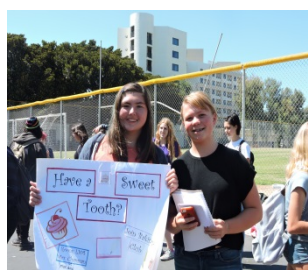




Santa Monica High School Self Study Report



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 |
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| 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). |

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| 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 |
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| 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 |
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| 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 |

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| 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 |
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| 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 |

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| <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 |
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| 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 |

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| 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 asses during online instruction.*

| Findings | Supporting Evidence |
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| 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 |
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| 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 |

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| 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 |

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| 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 |
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| 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 |

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| <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 |
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| <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> |

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

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| <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> |

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| 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 |
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| 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. |

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| 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. |

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| 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. |

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| 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 |
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| 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> |

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| | <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> |

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| | <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 |
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| 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. |

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| <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 |
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| 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.