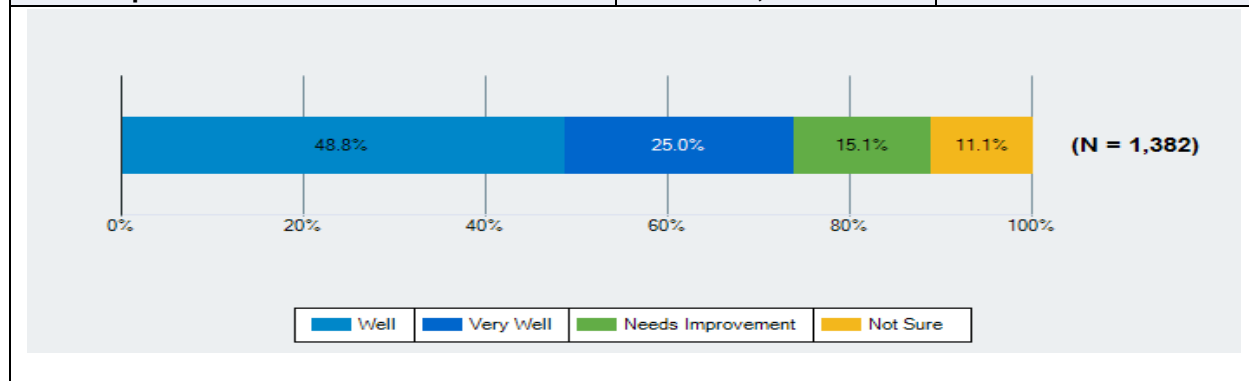
Q 7 How well is Samohi providing you with opportunities and support to make progress towards your academic, personal, and future goals?

Responses	Count	%
Well	719	52.1%
Very Well	343	24.9%
Needs Improvement	211	15.3%
Not Sure	106	7.7%
Total Responses	1,379	

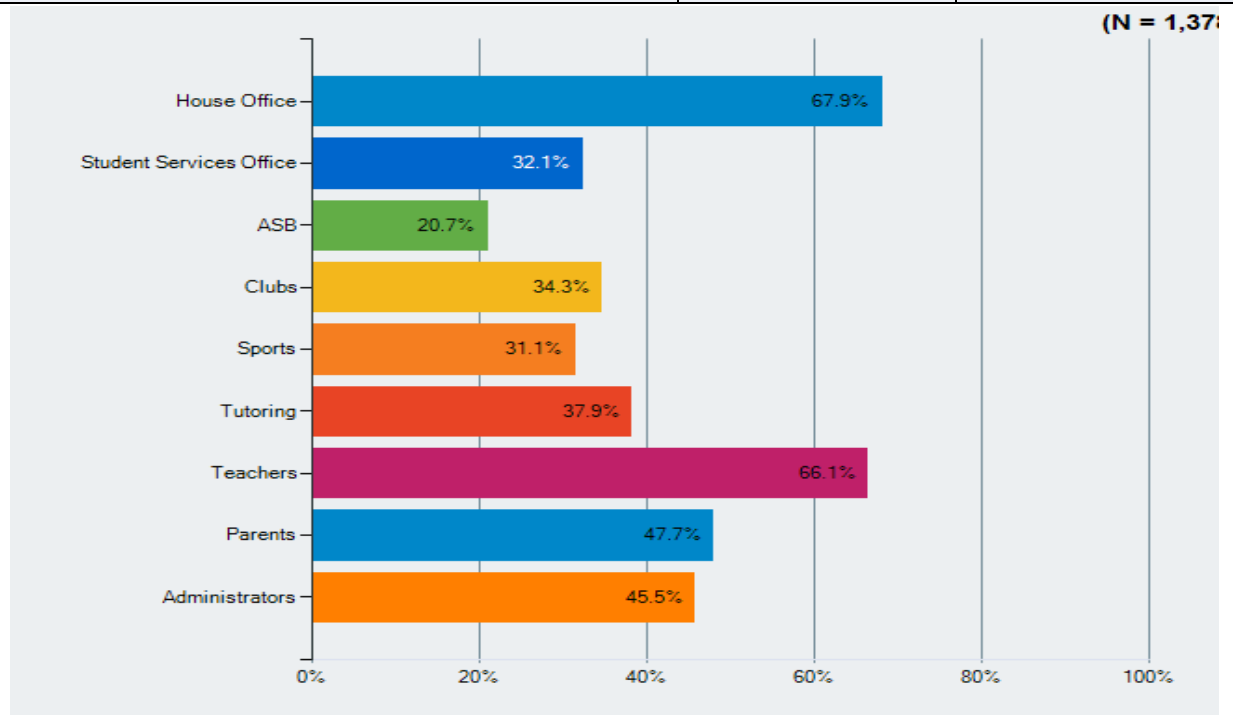


Q 8 How well does Samohi provide you with access to academic or social/emotional support services on campus?

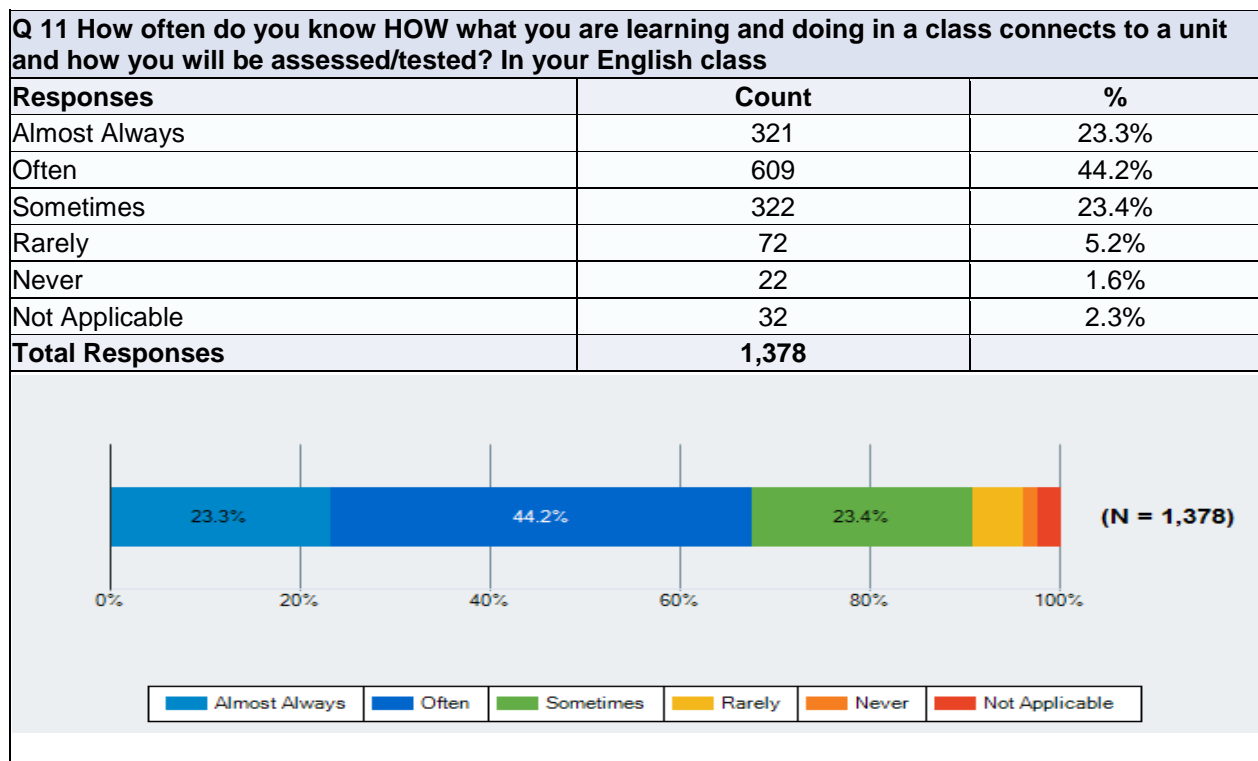
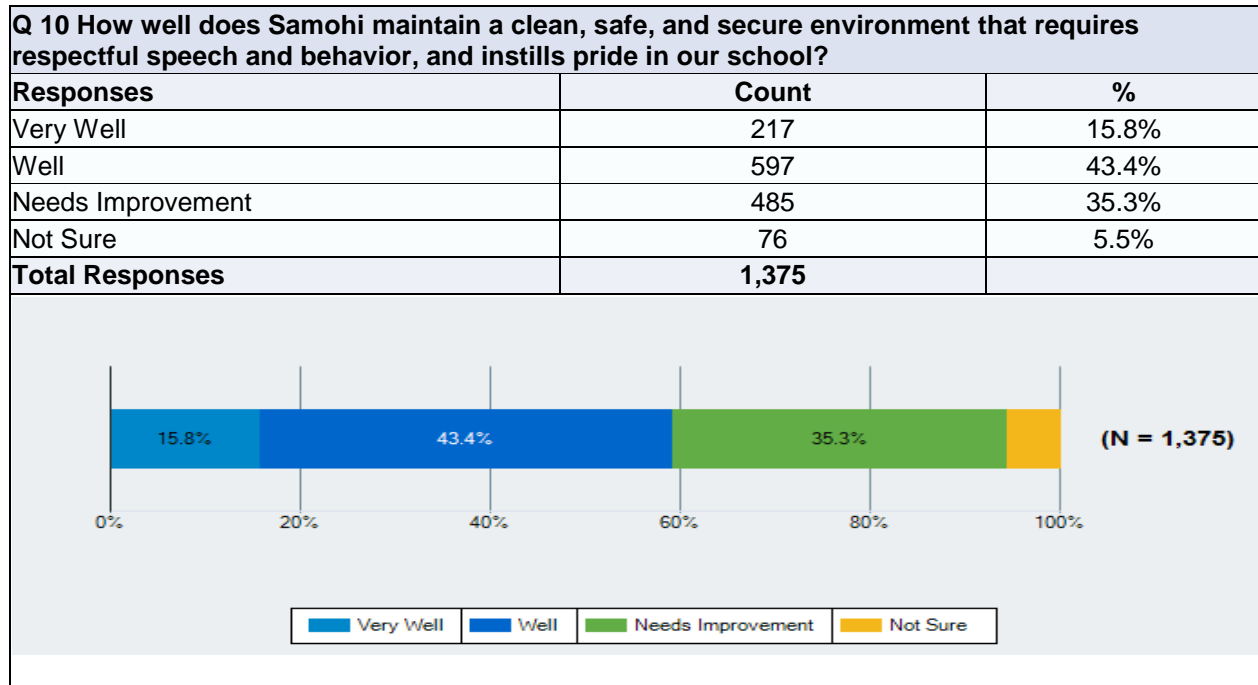
Responses	Count	%
Well	674	48.8%
Very Well	346	25.0%
Needs Improvement	208	15.1%
Not Sure	154	11.1%
Total Responses	1,382	



Q 9 Which of the following would you consider a student support service? (Check all that apply)		
Responses	Count	%
House Office	935	67.9%
Student Services Office	442	32.1%
ASB	285	20.7%
Clubs	473	34.3%
Sports	429	31.1%
Tutoring	522	37.9%
Teachers	911	66.1%
Parents	657	47.7%
Administrators	627	45.5%
Total Unique Responses	1,378	
Total Responses	5,281	

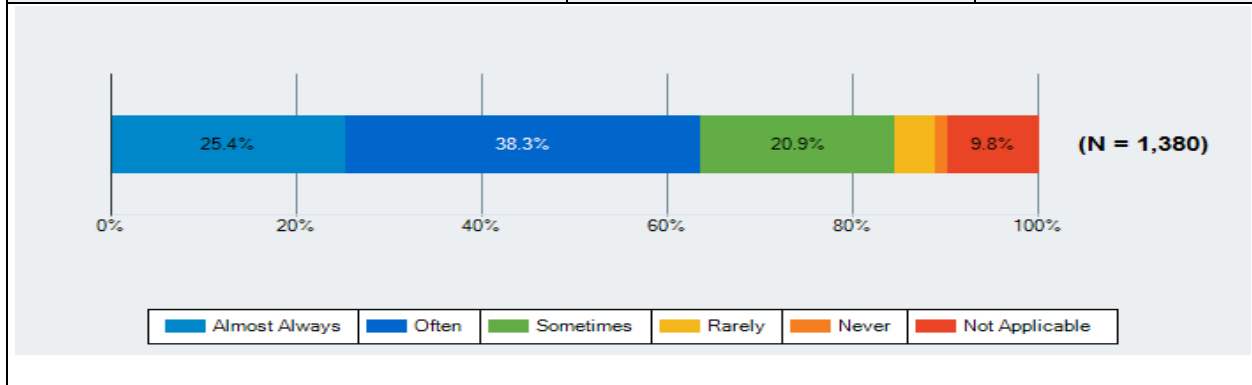


Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.



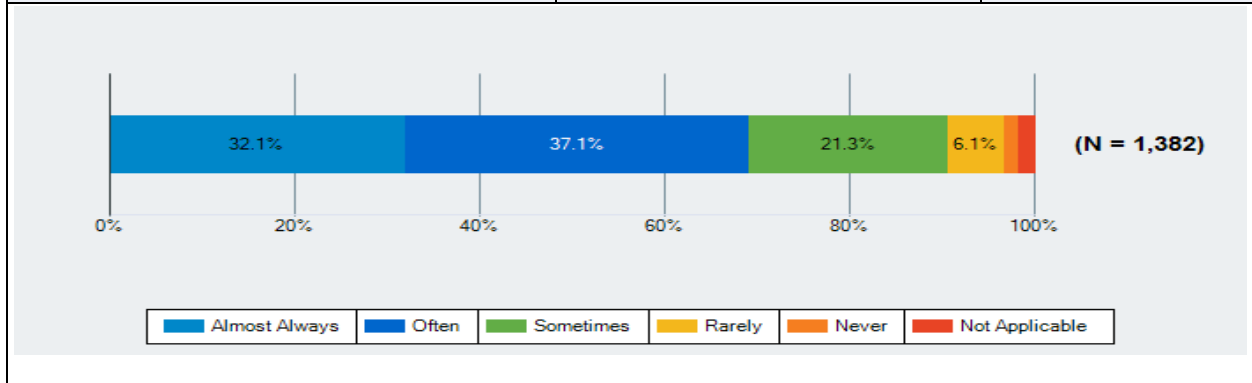
Q 12 How often do you know HOW what you are learning and doing in a class connects to a unit and how you will be assessed/tested? In your History class

Responses	Count	%
Almost Always	350	25.4%
Often	528	38.3%
Sometimes	288	20.9%
Rarely	61	4.4%
Never	18	1.3%
Not Applicable	135	9.8%
Total Responses	1,380	

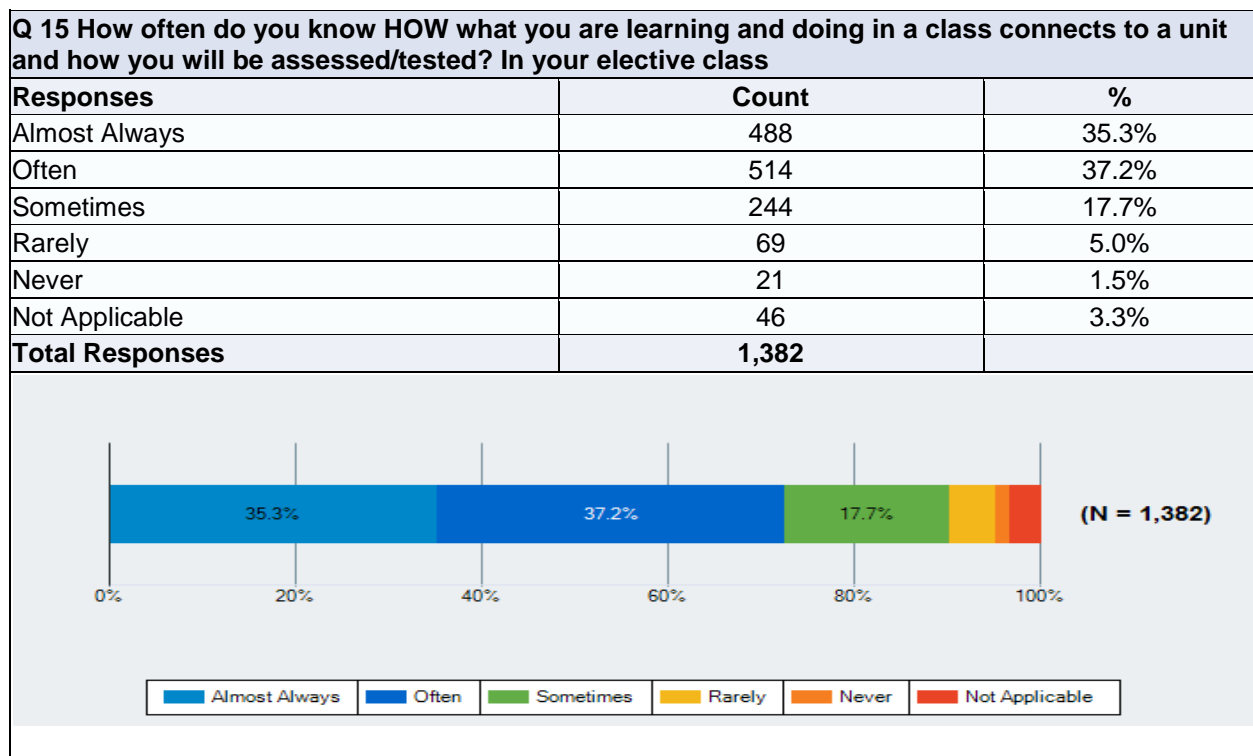
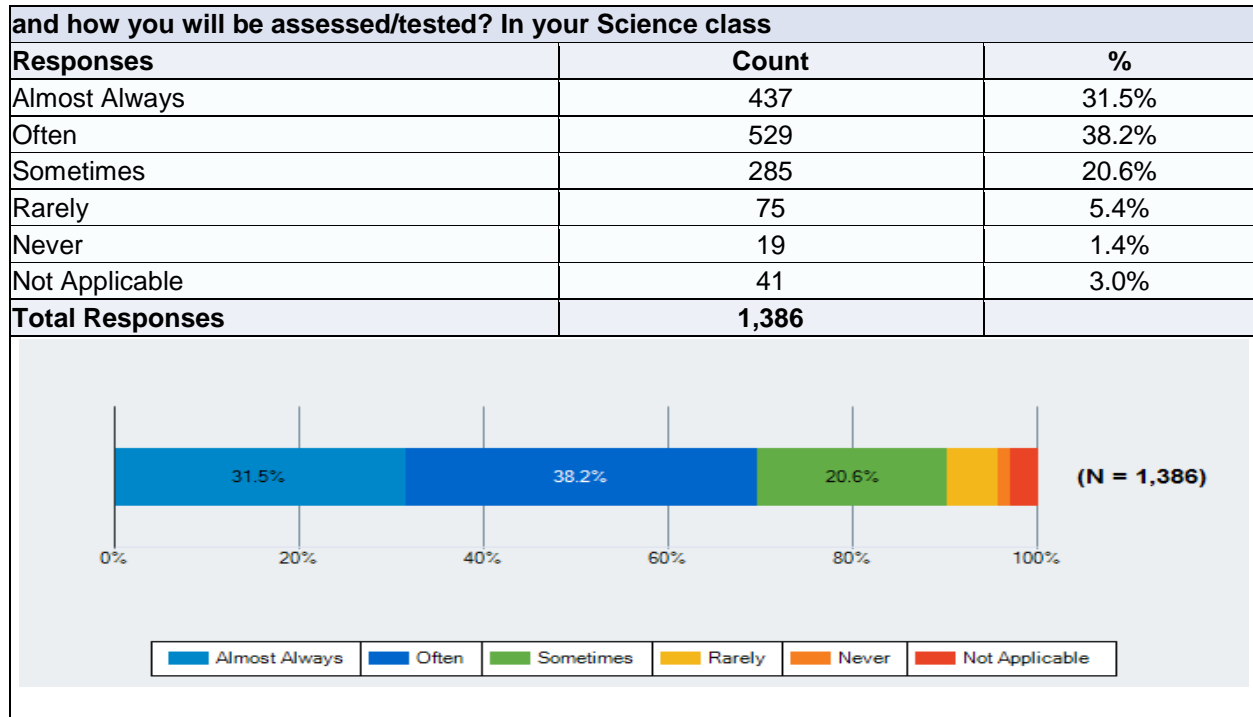


Q 13 How often do you know HOW what you are learning and doing in a class connects to a unit and how you will be assessed/tested? In your Math class

Responses	Count	%
Almost Always	443	32.1%
Often	513	37.1%
Sometimes	295	21.3%
Rarely	84	6.1%
Never	21	1.5%
Not Applicable	26	1.9%
Total Responses	1,382	

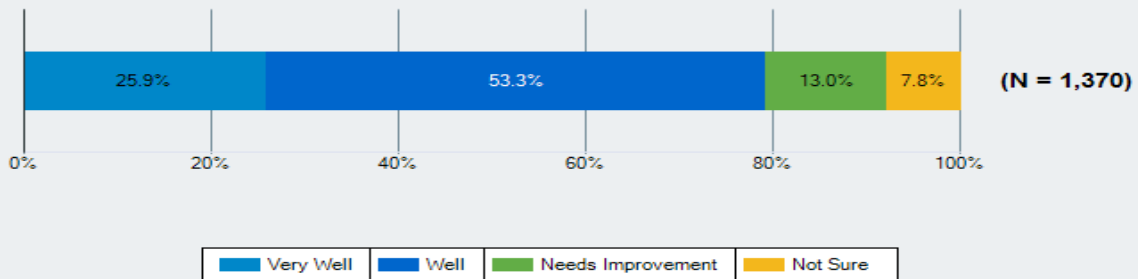


Q 14 How often do you know HOW what you are learning and doing in a class connects to a unit



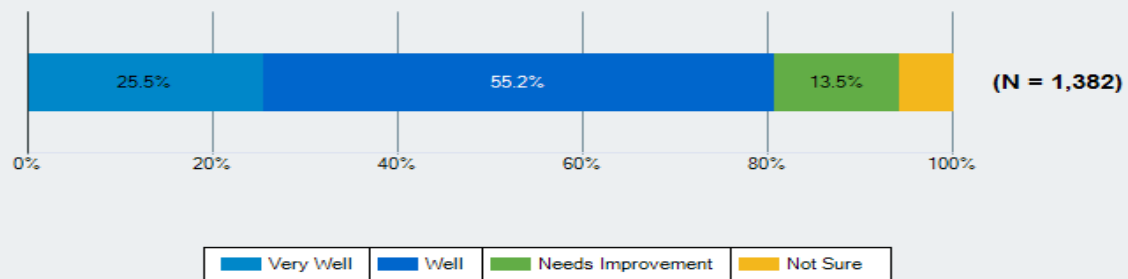
Q 16 How well do students and staff give and receive common courtesy, inside and outside of classrooms, and for and among members of diverse groups?

Responses	Count	%
Very Well	355	25.9%
Well	730	53.3%
Needs Improvement	178	13.0%
Not Sure	107	7.8%
Total Responses	1,370	

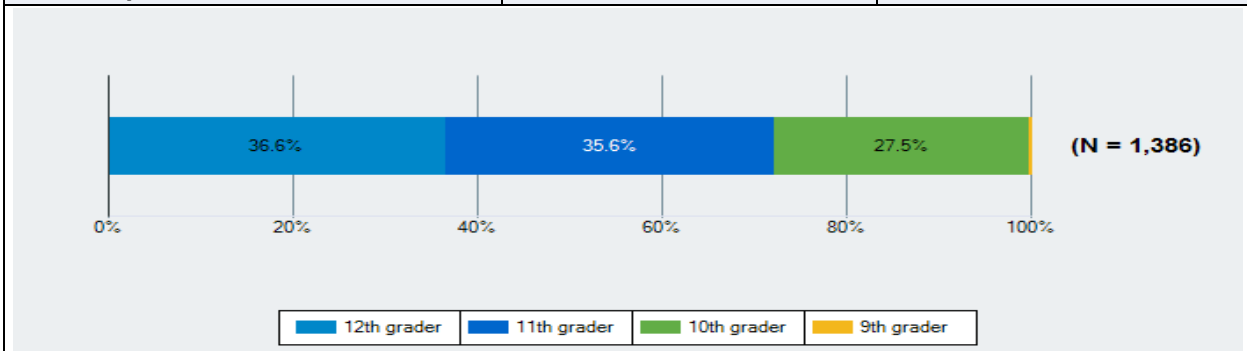


Q 17 How well does Samohi staff exemplify professionalism and model the speech and behavior expected of students?

Responses	Count	%
Very Well	352	25.5%
Well	763	55.2%
Needs Improvement	186	13.5%
Not Sure	81	5.9%
Total Responses	1,382	

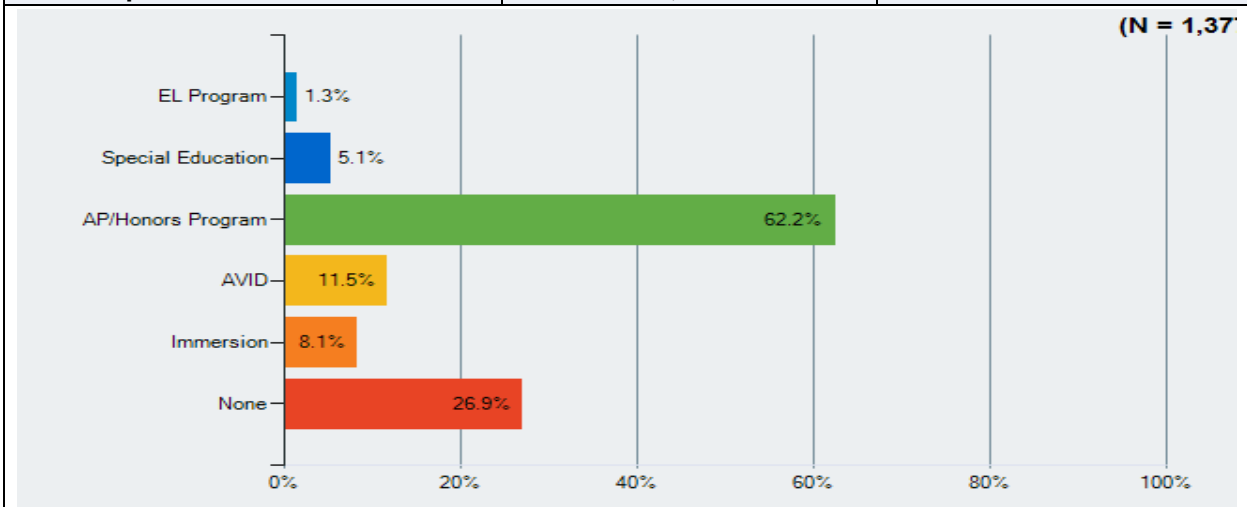


Q 18 I am a:		
Responses	Count	%
twelfth grader	507	36.6%
eleventh grader	493	35.6%
tenth grader	381	27.5%
ninth grader	5	0.4%
Total Responses	1,386	

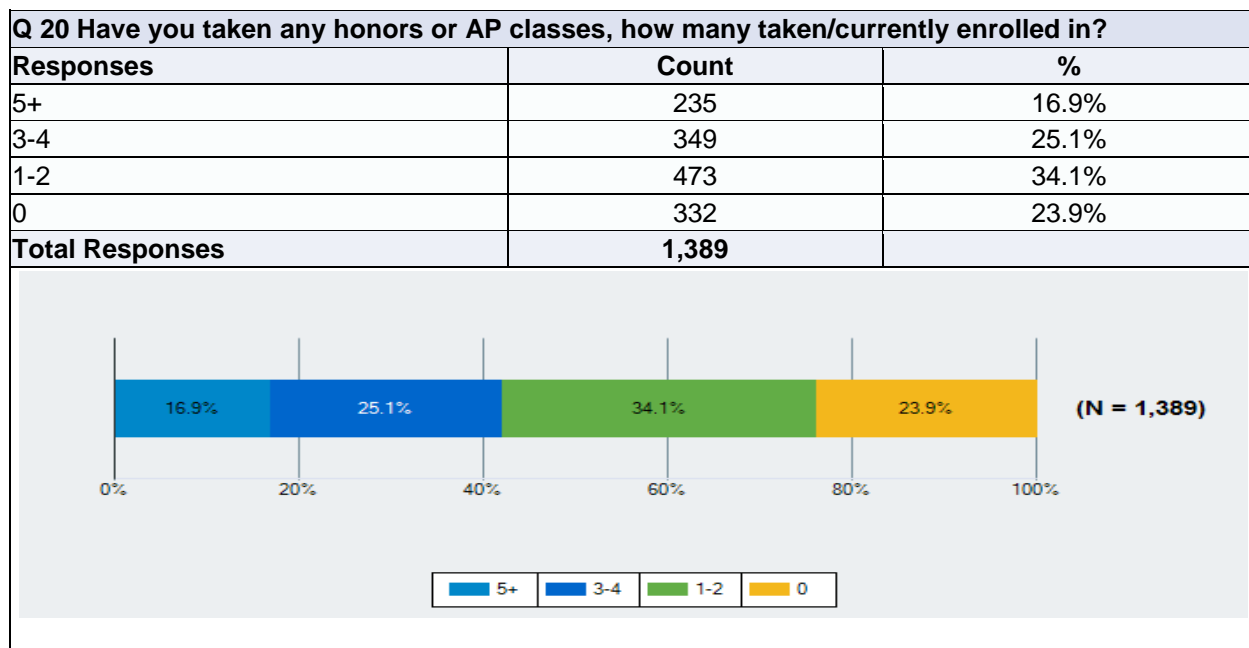


Q 19 I receive the following supports (Check all that apply):

Responses	Count	%
EL Program	18	1.3%
Special Education	70	5.1%
AP/Honors Program	857	62.2%
AVID	159	11.5%
Immersion	111	8.1%
None	370	26.9%
Total Unique Responses	1,377	
Total Responses	1,585	



Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.



Samohi Parent Survey

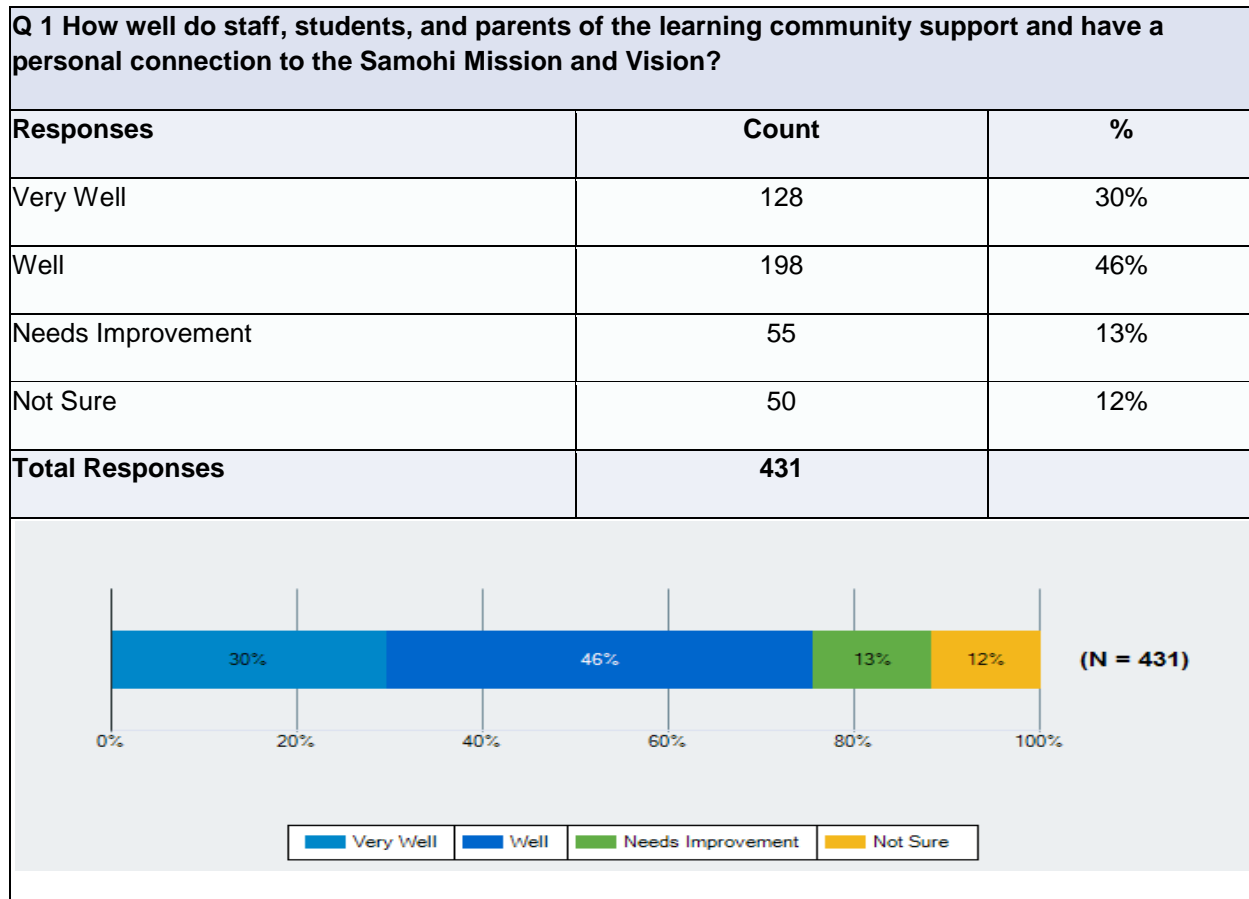
Survey Results

Santa Monica-Malibu Unified

July 24, 2017 - June 30, 2019

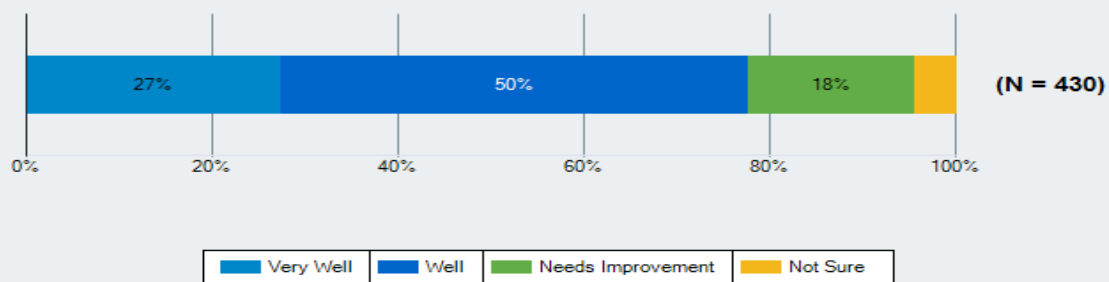


Survey Title: Samohi Parent Survey	
Report Type: Advanced Frequency	Language: All
Start Date: 24-Jul-17	
End Date: 30-Jun-19	
Data Sources	
Data Source 1: Single-Use Survey Passwords Passwords Generated: 2,091 Responses Received: 433 Response Rate: 20.71%	
Total Number of Responses in This Report: 433	



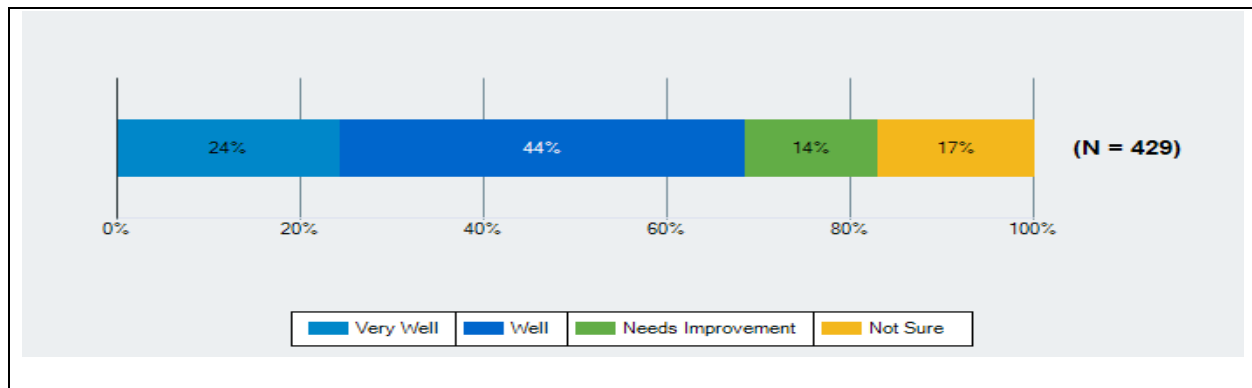
Q 2 To what extent is communication among staff, students, and parents coordinated and clear, and how does it help strengthen the connection between home and school?

Responses	Count	%
Very Well	118	27%
Well	216	50%
Needs Improvement	77	18%
Not Sure	19	4%
Total Responses	430	



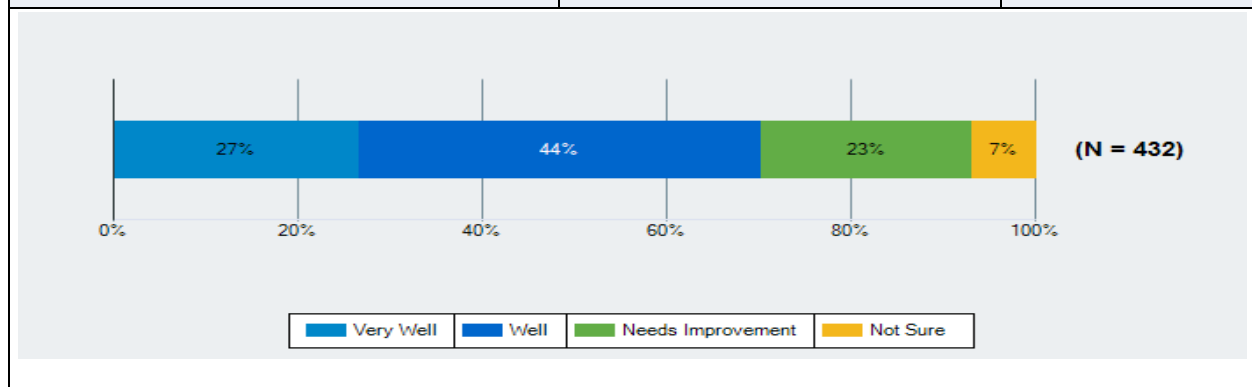
Q 3 How well does the school community partner with the greater Santa Monica community and its businesses to promote interaction and allow community members to have a supporting role on and off our campus?

Responses	Count	%
Very Well	105	24%
Well	189	44%
Needs Improvement	62	14%
Not Sure	73	17%
Total Responses	429	



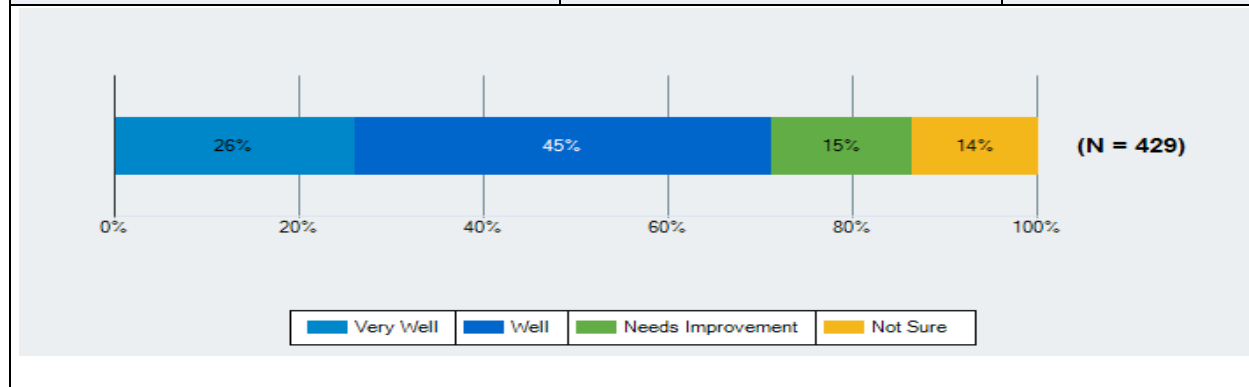
Q 4 How well do members of the learning community maintain a clean, safe, and secure environment that requires respectful speech and behavior, and instills pride in our school?

Responses	Count	%
Very Well	115	27%
Well	188	44%
Needs Improvement	99	23%
Not Sure	30	7%
Total Responses	432	



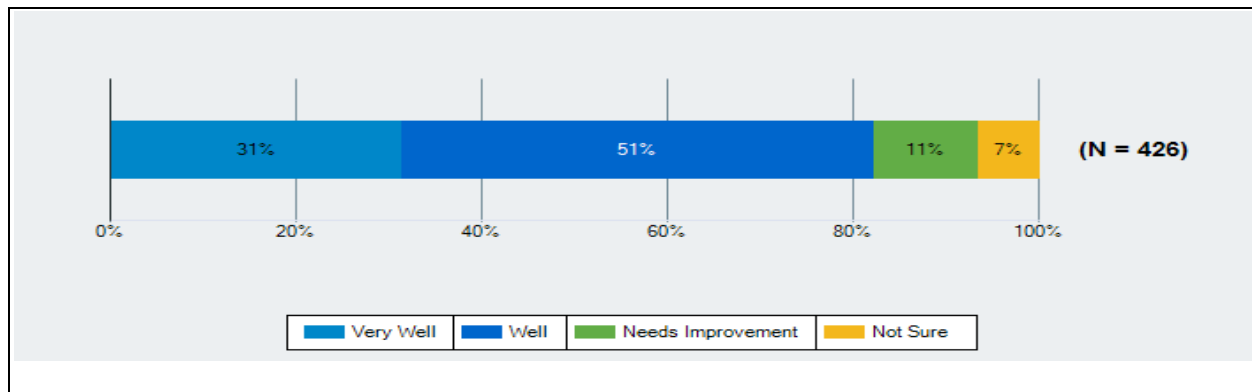
Q 5 How well do members of the learning community give and receive common courtesy (inside and outside of classrooms) for and among members of diverse groups?

Responses	Count	%
Very Well	112	26%
Well	193	45%
Needs Improvement	66	15%
Not Sure	58	14%
Total Responses	429	



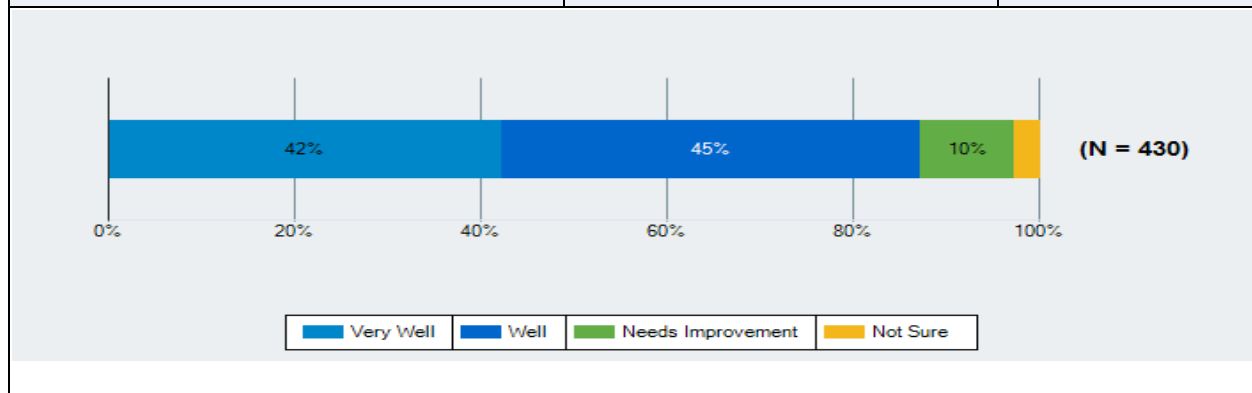
Q 6 How well does Samohi staff exemplify professionalism and model the speech and behavior expected of students?

Responses	Count	%
Very Well	134	31%
Well	216	51%
Needs Improvement	48	11%
Not Sure	28	7%
Total Responses	426	



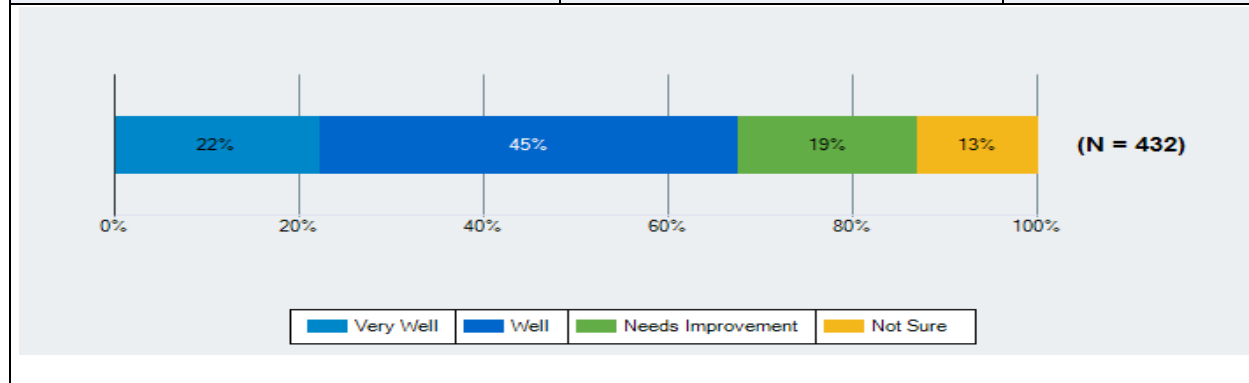
Q 7 How well does your student meet or exceed academic standards and demonstrate personal, social, and career skills expected of all Samohi graduates?

Responses	Count	%
Very Well	182	42%
Well	193	45%
Needs Improvement	43	10%
Not Sure	12	3%
Total Responses	430	



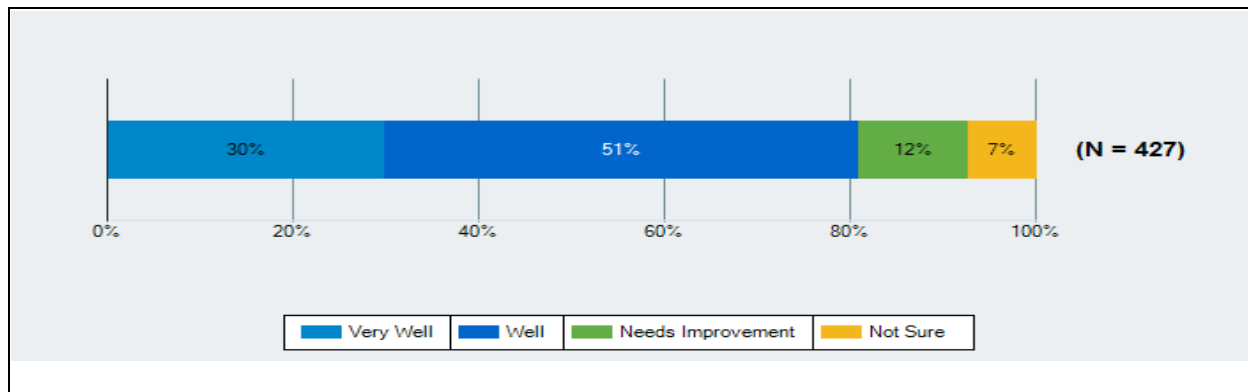
Q 8 How well do staff and community partners help students make connections between subject areas, as well as provide opportunities for real-life experiences?

Responses	Count	%
Very Well	96	22%
Well	196	45%
Needs Improvement	84	19%
Not Sure	56	13%
Total Responses	432	



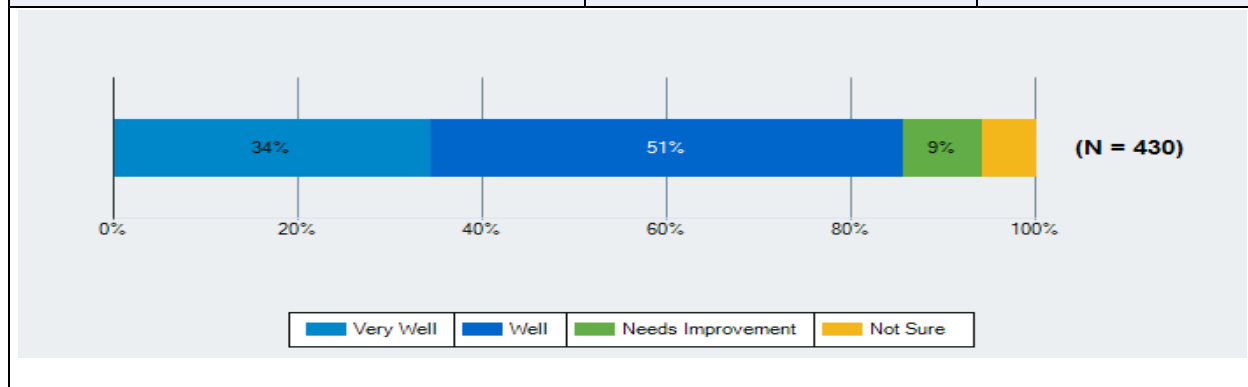
Q 9 How well does staff provide student access to a rigorous and relevant curriculum, including daily lessons driven by academic standards and student performance?

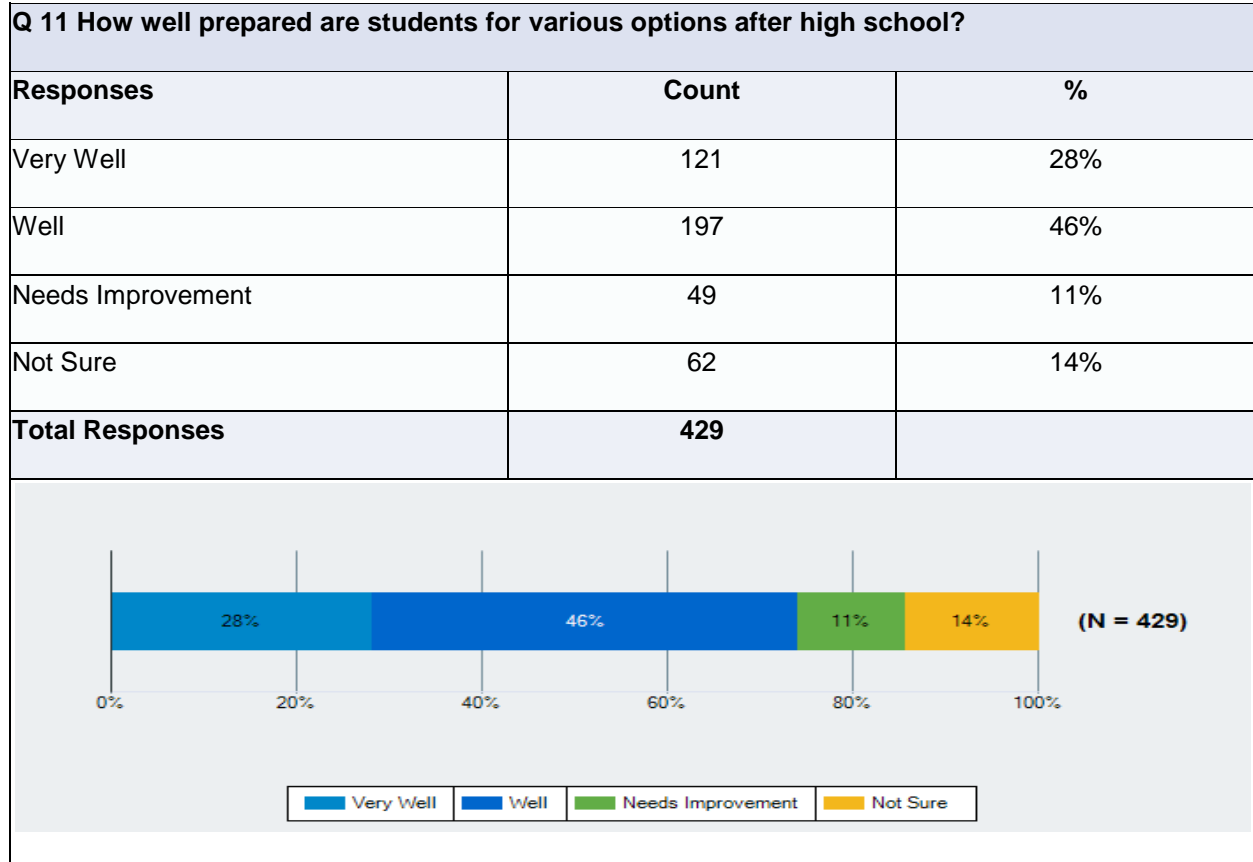
Responses	Count	%
Very Well	128	30%
Well	217	51%
Needs Improvement	51	12%
Not Sure	31	7%
Total Responses	427	

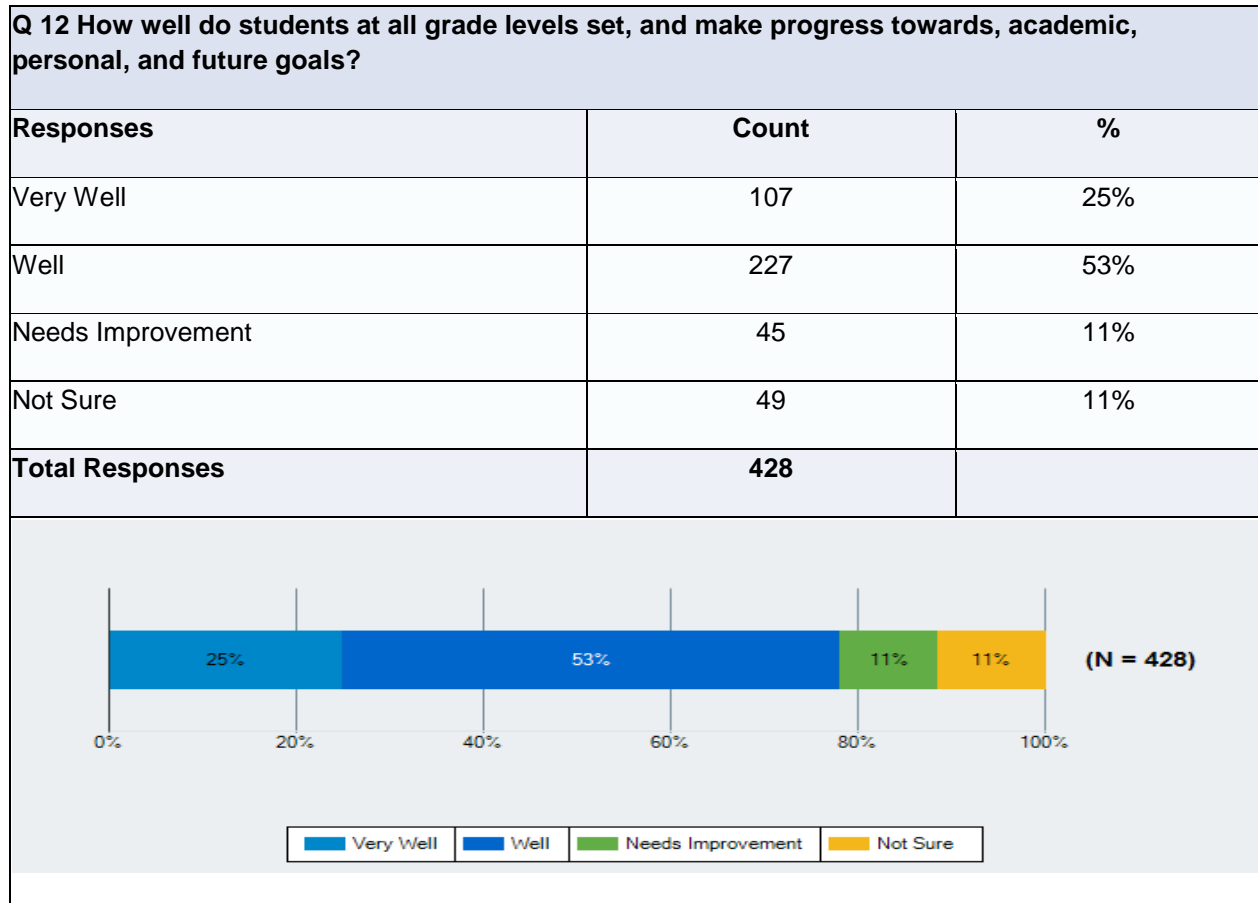


Q 10 How well do teachers support the basic skills of reading, speaking, writing, using technology, and problem-solving in their curriculum?

Responses	Count	%
Very Well	148	34%
Well	220	51%
Needs Improvement	37	9%
Not Sure	25	6%
Total Responses	430	

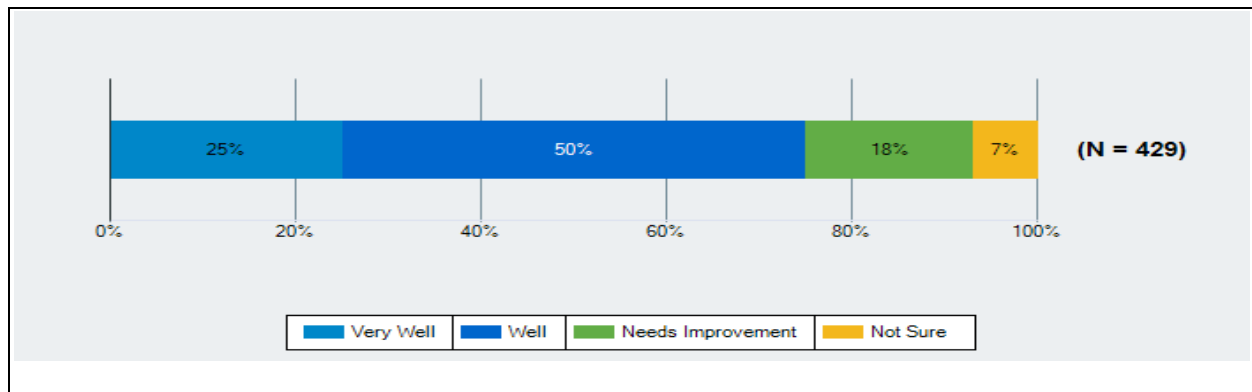






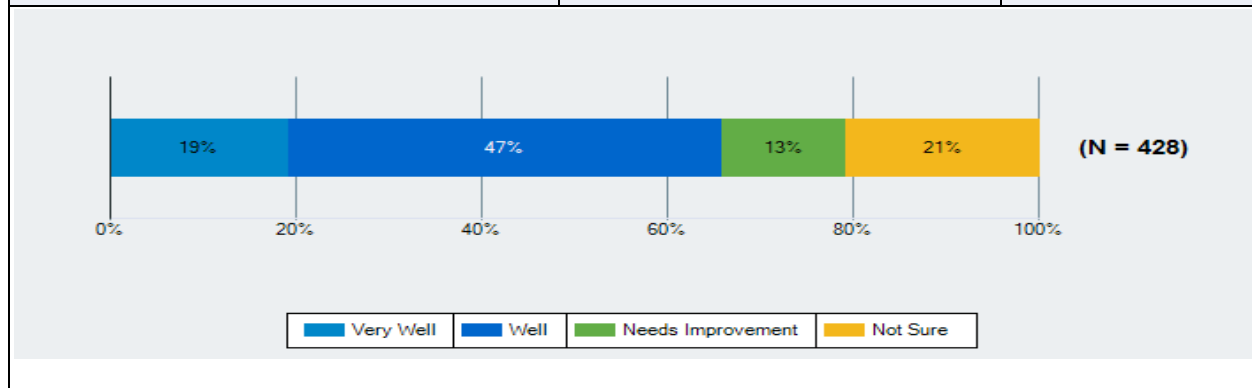
Q 13 How well do staff members assist students in goal-setting and achievement, and help them follow a plan for their future?

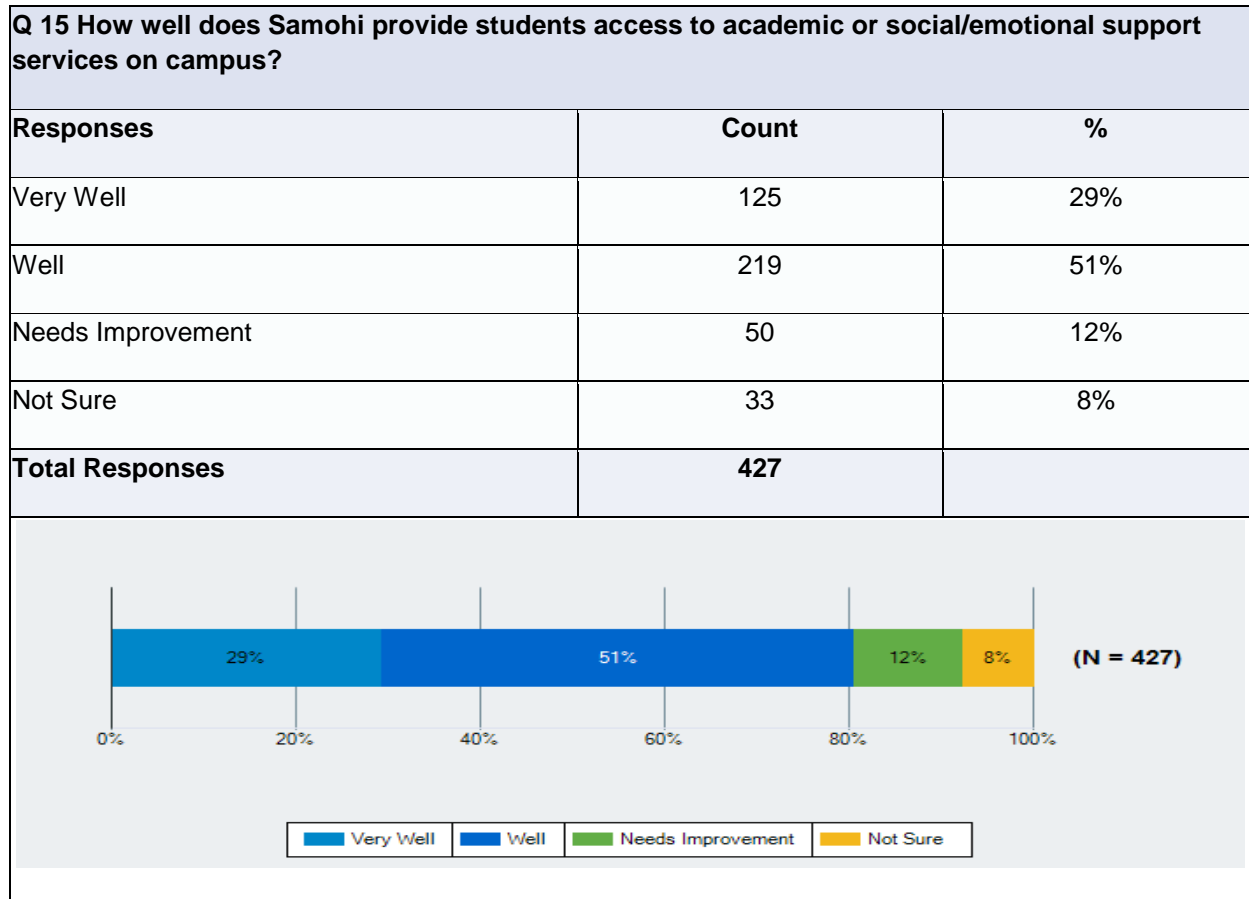
Responses	Count	%
Very Well	108	25%
Well	214	50%
Needs Improvement	77	18%
Not Sure	30	7%
Total Responses	429	



Q 14 How well does Samohi develop a schoolwide plan for improvement that is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents?

Responses	Count	%
Very Well	82	19%
Well	200	47%
Needs Improvement	57	13%
Not Sure	89	21%
Total Responses	428	

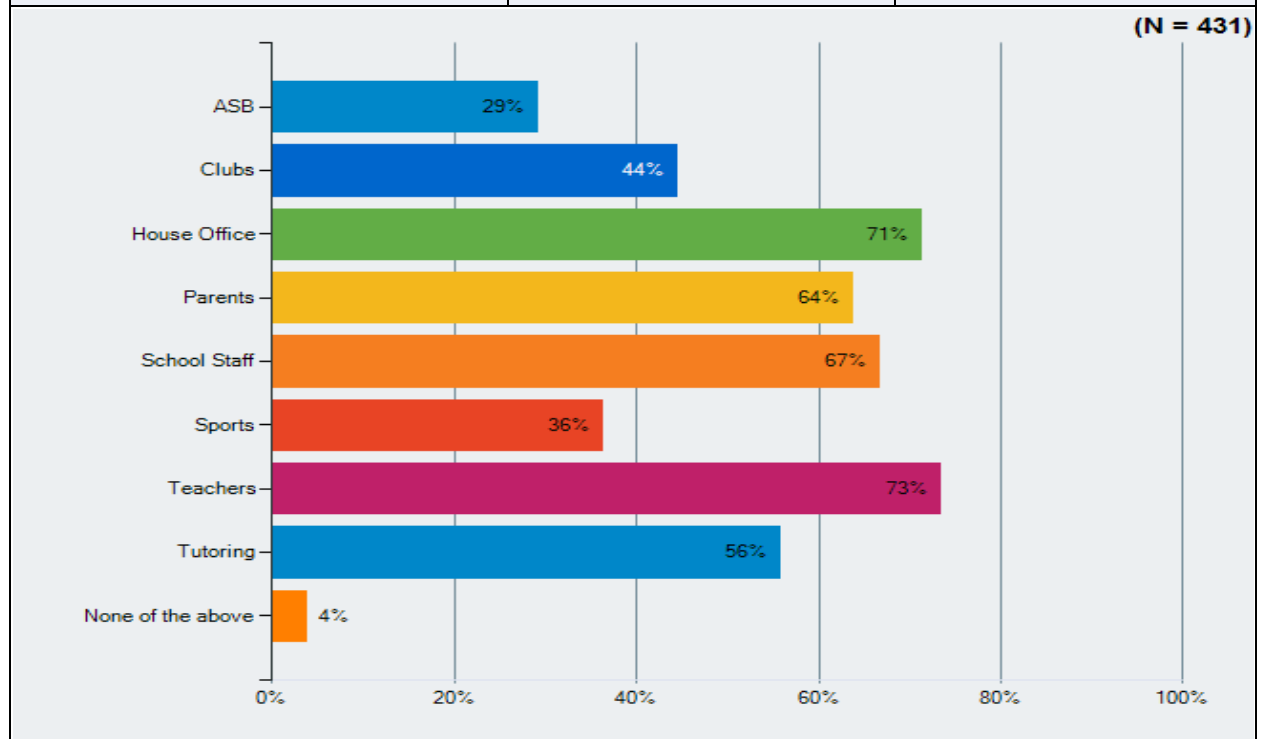




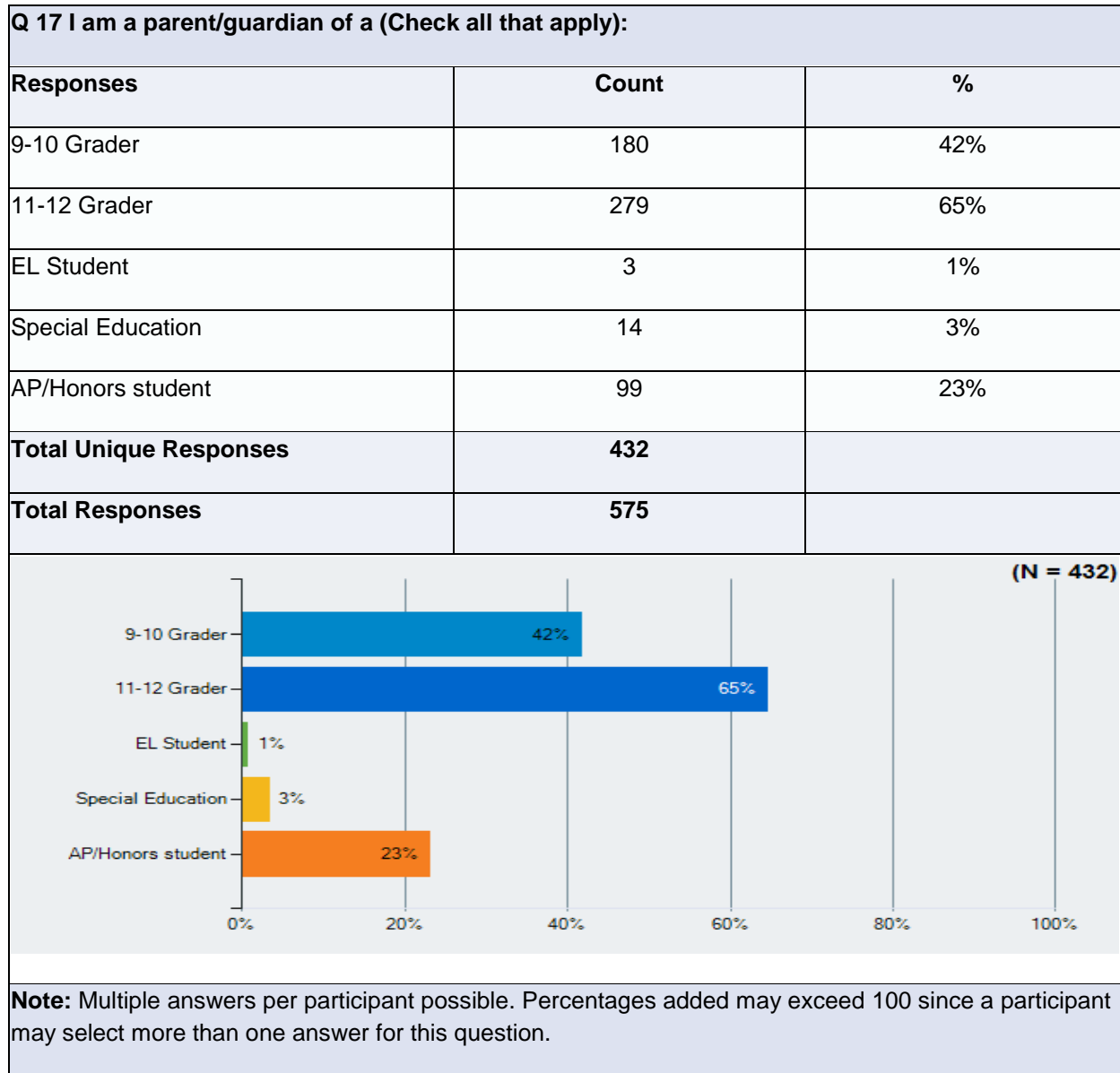
Q 16 Which of the following would you consider a student support service? (Check all that apply)

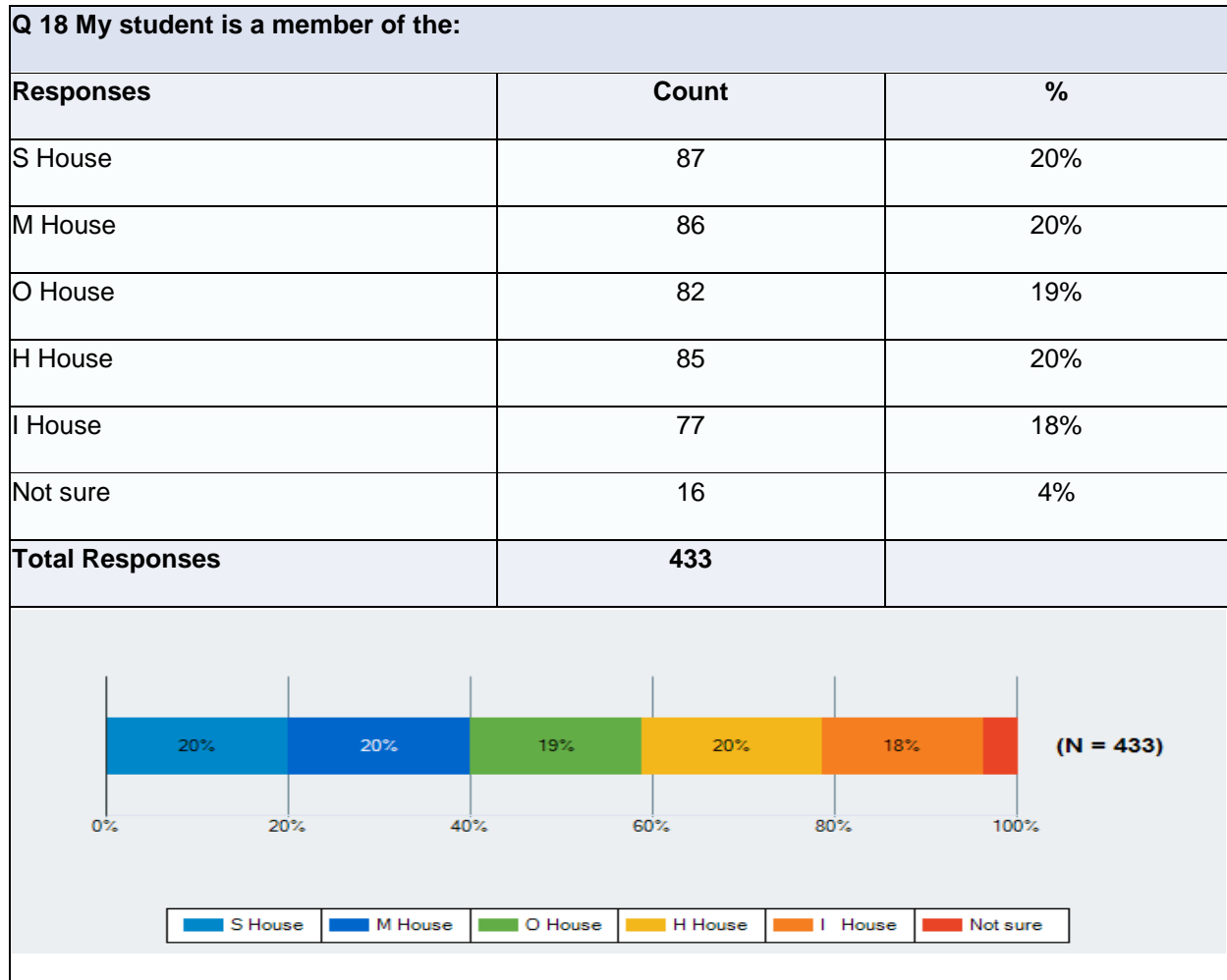
Responses	Count	%
ASB	125	29%
Clubs	191	44%
House Office	307	71%
Parents	274	64%
School Staff	287	67%
Sports	156	36%
Teachers	316	73%

Tutoring	240	56%
None of the above	16	4%
Total Unique Responses	431	
Total Responses	1,912	



Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.





Samohi Faculty Survey

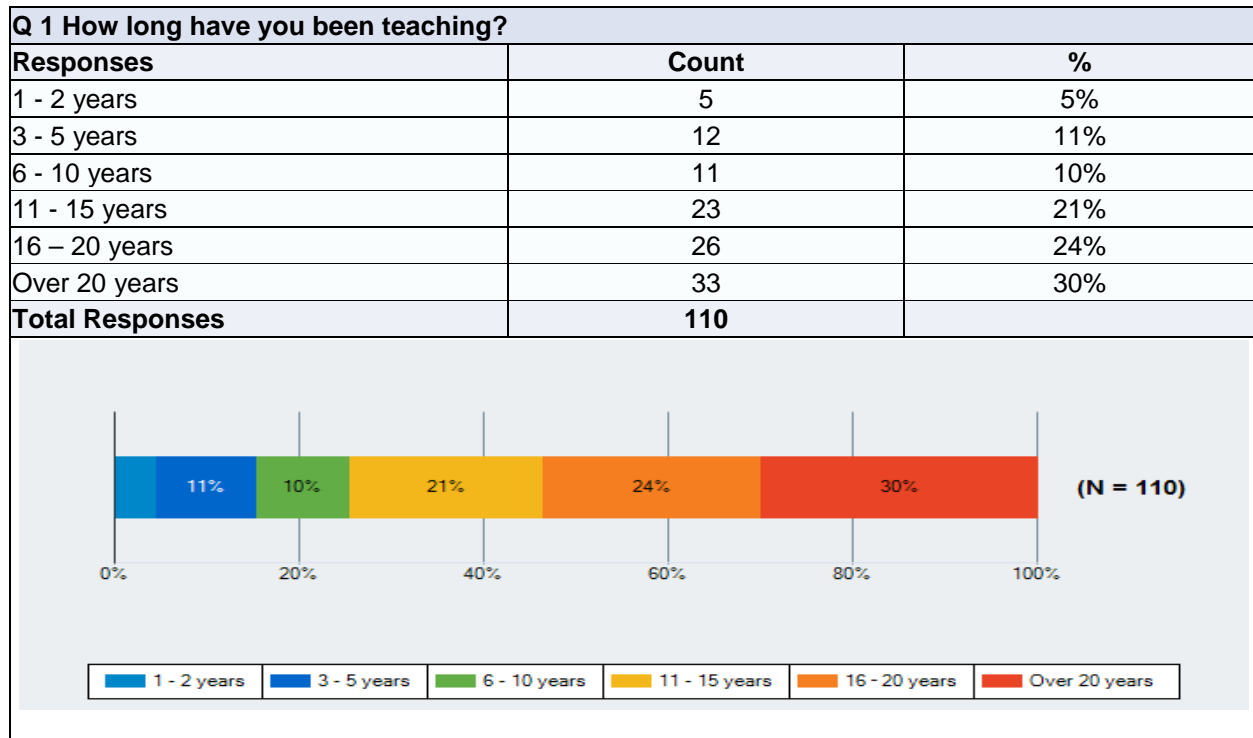
Survey Results

Santa Monica-Malibu Unified

July 25, 2017 - June 30, 2019

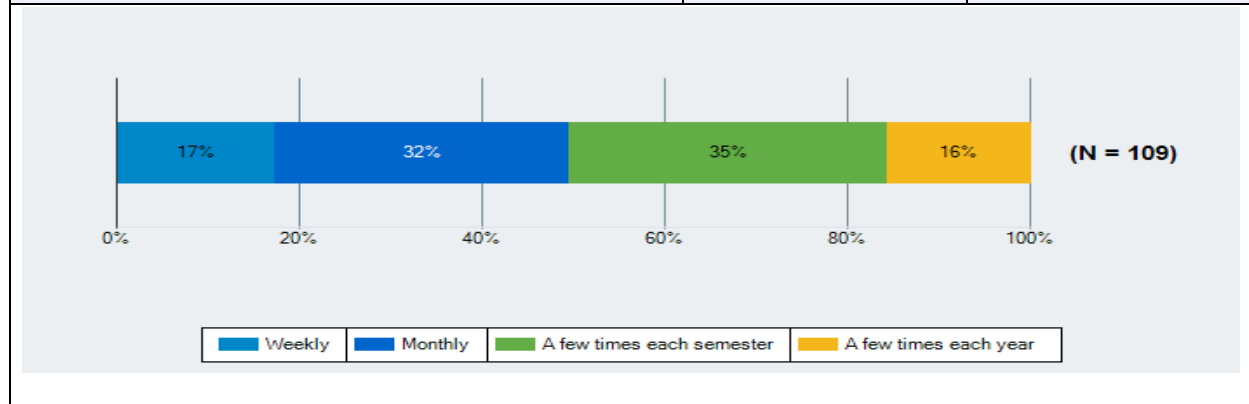


Report Title:
Survey Title: Samohi Faculty Survey
Report Type: Advanced Frequency
Start Date: 25-Jul-17
End Date: 30-Jun-19
Data Sources
Data Source 1: Multi-Use Link Invitations Delivered: 0 Responses Received: 42 Data Source 2: Single-Use Survey Passwords Passwords Generated: 170 Responses Received: 68 Response Rate: 40.00% Total Number of Responses in This Report: 110



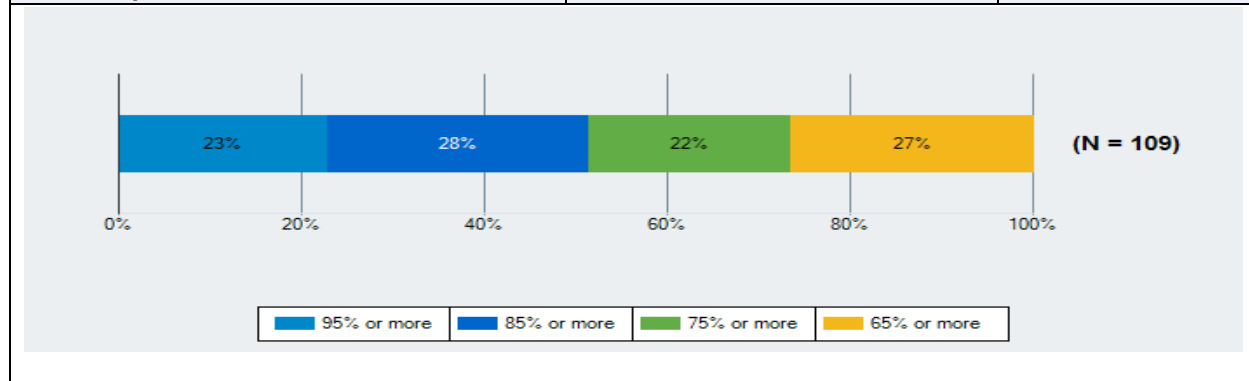
Q 2 How often do you use data during professional development to focus on student learning needs?

Responses	Count	%
Weekly	19	17%
Monthly	35	32%
A few times each semester	38	35%
A few times each year	17	16%
Total Responses	109	



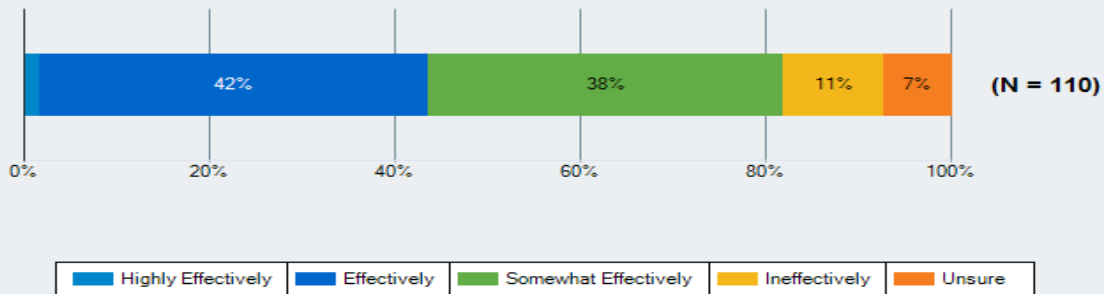
Q 3 How much of our collaborative and professional time is focused on the achievement of academic standards and schoolwide learning results?

Responses	Count	%
95% or more	25	23%
85% or more	31	28%
75% or more	24	22%
65% or more	29	27%
Total Responses	109	



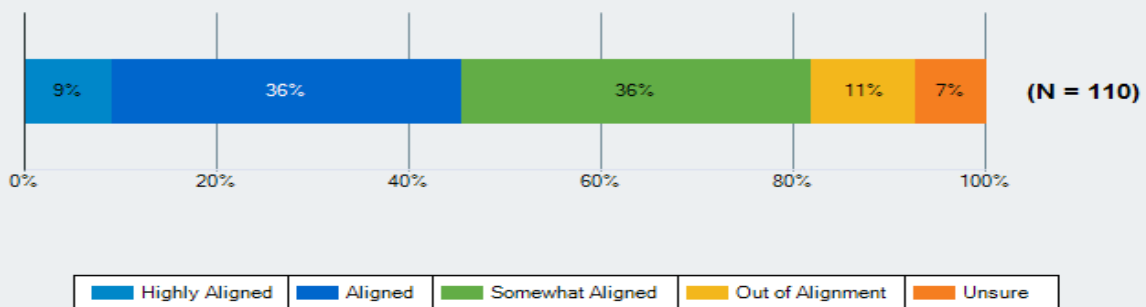
Q 4 To what extent are the resources, both human and financial, utilized effectively and appropriately to support students in achieving the academic standards and expected school wide learning results?

Responses	Count	%
Highly Effectively	2	2%
Effectively	46	42%
Somewhat Effectively	42	38%
Ineffectively	12	11%
Unsure	8	7%
Total Responses	110	



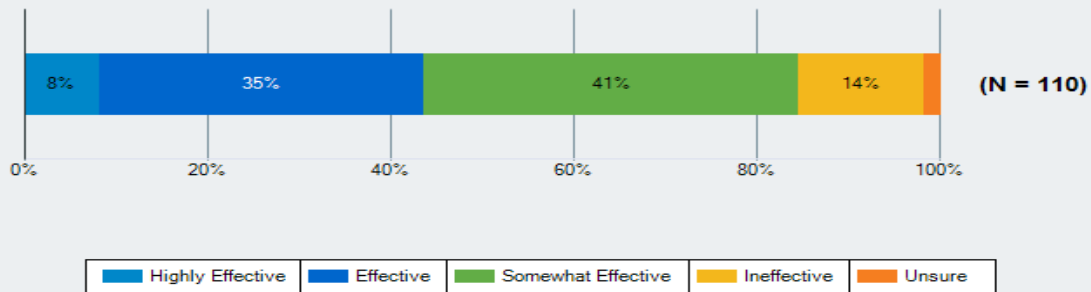
Q 5 To what extent are the policies and school rules at Samohi aligned with the school's vision, expected learning results, and academic standards?

Responses	Count	%
Highly Aligned	10	9%
Aligned	40	36%
Somewhat Aligned	40	36%
Out of Alignment	12	11%
Unsure	8	7%
Total Responses	110	



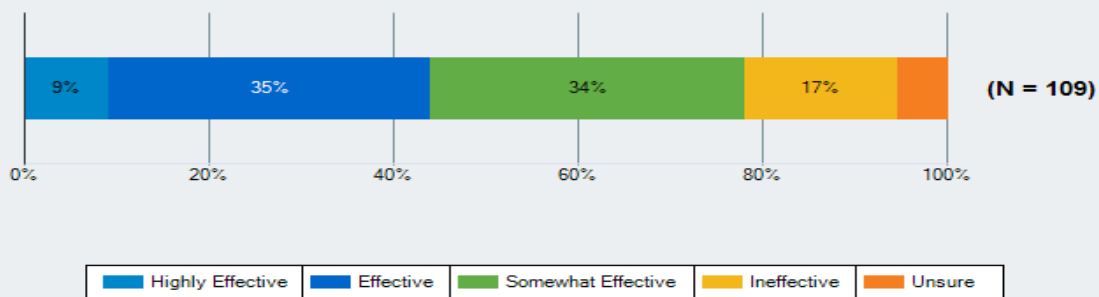
Q 6 How effective is the support provided through professional development?

Responses	Count	%
Highly Effective	9	8%
Effective	39	35%
Somewhat Effective	45	41%
Ineffective	15	14%
Unsure	2	2%
Total Responses	110	



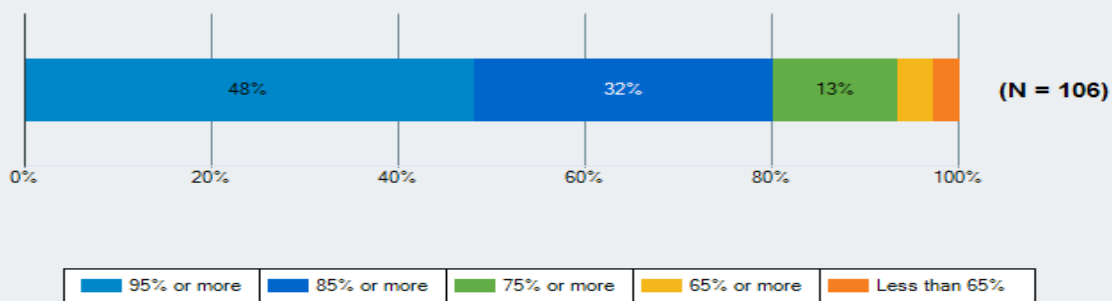
Q 7 How effective are the certificated staff evaluation procedures as a process designed to continuously improve teaching and learning?

Responses	Count	%
Highly Effective	10	9%
Effective	38	35%
Somewhat Effective	37	34%
Ineffective	18	17%
Unsure	6	6%
Total Responses	109	



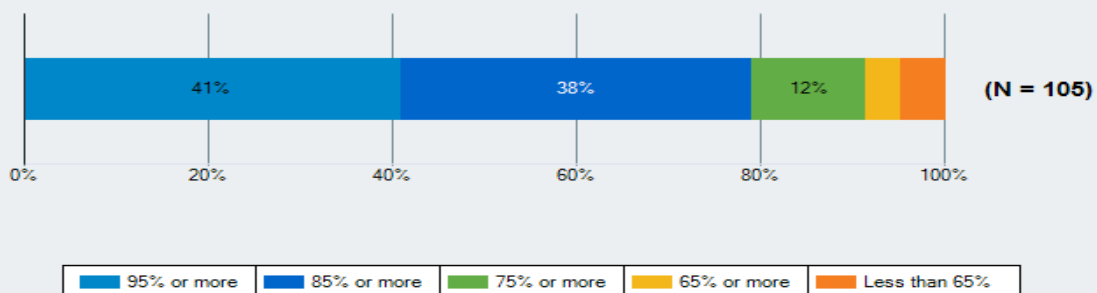
Q 8 Approximately how many of the California Standards and/or skills outlined in the California Frameworks for your content area and grade level do you cover in your course curriculum?

Responses	Count	%
95% or more	51	48%
85% or more	34	32%
75% or more	14	13%
65% or more	4	4%
Less than 65%	3	3%
Total Responses	106	



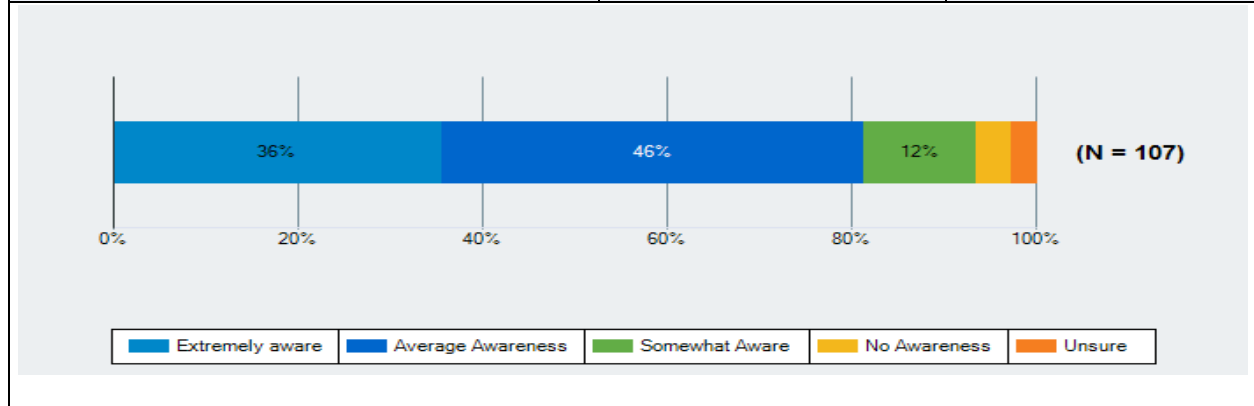
Q 9 How much of your curricular time do you devote to California Standards and/or skills outlined in California Frameworks for your content area?

Responses	Count	%
95% or more	43	41%
85% or more	40	38%
75% or more	13	12%
65% or more	4	4%
Less than 65%	5	5%
Total Responses	105	



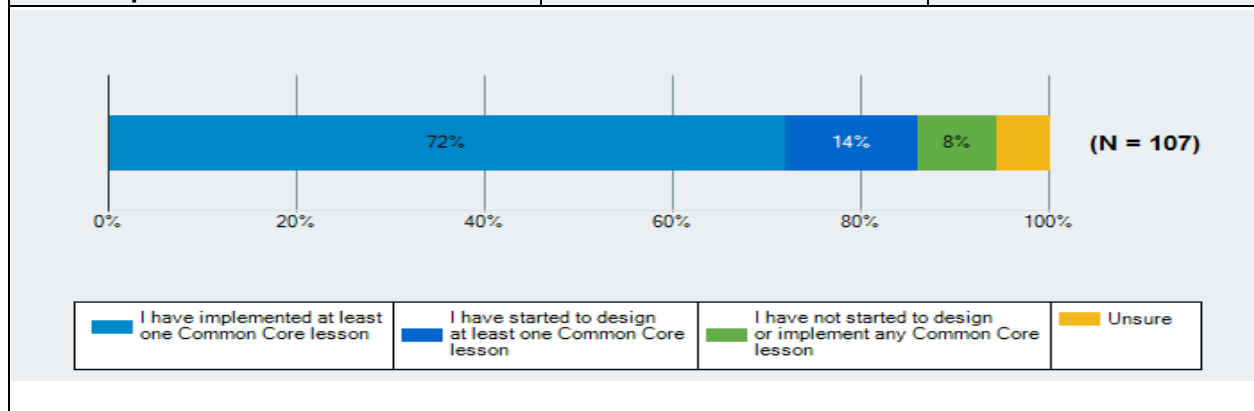
Q 10 What is your level of awareness relative to the newly adopted Common Core Standards for your specific content area?

Responses	Count	%
Extremely aware	38	36%
Average Awareness	49	46%
Somewhat Aware	13	12%
No Awareness	4	4%
Unsure	3	3%
Total Responses	107	



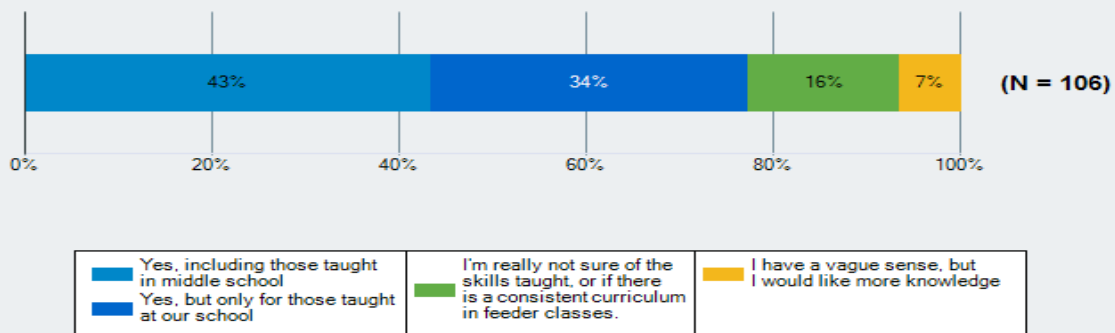
Q 11 To what degree have you begun to implement Common Core lessons in your classes?

Responses	Count	%
I have implemented at least one Common Core lesson	77	72%
I have started to design at least one Common Core lesson	15	14%
I have not started to design or implement any Common Core lesson	9	8%
Unsure	6	6%
Total Responses	107	



Q 12 Do you know what skills and knowledge students are taught in the courses that lead up to your courses?

Responses	Count	%
Yes, including those taught in middle school	46	43%
Yes, but only for those taught at our school	36	34%
I'm really not sure of the skills taught, or if there is a consistent curriculum in feeder classes.	17	16%
I have a vague sense, but I would like more knowledge	7	7%
Total Responses	106	

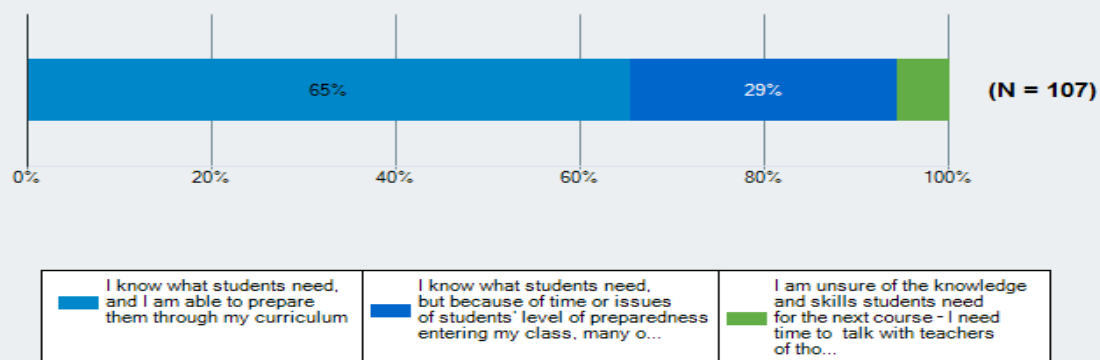


Q 14 How often do you connect concepts in your curriculum to those in other curricular areas and/or the world outside of school?

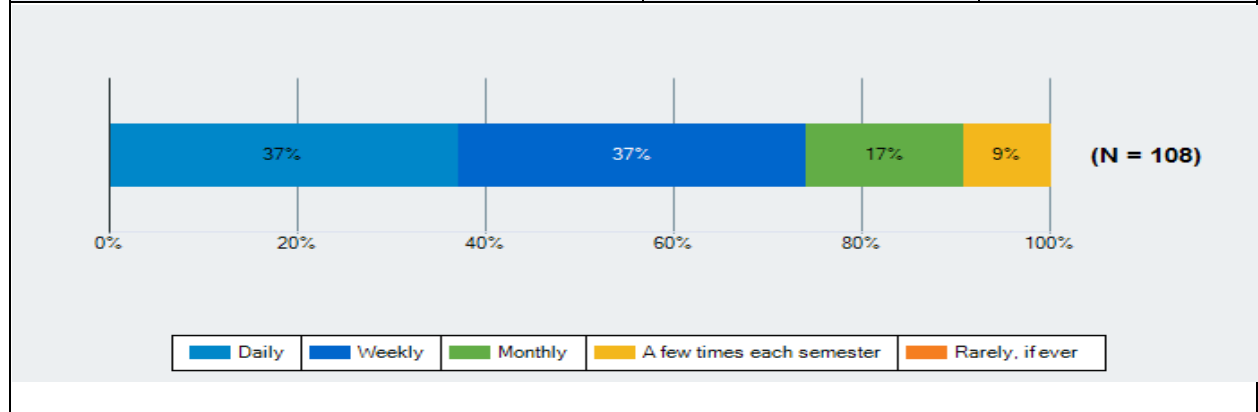
Responses	Count	%
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Q 13 What is your degree of understanding regarding the skills and knowledge students need to succeed in the courses that follow yours?

Responses	Count	%
I know what students need, and I am able to prepare them through my curriculum	70	65%
I know what students need, but because of time or issues of students' level of preparedness entering my class, many of my students do not get the skills and knowledge needed for the next course	31	29%
I am unsure of the knowledge and skills students need for the next course – I need time to talk with teachers of those courses	6	6%
Total Responses	107	

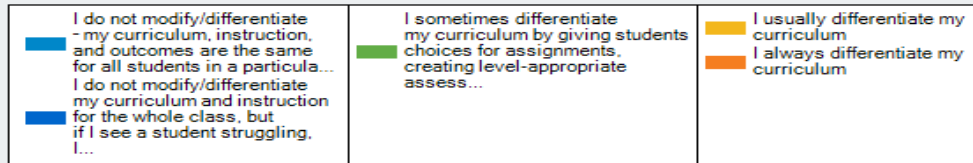
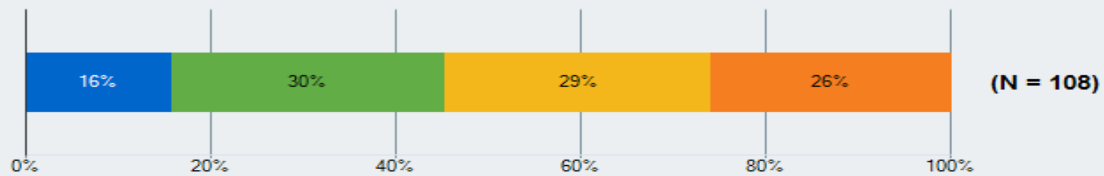


Daily	40	37%
Weekly	40	37%
Monthly	18	17%
A few times each semester	10	9%
Rarely, if ever	0	0%
Total Responses	108	



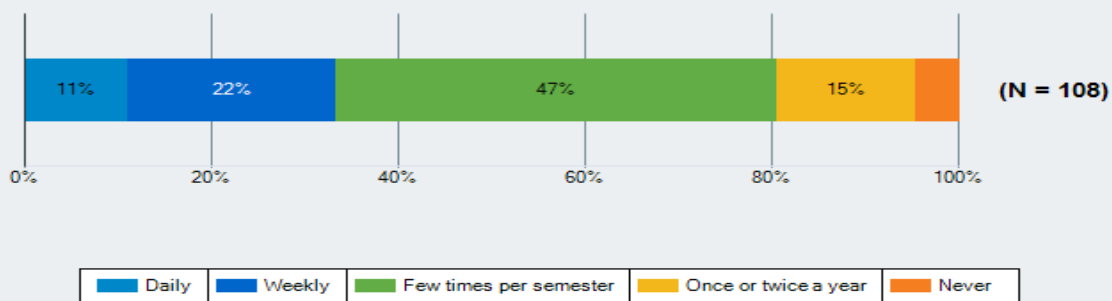
Q 15 Please choose one course you are teaching to answer the following question: To what extent do you modify or differentiate your curriculum and instruction to meet the needs of English Learners, and economically disadvantaged, underachieving, gifted and talented students?

Responses	Count	%
I do not modify/differentiate – my curriculum, instruction, and outcomes are the same for all students in a particular course	0	0%
I do not modify/differentiate my curriculum and instruction for the whole class, but if I see a student struggling, I find ways to support him or her (such as giving more instruction in tutorial or giving more time on assignments)	17	16%
I sometimes differentiate my curriculum by giving students choices for assignments, creating level-appropriate assessments to test the same concept, and/or taking into account a range of learning styles when planning my lessons	32	30%
I usually differentiate my curriculum	31	29%
I always differentiate my curriculum	28	26%
Total Responses	108	



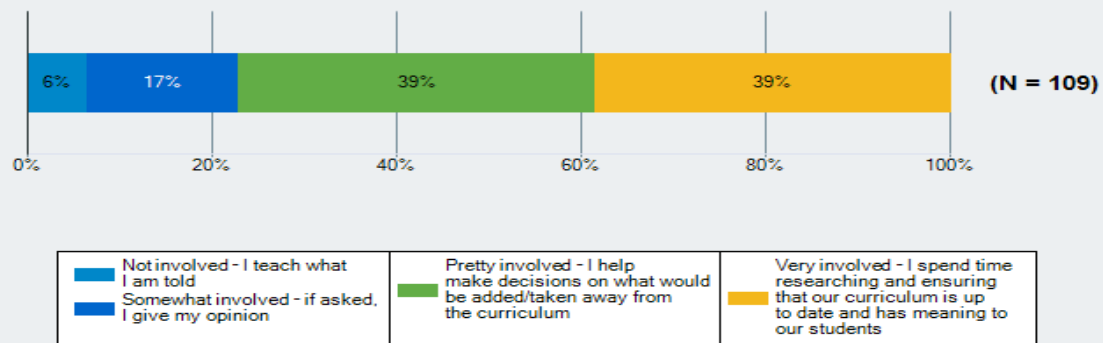
Q 16 How often do you conduct educational research in your subject area, with the sole purpose of providing a viable, meaningful, and updated instructional program for your students?

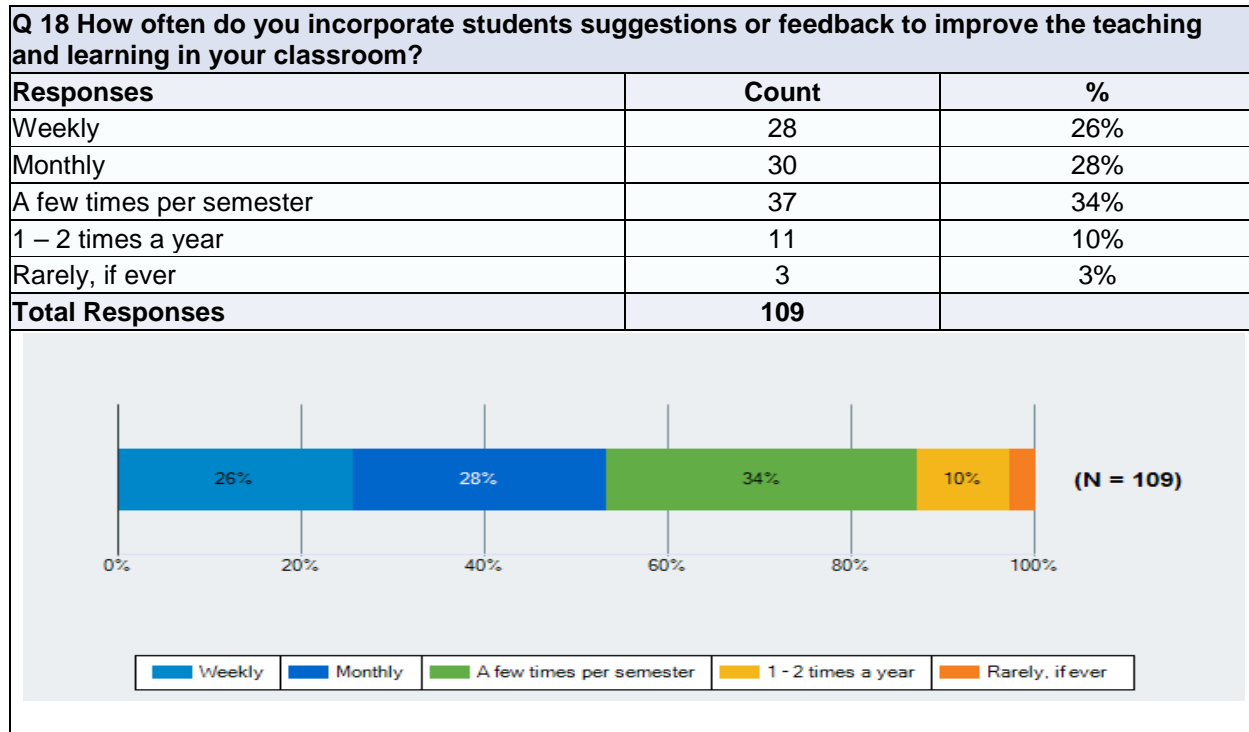
Responses	Count	%
Daily	12	11%
Weekly	24	22%
Few times per semester	51	47%
Once or twice a year	16	15%
Never	5	5%
Total Responses	108	



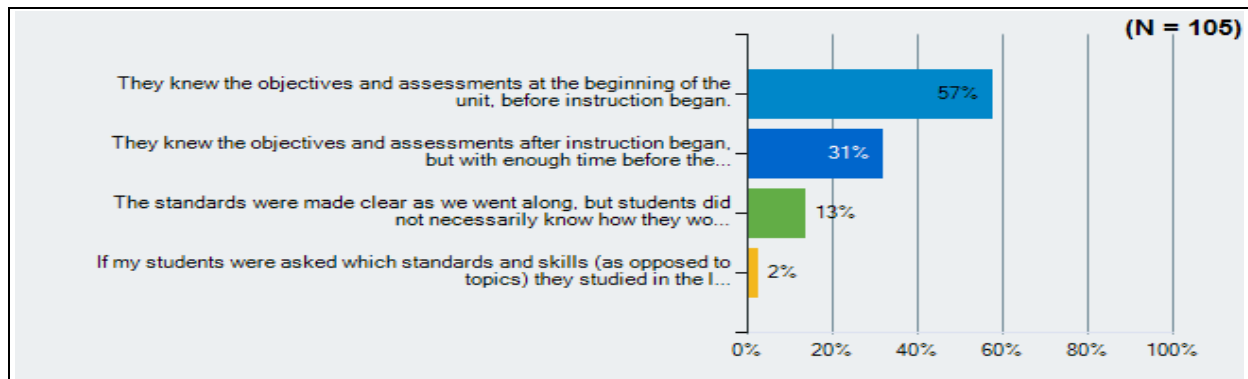
Q 17 To what degree are you involved in developing the curriculum of your subject area?

Responses	Count	%
Not involved – I teach what I am told	7	6%
Somewhat involved – if asked, I give my opinion	18	17%
Pretty involved – I help make decisions on what would be added/taken away from the curriculum	42	39%
Very involved – I spend time researching and ensuring that our curriculum is up to date and has meaning to our students	42	39%
Total Responses	109	



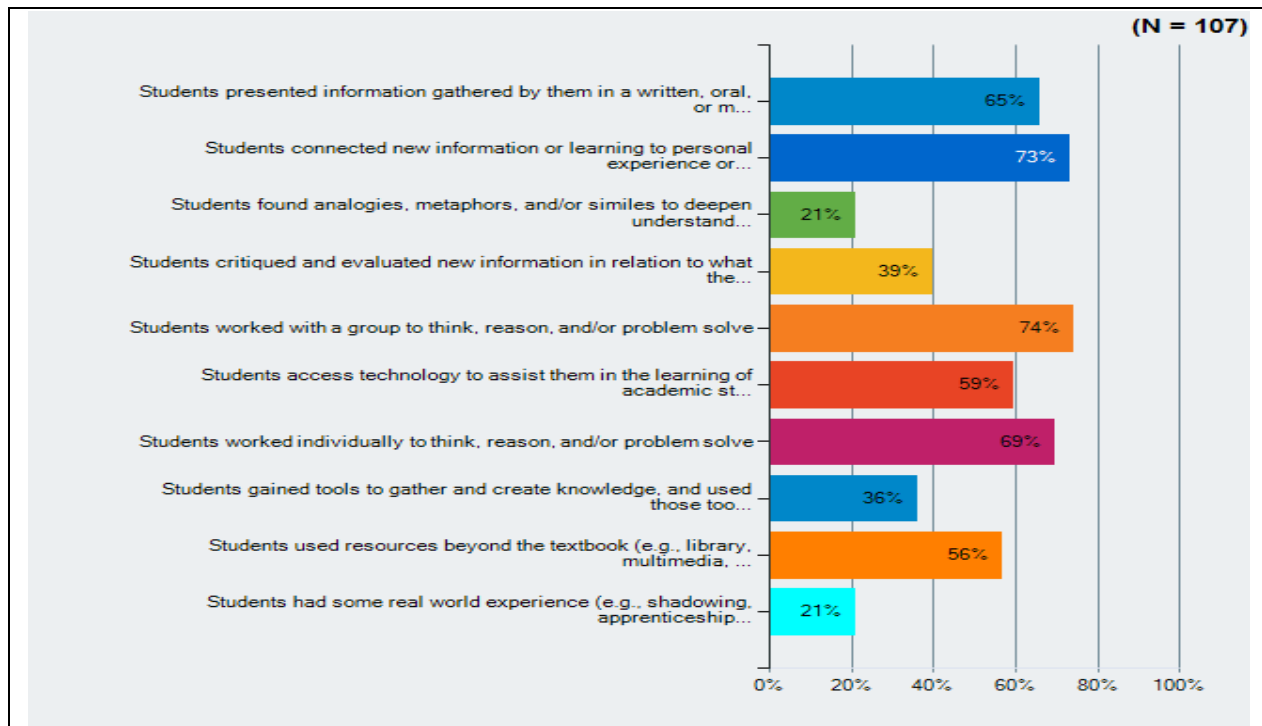


Q 19 During your last unit of instruction for one of your classes, when did students know what academic standards and learning results they would achieve and how they would demonstrate their learning?		
Responses	Count	%
They knew the objectives and assessments at the beginning of the unit, before instruction began.	60	57%
They knew the objectives and assessments after instruction began, but with enough time before the assessments that students could modify their studying and efforts to meet the needs of the assessments.	33	31%
The standards were made clear as we went along, but students did not necessarily know how they would be assessed until they received the assessment.	14	13%
If my students were asked which standards and skills (as opposed to topics) they studied in the last unit, they would have difficulty answering correctly.	2	2%
Total Unique Responses	105	
Total Responses	109	



Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

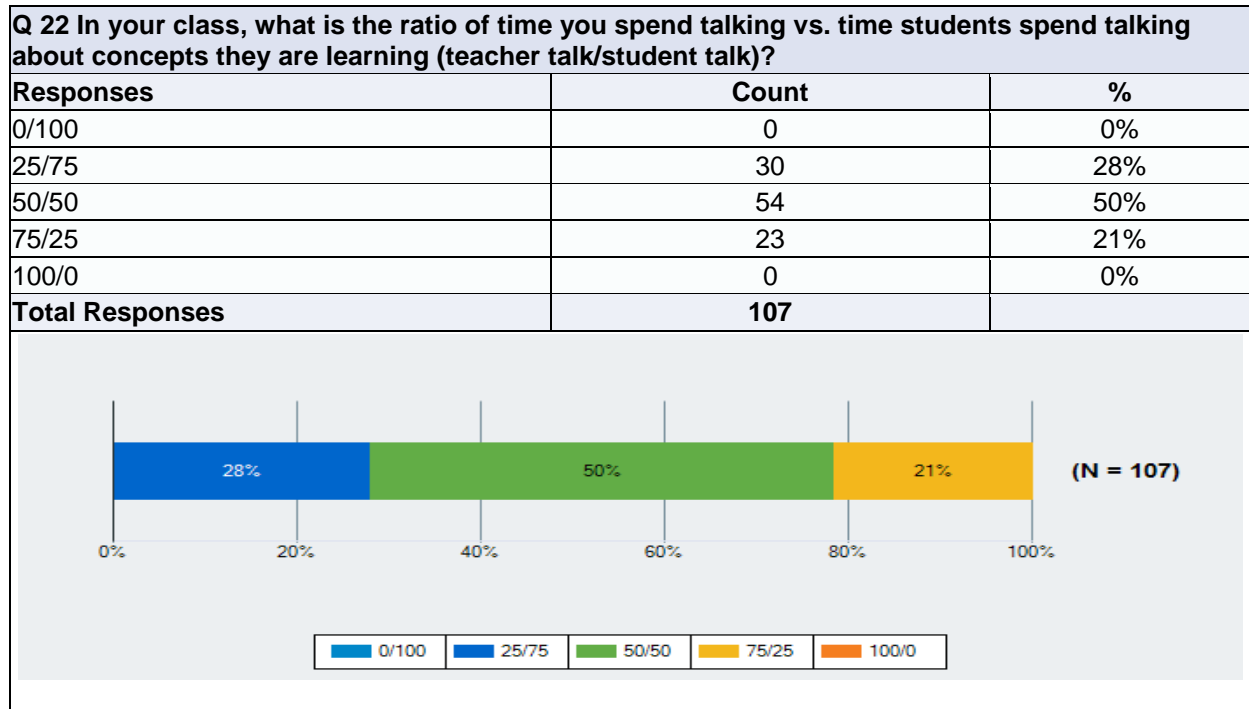
Q 20 During your last unit of instruction, which of the following learning opportunities did your students experience?		
Responses	Count	%
Students presented information gathered by them in a written, oral, or multimedia format	70	65%
Students connected new information or learning to personal experience or knowledge	78	73%
Students found analogies, metaphors, and/or similes to deepen understanding of their learning	22	21%
Students critiqued and evaluated new information in relation to what they know	42	39%
Students worked with a group to think, reason, and/or problem solve	79	74%
Students access technology to assist them in the learning of academic standards and schoolwide learning results	63	59%
Students worked individually to think, reason, and/or problem solve	74	69%
Students gained tools to gather and create knowledge, and used those tools to research, inquire, gather, discover, and invent knowledge on their own	38	36%
Students used resources beyond the textbook (e.g., library, multimedia, databases, original source documents, computer information networks, real world experiences)	60	56%
Students had some real world experience (e.g., shadowing, apprenticeship, or community projects)	22	21%
Total Unique Responses	107	
Total Responses	548	



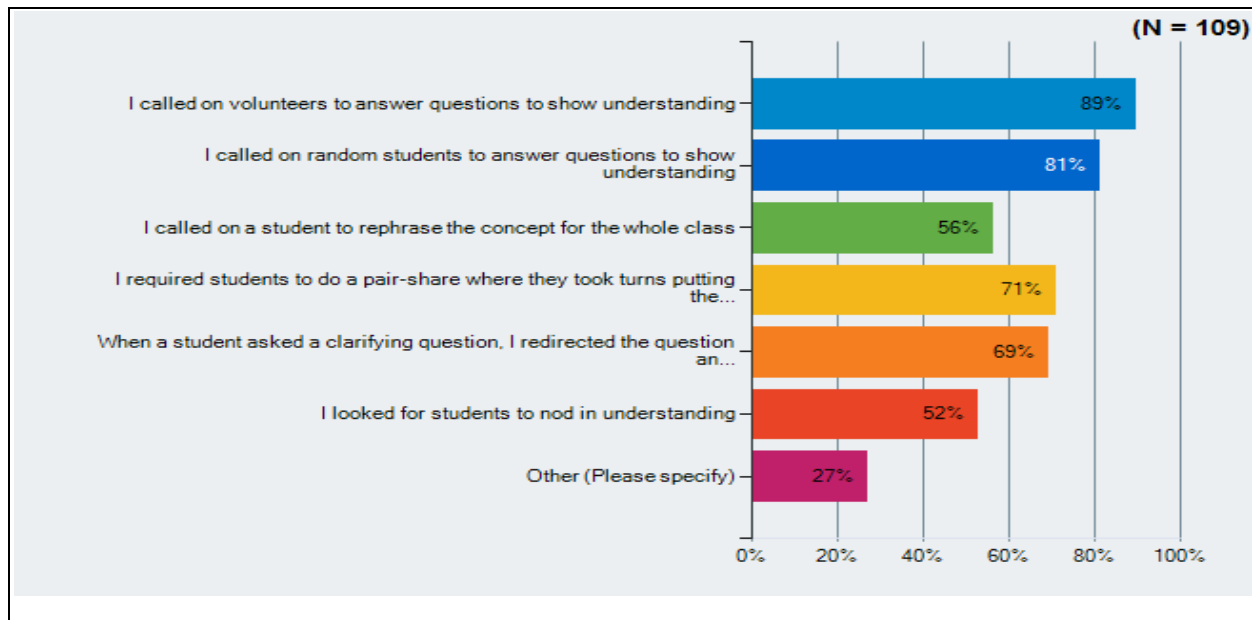
Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q21. What contributes to your collaborating with department members to directly improve the teaching and learning in your classroom? Please rank 1-6 with 1 being the most important.

Responses	Rank						Weighted Score	Relative Weighted Score	Overall Rank
	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6			
If they teach the same course	41	16	13	14	12	12	456	100	1
If they are open-minded and willing to exchange ideas	21	28	24	14	10	11	435	95	2
If you respect them as a colleague	19	22	23	25	14	5	424	93	3
If you share a similar philosophy	12	22	30	19	18	7	402	88	4
If they are close to you in proximity	9	11	12	20	17	39	290	64	5
If they are a friend	6	9	6	16	37	34	261	57	6
Total Responses									108

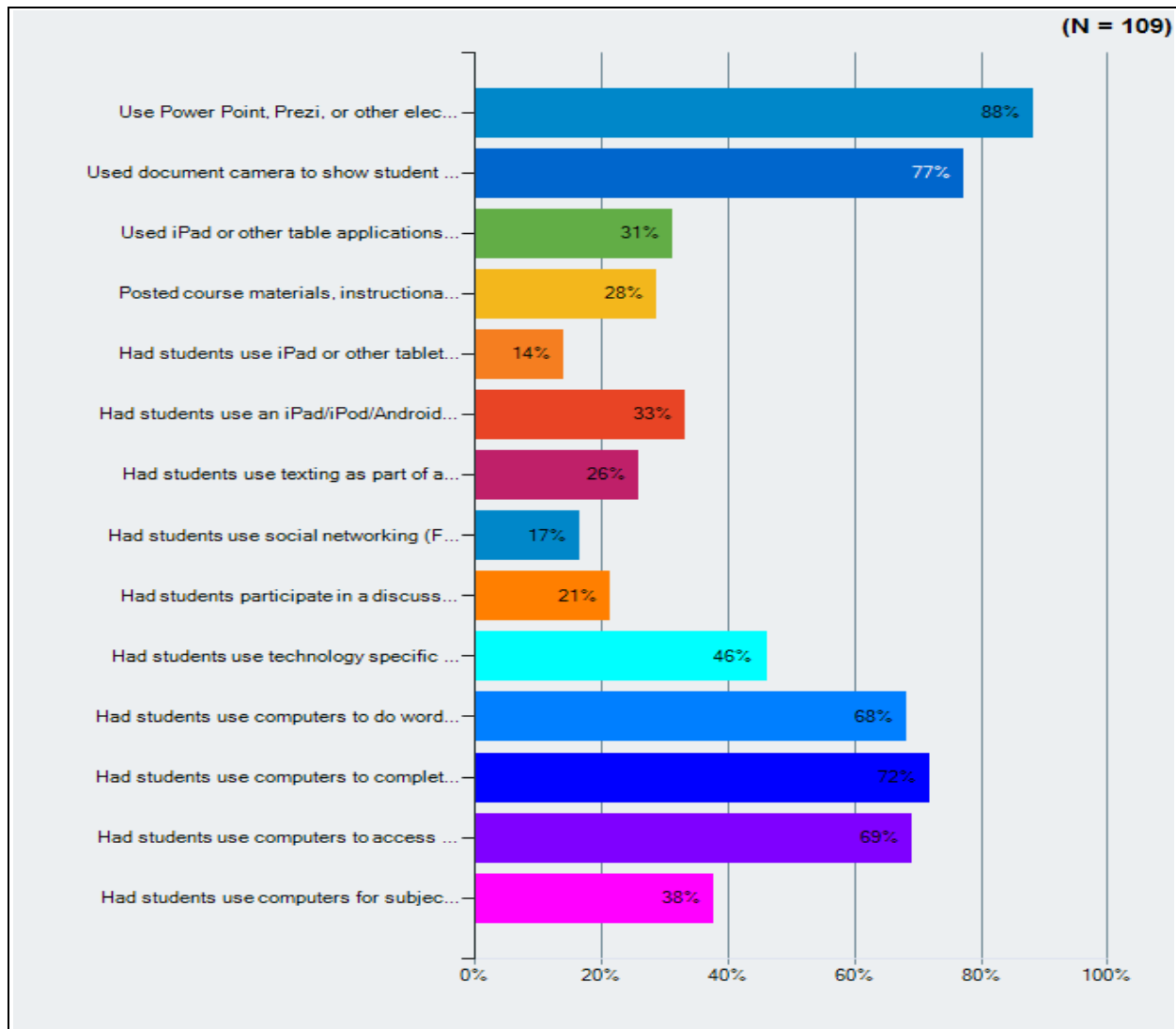


Q 23 Within the last year of instruction, how did you check for understanding? Choose all that apply.		
Responses	Count	%
I called on volunteers to answer questions to show understanding	97	89%
I called on random students to answer questions to show understanding	88	81%
I called on a student to rephrase the concept for the whole class	61	56%
I required students to do a pair-share where they took turns putting the concept into their own words or talked through the solution of a problem	77	71%
When a student asked a clarifying question, I redirected the question and asked a second student to answer the first student's question	75	69%
I looked for students to nod in understanding	57	52%
Other (Please specify)	29	27%
Total Unique Responses	109	
Total Responses	484	



Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

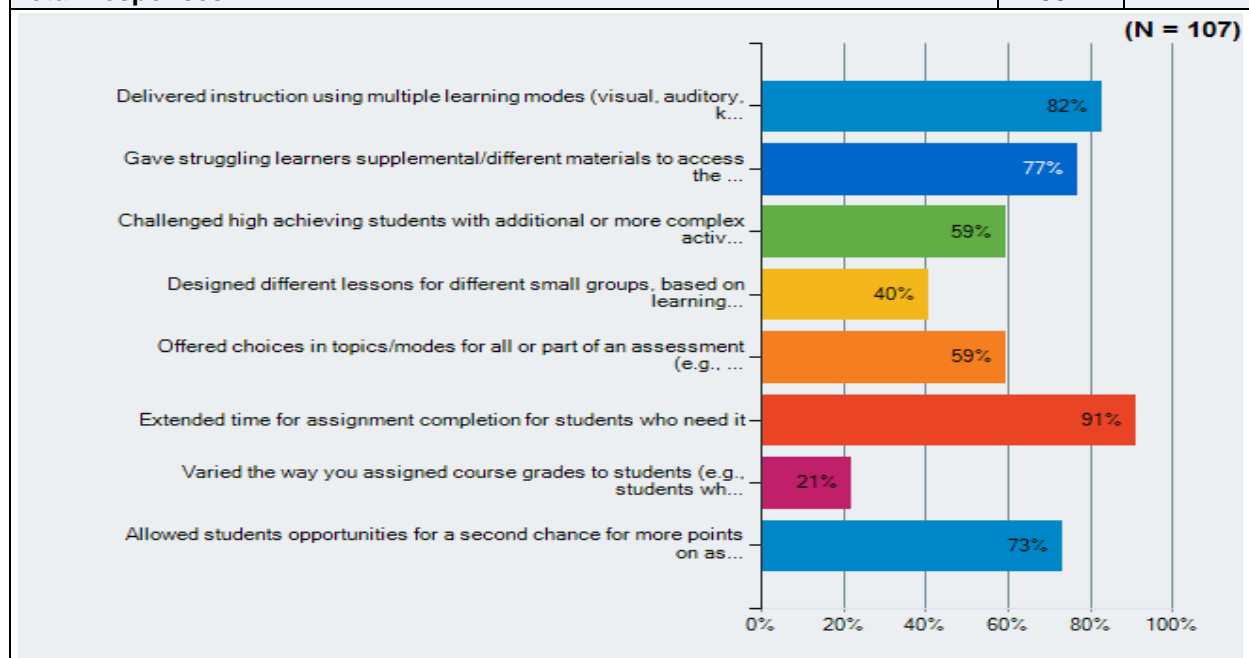
Q 24 Last semester, how have you used multimedia/technology to differentiate instruction? Please choose all that apply.		
Responses	Count	%
Use Power Point, Prezi, or other electronic presentation as a visual aid	96	88%
Used document camera to show student work or your work	84	77%
Used iPad or other table applications through your projector	34	31%
Posted course materials, instructional presentations, and/or supplementary instructional aides on Learning Point	31	28%
Had students use iPad or other tablet applications through your projector	15	14%
Had students use an iPad/iPod/Android application as part of a lesson	36	33%
Had students use texting as part of a lesson	28	26%
Had students use social networking (FB, Twitter, Goodreads) as part of a lesson	18	17%
Had students participate in a discussion board or blog as part of a lesson	23	21%
Had students use technology specific to your subject (e.g., graphing calculator, scientific widgets, etc.)	50	46%
Had students use computers to do word processing in class	74	68%
Had students use computers to complete research in class	78	72%
Had students use computers to access an online teaching tool	75	69%
Had students use computers for subject-specific software (e.g., language lab, Photoshop, etc.)	41	38%
Total Unique Responses	109	
Total Responses	683	



Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q 25 What are other ways that you have differentiated instruction this semester? Please choose all that apply.

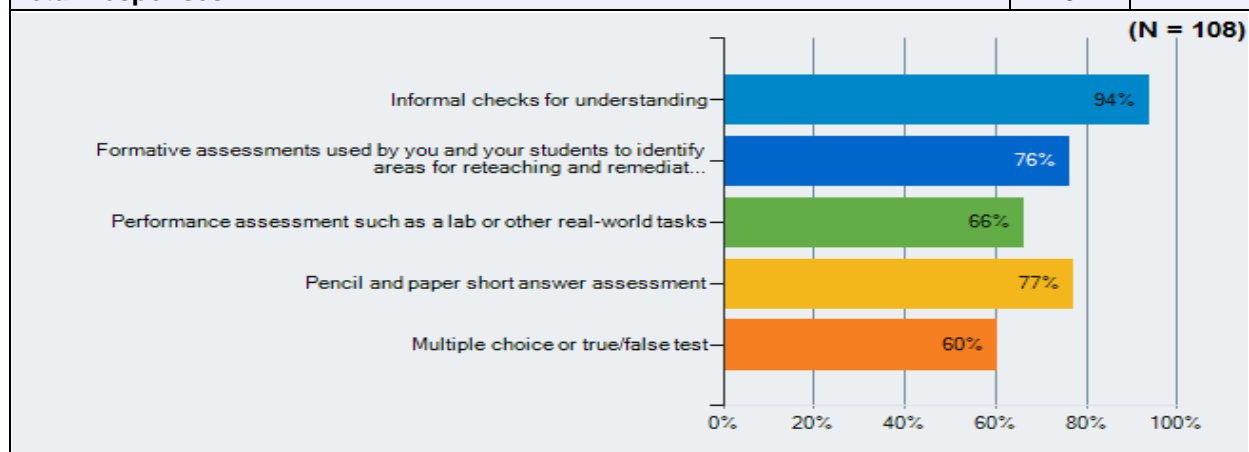
Responses	Count	%
Delivered instruction using multiple learning modes (visual, auditory, kinesthetic, artistic, etc.)	88	82%
Gave struggling learners supplemental/different materials to access the concept	82	77%
Challenged high achieving students with additional or more complex activities of text	63	59%
Designed different lessons for different small groups, based on learning needs	43	40%
Offered choices in topics/modes for all or part of an assessment (e.g., students get to pick from a list of prompts)	63	59%
Extended time for assignment completion for students who need it	97	91%
Varied the way you assigned course grades to students (e.g., students who get As on the tests do not have to do the homework)	23	21%
Allowed students opportunities for a second chance for more points on assessments	78	73%
Total Unique Responses	107	
Total Responses	537	



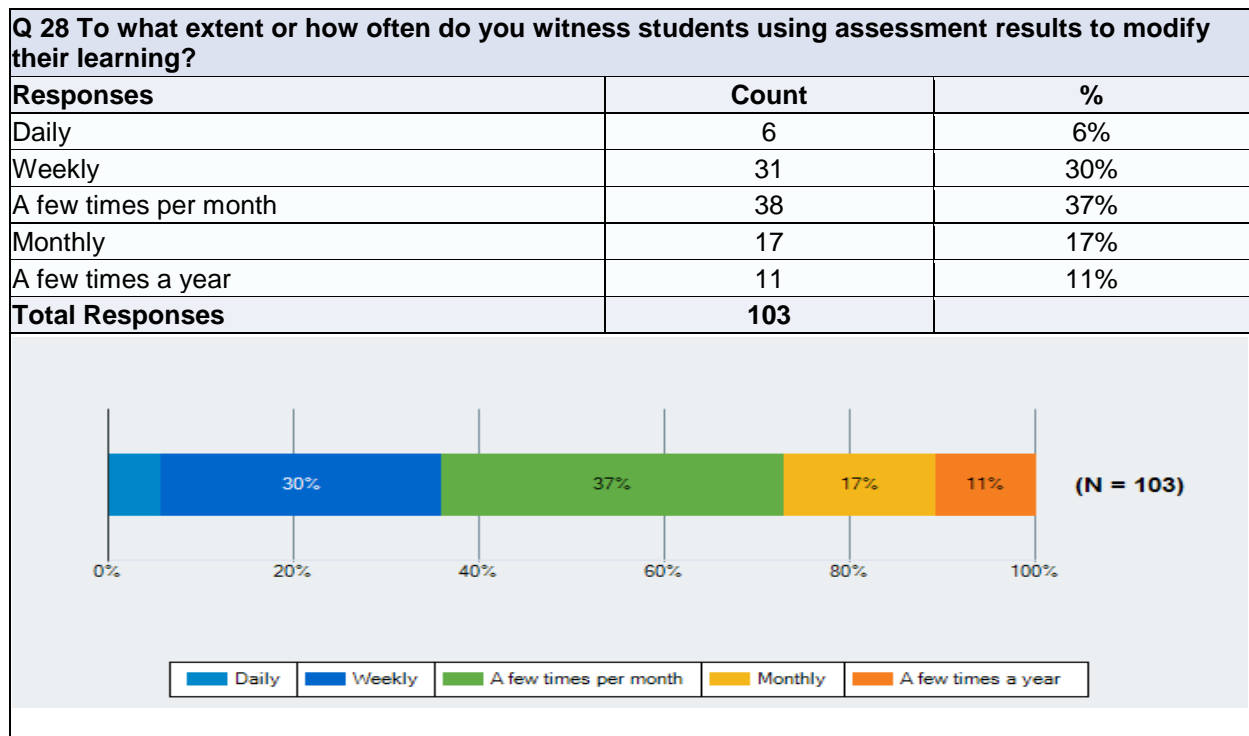
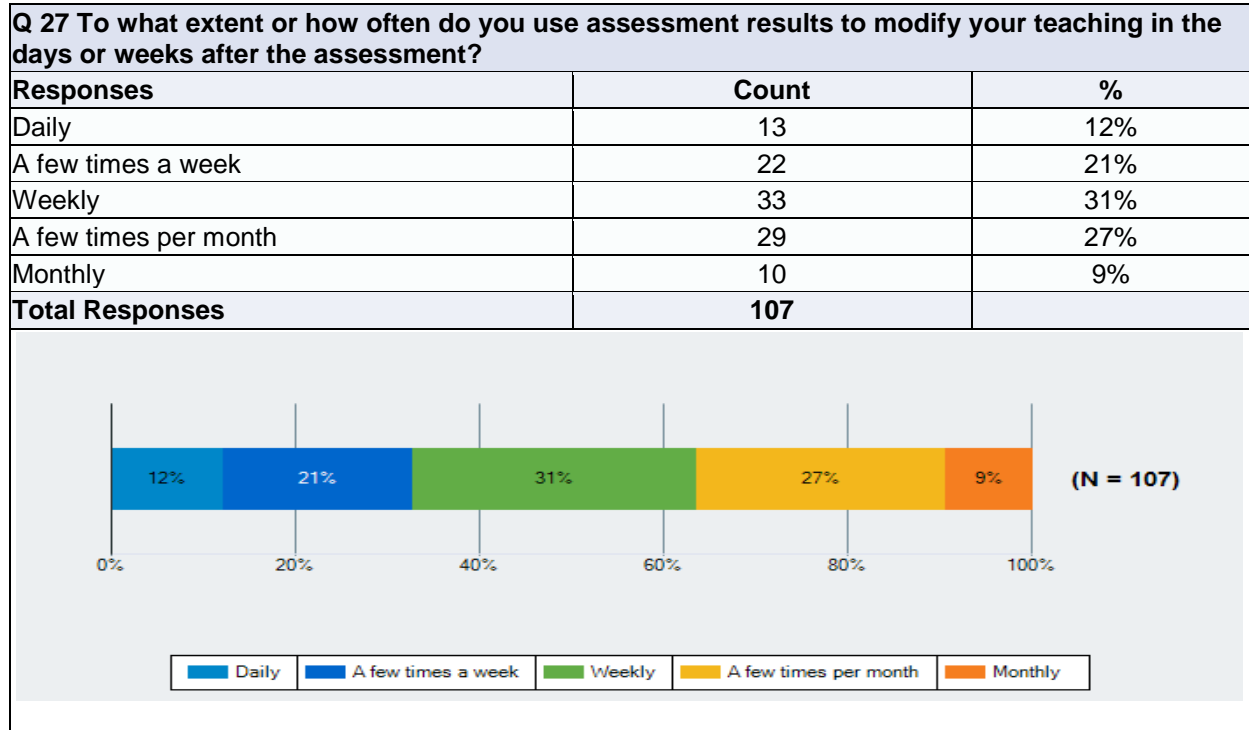
Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q 26 In your last unit of study, which of the following assessments did you use? Choose all that apply.

Responses	Count	%
Informal checks for understanding	101	94%
Formative assessments used by you and your students to identify areas for reteaching and remediation before summative assessment on the same content	82	76%
Performance assessment such as a lab or other real-world tasks	71	66%
Pencil and paper short answer assessment	83	77%
Multiple choice or true/false test	65	60%
Total Unique Responses	108	
Total Responses	402	

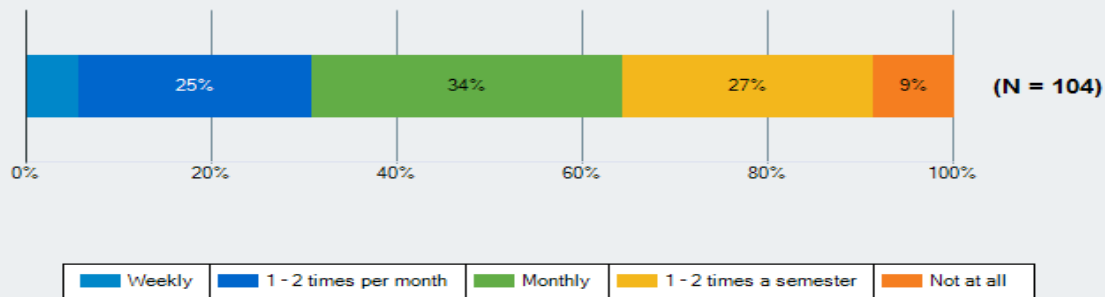


Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.



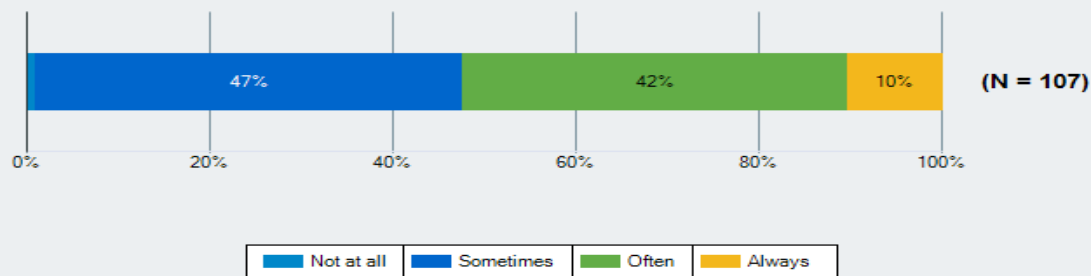
Q 29 How often does data and evidence of student achievement impact department or curricular team discussions?

Responses	Count	%
Weekly	6	6%
1 – 2 times per month	26	25%
Monthly	35	34%
1 – 2 times a semester	28	27%
Not at all	9	9%
Total Responses	104	



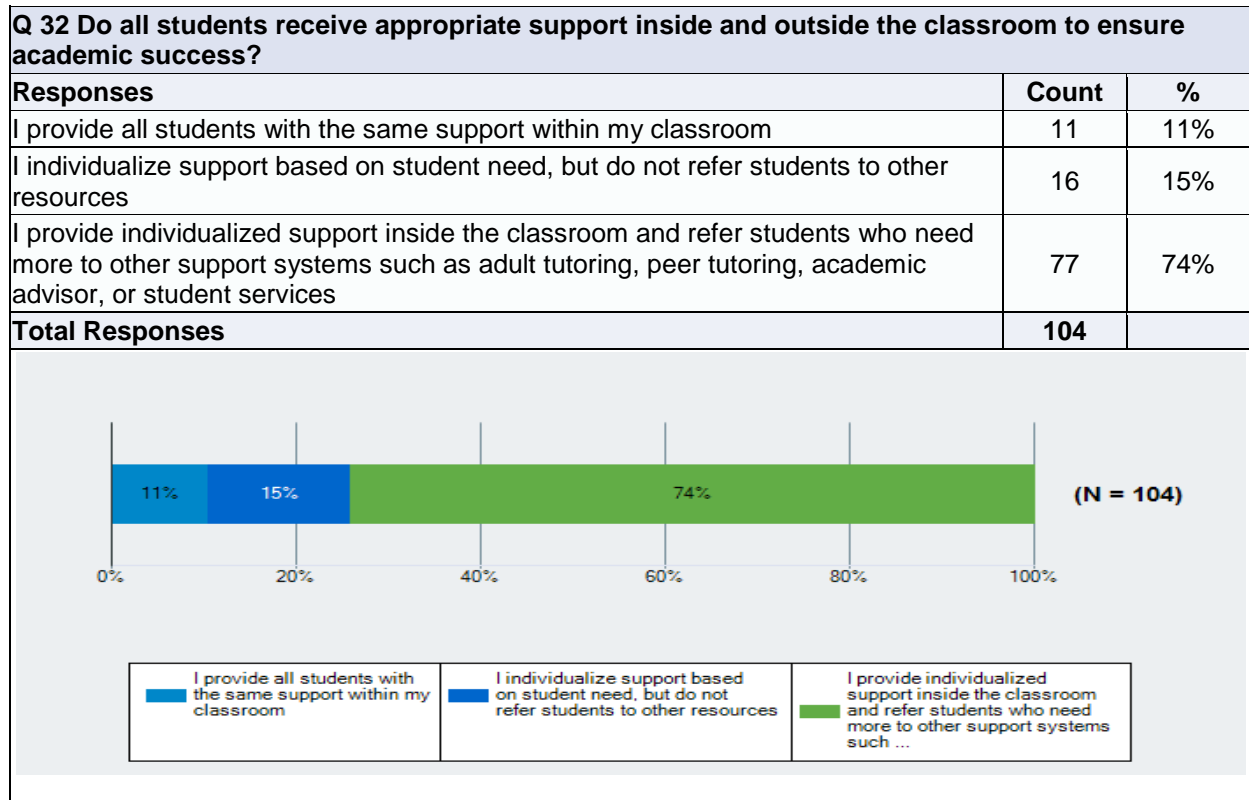
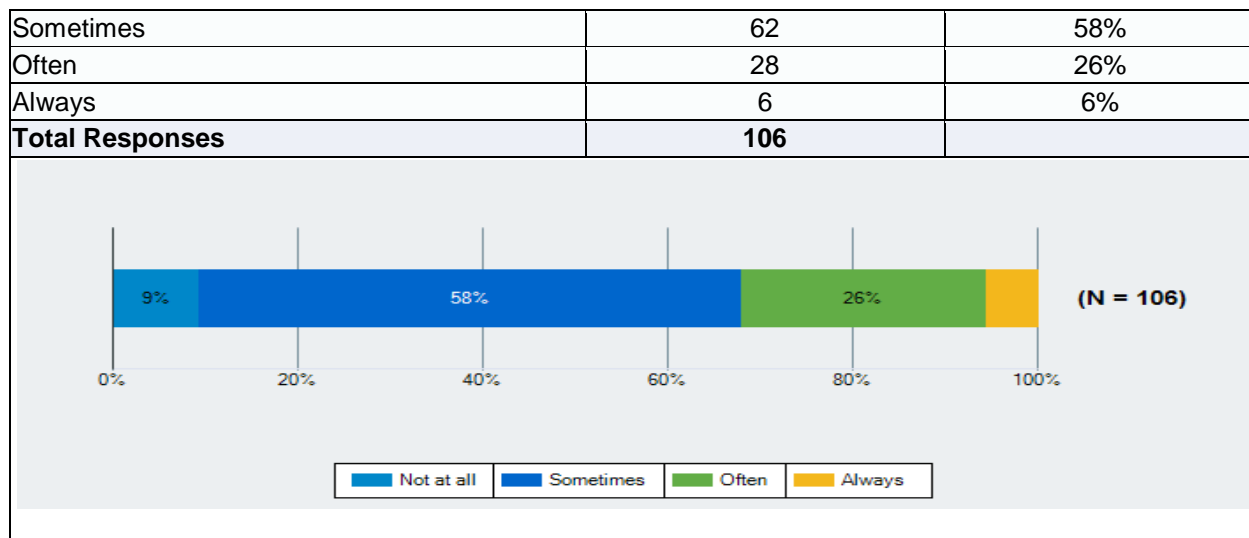
Q 30 I review the data to impact instructional practices, such as reviewing unit summative and formative assessment, reviewing grades for student growth and looking at student work in PLCs.

Responses	Count	%
Not at all	1	1%
Sometimes	50	47%
Often	45	42%
Always	11	10%
Total Responses	107	



Q 31 My department collaboratively analyzes department data to determine student achievements and deficits that exists.

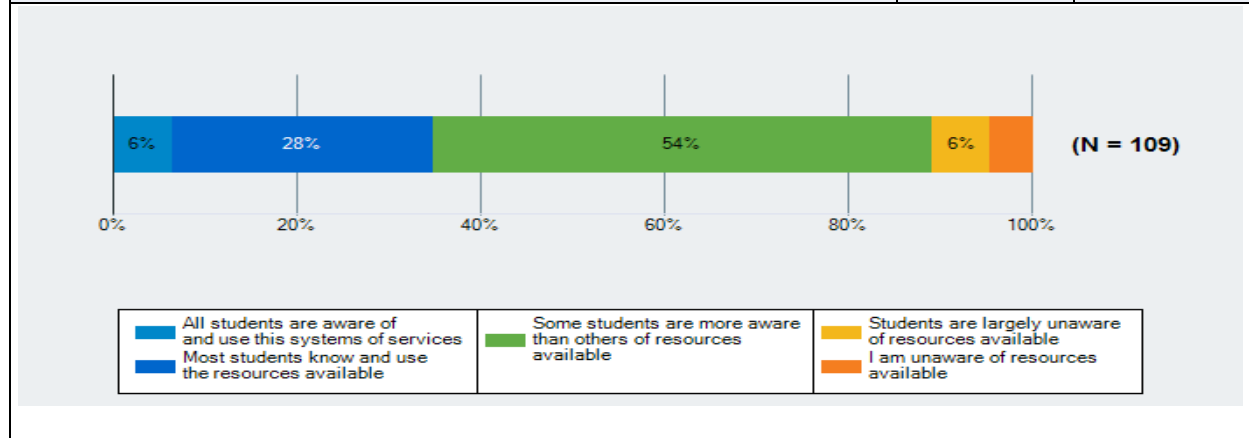
Responses	Count	%
Not at all	10	9%



Q 33 Do students have access to a system of personal support services, at the school, and within the community?

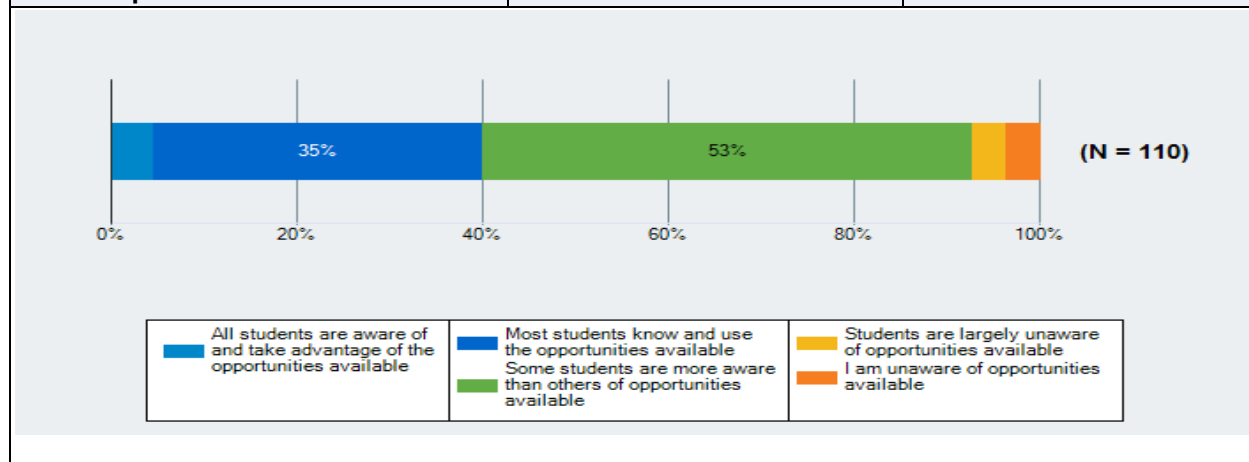
Responses	Count	%
All students are aware of and use this systems of services	7	6%
Most students know and use the resources available	31	28%

Some students are more aware than others of resources available	59	54%
Students are largely unaware of resources available	7	6%
I am unaware of resources available	5	5%
Total Responses	109	



Q 34 Do students have access to activities and opportunities at the school and within the community?

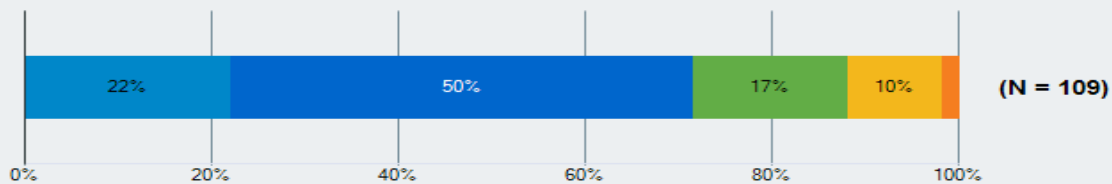
Responses	Count	%
All students are aware of and take advantage of the opportunities available	5	5%
Most students know and use the opportunities available	39	35%
Some students are more aware than others of opportunities available	58	53%
Students are largely unaware of opportunities available	4	4%
I am unaware of opportunities available	4	4%
Total Responses	110	



Q 35 Our school has made progress in the recruitment and enrollment of under represented

groups in advanced classes.

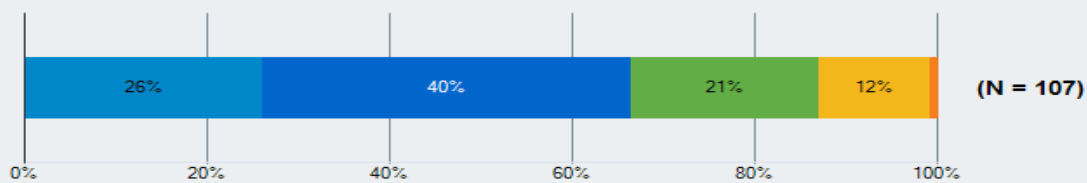
Responses	Count	%
Above average progress	24	22%
Some progress	54	50%
Average progress	18	17%
Minimal progress	11	10%
No progress	2	2%
Total Responses	109	



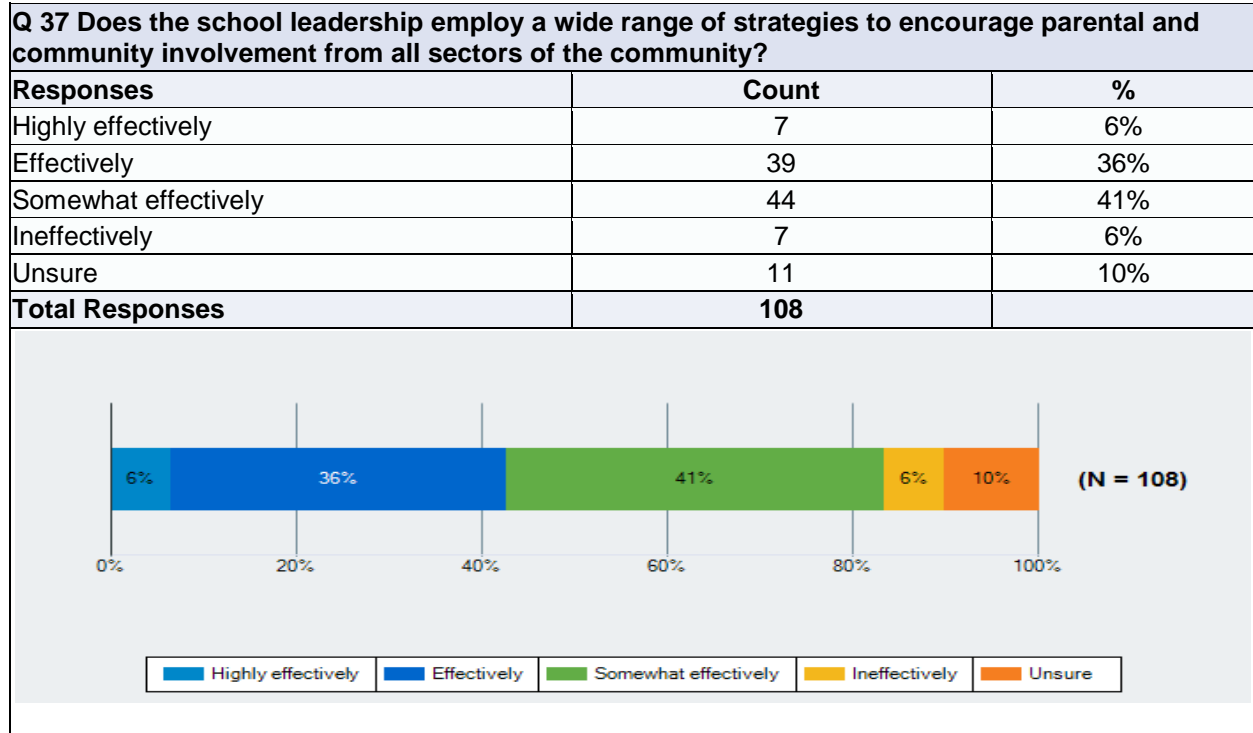
■ Above average progress
 ■ Some progress
 ■ Average progress
 ■ Minimal progress
 ■ No progress

Q 36 Samohi has made attempts to impact the significant achievement gap that exists for diverse student subgroups (i.e. African Americans , Latinos, English Learners, special education, and socioeconomically disadvantaged) by using Equal Opportunities School (EOS), supporting teachers in EL classroom, expanding the collab program, and hiring a collab coach to support teachers with co-teaching.

Responses	Count	%
Above average progress	28	26%
Some progress	43	40%
Average progress	22	21%
Minimal progress	13	12%
No progress	1	1%
Total Responses	107	

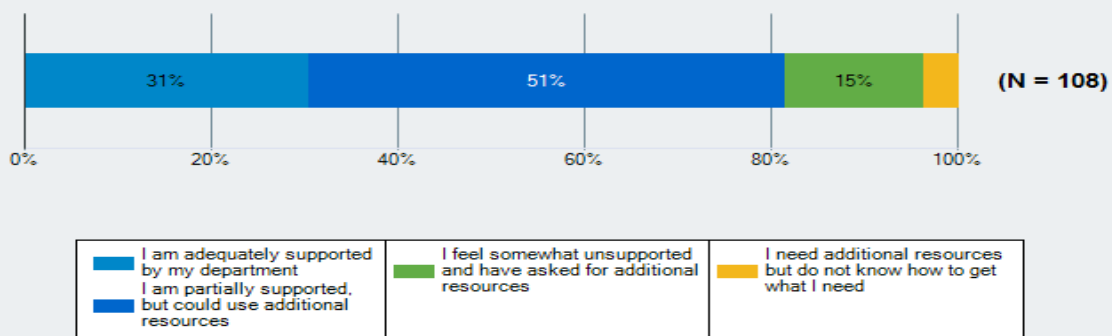


■ Above average progress
 ■ Some progress
 ■ Average progress
 ■ Minimal progress
 ■ No progress



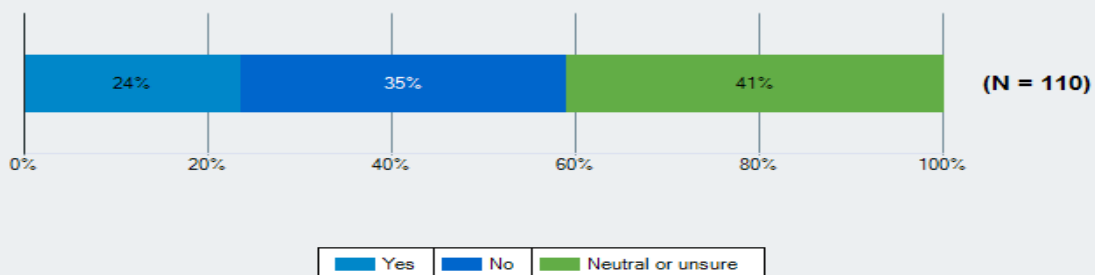
Q 38 Are adequate facilities, materials, and financial resources provided to help all students meet academic standards?

Responses	Count	%
I am adequately supported by my department	33	31%
I am partially supported, but could use additional resources	55	51%
I feel somewhat unsupported and have asked for additional resources	16	15%
I need additional resources but do not know how to get what I need	4	4%
Total Responses	108	



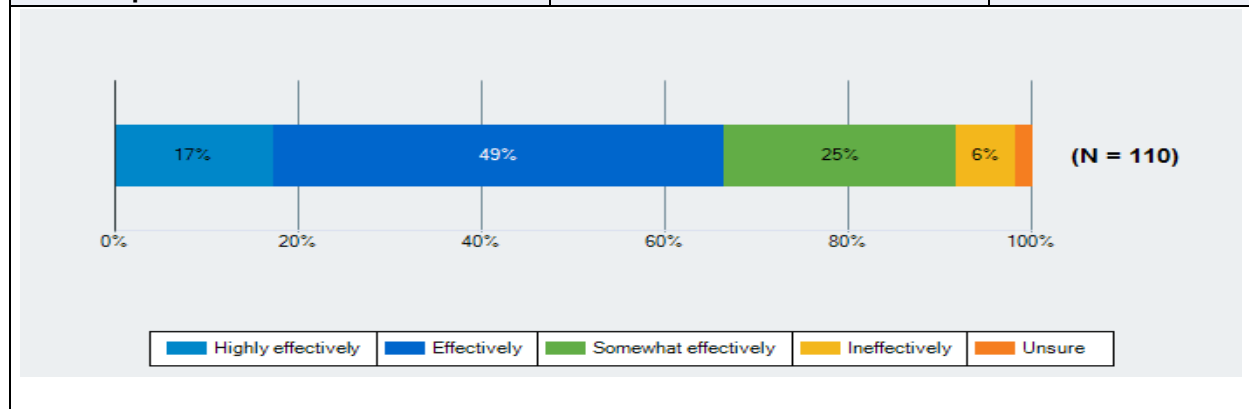
Q 39 Does the student population in honors, advanced placement, and remediation classes reflect the diversity of our student population; i.e., are members of our subgroups getting the same access as our general population?

Responses	Count	%
Yes	26	24%
No	39	35%
Neutral or unsure	45	41%
Total Responses	110	



Q 40 To what extent does our school ensure an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

Responses	Count	%
Highly effectively	19	17%
Effectively	54	49%
Somewhat effectively	28	25%
Ineffectively	7	6%
Unsure	2	2%
Total Responses	110	





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www.samohi.smmusd.org
CEEB Code 053320

School Profile 2017-18

School Community and Description

Santa Monica High School (Samohi), founded in 1891, is located on a twenty-six acre campus in the city of Santa Monica. The school enjoys the strong support of a 7,000 member Alumni Association as well as the citizens of Santa Monica and Malibu. Samohi is divided into five Small Learning Communities, called Houses. Each House is comprised of approximately 600 students, one administrator, and two advisors. The student body of 3,000+ reflects a diverse cultural and socio-economic community consisting of the following ethnic backgrounds: 8% Asian (from various Asian countries), 11% African American, 34% Latino (from various regions of the Americas), 45% Caucasian (of European and Middle Eastern ethnicity), and 1% Other. Some students are of multi-generational American descent; others are first-generation Americans. The families of students at Samohi all levels of socioeconomic status. Thirty-two percent of the student body participate in the federal National School Lunch Program (receive free/reduced meals).

Faculty

Samohi employs 161 certificated staff members, including 10 student support advisors, 3 college counselors, 7 administrators, and 3 school psychologists. The teacher to student ratio is 35 to 1. We are accredited by the Western Association of Schools and Colleges (WASC). Our spirited faculty is comprised of teachers both newer to the profession and those more experienced. We have a number of faculty members who are Samohi alumni.

Special Programs

The Immersion program allows students to continue their educational experience in a dual-language environment. AVID provides assistance to students who will be the first in their families to attend a college/university. Beginning with the Class of 2018, Samohi will be graduating its first **Project Lead the Way Engineering Pathway** co-hort. Students may enroll in Career Technology Education (CTE) courses, including Marketing and Retail, Virtual Business and Entrepreneurship. We offer an extensive Advanced Placement curriculum with 18 courses available. We also offer dual and con-current enrollment courses for high school and college credit through a partnership with nearby Santa Monica College. These courses are taken on the Samohi campus or the college campus. Other students take classes at UCLA or summer programs like those offered by various colleges. Many Samohi graduates enter college with several college credits. Lastly, we are in the initial stages of establishing a Peer College Counseling program aimed at increasing college awareness schoolwide.

Highlights

- Students earn recognition for outstanding achievement in national testing programs such as National Merit Scholarship Corporation and Advanced Placement exams.
- Local, state, and national recognitions have been awarded to our students, teachers, and groups in the visual/performing arts, including the band, orchestra, and choir.
- All Samohi athletics have been recognized for outstanding achievement, including regional, CIF Division, State Championships, and National Championships.
- ROP/CTE classes have won regional and national competitions over the past 5 years.

Transcript Legend

P = College Preparatory CC = College Class IM = Immersion Program
HP = Honors Placement AP = Advanced Placement SE = Shelter English

Administration

Antonio Shelton, Lead Principal
Hector Medrano, S House Principal
Lisette Bravo, M House Principal
Isaac Burgess, O House Principal
Tristan Komlos, H House Principal
Julie Markussen, I House Principal
Catherine Baxter, Dean of Students

Advisor/Counselor

Lisa DeMirjian, S House Advisor
Amy Golden, S House Advisor
Judith Hinojosa-Riusech, M House Advisor
Maribel Pulido, M House Advisor
Maricela Gonzalez, O House Advisor
Laura Simone, O House Advisor
Negar Asiaban, H House Advisor
Al Trundle, H House Advisor
Jessica Garrido, I House Advisor
Yunuen Valencia, I House Advisor
Ernesto Flores, College Counselor
Julie Honda, College Counselor
Rosa Mejia, College Counselor

GRADUATION REQUIREMENTS

Total Required Credits (9-12): 220
English: 40 credits (9-12)
Social Studies: 30 credits (9-12)
Mathematics: 30 credits (9-12)
Science: 20 credits (9-12)
Fine Arts/Language: 10 credits
Health: 5 credits
Physical Education: 20 credits

Class Size: 700

Advanced Placement Courses*

ENGLISH	MATH**	SCIENCE	SOCIAL SCIENCE	FOREIGN LANG.	ART/MUSIC
English 11	Calculus AB	Biology	Economics (Macro)	Japanese	Studio Art: 2-D
English 12	Calculus BC	Chemistry	Government & Politics	Spanish Language	
	Statistics	Environmental Science	Human Geography	Spanish Literature	
		Physics C	Psychology		
			U.S. History		
			World History		

*An academically challenging/rigorous curriculum consists of completing 3 or more APs in the 11th and 12th grades. **Multivariable Calculus is our highest level math course

Honors Courses

ENGLISH	MATH	SCIENCE	FOREIGN LANG.
English 9	Algebra II	Biology	French Genre
English 10	Geometry	Chemistry	French Ideas
	Pre Calc/Cal		Japanese 4
			Latin 5

ACT & SAT Test Results

ACT	English	Math	Reading	Science	Composite
Samohi	23.4	23.5	24.3	23.2	23.7
State	22.1	22.7	22.9	22.1	22.6

SAT	Reading	Math	Writing
Samohi	531	541	524
State	495	511	491

GRADING SYSTEM & CLASS RANK

Samohi reports an unweighted, cumulative GPA determined by all courses and grades except physical education (PE) and teacher assistant (TA). The GPA is computed using a 4-point scale (A=4, B=3, C=2, D=1, F=0; plus and minus grades are neutral). If a course is repeated, the grades are averaged. In compliance with district policy, class rank is not computed; but, upon request, a GPA percentile range can be provided for colleges/universities to determine approximate ranking.

College Acceptances

Over 91% of graduates enter higher education institutions. Below is a partial list of four-year institutions attended by 2013-16 graduates.

Academy of Art University	Colorado College	Indiana University, Bloomington	Pennsylvania State University	Temple University	University of Redlands
Alabama State University	Colorado Mesa University	Ithaca College	Pitzer College	Texas A&M International University	University of Richmond
AMDA - College and Conservatory of the Performing Arts	Colorado State University	Johns Hopkins University	Point Loma Nazarene University	Texas A&M University	University of San Diego
American Jewish University	Columbia University	Junata College	Pomona College	The Juilliard School	University of San Francisco
American University	Concordia University	Kalamazoo College	Portland State University	The New School - Eugene Lang College	University of Southern California
Amherst College	Cornell University	Keio University	Pratt Institute	Towson University	University of St. Andrews
Arizona State University	Corban University	Kenyon College	Princeton University	Tulane University	University of Texas, Austin
Art Center College of Design	Cornell College of the Arts	Lewis & Clark College	Purdue University	University at Buffalo The State University of New York	University of the Pacific
Art Institute of CA Los Angeles	Dartmouth College	Linfield College	Queen's University	University of Alabama	University of Utah
Auburn University	Davidson College	London College of Fashion	Reed College	University of Arizona	University of Virginia
Azusa Pacific University	DePaul University	Loyola Marymount University	Rensselaer Polytech Institute	University of British Columbia	University of Washington
	Dickinson College	Loyola University New Orleans	Rhode Island School of Design	University of Chicago	University of Wisconsin Madison
	Duke University	Macalester College	Rice University		University of Wyoming
Babson College	Embry-Riddle Aero University	Marist College	Roosevelt University	University of Colorado at Colorado Springs	Utah Valley University
Bard College	Emerson College	Maryland Institute College of Art	Rutgers University-New Brunswick	University of Colorado Boulder	Vanderbilt University
Barnard College	Emory University	Marymount California University	San Francisco Art Institute	University of Delaware	Vanderbilt University
Barry University	Eugene Lang College	Massachusetts Institute of Technology	Santa Clara University	University of Denver	Vanguard University of Southern CA
Bates College	Fashion Institute of Technology	McGill University	Sarah Lawrence College	University of Finland	Vassar College
Baylor University	Fashion Institute of Design & Merchandising	Michigan State University	Savannah College of Art & Design	University of Florida	Walsh University
Bennington College	Florida A&M University	Miles College	School of the Art Institute of Chicago	University of Hawaii at Manoa	Washington State University
Berklee College of Music	Florida State University	Mississippi State University	School of the Museum of Fine Arts	University of Houston	
Biola University	Fordham University	Montana State University	Scripps College	University of Illinois, Chicago	Wellesley College
Boise State University	Fu Jen Catholic University	Morehouse College	Seattle University	University of Illinois, Urbana-Champaign	Wesleyan University
Bowdoin College	George Wash University	Mount Saint Mary's University	Seton Hall University	University of Iowa	Western New Mexico University
Brooks Institute of Photography	Georgetown University	New Mexico State University	Skidmore College	University of Kansas	Western State Colorado University
Brown University	Georgia Institute of Technology	New York University	Smith College	University of Kentucky	Western Washington University
Bryn Mawr College	Grambling State University	Northeastern University	Soka University of America	University of La Verne	
Caisium College	Grinnell College	Northern Arizona University	Southern Methodist University	University of Massachusetts, Amherst	Westmont College
Cardiff University	Hamshire College	Northwestern University	Southern Oregon University	University of Miami	Whitman College
Carleton College	Hampton University	Notre Dame de Namur	St. John's University	University of Michigan	Willamette University
Carnegie Mellon University	Harvard University	University Oberlin College	Stanford University	University of Minnesota, Twin Cities	Williams College
Cate Western Reserve University	Harvey Mudd College	Occidental College	Stonehill College	University of Nevada Las Vegas	Xavier University of Louisiana
Chapman University	Hawaii Pacific University	Oregon State University	SUNY Binghamton	University of Nevada Reno	Yale University
Claremont McKenna College	Howard University	Otis College of Art & Design	SUNY Environmental Science and Forestry	University of North Carolina Chapel Hill	Yale-NUS College
Clark Atlanta University	Humboldt State University	Pace University	Syracuse University	University of Oregon	
Clark University	Idaho State University	Pacific University		University of Pennsylvania	
College of Charleston				University of Puget Sound	

MASTER SCHEDULE

ENGLISH Teacher	Room	Period A	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
BARRAZA, PETE	B208			CAL LIT P	CAL LIT P	ENGLISH 12 AP	ENGLISH 10 HP	ENGLISH 12 AP
BLANCK, RYAN	H120		FLKTLS&MYTH P	ENGLISH 9		ENGLISH 11 AP	ENGLISH 11 AP	ENGLISH 9 P
CHAPMAN, AMY	L104		ENGLISH 11 AP	FLKTLS&MYTH P	YEARBOOK/YEARBOOK II	ENGLISH 11 AP		
COLLINS, F.	L113		ENGLISH 10 HP	ENGLISH 10 HP	Collab ENGLISH 9 (Martinez)	Collab ENGLISH 9 (Martinez)	ENGLISH 9 P	
DE LA CRUZ, GILDA	I201		ELD ENG BEG P/ELD ENG INT P	ELD ENG INT P	ELD ENG BEG P	AVID 12	AVID 12	
DENIS, RANDALL J.	I207	ENGLISH 10 HP	Collab ENGLISH 10 (Sigler)	Collab ENGLISH 10 (Sigler)		ENGLISH 10 HP	Collab ENGLISH 10 (Sigler)	
DEW, STEPHANIE Y.	L209		Collab ENGLISH 11 (Gonsalves)		Collab ENGLISH 11 (Gonsalves)	ENGLISH 11 P	ENGLISH 10	ENGLISH 10 P
FAAS, KATHLEEN	I202/ I208E		ENGLISH 9 HP	ENGLISH 9 HP	JOURNALISM/JOURNAL II P			ENGLISH 10 HP
FULCHER, NATHAN	I203		AF/AM LT/HARLM P	AF/AM LT/HARLM P	ENGLISH 11 AP		ENGLISH 11 AP	
GONZALEZ, N	I204		ENGLISH 9 HP	ENGLISH 11 AP	ENGLISH 9 HP	ENGLISH 9 HP	ENGLISH 9 AP	ENGLISH 9 HP
GROMALA, ANNETTE	E213	FRESH SEM	FRESH SEM	ENGLISH 11		ENGLISH 10 HP	ENGLISH 10 HP	
KELLY, MARGARET	L203		ENGLISH 9 P	ENGLISH 9 HP		ENGLISH 9 P	Collab ENGLISH 9 (Martinez)	ENGLISH 9 P
KOEHLER, KYLE	H216		ADV COMP ELD	ENGLISH 9 HP	Collab ENGLISH 10 (Cairl)	ENGLISH 9 HP	ENGLISH 9 HP	
LEE, CHON	H121		ENGLISH 12 AP	SHKSPR/ENG LIT P	SHKSPR/ENG LIT P		ENGLISH 12 AP	ENGLISH 10 HP
LOURIA, MEREDITH B.	L103		ENGLISH 11 AP	ENGLISH 11 AP			Collab ENGLISH 11 (Gonsalves)	Collab ENGLISH 11 (Gonsalves)
ORGILL, SARAH	B205			ENGLISH 10 HP	ENGLISH 10 HP	ENGLISH 11 AP	ENGLISH 11 AP	ENGLISH 11 AP
PUST, JENNIFER	H125				ENGLISH 11 AP	ERWC	Collab ERWC (Ustation)	ENGLISH 11 AP
ROTONDI, SHERIE	B100		TUTORIAL	TUTORIAL		ASB LEADERSHIP		
SCHWARTZ, MARLA	H203			Collab ERWC (Ustation)	Collab ERWC (Ustation)	Collab ENGLISH 10 (Cairl)		
SHORE, ANDREA	L108		ENGLISH 10 HP		ENGLISH 10 HP	FLKTLS&MYTH P	FLKTLS&MYTH P	FLKTLS&MYTH P
RODRIGUEZ, SARAH	E107		CHICAN/LTAM LT P		ENGLISH 9 HP	ETHNIC STUDIES P	ENGLISH 9 HP	ENGLISH 9 HP

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FOREIGN LANGUAGE								
Teacher	Room	Period A	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
BARRON, JESSE	B106	SPANISH 2 P		SPANISH 2 P	SPANISH 1 P	SPANISH 1 P	SPANISH 2 P	
BAUTISTA-NICHOLAS, CLAUDIA	I305			FRESH SEM IMM P	FRESH SEM IMM P	SPANISH 5 AP	SPANISH 5 AP	SPANISH 3 P SS
CHAPMAN, JAMES	H215		SPANISH 2 P	SPANISH 3 P	SPANISH 2 P	SPANISH 2 P		SOCCER G
FORRER, BROOKE	I311			SPANISH 2 P	SPANISH 3 P	SPANISH 2 P	SPANISH 3 P	SPANISH 3 P
GARCIA, VERONICA	L203		SPANISH 1 P	SPANISH 4 P SS		SPANISH 2 P SS	SPANISH 4 P SS	SPANISH 1 P
GOTTLIEB, DAVID	H218		FRNCH GENRE HP	FRNCH GENRE HP	FRENCH 3 P	FRENCH 2 P	FRENCH 3 P	
GUTIERREZ, JORGE	L206		SPANISH 1 P	SPANISH 1 P	SPANISH 2 P	SPANISH 1 P	SPANISH 1 P	SPANISH 2 P
HENDERSON, LUKE	I301		AVID 10	LATIN 3 P	LATIN 3 P	LATIN 2 P		BASEBALL
KARIYA, EMILY	L205		FRESH SEM AVID		JAPANESE 4 HP JAPANESE 5 AP		FRESH SEM AVID	FRESH SEM AVID
KHEM, CHAMNAUCH	I303			AVID 11	AVID 11	LATIN 1 P	LATIN 4 P LATIN 5 HP	
MC KELLAR, LEIGH A.	I307	SPANISH 1 P	SPANISH 4 P	SPANISH 1 P		SPANISH 4 P	SPANISH 4 P	
MIRELES-TOUMAYAN, GUADALUPE	I309		SPANISH 2 P SS	SPANISH 3 P SS	SPANISH 3 P SS	SPANISH 3 P SS	SPANISH 1 P SS	
NESBITT, CHERYL	L204		JAPANESE 2 P	JAPANESE 1 P	JAPANESE 1 P	JAPANESE 3 P	JAPANESE 3 P	
SMITH, NADIA	H217		FRENCH 2 P	FRENCH 1 P		FRENCH 1 P	FRENCH 2 P	
WEI, ZIHUA	L208		CHINESE 3 P CHINESE 4 P	CHINESE 2 P	CHINESE 1 P			
WETHERN, HEATHER	L201	SPANISH 3 P	SPANISH 3 P	SPANISH 3 P		SPANISH 3 P	SPAN 6/LIT AP	

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FRESH SEM								
Teacher	Room	Period A	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ARCE, SEAN	B207						FRESH SEM	FRESH SEM
BAUTISTA- NICHOLAS, CLAUDIA	I305			FRESH SEM IMM P	FRESH SEM IMM P	SPANISH 5 AP	SPANISH 5 AP	SPANISH 3 P
BOYD, BRYN	H216			US HIST P	US HIST P	FRESH SEM P	US HIST P	PEP SQUAD
CIERRA, JORGE	E103		FRESH SEM P Collab (Patenaude)	FRESH SEM P Collab (Patenaude)	FRESH SEM P Collab (Patenaude)		FRESH SEM Collab (COX)	FRESH SEM Collab (COX)
CHERRY, ROBERT	H116		Collab World Hist Kim	Collab World Hist Kim	ECONOMICS	Collab World Hist Kim	FRESH SEM Collab (Hobkirk)	
COX, SHANNON	L207			WORLD HISTORY AP	WORLD HISTORY AP	FRESH SEM P	FRESH SEM Collab (Cierra)	FRESH SEM Collab (Cierra)
ESCALERA, DANIEL	H211		FRESH SEM P	WRLD HIST P IM	FRESH SEM P		FRESH SEM P	
FULCHER, NATHAN	I203		AF/AM LT/HARLM	AF/AM LT/HARLM	ENGLISH 11 AP		ENGLISH 11 AP	FRESH SEM P
GROMALA, ANNETTE	E213	FRESH SEM P	FRESH SEM P	English 11		ENGLISH 10 HP	ENGLISH 10 HP	
HOBKIRK, CARL	H119		WORLD HISTORY AP	FRESH SEM P	FRESH SEM P	Collab FRESH SEM (Edwards)	Collab FRESH SEM (Edwards)	
KARIYA, EMILY	L205		FRESH SEM AVID		JAPANESE 4/5 HP/AP		FRESH SEM AVID	FRESH SEM AVID
PATENAUE, BRIAN	B206		Collab FRESH SEM (Cierra)	Collab FRESH SEM (Cierra)	Collab FRESH SEM (Cierra)	FRESH SEM P		

HISTORY								
Teacher	Room	Period A	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ACKER, NATHANIEL	H204	US HIST P		US HIST P IM	US HIST P	US GOVT AP	US HIST P	
ALVARADO, ROBERT	E101		ECON/ECON P (Collab Phelan--Spring)		WORLD HIST	ECON/GOV P	WORLD HIST P	WORLD HIST P
BISSON, AMY	L100		US HIST P Collab (Saenz)	US GOVT AP	US GOVT AP	US HIST P Collab (Saenz)		
BOYD, BRYN	H216			US HIST P Collab (Saenz)	US HIST P	FRESH SEM	US HIST P Collab (Saenz)	PEP SQUAD
COLBURN, MARGARET	I209	US HIST AP	US HIST AP	AVID 10	AVID 10		US HISTORY AP	
COX, SHANNON	L207			WORLD HISTORY AP	WORLD HISTORY AP	FRESH SEM P	FRESH SEM Collab (Cierra)	FRESH SEM Collab (Sierra)
CUDA, CONRAD	I211		US HIST P	ECON/ECON P (Collab Phelan Fall)	ECON/GOV P		ECON/ECON P (Collab Phelan Fall)	US HIST P
ESCALERA, DANIEL G.	H201		FRESH SEM P	WRLD HIST P IM	FRESH SEM P		FRESH SEM P	
FLANDERS, MATTHEW A.	L102/ POOL		WORLD HIST P	US HISTORY AP	WORLD HIST P	US HISTORY AP		SWIM B/SWIM G WATER POLO B/G
HOBKIRK, CARL W.	H119		WORLD HISTORY AP	FRESH SEM P	FRESH SEM P	FRESH SEM	FRESH SEM Collab (Edwards)	
JIMENEZ, JAIME	H214	ECON/US GOVT P	ECON/US GOVT P IM	HUMN GEOGRY AP	ECON/US GOVT P Collab (Phelan)	ECON/ US GOVT Collab (Phelan)		
KARYADI, ADRIENNE R.	H202					WORLD HIST P	WORLD HIST P Collab (Edwards)	WORLD HIST P Collab (Edwards)
KIM, DOUGLAS	E117		WORLD HIST P Collab (Cherry)	WORLD HIST P Collab (Cherry)	US HIST AP	WORLD HIST P Collab (Cherry)		BASKETBALL G
SALUMBIDES, ROSE ANN	B202		US GOVT AP	US GOVT P	ECONOMICS AP		ECONOMICS AP	ECON/GOVT P
SILVESTRI, MARISA	I205		US GOVT/US GOVT P (Collab Phelan Fall)		PSYCHOLOGY P	PSYCHOLOGY P	US GOVT/US GOVT P	ECONOMICS P
THUN, CHARLES	L114	PSYCHOLOGY AP		PSYCHOLOGY AP	PSYCHOLOGY AP	PSYCHOLOGY AP	PSYCHOLOGY P	

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MATH								
Teacher	Room	Period A	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
CONTRERAS, LUIS O.	H102		GEOMETRY P	GEOMETRY P	ALGEBRA IIP IM		GEOMETRY P	GEOMETRY HP
CRUCE, MARAE	I304		GEOMETRY Myers		TUTORIAL	ALGEBRA II HP	ALGEBRA II HP	
EDWARDS, FRANCIS	L111		GEOMETRY HP	PRECALC/TRIG P	GEOMETRY Myers	GEOMETRY Myers		GEOMETRY Myers
GONZALEZ, ALICIA	E200			STATISTICS P	ALGEBRA P	ALGEBRA IM P	STATISTICS P	ALGEBRA P
HECHT, JAMES D.	B10		ALGEBRA P Collab (Fazio)	ALGEBRA P	ALGEBRA II P Fazio	ALGEBRA II P Fazio		BASKETBALL B
HOFFMAN, RYAN	I306		Algebra IIP	ALGEBRA II P Fazio	STATISTICS AP		STATISTICS AP	STATISTICS AP
LEE, EMILY	L113		CALCULUS AB AP		PCALC/CALCA HP	PCALC/CALCA HP	ALGEBRA II HP	ALGEBRA II HP
LUONG, THERESA	H200			GEOMETRY HP	GEOMETRY HP	GEOMETRY P	GEOMETRY HP	
MADISON, TALISHA	B205		ALGEBRA P	ALGEBRA II HP	ALGEBRA II HP	ALGEBRA P	ALGEBRA P	
MARKEN, ARI	H100	ALGEBRA II HP	PCALC/CALCA HP	ALGEBRA II HP	CALCULUS AB AP		PCALC/CALCA HP	
OKLA, KELLY	H210		MULT VAR CALC/LIN ALG	PCALC/CALCA HP		CALCULUS BC AP	CALCULUS BC AP	PCALC/CALCA HP
PARKER, TREVOR	L109		ALGEBRA II HP	ALGEBRA II		ALGEBRA P (RUSSELL)	ALGEBRA P	ALGEBRA P (RUSSELL)
RADFORD, LANCE	E217		STATISTICS AP		STATISTICS P	ALGEBRA II P	ALGEBRA II P	ALGEBRA II P
RUPPRECHT, STEVEN P.	H208		PRECALC/TRIG P	CALCULUS BC AP	CALCULUS BC AP	PRECALC/TRIG P	PRECALC/TRIG P	
TORRES, GUADALUPE	E201			PRECALC/TRIG P	PRECALC/TRIG P	GEOMETRY HP	GEOMETRY P IM	PRECALC/TRIG P
VERAL, RAMON	I308		ALGEBRA II P	ALGEBRA P (RUSSELL)	ALGEBRA P (RUSSELL)		ALGEBRA II P	ALGEBRA
YUMORI, NICOLE	L110		GEOMETRY HP	GEOMETRY P	GEOMETRY HP	GEOMETRY HP		SOCCER G

PE								
Teacher	Room	Period A	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
BATTUNG, JASON	SG15	YOGA	YOGA YOGA 2	YOGA		YOGA	YOGA	
DURON, ROBERT M.	GYM	9TH GRD PE B	GENERAL PE	GENERAL PE	9TH GRD PE B		9TH GRD PE B	
GREEN, NICOLE	S. GYM		DANCE/ PROF DANCE	PROF DANCE/ PROF DANCE II	DANCE/PROF DANCE	DANCE/ PROF DANCE	PROF DANCE I PROF DANCE II	
RAMSEY, LAMBERT	S.GYM		WT TRAIN/COND	TENNIS PE	WT TRAIN/COND	TENNIS PE		FOOTBALL
SATO, LIANE	GYM		9TH GRD PE G	9TH GRD PE G	9TH GRD PE G	9TH GRD PE G		VOLLEYBALL B VOLLEYBALL G
SKAGGS, DEBBIE J.	GYM	9TH GRD PE G	9TH GRD PE B ADAPTIVE PE	9TH GRD PE B ADAPTIVE PE		9TH GRD PE B	9TH GRD PE G	
VANCOTT, JAMES			ADAPTIVE PE	ADAPTIVE PE				

SCIENCE								
	Room	Period A	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
LOFSTEDT, RITVA	I113		PHYSICS AP	PHY SCI P	PHYSICS AP	PHYSICS AP		PHY SCI P Collab (Corigan)
GUTIERREZ, JESSICA	I217		CHEMISTRY P		CHEMISTRY P	CHEMISTRY P	CHEMISTRY HP	CHEMISTRY P
GAIDA, INGO	I107	ACADEMIC COMP	ENVIRON SCI AP	ENVIRON SCI AP	ENVIRON SCI AP	BIOLOGY AP		
GROSSI, DOMINICK	S200		BIOLOGY Collab (Pitts)	BIOLOGY Collab (Pitts)		BIOLOGY P	BIOLOGY P	BIOLOGY P
HAFFT, IANNA	I313		BIOLOGY HP	BIOLOGY HP	BIOLOGY Collab (Pitts)	BIOLOGY P		BIOLOGY HP
KAY, BENJAMIN	I215			MARINE BIO P	BIOLOGY HP	MARINE BIO P	BIOLOGY HP	BIOLOGY HP
LIPETZ, SARAH	I221		CHEMISTRY AP	CHEMISTRY HP		CHEMISTRY AP	CHEMISTRY AP	
MACWAN, VIJAYA	I317		CHEMISTRY HP	CHEMISTRY P	CHEMISTRY P		CHEMISTRY P	CHEMISTRY HP
MEADORS, AMY	I315		BIOLOGY HP	BIOLOGY HP	BIOLOGY HP	BIOLOGY HP	BIOLOGY Collab (Pitts)	
TIBBITTS, KEITH	I219			PHYSICS P	PRIN OF ENGR P (PLTW)	PHYSICS P	PHYSICS P	WRESTLING
PANTALLION, AYANNA	I319			CHEMISTRY P	CHEMISTRY HP	CHEMISTRY P	CHEMISTRY P	CHEMISTRY HP
REYES, KATRINA	I213		BIOLOGY P		PHYSIOLOGY P	PHYSIOLOGY P	PHYSIOLOGY P	BIOLOGY P
SNYDER, BREANNA	I223	CHEMISTRY HP	CHEMISTRY HP	INTRO TO ENGR DESGN P	CHEMISTRY HP	PLTW DIGITAL ELECT	DESIGN ENGR P	
SONG, KATE	I111	BIOLOGY AP	PHYSIOLOGY P	BIOLOGY AP	BIOLOGY AP		BIOLOGY AP	
STAROSCHAK, CHRISTINA	I109			PHYSIOLOGY P	PHYSIOLOGY P		BIOLOGY HP	PHYSIOLOGY P
YAGHOUBIAN, REBECCA	I115		PHY SCI P Collab (Corrigan)		PHY SCI P	PHY SCI Collab (Corrigan)	PHY SCI Collab (Corrigan)	

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SPECIAL ED							
Teacher	Room	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
English							
CAIRL, JEREMY	H203	ENGLISH 10		Collab ENGLISH 10 KOEHLER	Collab ENGLISH 10 SCHWARTZ	ASSESSMENT	ENGLISH 10
GONSALVES, DIANE M	H116	Collab ENGLISH 11 DEW		Collab ENGLISH 11 DEW	ASSESSMENT	Collab ENGLISH 11 Louria	Collab ENGLISH 11 Louria
LOPEZ, KIMBERLY	H114	ENGLISH 9	ASSESSMENT	Collab ENGLISH 9 COLLINS	Collab ENGLISH 9 COLLINS	Collab ENGLISH 9 Kelley	
SIGLER, JESSICA	B120	Collab ENGLISH 10 Denis	Collab ENGLISH 10 Denis	TUTORIAL	TUTORIAL	English 10 Collab Denis	
TOPPEL, DIANE	H101	TUTORIAL	TUTORIAL	ENGLISH 11	ENGLISH 9		TUTORIAL
USTATION, TINA	H116	ENGLISH 12	Collab ENGLISH 12/ERWC Schw artz	Collab ENGLISH 12/ERWC Schw artz		Collab ENGLISH 12/ERWC Rust	TUTORIAL
History							
CHERRY, ROBERT	H116	Collab WORLD HIST Kim	Collab WORLD HIST Kim	ECON/GOV SAI	Collab WORLD HIST Kim	collab Fresh Sem Hobkirk	
CIERRA, JORGE	E103	Collab FRESH SEM Patanaude	Collab FRESH SEM Patanaude	Collab FRESH SEM Patanaude		Collab FRESH SEM Cox	Collab FRESH SEM Cox
EDWARDS, PHILLIP	H114	TUTORIAL	TUTORIAL		US HISTORY	Collab WORLD HIST Karyadi	Collab WORLD HIST Karyadi
PHILAN, JAMES	E103	Collab ECONOMICS/ US GOVT Cuda/Silvestri	Collab ECONOMICS/ US GOVT Cuda/Silvestri	Collab ECONOMICS/ US GOVT (Jimenez)	Collab ECONOMICS/ US GOVT (Jimenez)		Football
SAENZ, DEBORAH A.	H114	Collab US HISTORY Bisson	Collab US HISTORY Boyd		Collab US HISTORY BISSON	Collab US HISTORY Boyd	ASSESSMENT
Math							
MYERS, JARED	B120	Collab GEOMETRY Cruce	GEOMETRY SAI	Collab GEOMETRY Edw ards	Collab GEOMETRY Edw ards		Collab GEOMETRY Edw ards
RUSSELL, ARTHUR	H114		Collab ALGEBRA Veral	Collab ALGEBRA Veral	Collab ALGEBRA Parker	TUTORIAL	Collab ALGEBRA Parker
SALMARI PHERSON, ANNA MARIA	B120	Collab ALGEBRA Hecht	Collab ALGEBRA II P Hoffman	Collab ALGEBRA II P Hect	Collab ALGEBRA II P Hect		GEOMETRY
TAMTHAI, AARON	H205	ALGEBRA	TUTORIAL		ALGEBRA	TUTORIAL	ESNTLS 2 ALG
Science							
CORRIGAN, CHARLES	S204	Collab PHY SCI Lofstedt	PHY SCI		Collab PHY SCI Mathis/Yaghoubian	Collab PHY SCI Mathis/Yaghoubian	Collab PHY SCI Lofstedt
PITTS, GREG	S205 P	Collab BIOLOGY Drake	Collab BIOLOGY Drake	Collab BIOLOGY Haftt		Collab BIOLOGY Meadors	
Special Programs							
ANDERSEN, ESTHER	L112	IS SOCIAL SKILLS		IS ENGLISH	IS MATH	IS LIFE	IS LIFE
HYON, DONALD	H127		LIFE P2	LIFE P3	LIFE P4	LIFE P5	LIFE P6
GONZALEZ, HENRY	S201	PBS SOCIAL STUDIES		PBS	PBS ENGLISH		PBS
KEITH, KELLY	H102		LIFE Transition	LIFE Transition	LIFE Transition	LIFE Transition	LIFE Transition
MCKELOPOULOS, GEORGE	S203	PBS	PBS MATH			PBS	PBS
MOORE, JENNIFER	L107		IS SOCIAL SKILLS	TUTORIAL	IS ENGLISH	IS MATH	TUTORIAL
PETERS, LOIS	H104		LIFE Transition	LIFE Transition	LIFE Transition	LIFE Transition	LIFE Transition
RUETSCHLE, VALITA	H103	READING IMP		READING IMP	TUTORIAL	READING IMP	READING IMP