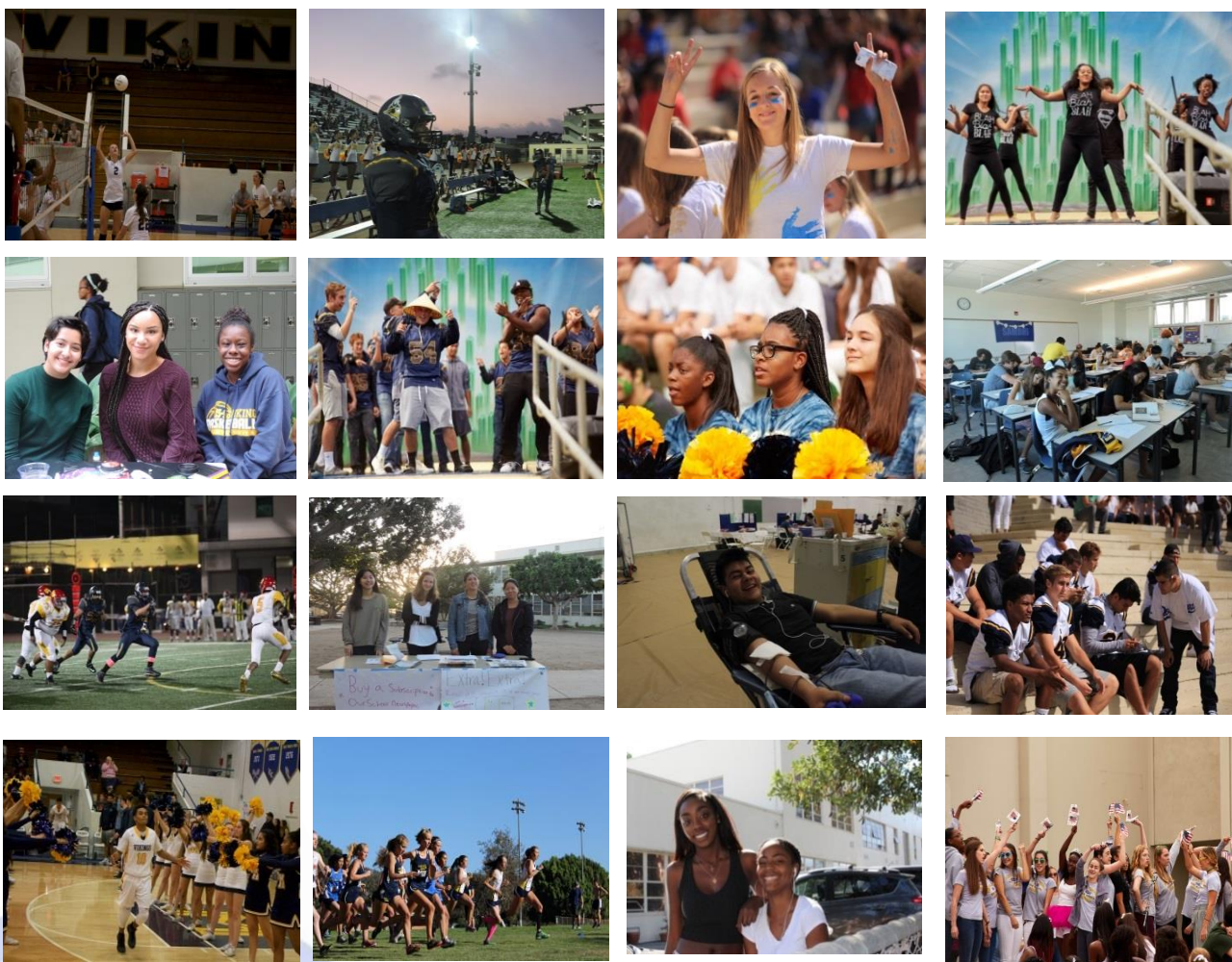




Santa Monica High School

Self-Study Report

601 Pico Boulevard, Santa Monica, CA 90405
Santa Monica-Malibu Unified School District



JANUARY 28-31, 2017
ACS WASC/CDE FOCUS ON LEARNING
ACCREDITATION MANUAL
2016 EDITION



Dear Visiting Committee Members,

Thank you for volunteering to be on the WASC Visiting Committee for Santa Monica High School. We value the time and commitment you put in to reading and analyzing the Self-Study as well as completing the campus visit. Our staff, parents, and community members appreciate the work you will do on behalf of our students. Thank you.

In my first year as principal, I have been pleased to help lead our staff through the Self-Study. I am looking forward to the visit and receiving your report on our school and our work. Santa Monica High School has much to brag about including strong achievement metrics, a dedicated staff and supportive parents and community.

In an effort to achieve educational access and equity for all students, Santa Monica High School has been working with Dr. Pedro Noguera and his team to develop an action plan to assist the district in taking the next best steps to address achievement gaps in the district and further current equity and access work. This has given our school the opportunity to refocus and redirect so that our tradition of excellence can continue and be extended to all of our students.

We know that Santa Monica High School is an excellent school and we know that it can be even better. We respect your expertise, look forward to your analysis of our efforts and appreciate the time and effort that you give in the service of students.

Sincerely,

A handwritten signature in blue ink, appearing to read "Antonio Shelton", written in a cursive style.

Dr. Antonio Shelton
Principal



WASC Self-Study Visiting Committee

Dr. David M. Martinez, Chairperson

Principal

Early College High School

Dr. Stephanie Herrera

Principal

Antelope Valley Union High School

Mr. Lambert Merlo

Assistant Principal

Lake Elsinore Unified School District

Mr. Jason Meskis

Athletic Director/Testing Coordinator/PE

Oak Park Unified School District

Mr. Floyd North, III

WASC Coordinator

King-Chavez Community High School

Mr. Jeffrey R. Padgett

Dean of Students

Whittier Union High School District

Ms. Nicole Peterson

Teacher

James Madison High School

Ms. Vanessa Sandoval

Assistant Principal

Alliance Margaret M. Bloomfield High School

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SMMUSD Mission Statement

Extraordinary achievement for all while simultaneously closing the achievement gap.

SMMUSD Vision Statement

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

Santa Monica High School Leadership Team

Dr. Antonio Shelton, Principal
Dr. Hector Medrano, S House Principal
Mrs. Lissette Bravo, M House Principal
Mr. Isaac Burgess, O House Principal
Mrs. Tristan Komlos, H House Principal
Mrs. Julie Markussen, I House Principal
Ms. Catherine Baxter, Dean of Students

Mr. Evan Fujinaga, Athletic Director
Mrs. Sherie Rotondi, Activities Director

Santa Monica High School House Leadership

S House: Meredith Louria, Teacher Leader
Lisa DeMirjian (9, 11) and Amy Golden (10, 12), S House Advisors

M House: Christina Staroschak, Teacher Leader
Maribel Pulido (9, 11) and Judith Hinojosa-Riusech (10, 12), M House Advisors

O House: Daniel Escalera, Teacher Leader
Laura Simone (9, 11) and Maricela González (10, 12), O House Advisors

H House: Emily Kariya, Teacher Leader
Negar Asiaban (9, 11) and Al Trundle (10, 12), H House Advisors

I House: Kathleen Faas, Teacher Leader
Jessica Garrido (9, 11) and Yunuen Valencia (10, 12), I House Advisors

Ernesto Flores (A-G), Julie Honda (H-N) and Rosa Mejia (O-Z), College Counselors
Dana Bart-Bell and Stefani Tovar, Librarians
Carolina Rodriguez, Nurse
Janis Kingsley-Scott, Neda Burleigh, and Miranda Boe, Psychologists

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*Indicates Department Chairperson

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LuAnne Reed
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Santa Monica High School WASC Self-Study Leadership Team

Administrative Leadership Team

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Evan Fujinaga

Department Chairs

Nathan Fulcher, English
Heather Wethern, Languages
Marae Cruce, Mathematics
Jason Aiello and Joni Swenson, Performing Arts
Jason Battung, Physical Education
Sarah Lipetz, Science
Gregory Pitts, Special Education
Amy Bisson, Social Studies
Martin Ledford, Visual Arts

Teacher Leaders/ Focus Groups

Daniel Escalera
Kathleen Faas
Emily Kariya
Meredith Louria
Christina Staroschak

Preface

During our WASC Self-Study process, Santa Monica High School has gone through many leadership transitions. In the 2016-2017 school year an interim superintendent was appointed, along with an interim high school principal. Santa Monica High School's new principal arrived in the middle of September of 2016 and the board of education appointed a new superintendent to begin work in January of 2017.

While these transitions were occurring a house principal assumed the responsibilities of the WASC Self-Study and continued to work with the staff. The departments worked in groups to articulate core beliefs and narrowed those beliefs to five. The Instructional Planning Committee (IPC) reviewed and finalized the core beliefs.

A presentation of the final core beliefs was shared with the staff in the fall of 2016. CASSP data was presented to all staff and an analysis protocol was developed to facilitate the process. The five houses then analyzed the data after the all school presentation. To break it down further, professional learning communities examined the data and made recommendations for the action plan.

In January of 2017, departments and houses began to review their assigned sections of chapter 4. Several meetings took place to facilitate the discussions. While this was occurring, our new superintendent instituted a new leadership model, the Site Leadership Team (SLT) began working on our professional development plan of action.

During early August 2017 the house principal assigned to oversee the WASC Self-Study left to lead a school in another school district. Unbeknownst to the leadership team, many of the important elements of the WASC Self-Study were not complete or received; therefore, leading us to ask the accreditation board for another extension in order to compile the information necessary for a realistic and beneficial visit by the WASC Self-Study Committee. This mishap did push our timeline, and we did our best to follow the WASC process with fidelity the last few months.

WASC Self-Study Timeline Process

AUGUST 2016
18 – Equity conversation w/Rousseau (Interim Superintendent): Group Feedback
18—All staff PowerPoint: Self-Study Process Overview
18 – In Departments, Home Group Activity 1—Progress of Critical Area of Needs
31 – Articulating Core Beliefs, Narrowing House Top 5
SEPTEMBER 2016
28 – Articulating Core Beliefs, Narrowing School To the Top Ten
OCTOBER 2016
10 – Narrow down questions for Perception Surveys – to give to staff, students, families
20 – Meeting to discuss Focus Groups for Students, Parents, Classified Staff
26 – Review of Core Beliefs for IPC Review/Approval
26—Review of CAASP Data, 2016 for November meeting.

NOVEMBER 2016
1 – Begin Chapter 1
2 – Presentation of Final Core Beliefs, All Staff Meeting
2—CAASPP Data Presentation with Data Analysis Protocol
16 – Home Group Activity 2: Department Review of CAASPP data, identification of instructional practices to be used
DECEMBER 2016
7 – Home Group Activity 3: Department review of pertinent data
18—Classified staff reviewed and provided feedback.
JANUARY 2017
18 – In Departments, begin answering for Chapter 4 questions
25 –In Houses, begin answering their indicator prompts for their section of Chapter 4.
February 2017
8 – Home Group Activity 4: Department Review of Data Pertinent to Current Academic Interventions
MARCH 2017
1 – In Departments, provide feedback to articulate new school goals
29 –In Houses, completing answers to indicator prompts for their section of Chapter 4
APRIL 2017
19 – ALL HOUSE Meeting – WASC Combining Ch 4: Gallery Walk & Chance for all staff to add feedback on other Ch 4 sections Articulating themes for new goals (Ch 2)
MAY 2017
10 – Complete their section of Ch 4 edit from another House
JUNE 2017
30 – Complete Perception Survey
SLT works on Action Plan
AUGUST 2017
20 – 1 st House meeting: Feedback, Questions
Teacher Leaders (Focus Group Leaders) look over their criteria area of Chapter 4
SEPTEMBER 2017
SLT working on Action Plan
OCTOBER 2017
Finalize Chapter 4 in Houses
NOVEMBER 2017
Complete and review all chapters



Santa Monica High School Self Study Report



1 CHAPTER

STUDENT/COMMUNITY PROFILE, SUPPORTING DATA, AND FINDINGS

A. GENERAL BACKGROUND AND HISTORY

Community

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

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

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

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

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

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

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

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

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

The top five employers in Santa Monica are:

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

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

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

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

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

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

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

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

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

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

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

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

State and Federal Program Mandates

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

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

d. Parent/community organizations

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

Parent and Community Organizations

Parent Teacher Student Association (PTSA)

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

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

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

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

African American Parent Student Staff Support Group (AAPSSSG)

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

English Learner Advisory Committee (ELAC)

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

Santa Monica Arts Parents Association (SMAPA)

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

Grad Nite Committee

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

Community Foundation Programs

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

Virginia Avenue Park Teen Center

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

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

Ocean Park Community Center (OPCC)

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

Boys & Girls Clubs of Santa Monica

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

Samohi Alumni Association (SAA)

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

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

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

Santa Monica-Malibu Education Foundation

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

Vault Prep

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

Santa Monica Police Activity League (PAL)

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

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

CLARE Foundation

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

School and business relationships

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

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

Staff Description

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

Certificated Staff by Ethnicity

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

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

Classified Staff by Ethnicity

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

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

Certificated and Classified Staff by Gender

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

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

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

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

School Purpose and ACS WASC Accreditation History

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

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

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

Santa Monica High School Mission Statement

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

Santa Monica High School Vision Statement

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

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

Schoolwide Learner Outcomes (SLOs)

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

Academically productive students who

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

Ethical students who

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

Creative students who

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

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

Core Beliefs and Rationales

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

Clearly Defined School Mission

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

Positive and Safe Learning Environment

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

Motivation and Success

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

Development of Successful Life Skills

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

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

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

WASC Accreditation History for the School

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

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

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

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

Commendations

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

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

Recommendations

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

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

Program Improvement Status of the School

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

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

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

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

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

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

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

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

B. SCHOOL PROGRAM DATA

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

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

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

Incoming 10HP: *Slaughterhouse Five* - Kurt Vonnegut

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

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

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

Intervention Programs

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

Online Instruction (See Key Terminology for definitions):

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

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

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

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

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

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

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

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

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

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

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

Reaching Bigger Goals

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

English Learner Program

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

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

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

Special Education Program

Number of Students Who Receive Special Education Services

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

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

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

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

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

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

OCLC/ISP/Olympic

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

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

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

Opportunity Room

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

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

Special Day Class

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

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

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

Independent study is an alternative instructional strategy, not an alternative curriculum. Students work independently, according to a written agreement and under the general supervision of a credentialed teacher. While independent study students follow the district-adopted curriculum and meet the district graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning.

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

Circle Up

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

Super Saturday

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

Foster Youth

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

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

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

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

*Specialized Programs**Project Lead the Way (PLTW)*

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

LA HI-TECH Career Pathways

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

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

get into the school(s) they desire. This curriculum is presented as a major component of the mandatory Freshman Seminar course in the fall semester and will be revisited annually through refresher/extension modules in their English classes throughout the course of their high school careers.

Advancement Via Individual Determination (AVID)

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

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

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

Major Goals of Dual-Language Education

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

Four critical components of dual language programs

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

Students in the Dual Language Spanish Immersion program may qualify for the The State of California Seal of Biliteracy (SSB), a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in

speaking, reading, and writing in one or more languages in addition to English. Qualifying graduating seniors receive a gold, embossed seal on their diplomas that was specially designed for the State Seal of Biliteracy designation.

Advanced Placement/Equal Opportunity Schools

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

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

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

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

Career Technical Education (CTE)

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

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

Dual Enrollment

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

Young Collegians

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

Since its inception, we have graduated six cohorts of students, a total of 131 young collegians. This is an average of 22 graduates per cohort. Recent graduating cohorts have been small; however, we have had as many as 32 graduates in a cohort. We start with 25-35 collegians in year one. Drop out is due to movement to other school-city and/or credit recovery.

The targeted student population includes students who have traditionally been underrepresented in postsecondary education and who have not had access to the academic preparation needed to meet college readiness standards, students for whom the cost of college is prohibitive, students of color, English Language Learners, and first generation college attendees. The cohort is chosen from group of rising tenth grade students.

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

The summer courses that the Young Collegians participate in are:

First Year Summer

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

Second Year Summer

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

Third Year Summer

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

During the school year the group is brought together for additional student success workshops. These workshops support the techniques that the Young Collegians learn during the summer and

continue to provide them with study skills tools, career exploration exercises, college readiness discussions and strategies, college tours and one-on-one conferences (funding and time permitting).

Get Focused...Stay Focused!

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

The program consists of three interrelated components:

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

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

Renaissance Program

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

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

Why is it important?

Promotes a good academic atmosphere

Reinforces good study habits and positive behavior

Rewards students who deserve recognition

C. DEMOGRAPHIC DATA

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

Parent Education Level

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

Percent of Students Eligible for Free or Reduced Lunch

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

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

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

Student Enrollment

Student Enrollment by Grade and Gender

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

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

Predominant Primary Languages Other Than English

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

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

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

Enrollment in Special Programs

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

English Learners Achieving Proficiency

Annual CELDT Results 2016-2017

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

Initial CELDT Results 2016-2017

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

Number of English Learners

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

D. Addressing the Eight State Priorities

Conditions of Learning

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

Highly Qualified Teachers

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

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

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

Professional Development

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

District-based initiatives:

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

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

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

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

School Facilities

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

Extra-Curricular Activities

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

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

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

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

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

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

Currently, Samohi fields the following sports:

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

Expenditures Per Pupil

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

Pupil Achievement Outcomes

2014-15 Smarter Balanced Subgroup Summary

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

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

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

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

Subgroup Summary by Ethnicity—Math (2014-15)

	All Students	Af Am	Am In	Asian	Filipino	Hispanic	PI	White	2 or More
Count	670	67	3	40	9	239	2	281	29
Standard Exceeded or Met	46%	19%	0%	72%	44%	28%	100%	60%	76%
Standard Exceeded	20%	3%	0%	32%	33%	10%	50%	30%	31%
Standard Met	25%	16%	0%	40%	11%	18%	50%	30%	45%
Standard Nearly Met	21%	19%	0%	12%	22%	24%	0%	20%	14%
Standard Not Met	34%	61%	100%	15%	33%	47%	0%	20%	10%

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

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

2015-16 Smarter Balanced Subgroup Summary

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

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

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

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

Subgroup Summary by Ethnicity—Math (2015-16)

	All Students	Af Am	Am In	Asian	Filipino	Hispanic	PI	White	2 or More
Count	671	62	0	45	11	275	1	224	48
Standard Exceeded or Met	49%	21%	0%	80%	36%	35%	0%	66%	60%
Standard Exceeded	21%	8%	0%	44%	36%	8%	0%	33%	25%
Standard Met	28%	13%	0%	36%	0%	27%	0%	33%	35%
Standard Nearly Met	26%	34%	0%	13%	36%	29%	100%	23%	21%
Standard Not Met	25%	45%	0%	7%	27%	36%	0%	11%	19%

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

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

2016-17 Smarter Balanced Subgroup Summary

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

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

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

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

Subgroup Summary by Ethnicity—Math (2016-17)

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

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

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

For CAASP overall ELA, between 2014 and 2016, there was a 32% increase in the number of students that either met or exceeded standards. This improvement existed in all demographics. The percent increase in the number of students who either met or exceeded standards are as follows: 27% African American, 58% Hispanic and 23% White and 20% English Learners.

For CAASP overall Math, between 2014 and 2016, there was a 0.08% increase in the number of students that either met or exceeded standards. The increase in the number of students who either met or exceeded standards are as follows: 0.3% African American, 0.1% Hispanic and 0.07% White students. Students with Disabilities increased 13%. EL students had double digit gains across the board in every subgroup. Math scores we see a slight gain overall, the subgroups had a decline among the subgroups. Within the subgroups we are not seeing a lot growth.

CAHSEE

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

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

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

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

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

Adequate Yearly Progress

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

AYP Status

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

Participation Rate

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

Percent Proficient: Annual Measurable Objectives (AMOs)

Group	2013		2014	
	Prof ELA	Prof Math	Prof ELA	Prof Math
Target	88.9%	88.7%	100%	100%
Schoolwide	75.5 Yes*	72.2 No	71.2 No	68.0 No
Hispanic Latino	59.8 No	58.1 No	54.6 No	55.5 No
White	89.9 Yes	83.9 Yes*	88.3 No	81.5 No
SED	57.7 Yes*	57.5 Yes*	47.7 No	47.9 No
EL	59.3 No	60.5 No	54.4 No	60.8 No

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

College Readiness Assessments

Scholastic Assessment Test (SAT)—Mean Scores

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

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

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

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

AP Courses and Exams

Advanced Placement (AP) Courses

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

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

Race

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

Socioeconomic Status

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

Students With Disabilities

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

Academic Performance Index (API) Trends

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

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

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

Report Card Analysis--Ds and Fs

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

High School Drop Out Rates

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

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

Attendance

Chronic and Severe Chronic Absentee Rates

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

2016-2017 Chronic Absentee Counts and Rates by Ethnicity

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

**Student count is less than 10.*

High school graduation rate [Priority 5]

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

High School Graduation Rate

Graduation Rate Graduation Rate Results

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

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

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

2015-2016								
Level	Asian	Pac Isl	Filipino	Hispanic	Af Am	White	2 or more	Total
Samohi	90%	N/A	66.7%	58.4%	54.2%	81%	65.9%	70%
County	74.6%	43.2%	66.8%	44.5%	38.7%	57.5%	55.5%	49.6%
State	72.5%	38.6%	62.6%	37.2%	34.4%	51.7%	50.4%	45.4%

2016-2017 Chronic Absenteeism Counts and Rates Comparison

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

Suspension Rates

Suspension rates [State Priority 6]

Types and Totals of Suspensions

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

Total Numbers and Percentage of Suspensions

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

	2014-2015				
Ethnicity	Cumulative Enrollment	% of Cumulative Enrollment	Total Suspensions	Suspension Rate	% of Students Suspended
African American	300	9.7%	33	8.0%	23%
Am Ind/Alaska Nat	0	0	0	0	0
Asian	210	7.0%	1	0.5%	1.0%
Filipino	34	1.1%	2	5.9%	1.9%
Hispanic	1125	36.2%	48	3.7%	40.8%
Pacific Islander	13	0.4%	1	7.7%	1.0%
White	1275	41%	39	2.3%	28.2%
Two or More	144	4.6%	4	2.8%	3.9%

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

	2016-2017				
Ethnicity	Cumulative Enrollment	% of Cumulative Enrollment	Total Suspensions	Suspension Rate	% of Students Suspended
African American	258	8.9%	18	4.7%	10.6%
Am Ind/Alaska Nat	0	0	0	0	0
Asian	204	7.0%	4	2.0%	3.5%
Filipino	26	0.9%	1	3.8%	0.9%
Hispanic	1058	36.5%	75	5.6%	52.2%
Pacific Islander	0	0	0	0	0
White	1105	38.1%	36	2.8%	27.4%
Two or More	213	7.3%	5	1.9%	3.5%

Expulsion Rates [State Priority 6]

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

Schoolwide Learner Outcomes

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

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

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

Graduation Requirements

220 credits including all subject requirements (one semester of one course = 5 credits)
 Satisfactory completion of the California High School Exit Exam – nullified July 2015
 A letter grade of "D-" is the minimum requirement to pass a course at Samohi.
 Requirements for the Universities of California (UC) and Cal State Universities (CSU)

Completion of required courses with a letter grade of “C” or better
 SAT Reasoning Test or ACT (Plus Writing Section part for UCs)
 Two (2) SAT Subject Tests for UCs

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

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

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

Perception Data

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



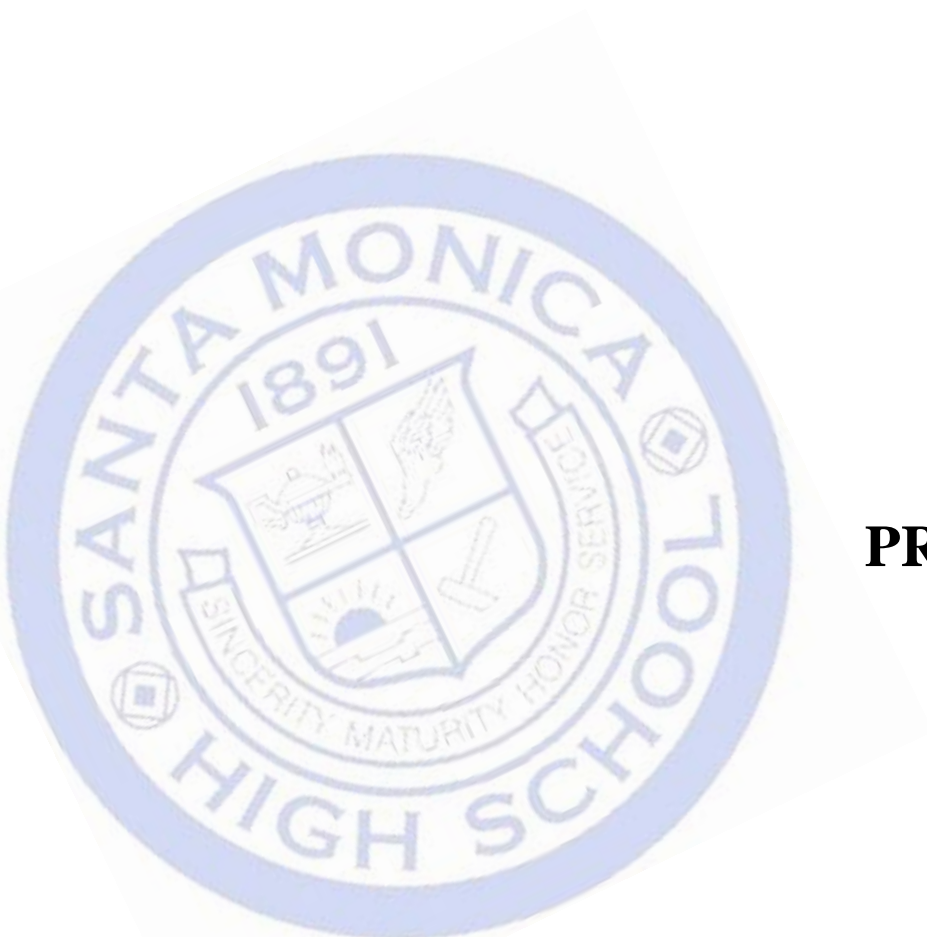
Santa Monica High School Self Study Report



2

CHAPTER

PROGRESS REPORT



Chapter 2: Progress Report

Significant Developments

Santa Monica High School's last full WASC visitation was in March of 2011. We had a three-year review in March of 2013.

New Team/Personnel

1. SMMUSD Superintendent

Superintendent Sandra Lyons left the district on July 1, 2016. Dr. Chris King and Dr. Sylvia Rousseau were appointed as interim co-superintendents during the search for a permanent superintendent. On January 1, 2017, Dr. Ben Drati was officially appointed for the position. Dr. Drati, who has served as assistant superintendent of secondary education for the Santa Barbara Unified School District since 2012, is credited with shaping a district focused on diversity, inclusiveness and cultural proficiency.

2. Santa Monica High School Principal

Since 2014, Samohi has had two different lead principals. Ms. Eva Mayoral resigned on June 30, 2016. Dr. Antonio M. Shelton, had served as Samohi principal of the highly rated Indian Hill High School in Cincinnati, Ohio since 2011, started as principal in September 2016. Indian Hill is one of the top-ranked schools in the nation, making Newsweek's list of Top 100 schools in America and earning a gold star ranking by US News and World Report. The Dean of Students is the only administrator still at Samohi since the 2011 visit.

3. House Principal

There have been twelve new house principals hired since over the last six years. Each house has had a minimum of two different house principals over that time span. Four went on to lead their own schools and one moved away. All the five new house leaders came from out of the district, including the lead principal. The new leadership has pursued new ideas and have implemented many new programs that have benefited the schools' progress.

Local Control and Accountability Plan

Santa Monica High School has transitioned to the Local Control and Accountability Plan (LCAP). SMMUSD refers to the plan as Excellence through Equity. Each school district must engage parents, educators, employees and the community to establish these plans. The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals. The LCAPs must focus on eight areas identified as state priorities. The plans will also demonstrate how the district's budget will help

achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

SMMUSD Three Main Goals:

1. All graduates are ready for college and career.
2. English Learners will become proficient in English while engaging in a rigorous, standards-aligned core curriculum.
3. All students engage in schools that are safe, well-maintained and family friendly.

Facility Improvement Projects through Bond Construction

Santa Monica High School started construction of a new three story facility referred to as the Innovation Building in 2011. The building was completed in 2015. It has 15 science labs as well as 18 classrooms for math, English, social studies, and language courses. The building also features eight prep rooms, a computer lab, an auto shop, a special education suite for the transition students, and a House office. A quad and an atrium with drought-friendly plants, student lockers, and benches were also constructed. The Centennial Quad has become the event space of the campus. Club Day, ASB, Sweet Serenade concert, Winter Wonderland, are just a few of the events that have found a new home.

The project was funded through Bond Measure BB, a \$268-million bond for school improvements that voters passed in 2006. The school board approved a contract for \$944,000 in computer equipment for the building. The Measure BB funds covered 752 student laptops, 39 teacher laptops and 11 computer storage carts as technological upgrades continue to roll out across the district. Each classroom receive one teacher laptop and desktop computer, eight student laptops, document camera, sound system with microphones, teacher tablet, and an LCD projector. Science classrooms received 16 laptops and probe ware.

In 2012 Santa Monica-Malibu Voters passed Measures ES, a \$385M bond which will help us continue our goal of improving all our schools. This bond money will be utilized to upgrade technology throughout the district, increase safety and security through fire alarm upgrades and gate access improvements, and to modernize and build new facilities at multiple campuses. The Samohi committee began to use these funds to design the Samohi Campus Plan. After 127 year of service to our community Samohi needed to become a school for the next century. The goals of the Samohi Campus Plan are to:

- Improve learning by replacing undersized and inflexible facilities with larger spaces that accommodate diverse learning styles and allow for variable uses.
- Provide enhanced support spaces, such as libraries, cafeteria, labs, and other student services, that promote whole child development.

- Maintain the House communities that provide for decentralized administration and aid in more personal care of students and families.
- Majority of buildings outdated and inadequate for current needs
- Classrooms are crowded, inadequate meeting spaces
- Building conditions in need of improvements
- Inadequate athletic and physical education facilities
- Inadequate parking
- Improve the arts and athletic facilities in support of both the school and community's educational, cultural, and recreational enhancement.
- Reorganize open space to support the House communities and foster intra-campus circulation.
- Improve access, circulation, and drop-off and increase on-campus parking.
- Establish a logical and fiscally feasible sequence of phased development.
- Ensure that the campus remains whole at the end of each phase.
- Ensure collaboration with district to maintain and upgrade technology equipment. f

The Board of Education approved the request to combined phases one and two. They added the additional funding with the goal to be in the new Discovery building two years earlier than if the phases had been separated.

Samohi now has a thirty year plan to remake the campus to meet the current and future needs of our community.

Phase	Anticipated Demolition Date	Anticipated Building Occupancy Date
1 & 2	Summer 2018	Winter 2022
3	Summer 2023	Spring 2024
4	Summer 2024	Spring 2027
5	Summer 2027	Spring 2031
6	Summer 2031	Spring 2035
7	Summer 2039	Summer 2043
8	Fall 2043	Fall 2045
9	Fall 2045	Fall 2047



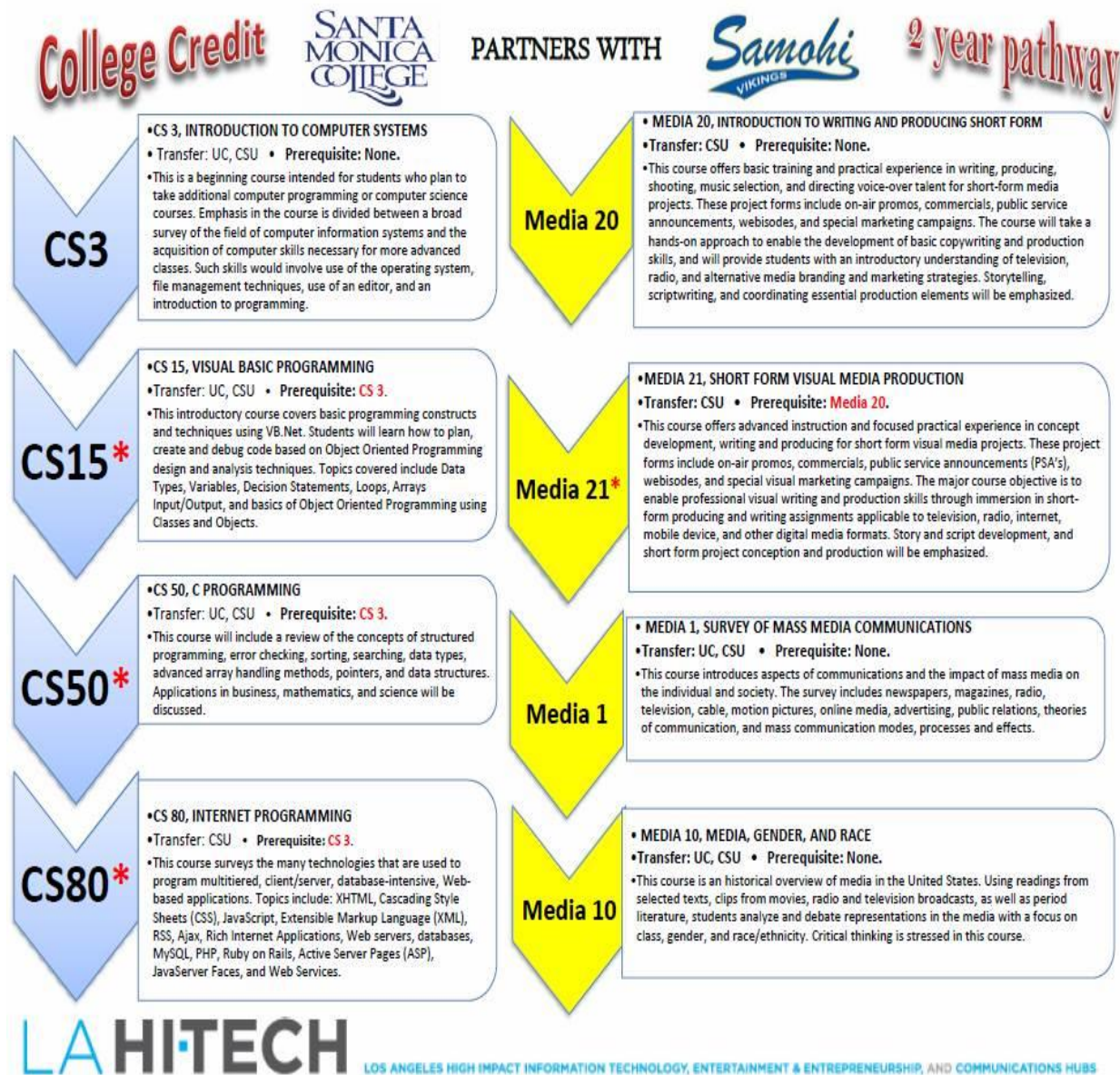
Technology

Seventy-six (76) existing classrooms were upgraded to the district's new technology standards. The standard includes a projector and screen, document camera, DVD player, and a sound system with wireless microphones. The school has been upgraded to one gigabits per second networking and campus-wide Wifi. The telephone systems were replaced with a district-wide IP telephone system (VOIP). Twenty-four (24) math classrooms received one teacher and eight student laptops. Eighteen (18) science classrooms also received one teacher and sixteen student laptops. Wireless access points were installed throughout the campus and the phone system was replaced with a new IP telephone system. The campus network infrastructure was upgraded to one-gigabit bandwidth to support the wireless access and telephone upgrades.

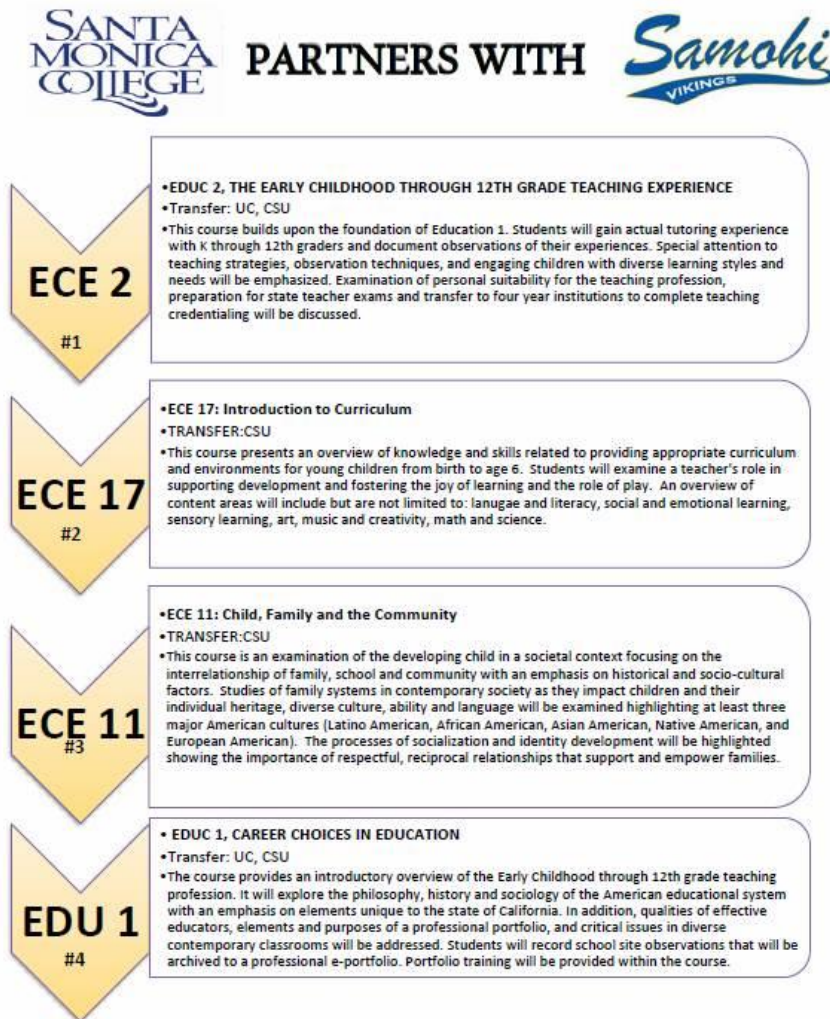
Curricular/Program Changes

A. Santa Monica College (SMC) Programs

In early 2015, the SMC Board of Trustees also waived enrollment fees for high school students, and those who qualify now take classes at SMC for free. During the fall of 2015, SMC also began offering media and computer science classes at Samohi under the LA HI-TECH grant to bring interested high school students into a higher education pathway at SMC that will lead to tech jobs.



SMC Also began the Early Start Pathway (ESP) to develop a career pipeline in early care and education that meets the current and future ECE workforce needs. This pipeline will provide a clear pathway to a B.A. in ECE.



B. Get Focused Stay Focused

Beginning in 2016-17 school year, Samohi implemented a new program called, “Get Focused, Stay Focused” into the Freshman Seminar. The program is designed to introduce strategies beginning in the ninth grade year and continuing beyond high school into college. Students complete a semester or year-long freshman, comprehensive guidance course that helps students identify their interests and life goals, discover a career aligned to those interests and goals, and develop an educational pathway to prepare for that career. This is a strong high school to college transition program geared to improve college preparation of high school students, and to improve the success rates of college students. The freshman course culminates with the development of an online, skills-based, 10-year career and education plan that is updated each year throughout high school and used by advisors for counseling and instructors for academic coaching. From

this comprehensive guidance experience, students will be motivated to persist and graduate because they understand the value of a good education.

The course continues in the tenth through twelfth grade English classes. Using the Common Core English standards as the basis for instructional strategies, the detailed career lessons are designed to integrate existing academic classes over sixteen class lessons each year from tenth through twelfth grade. Each grade's series of lessons leads the learner through a self-discovery process so upon graduation they will have an informed, declared college major including a career and education plan or a targeted workforce entry strategy.

C. Project Lead the Way

Project Lead the Way is a rigorous, four-year engineering pathway for high school students. All courses require an interest in creating and designing solutions to problems, strong math and critical thinking skills, and a willingness to work collaboratively in groups.

Year 1: Introduction to Engineering Design

Students learn about the engineering design process, practice sketching and dimensioning techniques, participate in engineering design challenges, and create 3D imaging files using computer software. *Software:* Autodesk Inventor *Math Skills:* Algebra, Geometry

Year 2: Principles of Engineering

Students explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then they apply what they know to take on challenges like designing a self-powered car and a material sorter. There is additional focus on professional careers in which students will have an opportunity to interact with an engineering professional. *Software:* Autodesk Inventor, Robot C *Math Skills:* Algebra, Geometry, Algebra II

Year 3: Digital Electronics

Students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry. *Software:* Circuit Design Software (CDS): Multism *Math Skills:* Algebra, Geometry, Algebra II

Year 4: Engineering Design and Development

Students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers.

English Language Development

Teacher leaders went to a training at the Los Angeles County of Education to learn more about the new ELD standards and how to implement them into the classroom. The teacher leaders then created presentations and professional development for staff with a focus on embedding the standards into content-related areas. There have been staff meeting days allocated for these presentations throughout the entire school year.

In the school year of 2016-17, teacher leaders went into classrooms to observe ELL cohorts. These teachers also shadowed one ELL student for the EL student's entire day schedule. The information gathered was then discussed and analyzed to determine various factors that aid in the learning process and environment. Staff presentations will include this information as well.

CELDT is still used for initial testing for new students to the school. However, the English Language Proficiency Assessments for California (ELPAC) was piloted in 2016-17. This test is given in the spring instead of the fall.

Schoolwide Tardy Policy

All ninth through twelfth grade students must not exceed 120 unexcused class absences in order to participate in the graduation ceremony their senior year. The 120 class absence policy will start from freshman year and will go all the way to graduation day. The class absences will carry over from one year to the next.

TARDIES: Every three tardies equals ONE class absence.

Ninth Grade Consequences

- 10 or more unexcused class absences/15 tardies= SUPER SATURDAY SCHOOL
- 10 or more unexcused class absences/15 tardies= Ineligible for extra-curricular sports and fine arts
- 120 or more unexcused class absences= No walking on stage at graduation
- After five parent excused illness (five days or 60 periods) absences, student will need doctor's proof to excuse any absences thereafter

Tenth through twelfth Grade Consequences

- 10 or more unexcused class absences/15 tardies= SUPER SATURDAY SCHOOL
- 10 or more unexcused class absences/15 tardies= No lunch pass
- 10 or more unexcused class absences/15 tardies= Ineligible for extra-curricular sports and fine arts
- 120 or more unexcused class absences= No walking on stage at graduation
- After five parent excused illness absences, student will need doctor's proof to excuse any absences thereafter
 - Extreme absences due to doctor prescribed illnesses will be reviewed by the Attendance Review Board on a one-on-one basis

HOW TO WORK OFF CLASS ABSENCES AND TARDIES

SUPER SATURDAY SCHOOL

Two hours of Super Saturday School erases six class absences

Four hours of Super Saturday School erases twelve class absences

SAMOHİ SPONSORED TUTORING

One hour attending tutoring erases three class absences

Super Saturday

A restorative program has been created to allow students to restore their behavior in excessive tardies, excessive absences, fighting, use of drugs, and bullying. The program started in 2017 and it is called “Super Saturday”. For about eighteen Saturdays during the school year, the students who attend will receive instruction in restorative practices, community service, drug and alcohol prevention, S.A.T. and A.C.T Prep, and campus beautification. The Super Saturdays are managed by the Director of Restorative Justice and supported by the local Boys and Girls Club and various teachers. Students who have attendance and discipline consequences must attend.

Restorative Justice at Samohi

In the fall of 2015, Samohi was introduced to Restorative Justice. A presenter came to Samohi and gave a one hour presentation on what Restorative Justice was and how it benefited schools. District contributes through SMMEF and our own PTSA provided support to allow us to hire a full time Coordinator. In 2016, Samohi successfully advocated for a Director of Restorative Justice to work at the school full time.

Restorative practices at Samohi have represented a significant paradigm shift from traditional school practices, where students who engage in increasingly disruptive behaviors receive increasingly harsh punishments. At Samohi now uses restorative practice where students focus on the harm their misbehavior caused others, and see what they can do to repair that harm and restore and strengthen relationships that may have been affected in the process. With restorative practices, there is a shared responsibility among students and teachers to hold each other accountable for maintaining high behavioral expectations and for creating a culture of trust, safety, and mutual respect.

The implementation of restorative practices has required a schoolwide commitment to a very different way of relating to one another. Those engaged in wrongdoing, for example, will be asked to respond to several restorative questions: What happened? What were you thinking about at the time? What have you thought about since? Who has been affected by what you have done? In what way? What do you think you need to do to make things right? Those who are harmed respond to restorative questions as well: What did you think when you realized what happened? What impact has this had on you and others? What has been the hardest thing for you? What do

you think needs to happen to make things right? Questions are typically posed during circles conducted by our Director of Restorative Justice, Administrators, Student Outreach Specialists, Advisors and trained teachers. Circles occur continuously, not only in response to wrongdoing, but also as a way for students and staff to get to know each other better and to function more effectively as a group. Circles have transformed Samohi into more of a community. At Samohi, all voices are heard, and share in the opportunities for developing greater trust, respect, empathy, and mutual understanding. Restorative practices have helped in reducing suspensions and expulsions related to bullying and physical altercation at Samohi. They have also helped teachers be more engaged with students as they conduct community circles in their classrooms.

Renaissance Program

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

- To improve overall academic performance
- To increase student attendance
- To create a positive, safe school environment
- To promote equity and excellence

Why is it important?

Promotes a good academic atmosphere
Reinforces good study habits and positive behavior
Rewards students who deserve recognition
Improves attendance
Improves grade point averages

Who is rewarded?

Students who improve their school attendance
Students who raise their g.p.a. every grading period
Students who improve in behavior and attitude every semester
Students who improve in attitude

During our last full visit in 2011, these were the Schoolwide Critical Areas for Follow up:

1. Improve instructional leadership to guide schoolwide efforts to monitor and advance student achievement.
2. Implement a comprehensive professional development plan, including the development and usage of common pacing plans and formative and summative assessment data, to improve instructional practices.
3. Increase student academic achievement by establishing and maintaining support mechanisms for underperforming students.
4. Increase enrollment in advanced level courses to reflect the school's diverse population.

During our March 2014, mid-cycle visit, the following were the commendations and recommendations from the visiting committee:

Commendations:

1. An increased focus on student learning is evident from a review of schoolwide performance data.
2. Santa Monica High School supports a strong focus on instructional practices that improves learning for all students.
3. The implementation of the collaborative model between general education and special education teachers supports the inclusion of special education students in the general education classes to assist these students with their academic learning.
4. There is strong support by parents and the community for Santa Monica High School programs.
5. Students, parents and staff feel strongly supported by the new administrative team and their vision for the future.
6. The new administrative team has fostered a sense of family and community by valuing everyone's role in the educational process.
7. The creation and use of the Instructional Planning Committee (IPC), a collaborative leadership team, guides all decision making at Santa Monica High School.
8. The implementation of Professional Learning Communities (PLCs) will assist the school in accomplishing the goals established in the Action Plans.

Recommendations:

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

Progress, Evidence, Impact, on Student Learning for Action Plan or Goals

Beginning in 2014, Samohi worked towards aligning our school goals with the SPSA. In January 2017, our school goals were not aligned with the district goals or SPSA. Our new Superintendent helped to align the goals. Our most recent SPSA reflects Samohi's goals, which are aligned with our district's goals. The following is a summary of the Critical Areas of Need addressed in our Action Plan.

Critical Area of Need	<ul style="list-style-type: none"> • Dedicated time and energy to implement, monitor and adjust the Action Plans. • Develop a comprehensive schoolwide professional development plan.
Critical Area for Follow Up	<ul style="list-style-type: none"> • Implement a comprehensive professional development plan, including the development and usage of common pacing plans and formative and summative assessment data, to improve instructional practices. • Increase student academic achievement by establishing and maintaining support mechanisms for underperforming students. • Increase enrollment in advanced level courses to reflect the school's diverse population • Improve instructional leadership to guide schoolwide efforts to monitor and advance student achievement.
School Goal	<p>Goal 1: All students are ready for college and careers</p> <p>Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.</p> <p>Goal 3: All students engage in schools that are safe, well maintained and family-friendly.</p>
Impact on Learning/Evidence	<p>PD plan designed and revisited by the instructional leaders. PD that is aligned with school goals and encompasses all departments. EOS and school data helps identify students with potential for achievement in HP and AP courses. Developing internal leadership of teacher through IPC and SLT to direct the PD plan.</p>

Since the last review, Santa Monica High School has developed a Site Leadership Team that consist of members from the professional development committee, all department chairs, and the five teacher leaders within our school. These individuals develop our action plan and professional development calendar.

The Site Leadership Team developed a plan that outlines the three specific goals that came from the district LCAP committee. These goals frame what happens within the action plan.

SCHOOL GOALS:

Goal 1: All students are ready for college and careers

Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.

Goal 3: All students engage in schools that are safe, well maintained and family-friendly.

The plan shows how the school site will address each of the goals listed above. A calendar is designed that outlines how the school, departments and Professional Learning Communities will address the needs that come from the goals developed.

The Site Leadership Team addresses the goals by identifying needs and student success indicators. Santa Monica High School also identifies who the school supports are, staff practices and action activities, timeline in which this plan and goals will be accomplished, and visible evidence of learning or evaluation. Under each of these ideas or statements, the Site Leadership Team shares what is being done or will be done to fulfill the goals.

The professional development plan and professional development calendar were designed by the SLT for the first semester and then, as progress was monitored, developed the calendar for the second semester. The team monitored the progress of the plan over the course of the school year. The plan was first shared at the beginning of the school year during the staff development days. The departments then provided an overview of what the Professional Learning Communities would be accomplishing.

The principal shared the entire first semester professional development calendar that outlined the goals, actions to be taken, timelines, and identified who would be accomplishing the task at hand. Over the course of several weeks the principal notes reflected what action would be taking place at the late start Wednesday professional development meetings. Every staff member also had access to the professional development shared google document.

The SLT is working with InnovatEd to build the capacity of the SLT. Cycles of Inquiry were introduced to the team and then shared with the Professional Learning Communities to analyze, design, implement, and refine as they developed pre-assessments and common assessments. The SLT is also trained to facilitate conversations using frameworks designed by InnovatEd to encourage conversations and feedback about student work. The Critical Friends Protocol with student work is an example of the work that is being done by our Site Leadership Team, which then is transferred to our departments.

Critical Areas of Need:	Increase recruitment and enrollment of underrepresented groups in advanced classes by ensuring that curricular information and outreach is disseminated to targeted groups.
Critical Areas for Follow up (2011)	<ul style="list-style-type: none"> • Improve instructional leadership to guide schoolwide efforts to monitor and advance student achievement • Increase student academic achievement by establishing and maintaining support mechanisms for underperforming students. • Increase enrollment in advanced level courses to reflect the school's diverse population
School Goal:	<p>Goal 1: All students are ready for college and careers</p> <p>Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.</p>
Impact on Learning/Evidence	Outreach to identify students who need support. Identify students with potential through testing data, teacher recommendation, and EOS to take HP and AP classes. Increase in the number of sections in the master schedule.

Santa Monica High School has increased recruitment and enrollment of underrepresented groups in advanced classes by using Equal Opportunity Schools (EOS) and Illuminate. These systems identify students of color and those in underrepresented groups who have the potential to be successful in an advanced placement course.

The high school also has a recruitment night, open house for curriculum, course meetings, open enrollment, and teacher recommendations. During the open house and recruitment night translation is provided for Spanish speaking families to ensure that they have clarity regarding the course offerings and supports.

The current systems in place had supported the increased number of AP World sections from three to four. Purposeful recruitment has caused a demand for more sections in AP English, AP Psychology, the addition of AP Economics and AP Human Geography. The Advisors are encouraging and counseling our underrepresented population to select more advanced placement courses. Ultimately, creating an increase in the number of students taking advanced placement courses at Santa Monica High School.

Critical Area of Need	Institutionalize a regular update on all student data to better reflect the current status of Santa Monica High School students.
Critical Area for Follow Up (2011)	<ul style="list-style-type: none"> • Increase student academic achievement by establishing and maintaining support mechanisms for underperforming students. • Implement a comprehensive professional development plan, including the development and usage of common pacing plans and formative and summative assessment data, to improve instructional practices.
School Goal	<p>Goal 1: All students are ready for college and careers</p> <p>Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.</p>
Impact on Learning/Evidence	Schoolwide and department review of data to help drive PD plan, common assessments and pacing guides. Significant increase in ELA and minor increase in Math test scores.

Santa Monica High School department chairs shared ELA and Math CASSP data with the entire staff. This information was then discussed in small groups that accompanied questions to get specific feedback from the entire staff about the numbers that they see. This was a five step process that was done at an all school late state Wednesday professional development. Feedback was provided and collected about our CASSP data.

The administrators have requested teachers update grades every two weeks to ensure that grades reflect the actual progress that the student is making and that no surprises exist for the students or families. The advisors review a D and F list at each progress reporting time and call students into the office to discuss the lack of progress that the student is making. A six week grading period is observed, and alerts are sent to parents and students when students are not making the grade.

Coaches address the progress of their student athletes to ensure that they are being successful in class. AVID students are continuously being monitored since they are enrolled in the program. Updates are given to our AVID coordinator and adjustments are made accordingly.

Our EL students are monitored by the EL Coordinator and grades are checked to determine if schedule changes need to be made or if additional supports are needed. Some students are removed from a four year plan for EL students and placed on a five year plan in order to guarantee the success of the students. At the end of the first semester, data is collected and reviewed to determine the changes that will take place for students not doing well in the course they are currently enrolled in.

The number of students failing a course at the end of the first semester is gathered and shared with administrators and advisors.

Critical Area of Need	Address and formulate a tangible plan to deal with the significant achievement gap that exists for African American, Latino, English Learner, and Special Education students.
Critical Areas for Follow Up (2011)	<ul style="list-style-type: none"> • Increase student academic achievement by establishing and maintaining support mechanisms for underperforming students. • Increase enrollment in advanced level courses to reflect the school's diverse population • Improve instructional leadership to guide schoolwide efforts to monitor and advance student achievement. • Implement a comprehensive professional development plan, including the development and usage of common pacing plans and formative and summative assessment data, to improve instructional practices.
School Goals:	<p>Goal 1: All students are ready for college and careers</p> <p>Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.</p> <p>Goal 3: All students engage in schools that are safe, well maintained and family-friendly.</p>
Impact on Learning/Evidence	Beginning in 2014, there has been PD on claims-evidence writing in all departments. All departments assign a claims-evidence writing assignment each grading period. There are collaboration courses in almost every department to deepen instruction for special education students. Focus on EL strategies for all subject areas. Identification, enrollment, and support of students of color in HP and AP courses.

In the 2015-16 school year, the school district hired Dr. Pedro Noguera to identify the needs of the Santa Monica-Malibu Unified School District in terms of equity and opportunities for student learning. Dr. Noguera presented a report to the Board of Education stating the improvements that the district needed to make regarding equity. Dr. Noguera has continued working with Samohi staff to fully take advantage of the PLC work, Response to Intervention (RTI) programs, Teacher Leaders, school management, and literacy coaches. He is helping the Samohi staff become less teacher-focused and more student-focused. Dr. Noguera is also helping the Samohi administration establish strategies to teach the staff how to be more collaborative and how to hold each other accountable in everyday learning. The staff is moving away from reactive planning to a vision-driven cycle of development and improvement with clear focus on priorities, strengths, and needs. This has become a collaborative effort among all stakeholders in the district- students, parents, teachers, administrators, and Board Members.

Critical Area of Need	Evaluate the effectiveness of current support programs, and add or modify programs as necessary to meet the needs of all students.
Critical Area for Follow-up (2011)	<ul style="list-style-type: none"> • Improve instructional leadership to guide schoolwide efforts to monitor and advance student achievement. • Implement a comprehensive professional development plan, including the development and usage of common pacing plans and formative and summative assessment data, to improve instructional practices. • Increase student academic achievement by establishing and maintaining support mechanisms for underperforming students. • Increase enrollment in advanced level courses to reflect the school's diverse population.
School Goal	<p>Goal 1: All students are ready for college and careers</p> <p>Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.</p> <p>Goal 3: All students engage in schools that are safe, well maintained and family-friendly.</p>
Impact on Learning/Evidence	This is one area Samohi needs to focus on. Evaluated all ROP courses and continued those of interest to meet student needs.



Santa Monica High School Self Study Report



3

CHAPTER

STUDENT/COMMUNITY PROFILE-OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA AND PROGRESS

Chapter III: Student/Community Profile

Overall Summary from Analysis of Profile Data and Progress

As part of Samohi's Self-Study we engaged in a discussion around equity. During department meetings, teachers created a set of core beliefs they felt were necessary for school unity and student success. These were narrowed down to six in a subsequent schoolwide meeting. Throughout the Self-Study process, focus groups were set up in department, house and schoolwide meetings in order to collect evidence as well as obtain feedback and input for each area of the report.

A comprehensive review of the data revealed the following overall findings:

- Demographic data over the last three years:
 - White population: has increased 7% in the city of Santa Monica yet the school population has maintained between 36-38%
 - Hispanic population: has decreased 1.5% and the school population has decreased by 5%
 - African American population: has decreased by 0.9% and the school population maintained at 9%
 - Asian population: has maintained its numbers the city population at 9% and school at 7%
- Total enrollment has been on a relatively slow decline, with an outlier of an increase of 20 students in 2015-16. The following year, student enrollment was down 129 students.
- The ELD population has been steady, averaging about 141 students, but has decreased from the year 2012 to 2013 by 35 students.
- Students applying for free and reduced lunch has decreased 2.6% between 2014 and 2016.
- Student participation in the Immersion Program has nearly doubled in the last three years.
- Over the last three years, the number of students who scored a three or higher on AP tests has increased 7.8% for our Hispanic population, decreased 11.5% for our White population, and has been steady for the African American population at around 2.5% and 12% for the Asian population.
- From the 2014-15 to 2015-16 school year, there was a 61% increase in African American student AP participation and a 31% increase in Hispanic/Latino AP participation.
- Over the last three years, Project Lead the Way enrollment has almost doubled as the program built from one grade level to four.
- Homeless youth has more than doubled, going from 12 to 28 students.
- The number of socioeconomically disadvantaged students decreased by 118 students over three years.
- For CAASP overall ELA, between 2014 and 2016, there was a 32% increase in the number of students that either met or exceeded standards. This improvement existed in all demographics. The percent increase in the number of students who either met or exceeded standards are as follows: 27% African American, 58% Hispanic and 23% White and 20% English Learners.

- For CAASP overall Math, between 2014 and 2016, there was a 0.08% increase in the number of students that either met or exceeded standards. The increase in the number of students who either met or exceeded standards are as follows: 0.3% African American, 0.1% Hispanic and 0.07% White students.

Critical Learner Need #1

Evaluate the effectiveness of current support programs, and add or modify programs as necessary to meet the needs of all students.

Focus Group Discussion:

After examining test scores, there is an evident need to evaluate effectiveness of programs designed to help the underrepresented populations and add other programs in order to close the achievement gap. It is imperative to establish a network of support programs funneled in an appropriate manner that have the most potential for closing the achievement gap and increasing under-enrolled groups in honors and AP classes. Additionally, there is a worry that Samohi lacks the sufficient amount and appropriate types of programs necessary to support students with varying needs. There is also a concern that there are no overall programs that support students within the school day.

Related Questions:

- ☐ Who has access to the programs currently available and do they prove support for all the targeted groups who are under-represented?
- ☐ Are tutorials worthwhile? Are GPAs improving? Where is the data? Is it possible to offer subject-based tutorials?
- ☐ What supports are there in middle schools that ensure students are ready for high school academics?
- ☐ How can families play a role in the success of support programs?
- ☐ What kind of vertical collaboration is currently occurring?
- ☐ How can we better prepare and train faculty in working with diverse populations with diverse needs?
- ☐ What professional development or seminars can we offer to help better prepare our teachers to provide greater support to underrepresented groups in advanced classes?
- ☐ Suspensions are not conducive to learning as they take students outside of the learning environment. Are there other measures that can be taken? Does restorative justice data provide proof?
- ☐ Why were previous support programs such as Summer Bridge, AP English Writing Support, etc. cut?
- ☐ How are the decisions made on what programs to keep, to stop and who is teaching them?
- ☐ How can we meet the needs of every student represented in collaborative classes (special education and ELL)?

Critical Learner Need #2

Address and formulate a tangible plan to deal with the significant achievement gap that exists for African American, Latino, English Learner and Special Education students.

Focus Group Discussion:

There is a persistent and pervasive achievement gap, as seen in the CAASPP test scores, between underrepresented students and white/Asian students. We cannot begin to claim a socially just approach without addressing this achievement gap. Furthermore, students are being placed in HP and AP classes knowing they lack some skills and need additional support. Plans need to be set in place to ameliorate the disparities in skills and give all students equal access to higher-level classes.

Related Questions:

- ☐ Are there supports put in place before students arrive at Samohi? Are they effective? If so, can we continue those same or similar supports here?
- ☐ Is there a way to get data that shows students' growth over time? Is there a way to establish baseline to see student growth?
- ☐ How can Samohi make sustained, verifiable progress?
- ☐ How does the socio-economic disparity within SMMUSD influence the achievement gap?
- ☐ How is the achievement gap measured aside from state testing?
- ☐ Is it important to teach standardized test taking skills?
- ☐ Is there a way to measure progress without standardized tests?
- ☐ How does the implementation of Social Justice Standards facilitate the closing of the achievement gap?
- ☐ How many Samohi students are still attending college after two years?
- ☐ What role do teachers play in closing the achievement gap? What supports can be given to teachers in order to utilize strategies in the classroom with large disparities in student skills and performance?
- ☐ How can we distinguish the needs of each group and not have the supports lumped under one category?
- ☐ How can we get more support for ELL students in collaborative classes?
- ☐ How are we supporting within the school day, during summer and after school?
- ☐ Can we get better support for the students that are performing poorly with a support period throughout the day so that students can get support during the school day? Can we modify the schedule so that we can incorporate a support period?

Critical Learner Need #3

Dedicate time and energy to implement, monitor, and adjust the Action Plans.

Focus Group Discussion:

Action plans are generally not well disseminated or understood by all staff members. A schoolwide focus on common areas will create unity and accountability. However, there needs to be time allocated to follow through on these goals. It is critical to have this time to investigate, collect, and analyze data as well as properly train for and understand current and new support programs.

Related Questions:

- ☐ Who writes the action plans and is responsible for sharing it out to the stakeholders?
- ☐ How can we get more PLC time to plan, reflect and adjust?
- ☐ How can we add unity, structure, consistency, and predictability to our instructional programs?
- ☐ Who will be monitoring the action plans for effectiveness?
- ☐ How do we know if we are making progress on our action plans? How is progress measured?
- ☐ How can we establish better schoolwide communication to ensure all staff is adequately trained and aware of all the necessary parts of each program?

Other Critical Learner Needs not listed within top three:

1. Making sure all students have access to technological resources inside and outside of school in order to aid in closing the achievement gap.
2. How are we addressing and supporting our D/F students?



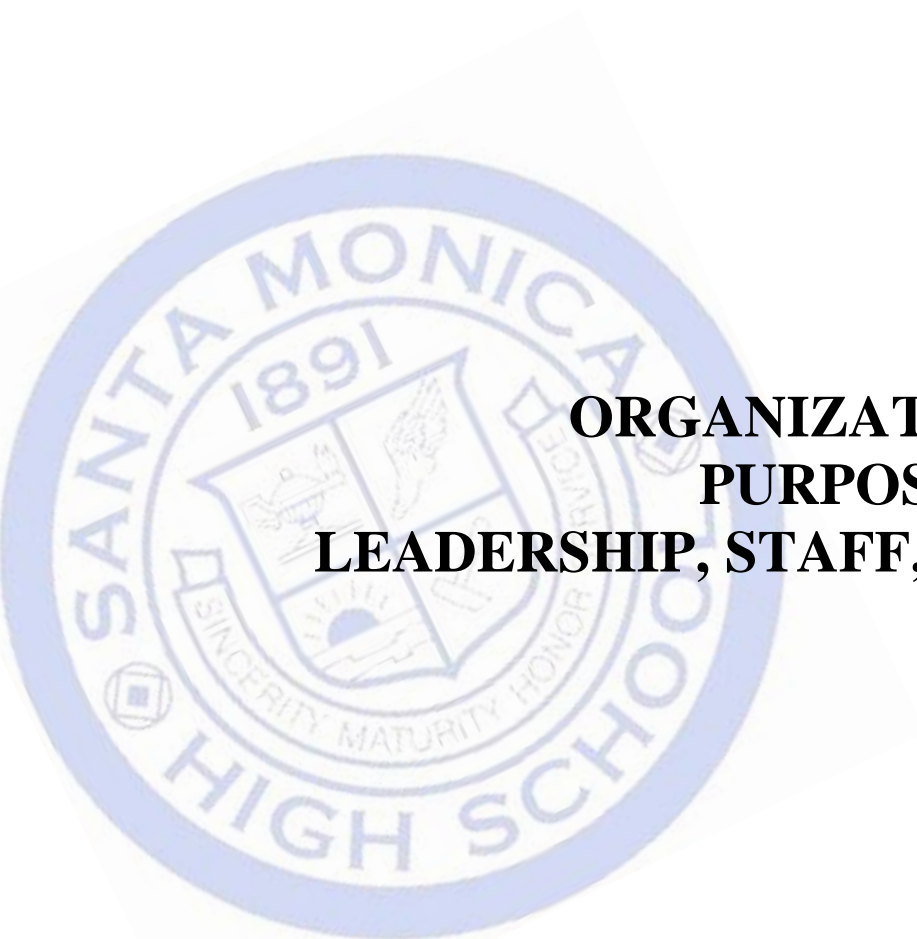
Santa Monica High School Self Study Report



4 CHAPTER

CATEGORY A

**ORGANIZATION: VISION AND
PURPOSE, GOVERNANCE,
LEADERSHIP, STAFF, AND RESOURCES**



Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

Indicators with Prompts

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>Santa Monica High school has a clear and coherent vision and mission. The school has devoted time in analyzing data for multiple subgroups on campus and measuring progress. This data has helped to identify areas of improvement and success. A more coherent and thorough approach in analyzing data needs to be built and implemented.</p> <p>Even though the most recent consideration of the mission and vision was several, in August 2016, the Core Beliefs were created, which lead to the selection of our three goals. These goals are based on high-quality standards and grounded in the belief that all students can achieve at a high level.</p>	<p>During staff meetings, there was a multi-step initial contribution, ranking of importance. All staff was involved every step of the way. PowerPoint, Student perception survey results, CST data, Core Beliefs, and School Goals.</p>

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The faculty and staff dedicated the first part of the 2016-2017 school year/meetings in developing Core Beliefs whose purpose was to guide all the decisions made at the site.	Agenda from staff meeting. Posters with drafts of the Beliefs from faculty meeting. Carousel walk documentation. Google Doc to refine Core Beliefs
The School Site Council is comprised of students, parents, teachers, classified staff, administrators and community members, and is involved in the refinement of the school's vision, mission and schoolwide learner outcomes.	School Site Council agenda/minutes. Wednesday staff meeting agenda/minutes, including Houses and Departments.
The School's English Language Advisory Council (ELAC) has been reorganized to increase parent involvement, information flow, and feedback on school issues (including learning outcomes and school mission).	Minutes, emails, and agendas from ELAC
SMMUSD's Three goals disseminated widely and professional development organized around the three goals at department, house and schoolwide level, including work in PLCs as well as schoolwide development of academic talk sentence frames and graphic organizers.	Superintendent's PowerPoint and handouts; IPC agendas and minutes; academic Talk presentations schoolwide (Goal #2); sample Graphic Organizers and Sentence Frames developed at PD; and PLC notes.
In 2016, the new principal establish the Principal Advisory Council. Students from each house were asked to be part of this committee, which meets month with the principal to provide feedback, address concerns.	Calendar of meeting and meeting notes.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Santa Monica High is in its second year of new leadership from the superintendent, to house principal, to school principal. Under the new administration, we have worked on our vision statement as a whole staff. The statement was drafted, posted for revision, and then finalized.	Minutes in the form of posters and Administrative agenda
The school's commitment to its vision, mission and schoolwide learner outcomes are driven by data collected by the district as well as data collected by the PLC teams. The goal is to follow the Circle of Inquiry as a means of improving learner outcomes.	PLC summaries, binders and electronic sharing of minutes.
Faculty prep period meetings on the deeper use of Illuminated Gradebook were made available so as to better analyze data. This will allow the faculty to create assessments and analyze the data, thus allowing data to drive instruction.	Email announcements and department announcements offering this district and Illuminate representative to the faculty.

A2. Governance Criterion

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
Site governance has a protocol in place to approve policy. It includes participation by faculty, staff, students, parents and administration.	Distribution of board meetings and policy announcements and minutes via email.
The Site Leadership Team has received extensive training over several years; the team was drawn from the Instructional Planning Committee. The SLT works to coordinate all professional development on campus.	District agendas, minutes, handouts from SLT trainings.
The school district's Board of Education policies and procedures are a matter of public record and are published online, as well as seen on City TV Santa Monica.	Announcements sent to all stakeholders.
Santa Monica High has an English Learners Advisory Council, Parent Teacher Student Association and a School Site Council which allow parents to be involved in school decisions. The school also has Teacher Leaders that have been doing grassroots work of determining the needs of English Language Learners and their teachers.	PowerPoint and handouts
The district has a policy and procedure in place regarding complaints. Depending on their nature, they may be addressed by the Faculty Advisory Committee, the teachers union as well as SEIU.	Faculty/Staff handbook; flyers posted on work-space walls; Williams Complaints forms and faculty and staff contracts.
There is a long term partnership with city, Chamber of Commerce, and Alumni Association that helps reinforce the school's commitment to being College and Career ready.	Posters announcements around campus. Advisors emails to Junior families. Dress for Success Program provided for Senior for job/interview preparedness. Career panel of speakers in the Roberts Art Gallery.

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
The APEX credit recovery program meets after school twice a week and is offered as a summer school course.	Every year, the program is reevaluated to ensure its success.

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
The school’s professional staff is aware that the school district’s Board of Education is the body that sets districtwide policies. Teachers and classified employees are represented through the Santa Monica-Malibu Classroom Teachers Association and SEIU. Issues surrounding classified and certificated staff are addressed by these two bodies.	School Board meetings, and policies. Emails from Union/District office and Teacher handbook. SMMUSD app connects all stakeholder district wide.

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school’s governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school*

Findings	Supporting Evidence
Groups such as School Site Council, English Learners Advisory Council, Parent Teacher Student Association, African American Parents Student Support Group are informed by the school to encourage parent involvement. Phone messages/email are also used to disseminate information to parents and parent groups.	PTSA, AAPSSG, ELAC, School Website, School Blue Bulletin, Site Council minutes, and Board Policy.

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
IPC and SSC meet regularly to monitor procedures developed by the school site.	Agenda minutes and Board Certification policy 4315
The district has also begun a regular cycle of data review and analysis that includes many of these lag metrics as well as a variety of lead metrics.	For example, the district recently shared the lag data from 2016-17 for all three goals, which included CAASPP results; AP enrollment and exam success; graduation rate; UC/CSU a-g completion rate; PSAT results; SAT results; EL progress and reclassification rates; dropout rates; chronic absenteeism; suspension data; and student engagement survey results.
There is clarity with regard to evaluation and monitoring procedures for the staff members who need this clarity to complete their work.	The district's LCAP report, school board minutes, presentations, and ongoing evaluation of multiple sources of data.

<p>While the district has always reviewed student performance data, the LCAP process and the district's new model of shared accountability, have expanded significantly what, how, and when student achievement data is evaluated and monitored. The district's LCAP has identified 27 separate metrics that are used to ensure that the Eight State Priority areas are addressed. These 27 metrics have been divided among the district's three LCAP goals, which are also shared by each site for the purpose of their Single Plan for Student Achievement (SPSA). The following are monitored as part of the LCAP process by the District Consultation Committee, the Parent Advisory Committee and other relevant work groups:</p> <p>Goal One – All graduates are ready for college and careers.</p> <p>Goal Two – English learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum.</p> <p>Goal Three – All students engage in schools that are safe, well-maintained and family-friendly.</p>	<p>Facilities Improvement Tool (FIT); School Climate Survey; Student Engagement Survey; Family and Community Engagement Survey; Daily Attendance Rate; Chronic Absentee Rate; Eighth-grade Dropout Rate; High School Dropout rate; Suspension rate; Expulsion rate.</p> <p>CAASPP results for grades 3-8, and CAASPP/EAP results for Grade 11; graduation rate; UC/CSU a-g completion rate; AP class enrollment; AP exam results; secondary math D/F list; dual/concurrent enrollment; implementation of ELA/ELD, Math, NGSS standards; access to standards-aligned textbooks (Williams).</p> <p>Progress toward proficiency on CELDT/ELPAC; English Learner reclassification rate; number of long-term English Learners (LTELs)</p>
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Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
Complaint and conflict resolution is addressed via Restorative Justice program, Faculty Advisory Committee, Parent Liaison and established procedures at the district level and outlined in contracts with certificated and classified staff.	House meeting agendas, hiring of a full time Restorative Justice coordinator, and FAC minutes. Restorative Justice meeting room.

Restorative Justice is implemented by training parents, faculty and staff on how to use Restorative Justice methodology to resolve conflict. Administrators encourage the student, parents and staff to reach out to teachers first, then an advisor, then an administrator and then district to address issues.	List of participants; schoolwide minutes; and school policies.
Parents, students and staff are aware of Williams Act Complaint Procedure.	Posted in offices and classrooms. Parent annual notification.

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
PLCs meet, collect student work and plan lessons in PLC's.	Department meeting minutes and PLC work
For four years, Literacy Coach hired to assist departments with the writing process in all departments. Position is currently open.	Department meetings, work samples, and PLC binders.
Some norming goes on during PLC meetings. Collaborative work is done during PLC's and during common planning periods	Analysis of students' work occurs in Department PLC meeting.
Student attendance policy based on district/school communications; administration team circulated plan for feedback to IPC and other groups.	Administrative and Advisor meeting notes.

<p>All departments are working on common assessments that are sprinkled throughout both semesters.</p> <p>All English classes will have common assessments beginning in 2018-2019. History has two common assessments per year. Foreign Language does two common assessments per year.</p>	<p>Sample work; Progress and monitoring in IPC PLC binders, agendas, work products, shared lesson handouts and assessments; and writing tool kits sent via email to departments</p> <p>Learning Guide booklet issued in SLCT and then shared in department meetings.</p> <p>Results are analyzed and shared; adjustments are made based on results in Illuminate. The school is currently focused on a Cycle of Inquiry, where data is collected and analyzed, a plan is made to address areas of improvement, the plan is then implemented and then the outcome is used to synthesize what happened and next steps. Claims Evidence Writing is the focus of the writing piece.</p>
<p>Collaborative Classes were created to put a Special Education teacher as a co-partner with a General Education teacher, to improve the access to content standards.</p>	<p>Notes and emails between IPC/teacher leaders, re: agendas; agenda and notes from IPC meetings/teacher leaders; handouts from meetings. Common planning periods created. Not in all collaborative partnerships in 2017-2018</p>
<p>Advisors collaborate to provide consistent services and identify trends in student needs.</p>	<p>Meeting notes with Mental Health Coordinator; emails, agenda/notes from counselor meetings; emails to staff as a result of meetings; advisor emails to parents (weekly).</p>
<p>Advisors holding attendance group meetings to address attendance with students who are chronic or at risk for attendance issues.</p>	<p>List of students from A2A program. Attendance and Tardy policy is posted in every room. Parents and students review and sign during Registration.</p>
<p>Student Outreach Specialist meet with students and families to address SART contracts.</p>	<p>Increase in the number of closed conferences when we started using A2A.</p>
<p>IPC and teacher leaders meet, plan and lead schoolwide, department and house meetings.</p>	<p>IPC meetings, agendas and handouts</p>

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
Staff Actions/Accountability to Support Learning	PLC's keep teachers accountable. Checking in on student achievement and designing and implementing common assessments.
Staff analyzed the data	Longitudinal analysis of demographic data.
PLC developed on common assessments	PLC's develop common assessments to track student achievement. Common assessments are evaluated prior to and following implementation to assesses pedagogical approached as well as student growth.

School Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Class meetings occur during the school day to go over policy with regards to behavior and graduation requirements.	Blue Bulletin, PowerPoint presentations led by House Principals; and agenda provided.
Staff has an opportunity to share in the decision making process via IPC, Site Leadership Team, Department Chairs, and House Teacher Leaders.	IPC/SLT memos and agendas

Self-Reflection has occurred during faculty wide meetings in conjunction with EL training and in PLC meetings.	Instructional handouts at faculty wide meetings, PowerPoint used during faculty meeting and PLC minutes.
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Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration?*

Findings	Supporting Evidence
The school website has a master calendar in real time where grading periods, team/club activities, fine arts such as plays and musical events, as well as faculty and SLT meetings.	Google Calendar, District Email, Printed agenda, SMMUSD App, and Twitter accounts
Weekly emails sent by the Principal act as a bulletin of key information.	Electronic messages sent to faculty.
Department chairs, teacher leaders and Faculty Advisory Council serve as liaisons to provide internal communication and resolve differences.	Faculty meeting agendas, emails

A4. Staff: Qualified and Professional Development Criterion

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
Classified staff must meet minimum criteria and take a series of tests to qualify for a site interview. Certificated staff must provide proof of passing the CBEST, can provide a State of California Credential, and have majored/minored in their field of study.	HR documentation of test scores, credential and degree.

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
Positions are floated on Edjoin, paper screen takes place, and interview procedures are put into place. Teacher must teach a lesson, and then students, teachers and advisors are involved in the evaluation process. Students are asked “How do you feel the lesson went?”	Interview notes, documents, templates of questions, and student reflections.
Teacher Leaders assist the new teachers in the transition process. BTSA plays a role by supporting new teachers.	New teacher orientation agenda and emails. Department chairs and teacher leaders support new teachers.
Classified personnel must take a test. The interviews are conducted at both the site and district. Yearly evaluations with strengths and growth areas are conducted for each classified employee.	Human Resources practices, and evaluation documents online

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Faculty and staff have to attend a mandatory Mandated Reporter meeting that was run by the Administrative team during a period by period meeting.	Attendance sheet signatures PowerPoint guidelines

Faculty Staff Handbook exists that contains policies and identify responsibilities, operational practices, decision making processes, and relationships of leadership and staff.	Faculty Staff Handbook
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Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
Weekly meetings provide opportunities to share and provide professional development that is subject specific.	Attendance sign in sheet. Meeting agenda PLC Document
Samohi has a P.D. Facilitator.	Email Information sheets
Teacher Leader Professional development occurs with the approval and direction of the principal, SLT, IPC, specifically around EL cohort teachers.	PowerPoints and data collected from teacher so as to drive instruction
College Readiness	College Fair, College visits, Career Day, Freshman Seminar course curriculum—Get Focused/Stay Focused and Reaching Bigger mentorship program. Weekly College Day bulletin announcements. Senior English classes work through drafting the personal statement essay.

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Faculty are individually notified as to where they are on the evaluation cycle.	Notification sent to teacher via email, and written communique.
Faculty meets with administrators and goes over what method they wish to follow so as to demonstrate professional growth.	Appointment calendars, memos, and goals form
Administrator and Teacher Leader conduct walk in visits in addition to formal observations.	Teacher Leader notes and bulletins which are shared with the House faculty. Emails to teachers. Admin meeting notes.
Use of evaluation handbook during the evaluation process.	Handbook

A5. Resources Criterion

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Program goals are determined by the faculty, staff and district. Site Council determines budget for the established goals and examines the effectiveness of what is being spent.	IPC minutes, SLT minutes, SSC minutes, SPSA, PowerPoint by college counselors aid students in their understanding Significant increase was found in the Language Arts and writing scores of most students.
LCAP money was allocated so as to allow all tenth graders to take the PSAT, and seniors to take the SAT.	LCAP Budget

Funding was also provided for the College Career Readiness program such as the Freshman Seminar curriculum.	LCAP Budget
Teachers receive \$200 (\$250 for new teachers) for classroom supplies and support material for the classroom from the PTSA.	Emails and PTSA budget

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
The annual budget is done at the district level, with IPC and SSC input.	Budget from the Principal's office
The district allows the school to be used by outside groups.	Facility Use Department budget
A Facilities Use budget is created, whereby a percent of the income is designated to the site to be used for facility needs.	Permits issued by the Facility Use Department
ASB Budget, District Financial Officer, and House Principal, oversee the income and expenses of the school. Student clear and ASB Director support them.	Ledger sheets issued to each group
The Athletic Director provides orientation to groups such as coaches to provide financial guidelines and protocol.	Forms used to document income and expenses of an event
Affiliated groups here to financial governance rules and are audited yearly.	PTSA audits

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
The school's philosophy of having a safe campus which engenders learning by all, is evident in many ways. The district has aggressively promoted bond measures, and the community has agreed to increase sales tax that will support the district and therefore high school. This is much needed, given 125 year old age of the school. The school is experiencing a diminished preventative maintenance budget, which negatively impacts the size of maintenance and operations staff. The school is currently launching of its 25 year campus buildout plan.	The community has a strong belief in Santa Monica High, as evidenced by the continual passage of bonds. The Innovation Building was erected using bond money. Civil engineering and architectural design of the affected buildings.
Buildings with no air-conditioning were resupplied to deal with periods of excessive heat.	Window Shades and fans installed. Electrical conduct installed.
In December 2017, the first stage of air conditional installation will begin.	Drawings

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
Procedurally, the department chairs presented their needs to Principal and IPC.	Emails, and budget
Campus planning committee has helped in providing feedback on how to distribute the bond money to ensure needs of the students, and staff are met.	Agenda meetings, and notes
The bond money from community was used to provide all classrooms with a laptop computer, interactive whiteboards, sound systems, wireless access points, document cameras, and very effective tech support. Bond measure funding also provided Venier probe ware for science classes, as well as the necessary professional development on how to use them.	Professional development for the Science department, Tech Jedi's meetings, Tech sub out day agendas. Teachers on Special Assignment (TOSA) from the district come to our campus to give us new ideas for using technology and interactive projectors and boards.
Faculty has access to Computers on Wheels (COW), computer labs and the library.	Google calendar, COW checkout binders and house assistant's secretary's notation on computer for COW reservations.
With a vast well of suppliers, we are able to obtain textbooks and supporting materials in a quick fashion. We have a textbook and instructional materials coordinator who is able to get anything we need with efficiency. The textbook and library use scanning wands to check out and check in books to students. The music department is in the process of transitioning to using scanning wands and bar-codes to check out instruments.	Online records of book use and inventory lists.

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
Resources have been allocated to provide faculty with professional development in areas such as AP training, and AVID training. Funding was also provided for EL strategies, shadowing of students so as to collect data on EL students.	IPC minutes; SSC minutes; and department chair minutes and emails.
The school also aggressively focused on probationary teachers, especially in their second year. The goal was to keep a microscopic eye on the new teachers whereby effective teachers were kept. This policy was also extended to classified staff. The goal was to nurture the development of all faculty and staff, and to retain those that fit the philosophy of the school.	Administrators evaluation files and notes
PLC groups in departments used a protocol to provide PD that was determined by IPC and Site Leadership Team.	PLC binders with meeting notes.
A college and career culture was implemented by things such as AVID, College and Career Center, ROP/CTE programs and availability.	AVID meetings minutes, budget and staff to support AVID conference and meeting schedule, AP reimbursements to staff training.

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>The district supports our school by providing the site with funds to support an AVID coordinator, tutors for AVID students, EL professional development, the district provides funding for substitute teachers when the Teacher Leader's shadow EL students, tutoring is provided by UCLA Xinachtli that supports students with visits to colleges, mentoring and tutoring.</p>	<p>Budget lines. Attendance records with AVID tutors. Budget allocation for college AVID tutors. Announcements inviting students to Xinachtli tutoring. SPSA Budget.</p>
<p>Santa Monica High has three college and career counselors that work with our students. They have family meetings with most seniors and parents to ensure that they are on the right track. The college counselors also have financial aid meetings, evening events with college admissions counselors; they have a college panel to discuss the application process and course offerings. Colleges visit the school throughout the school year to recruit students.</p>	<p>Email notifications, and Blue Bulletin announcements that notify student body of College visitors and online sign ups through Naviance.</p>
<p>All students have access to Naviance.</p>	<p>Site budget lines.</p>
<p>Common Core standards are used to support the learning and instruction at Samohi. The school is also working towards pre and common assessments to address the diverse learning needs of our students.</p>	<p>PLC pacing plans, and observations.</p>

Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A 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 dedicated itself to working collaboratively to create a common vision around its core beliefs so as that all graduates are ready for college and their careers. The vision also has created an organic movement to produce English Language Learners that are proficient in English, while engaging in a rigorous, standards-aligned curriculum. Finally, a key goal for the school is to provide for all students a safe, well-maintained and family-friendly environment. Tremendous input is received by not only student surveys, and ASB, but also PTSA, African American Parents Student Support Group, English Learners Advisory, School Site Council, Santa Monica-Malibu Classroom Teachers Association, SEIU and others.

There is a collaborative process to analyze practices policies and data, such as CAASPP scores, CELDT/ELPAC data, homework policy, common assessments, and writing across the curriculum. The faculty is involved in professional learning communities that use that uses site based professional development to plan assessments that will provide valuable data that influences instruction. The professional learning communities include the voice of both the general education teacher and the collaborative special education teacher, to ensure equitable student access to the standards based curriculum. Unique to the school is the Get Focused, Stay Focused Freshman curriculum that connects the academic pursuits of students, with a college and career instruction. These programs, policies and practices are supported by collaborative district wide work to create a support budget that funds the needed faculty, staff, and programs, including maintaining a clean, safe, and student-focused environment.

Samohi is fortunate to be part of a community that has passed bonds, funded the Educational Foundation, and provided regular financial support through many school-affiliated organizations. The School Site Council ensures that the financial priorities meet the needs of the students. Programs such as extra-curricular activities, Restorative Justice, AVID, ASB, Collaborative classes, the EL cohort are focused on student support. In addition, essential staff (advisors,

college counselors, school psychologists, student outreach specialists, community liaisons, among others) provides students and families the support they need for academic success.

Prioritize the areas of strength and growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

1. Writing across the curriculum has been embedded in the practices of all departments, as evidenced by increased CAASPP scores in writing.
2. Communication from the Principal's office helps disseminate information via school wide meetings, emails, Twitter, and one on one meeting.
3. Advisors have caseloads of fewer than 300 students to follow for four years. Four year plans are established and re-evaluated yearly. Support of the student is easier due to the familiarity resulting from the small caseload of students.
4. There is a partnership between the Educational Foundation and the PTSA that allows for the longevity of supporting our educational programs on campus.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

1. Classroom specifications need to also be addressed for things such as wheel chairs, classroom arrangement.
2. More time must be allotted to allow teachers to norm papers, as well as to create and analyze common assessments. This will allow these formative assessments to drive further instruction and improve equity on campus.
3. PLCs must continue to developing strategies to ensure that all teachers agree and understand what the common assessments are, how they are to be implemented, and how to use them to evaluate student achievement.
4. After school homework support needs to reexamine. Teacher availability conflicts with student availability.
5. After school homework center with math support would help in getting valuable assistance to struggling students. Equity wise, this would help underachieving students, as well as struggling lower socio-economic students, and students of color.
6. The course offerings should be re-evaluated to see if it meets the academic need of all students with course offerings and student academic support.



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 	<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>

<ul style="list-style-type: none"> • College Counselor meetings eleventh and twelfth grade • Collaborative classes and EOS students are a product of research in which students perform at higher level when placed in challenging classes 	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.
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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

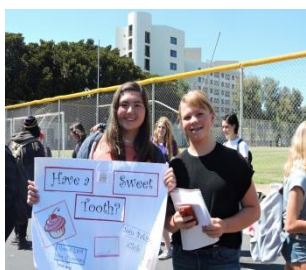
1. Subject areas have fully implemented Common Core and the Next Generation Science Standards.
2. Equity among course offerings and curriculum opportunities is improved.
3. Students have access to many choices when considering post-secondary options and plans and programs to assist their attainment of 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 FLT's
Biology and Chemistry classes are aligned with new NGSS standards.	Curriculum maps, lesson plans, and FLT's
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, FLT's 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. FLT's 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	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>Quizlet and sites such as YouTube (for Ted 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	Notes from professional development meetings. Academic Talk PD PowerPoint

Teacher Leaders at the beginning of the 2017-2018 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 (GAPE) 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	Student work using Google Classroom, Docs, Slides, Sheets, and Forms.

students to use if they do not have computer 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 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 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 fours 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

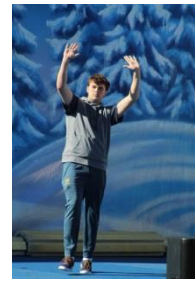
1. The school provides access to a rigorous and relevant curriculum.
2. Teachers deliver instruction using multiple learning modes and utilizing technology and multimedia.
3. Students see staff as exemplifying professionalism and models for speech and behavior.
4. Students were pushed to think critically 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.	<p>English department's baseline essay for summer reading and norming days.</p> <p>Art Department portfolio assessments.</p> <p>Visiting professors program guides students through self-assessment.</p> <p>According to a student survey, 80% of students say that teachers and staff provide clear learning goals for daily lessons.</p>
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.	<p>Academic planning meetings with advisors.</p> <p>Grade level meetings conduct by administration.</p>
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 quarterly, weekly advisors' newsletter, Facebook groups, etc.	Announcements, mailers, emails, social media feeds.
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
<p>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, as part of a common-assessment in Freshman Seminar.</p>	<p>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]. 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.</p>
<p>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.</p>	<p>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).</p>

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
<p>Santa Monica High School has implemented policies and committed resources to promote a safe, clean and orderly campus environment that promotes learning.</p>	<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 matrix to have consistent discipline practices.</p> <p>Community service projects by students in Freshman Seminar, Ethnic Studies, etc.</p>
<p>To ensure a safe campus, security officers regularly patrol the campus and restrooms. The school maintains fences and locked gates for added security.</p>	<p>Work rotations document</p>
<p>A few times a year, drills occur to practice different emergency protocols, such as whole-school evacuation, lock-down drills and fire.</p>	<p>Logs, photos, reflections documents sent to district as part of protocol.</p>
<p>Three years ago, gender neutral bathrooms for both staff and students were created, to support our LGBT and Transgender community members.</p>	<p>Locations, sign changes.</p>
<p>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.</p>	<p>PowerPoints, observations, sign ins.</p>

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>

	Course offerings that cater to a variety of interests and strengths (i.e. Journalism, AVID, auto tech, Project Lead the Way, Project Echo).
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 health professionals who run individual and counseling groups on campus. Advisors and school psychologists refer students to outside agencies when needed.	Appointment logs
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 create assessments that allow personalized approaches to learning and alternative instructional options.	Handouts for projects and essays that offer personalized learning choices
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 identified by teachers and given one-on-one or small group tutoring by retired AP teachers.	AP support program documentation of tutoring

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 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.	PTSA Mini Grant proposals and letters. Master 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
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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



5 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	Increase in observations of classrooms incorporating academic

	work in PLC groups to design lessons around student needs incorporating the strategies.		PLC groups	Student 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 consistent language across courses and a common space where course information is housed to inform students and parents of offerings and expectations.	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
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



Santa Monica High School Self Study Report



APPENDIX



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Student survey	Pg. 203
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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 Leaguings
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

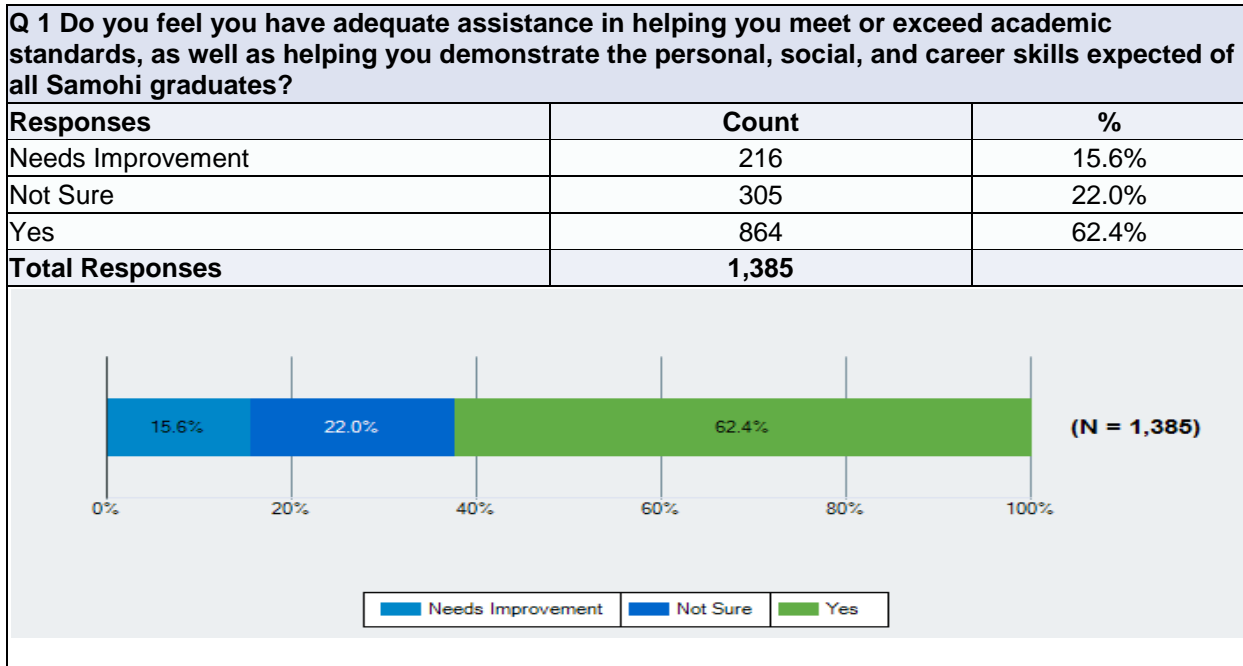
Santa Monica-Malibu Unified

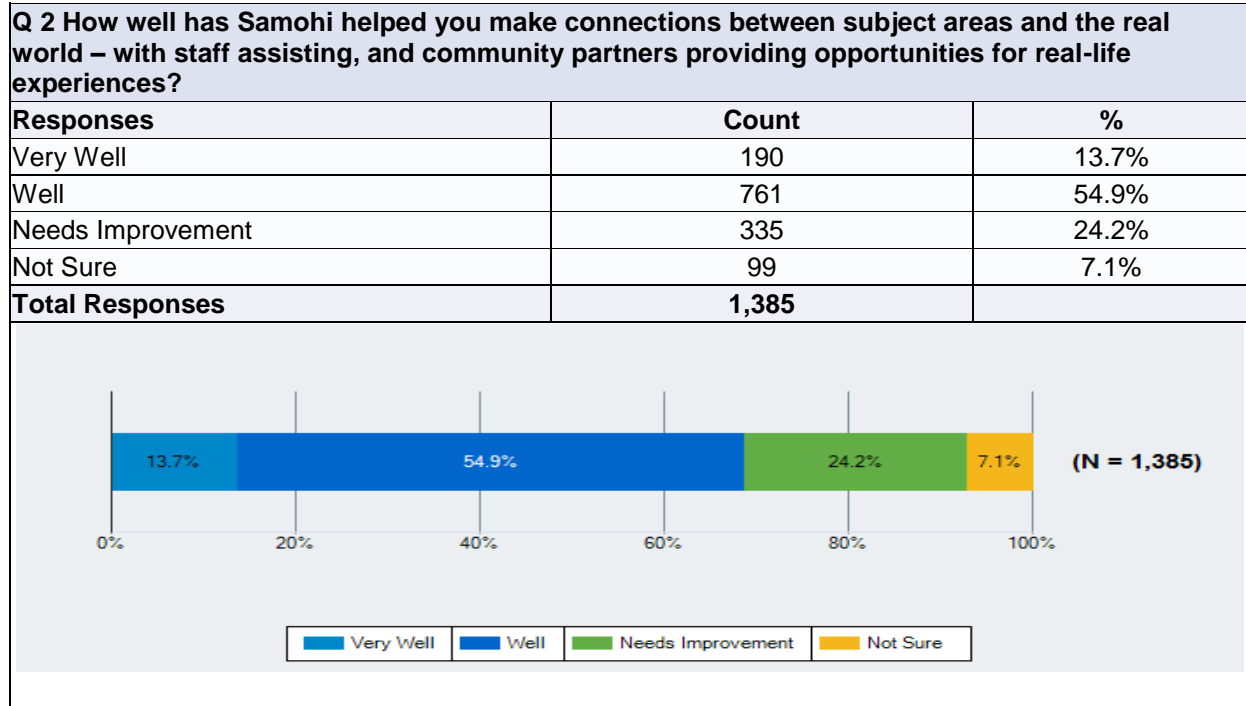
July 24, 2017 - June 30, 2019



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

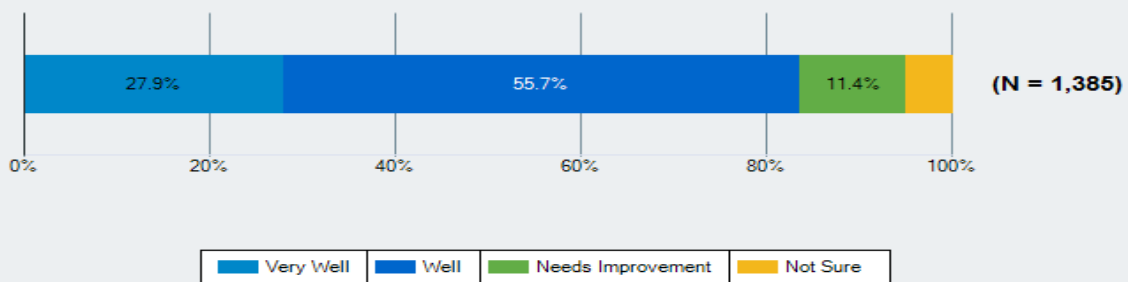
Data Sources Selected
Multi-Use Survey Passwords





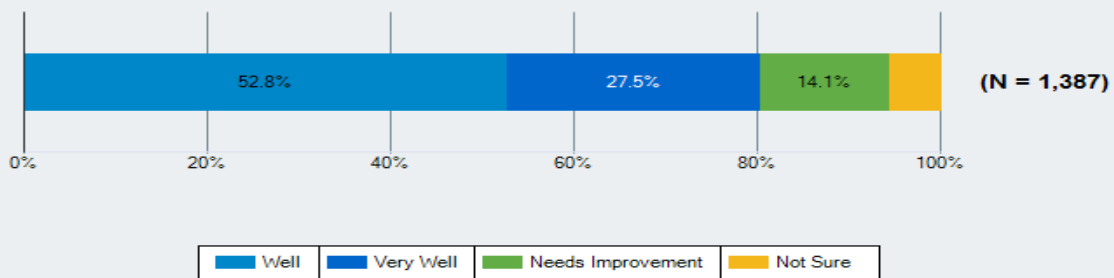
Q 3 How well do your teachers, counselors, and administrators provide you access to a rigorous and relevant curriculum?

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	



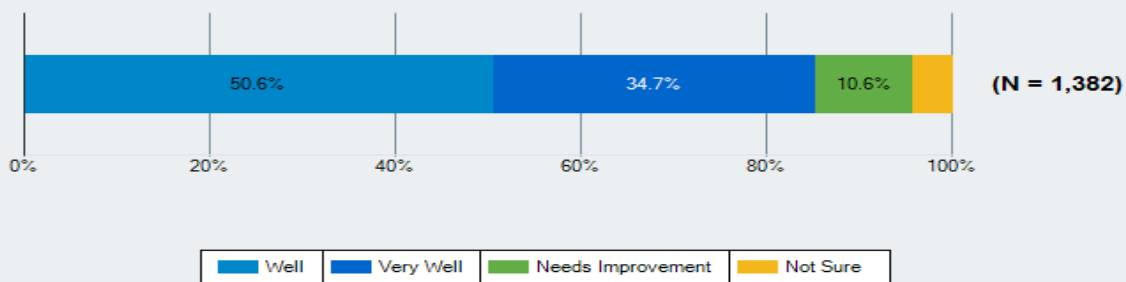
Q 4 How well do your teachers, counselors, and administrators provide you with clear learning goals for daily lessons that are taught in the classroom?

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	



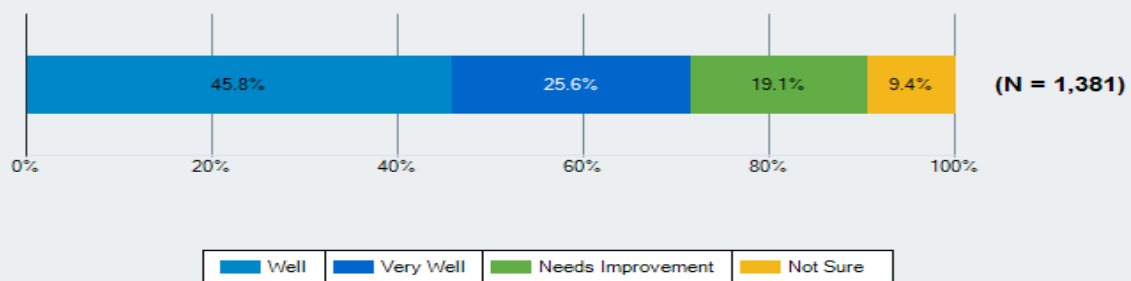
Q 5 How well do your teachers support the basic skills of reading, speaking, writing, using technology, and problem-solving in the lessons that are taught in the classroom?

Responses	Count	%
Well	699	50.6%
Very Well	479	34.7%
Needs Improvement	146	10.6%
Not Sure	58	4.2%
Total Responses	1,382	



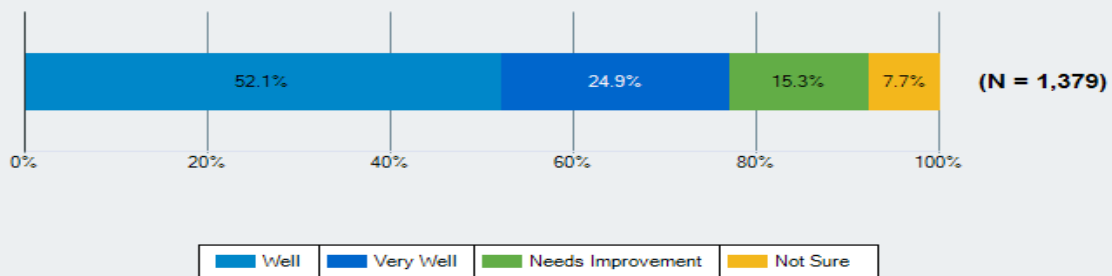
Q 6 How well do you think Samohi is preparing you for many options after high school?

Responses	Count	%
Well	633	45.8%
Very Well	354	25.6%
Needs Improvement	264	19.1%
Not Sure	130	9.4%
Total Responses	1,381	



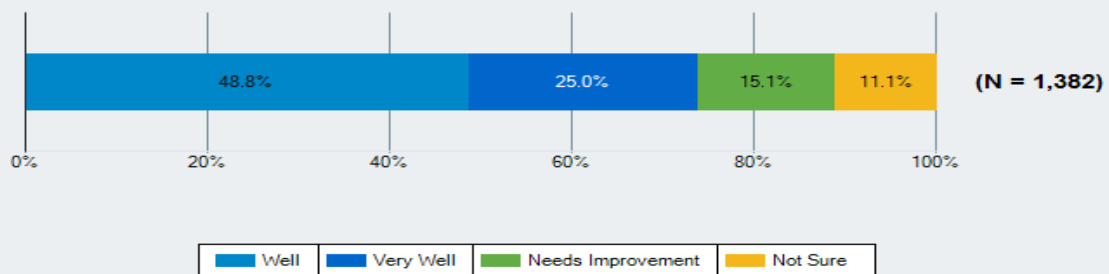
Q 7 How well is Samohi providing you with opportunities and support to make progress towards your academic, personal, and future goals?

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	

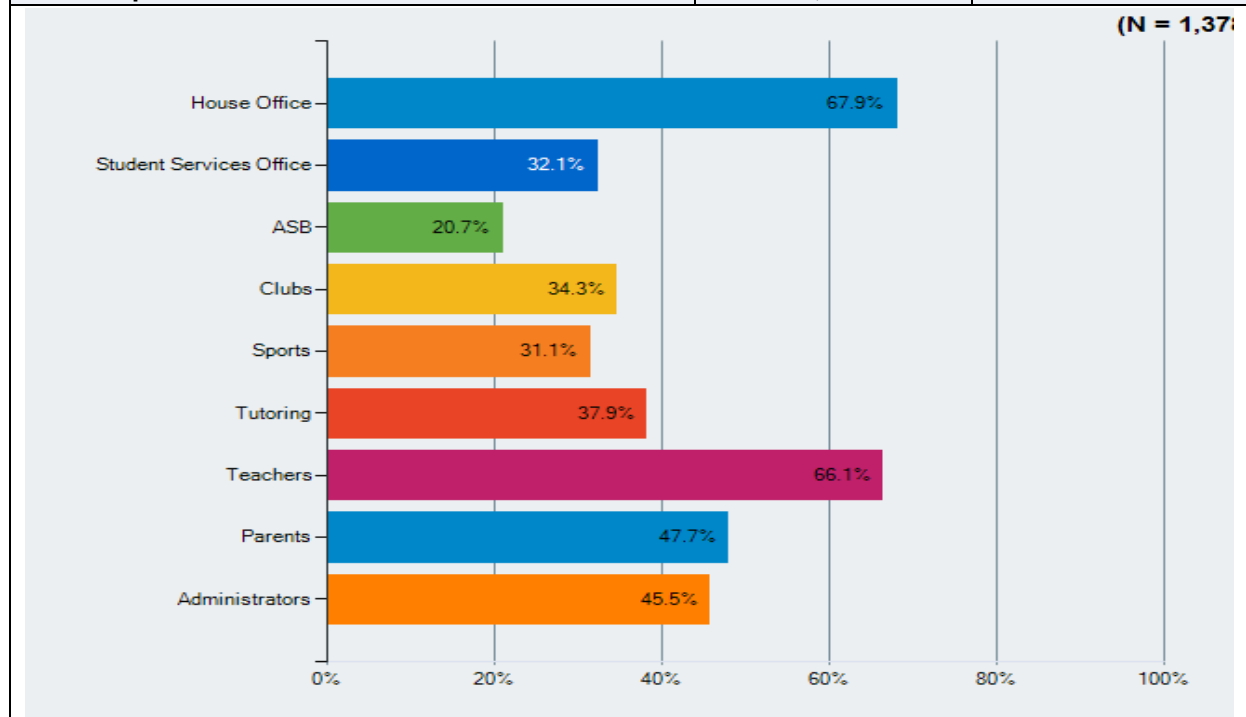


Q 8 How well does Samohi provide you with access to academic or social/emotional support services on campus?

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	



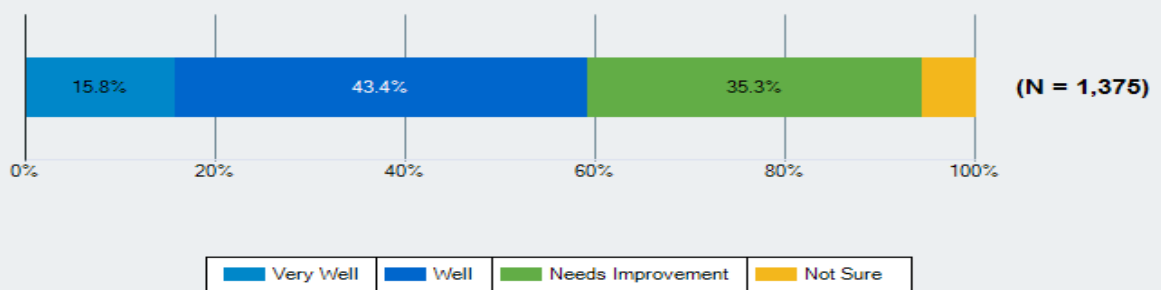
Q 9 Which of the following would you consider a student support service? (Check all that apply)		
Responses	Count	%
House Office	935	67.9%
Student Services Office	442	32.1%
ASB	285	20.7%
Clubs	473	34.3%
Sports	429	31.1%
Tutoring	522	37.9%
Teachers	911	66.1%
Parents	657	47.7%
Administrators	627	45.5%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

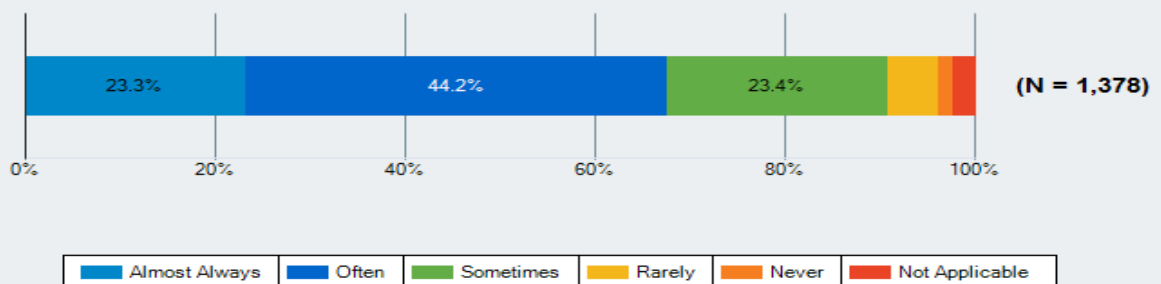
Q 10 How well does Samohi maintain a clean, safe, and secure environment that requires respectful speech and behavior, and instills pride in our school?

Responses	Count	%
Very Well	217	15.8%
Well	597	43.4%
Needs Improvement	485	35.3%
Not Sure	76	5.5%
Total Responses	1,375	



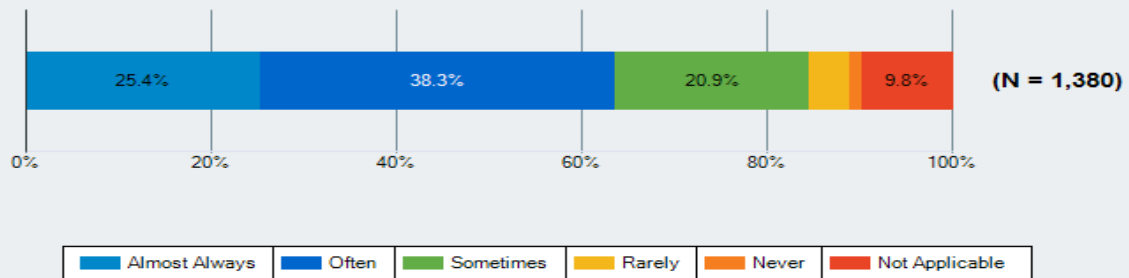
Q 11 How often do you know HOW what you are learning and doing in a class connects to a unit and how you will be assessed/tested? In your English class

Responses	Count	%
Almost Always	321	23.3%
Often	609	44.2%
Sometimes	322	23.4%
Rarely	72	5.2%
Never	22	1.6%
Not Applicable	32	2.3%
Total Responses	1,378	



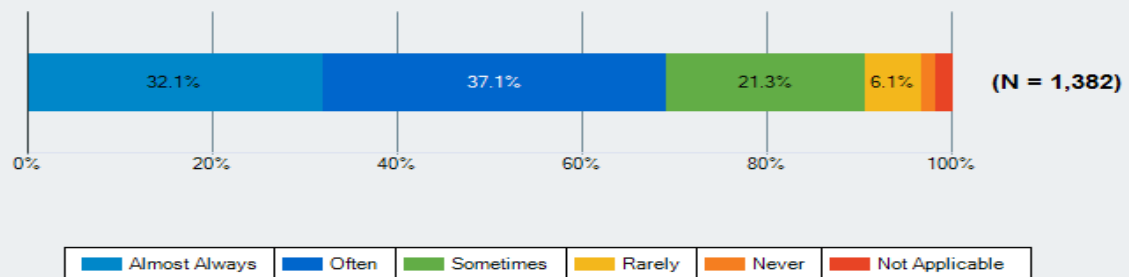
Q 12 How often do you know HOW what you are learning and doing in a class connects to a unit and how you will be assessed/tested? In your History class

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	



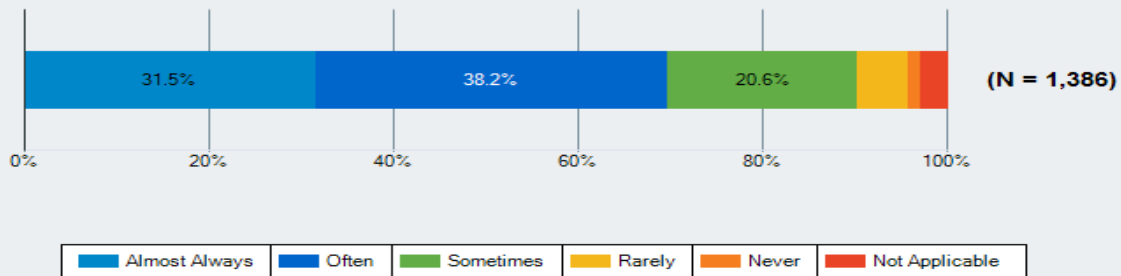
Q 13 How often do you know HOW what you are learning and doing in a class connects to a unit and how you will be assessed/tested? In your Math class

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	



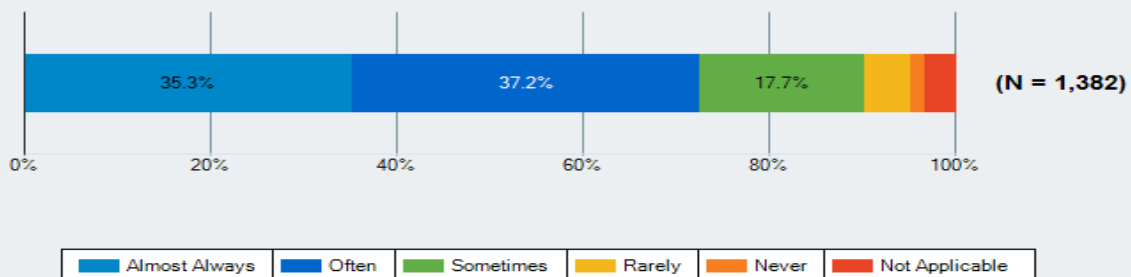
Q 14 How often do you know HOW what you are learning and doing in a class connects to a unit and how you will be assessed/tested? In your Science class

Responses	Count	%
Almost Always	437	31.5%
Often	529	38.2%
Sometimes	285	20.6%
Rarely	75	5.4%
Never	19	1.4%
Not Applicable	41	3.0%
Total Responses	1,386	



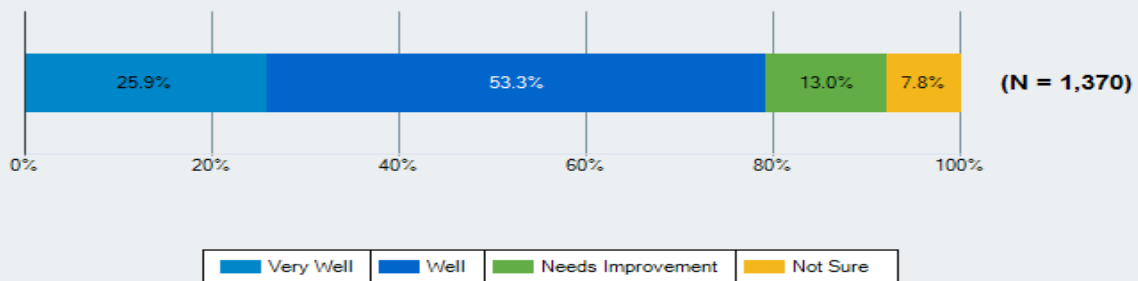
Q 15 How often do you know HOW what you are learning and doing in a class connects to a unit and how you will be assessed/tested? In your elective class

Responses	Count	%
Almost Always	488	35.3%
Often	514	37.2%
Sometimes	244	17.7%
Rarely	69	5.0%
Never	21	1.5%
Not Applicable	46	3.3%
Total Responses	1,382	



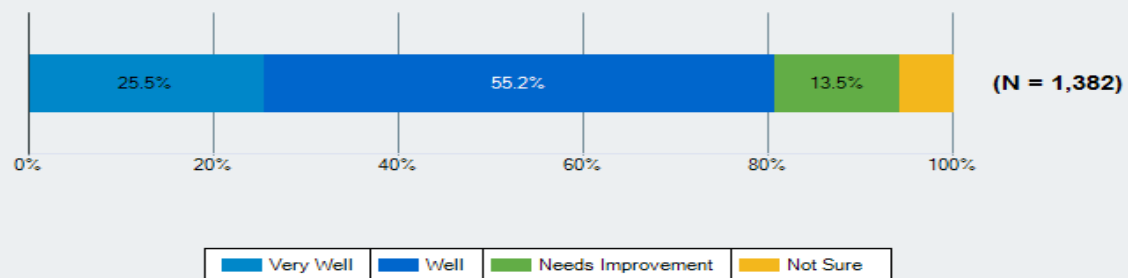
Q 16 How well do students and staff give and receive common courtesy, inside and outside of classrooms, and for and among members of diverse groups?

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	

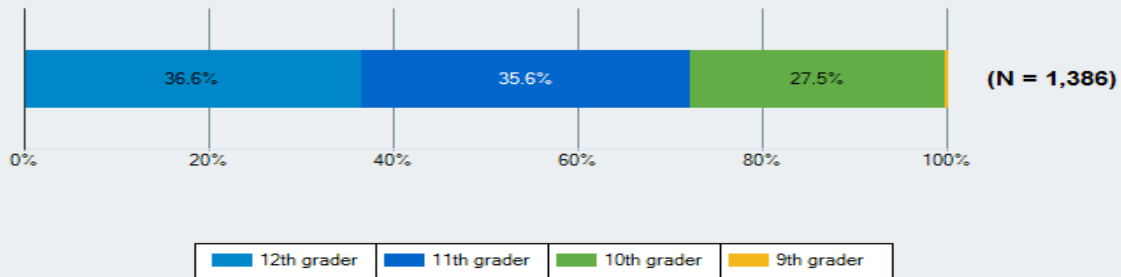


Q 17 How well does Samohi staff exemplify professionalism and model the speech and behavior expected of students?

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	

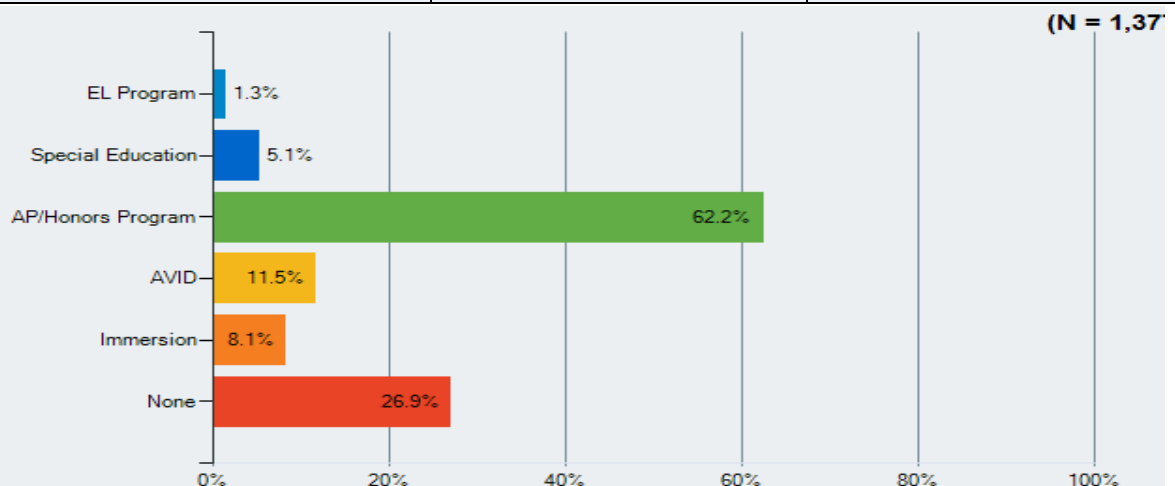


Q 18 I am a:		
Responses	Count	%
twelfth grader	507	36.6%
eleventh grader	493	35.6%
tenth grader	381	27.5%
ninth grader	5	0.4%
Total Responses	1,386	

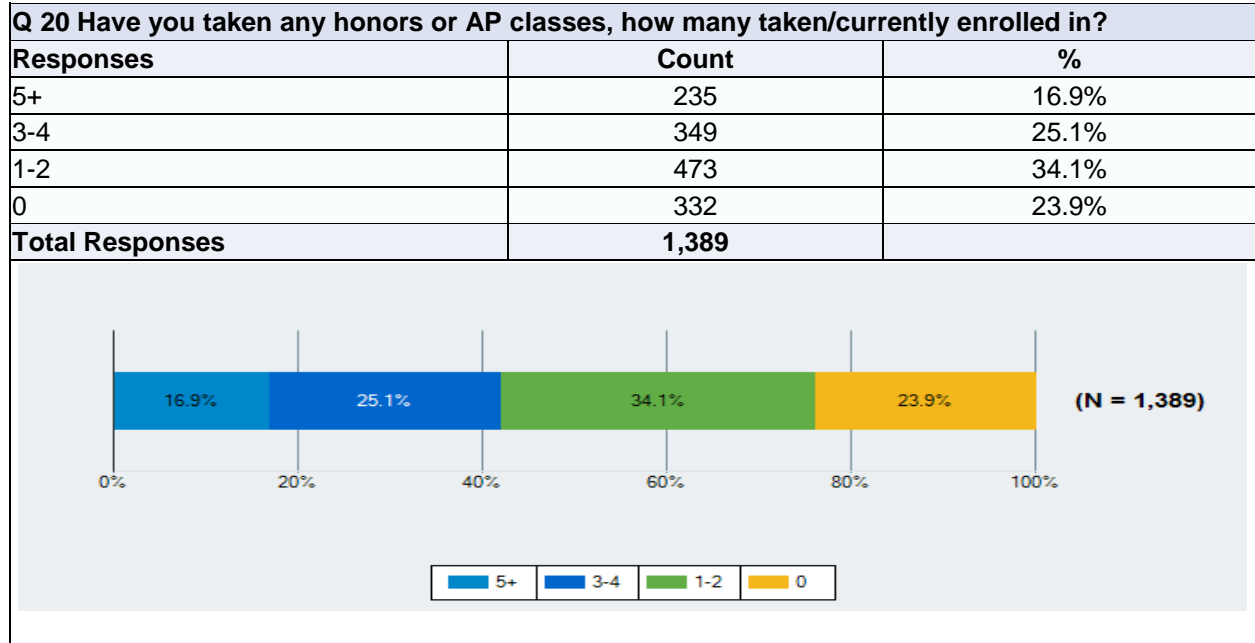


Q 19 I receive the following supports (Check all that apply):

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

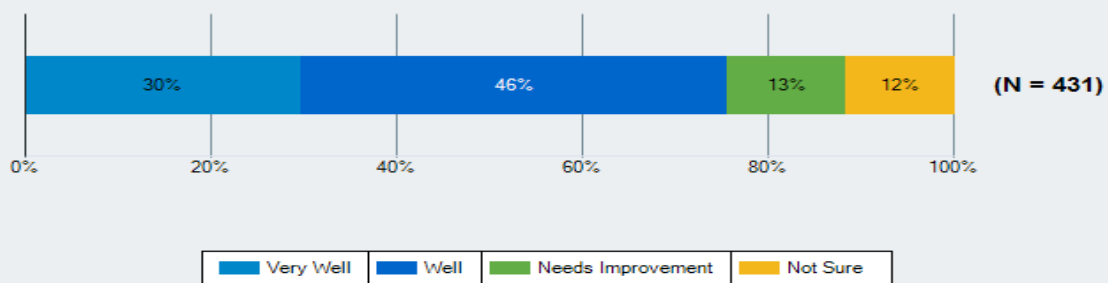
July 24, 2017 - June 30, 2019



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	

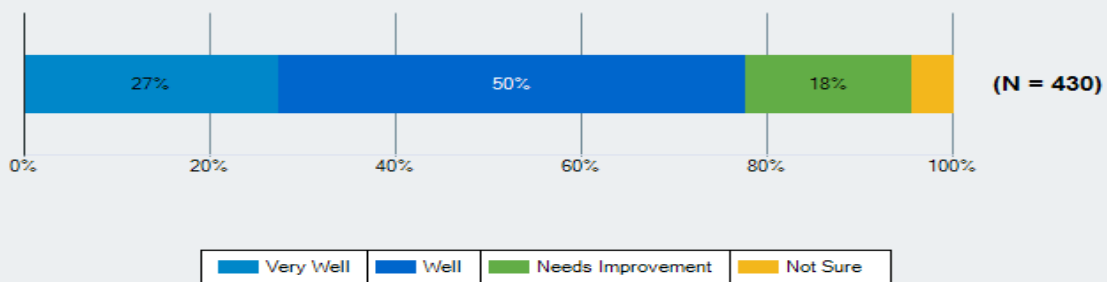
Q 1 How well do staff, students, and parents of the learning community support and have a personal connection to the Samohi Mission and Vision?

Responses	Count	%
Very Well	128	30%
Well	198	46%
Needs Improvement	55	13%
Not Sure	50	12%
Total Responses	431	



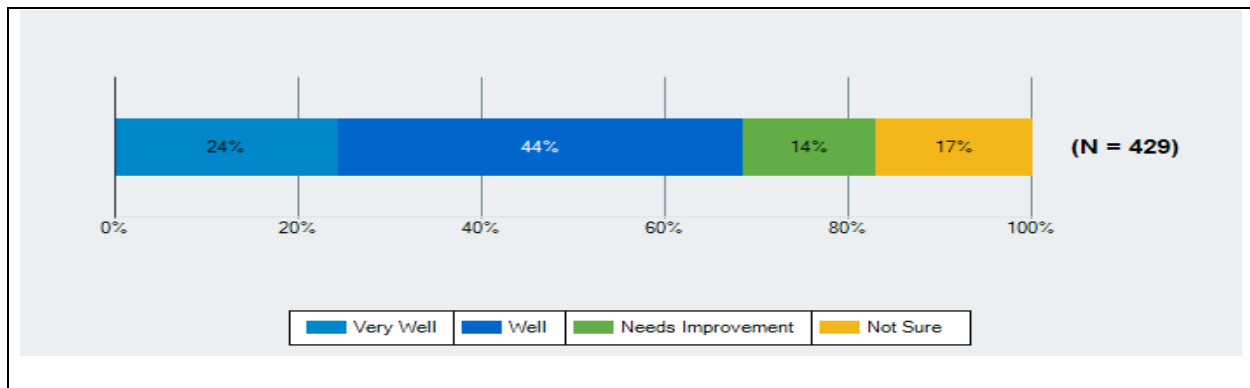
Q 2 To what extent is communication among staff, students, and parents coordinated and clear, and how does it help strengthen the connection between home and school?

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



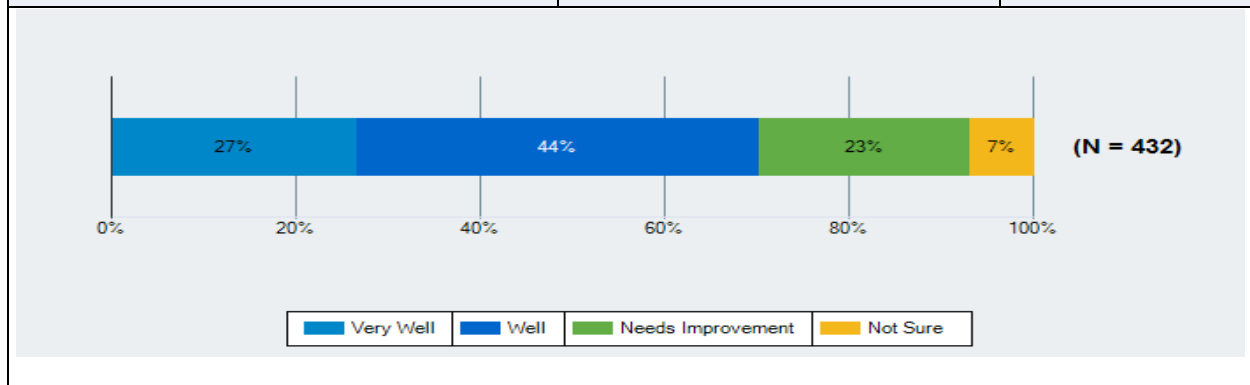
Q 3 How well does the school community partner with the greater Santa Monica community and its businesses to promote interaction and allow community members to have a supporting role on and off our campus?

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



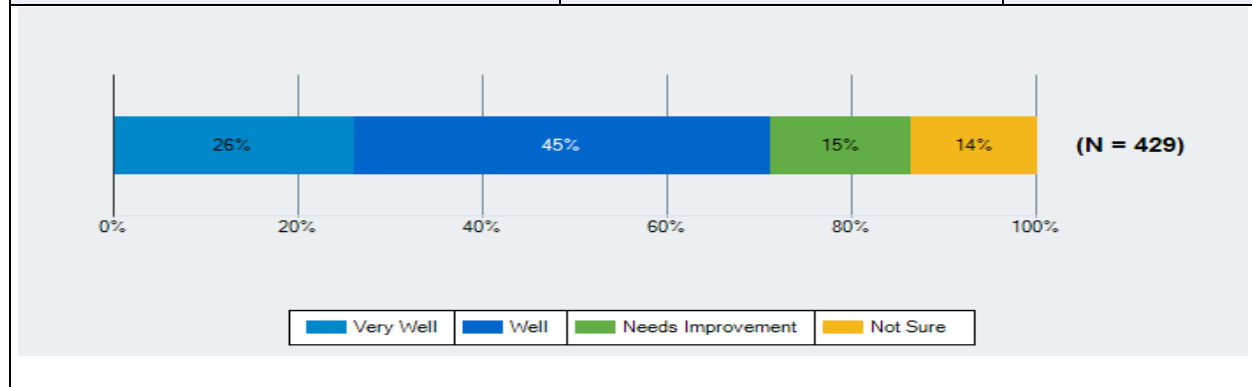
Q 4 How well do members of the learning community maintain a clean, safe, and secure environment that requires respectful speech and behavior, and instills pride in our school?

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



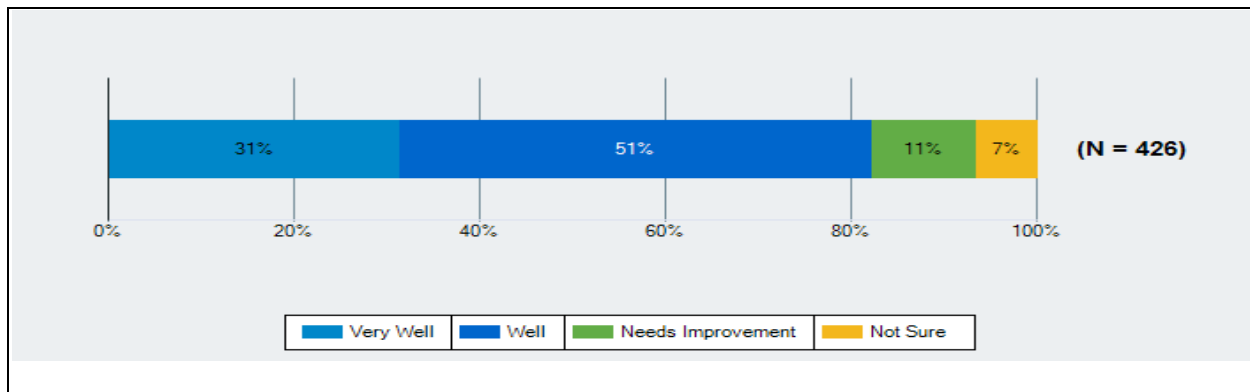
Q 5 How well do members of the learning community give and receive common courtesy (inside and outside of classrooms) for and among members of diverse groups?

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



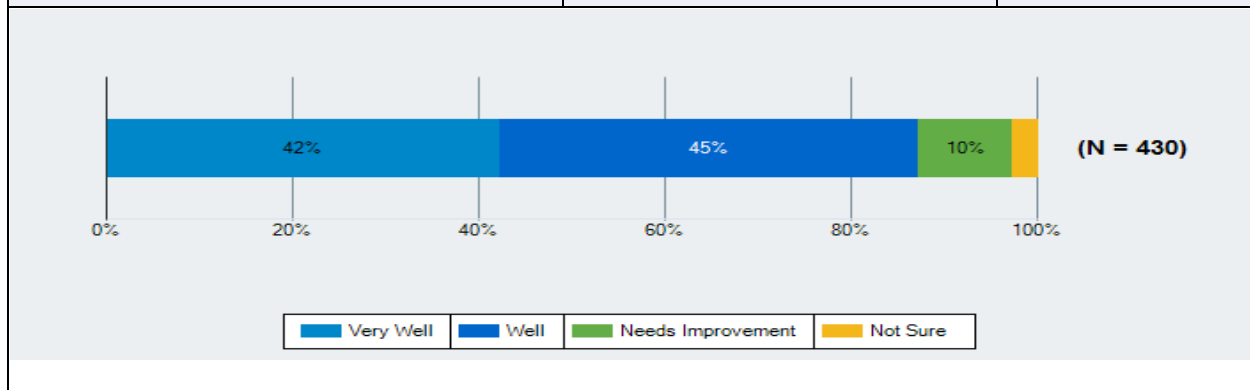
Q 6 How well does Samohi staff exemplify professionalism and model the speech and behavior expected of students?

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



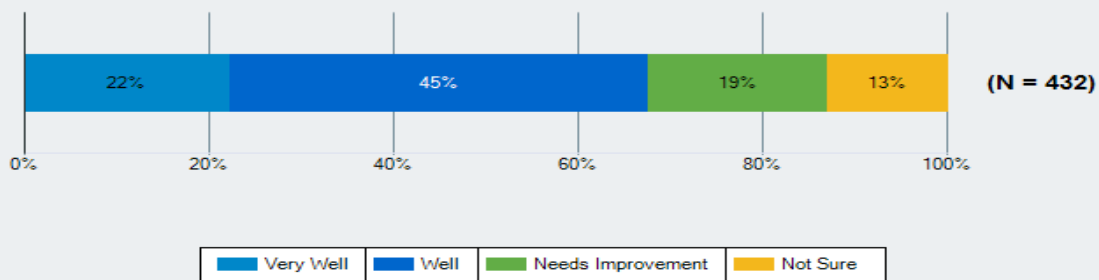
Q 7 How well does your student meet or exceed academic standards and demonstrate personal, social, and career skills expected of all Samohi graduates?

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



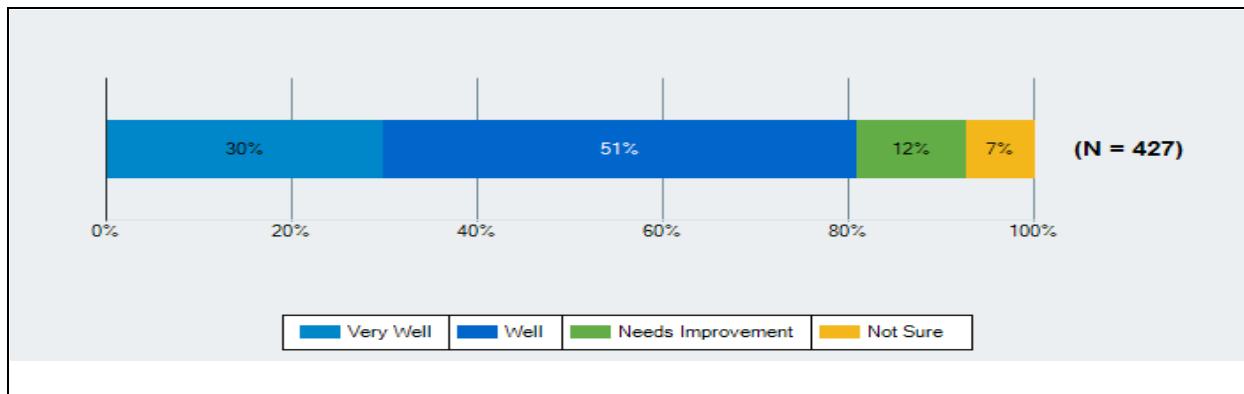
Q 8 How well do staff and community partners help students make connections between subject areas, as well as provide opportunities for real-life experiences?

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



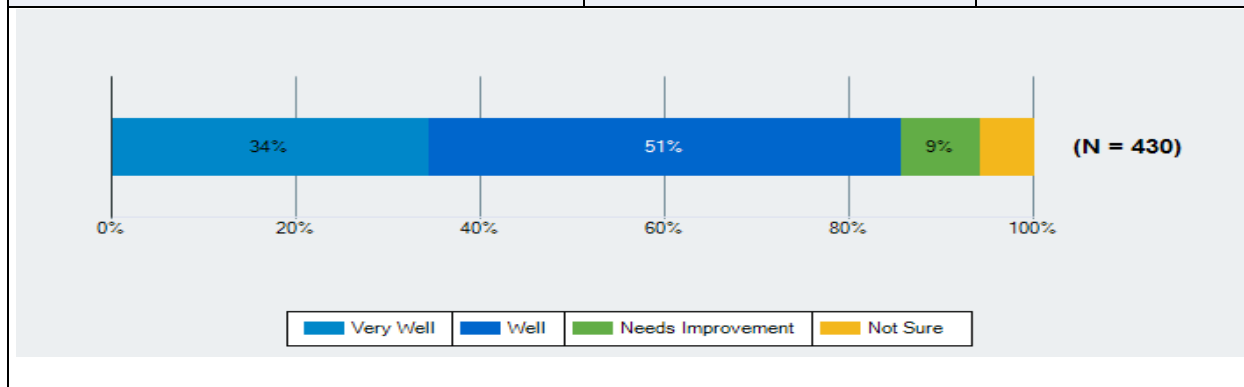
Q 9 How well does staff provide student access to a rigorous and relevant curriculum, including daily lessons driven by academic standards and student performance?

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



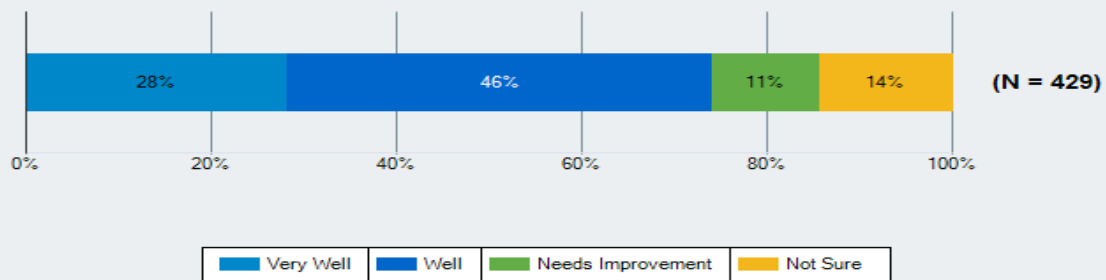
Q 10 How well do teachers support the basic skills of reading, speaking, writing, using technology, and problem-solving in their curriculum?

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



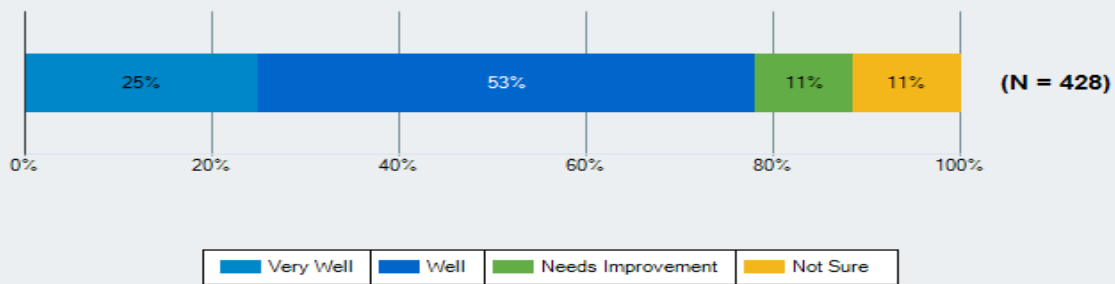
Q 11 How well prepared are students for various options after high school?

Responses	Count	%
Very Well	121	28%
Well	197	46%
Needs Improvement	49	11%
Not Sure	62	14%
Total Responses	429	



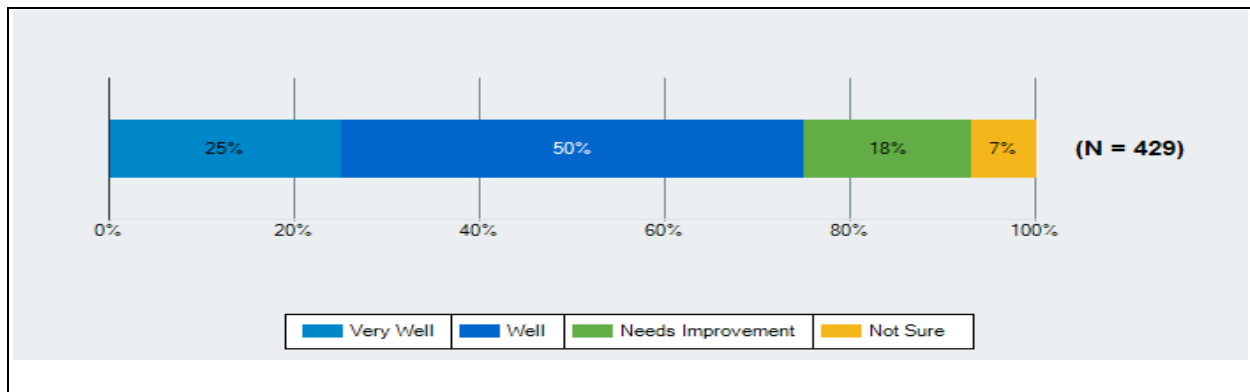
Q 12 How well do students at all grade levels set, and make progress towards, academic, personal, and future goals?

Responses	Count	%
Very Well	107	25%
Well	227	53%
Needs Improvement	45	11%
Not Sure	49	11%
Total Responses	428	



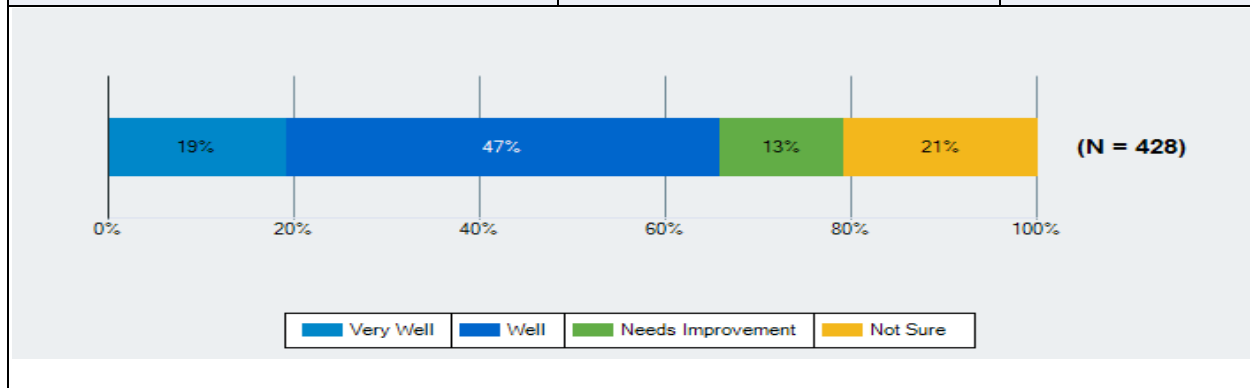
Q 13 How well do staff members assist students in goal-setting and achievement, and help them follow a plan for their future?

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



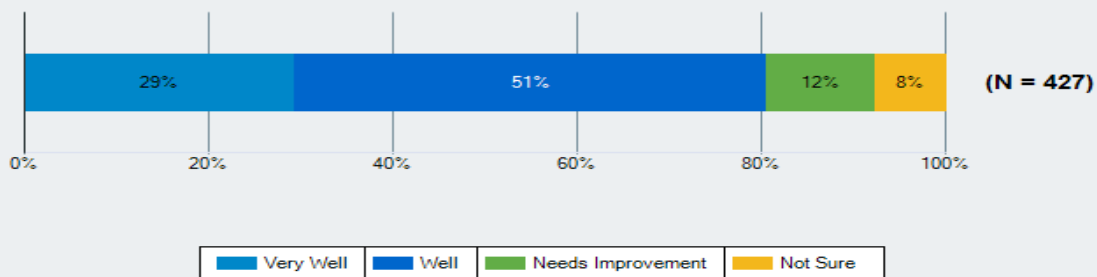
Q 14 How well does Samohi develop a schoolwide plan for improvement that is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents?

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



Q 15 How well does Samohi provide students access to academic or social/emotional support services on campus?

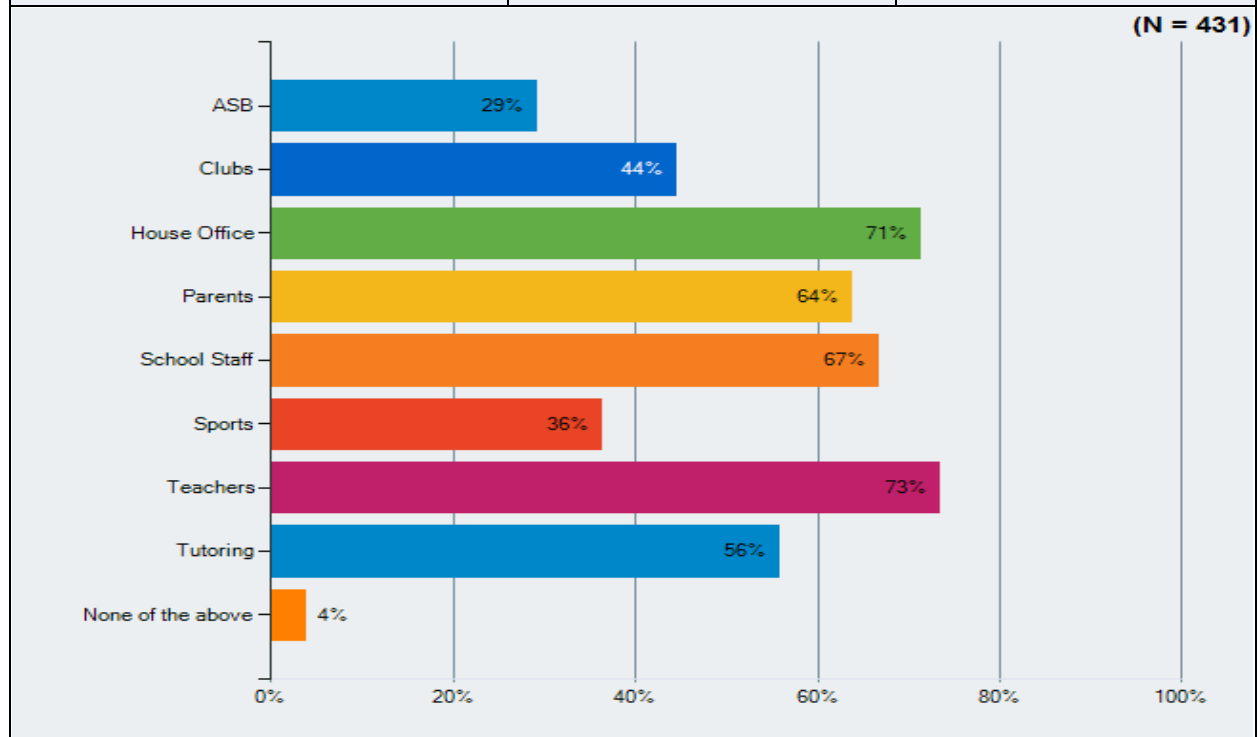
Responses	Count	%
Very Well	125	29%
Well	219	51%
Needs Improvement	50	12%
Not Sure	33	8%
Total Responses	427	



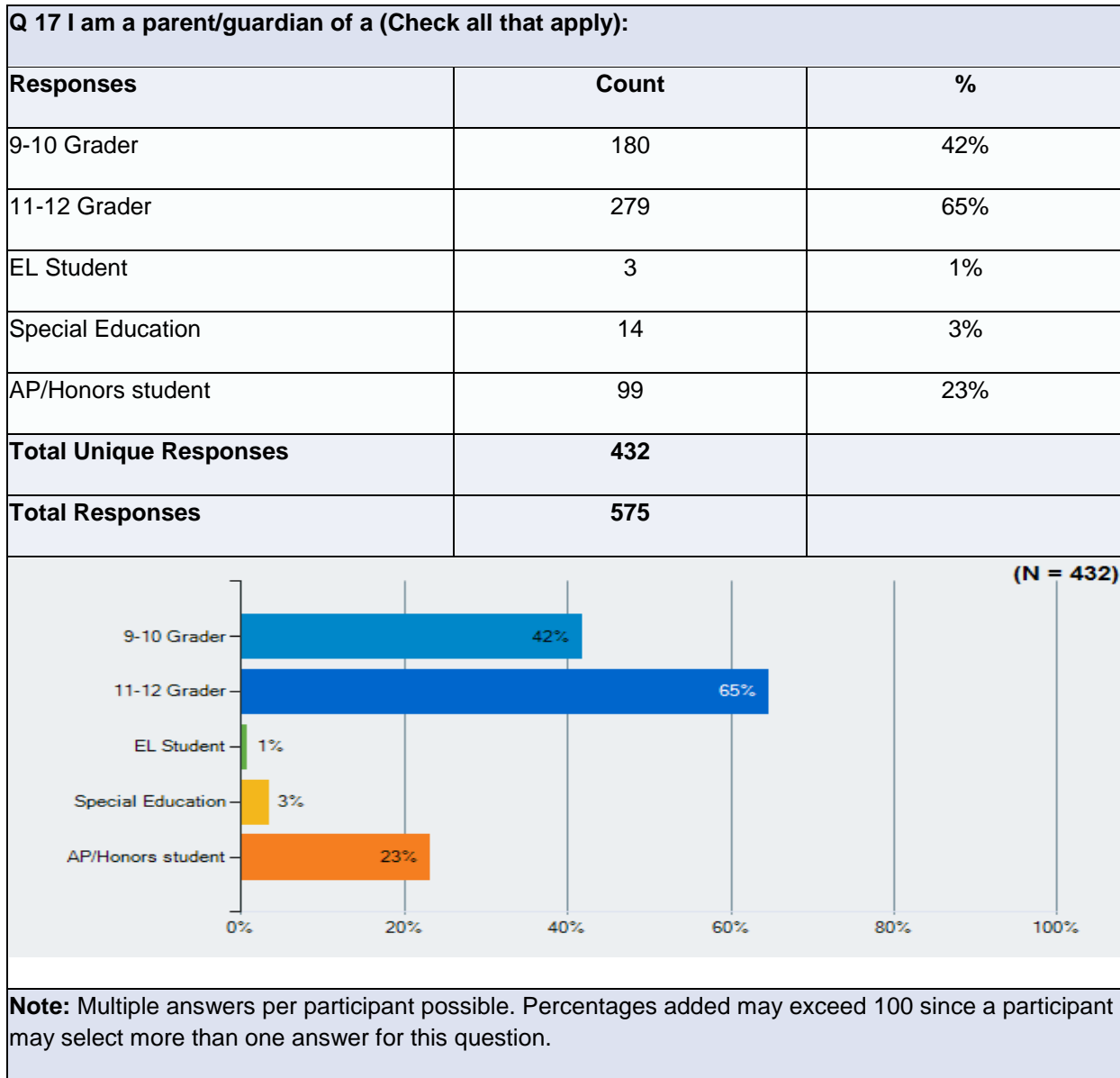
Q 16 Which of the following would you consider a student support service? (Check all that apply)

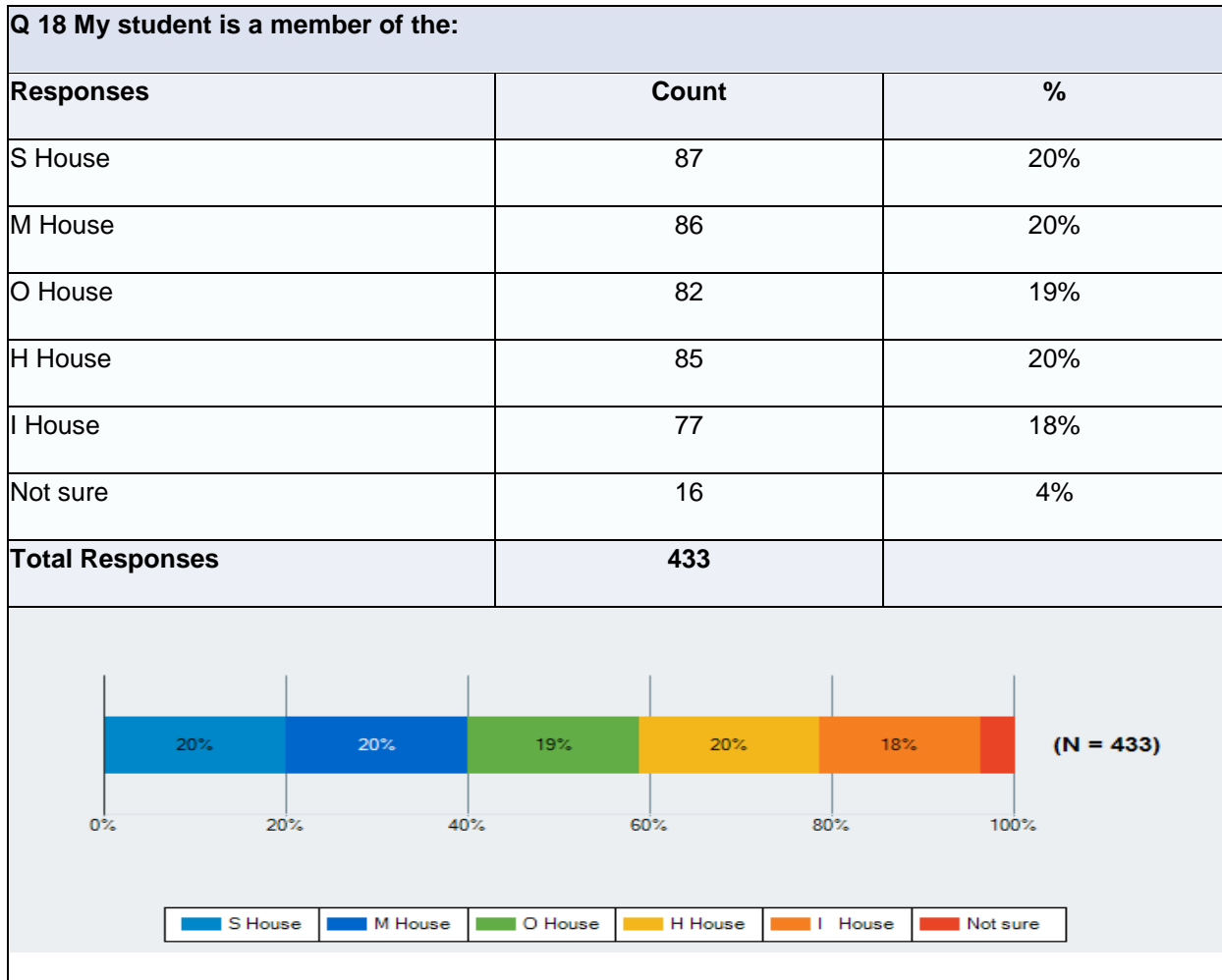
Responses	Count	%
ASB	125	29%
Clubs	191	44%
House Office	307	71%
Parents	274	64%
School Staff	287	67%
Sports	156	36%
Teachers	316	73%

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

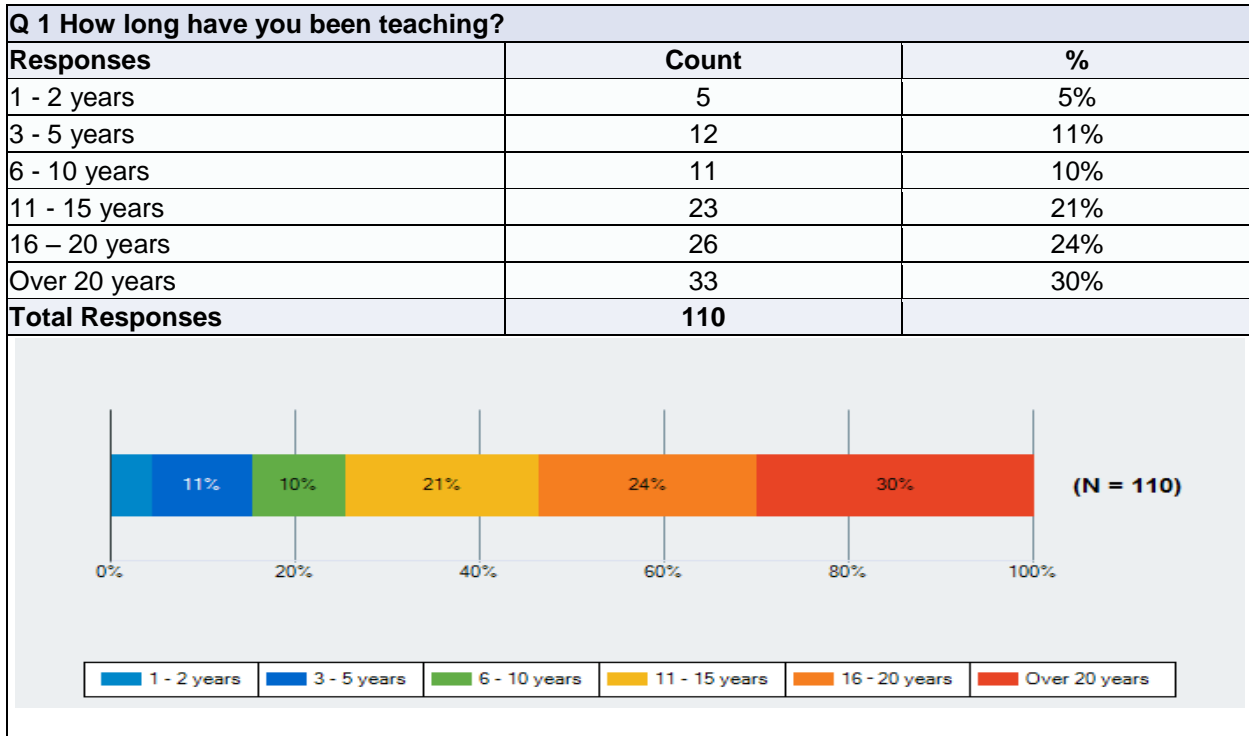
Santa Monica-Malibu Unified

July 25, 2017 - June 30, 2019



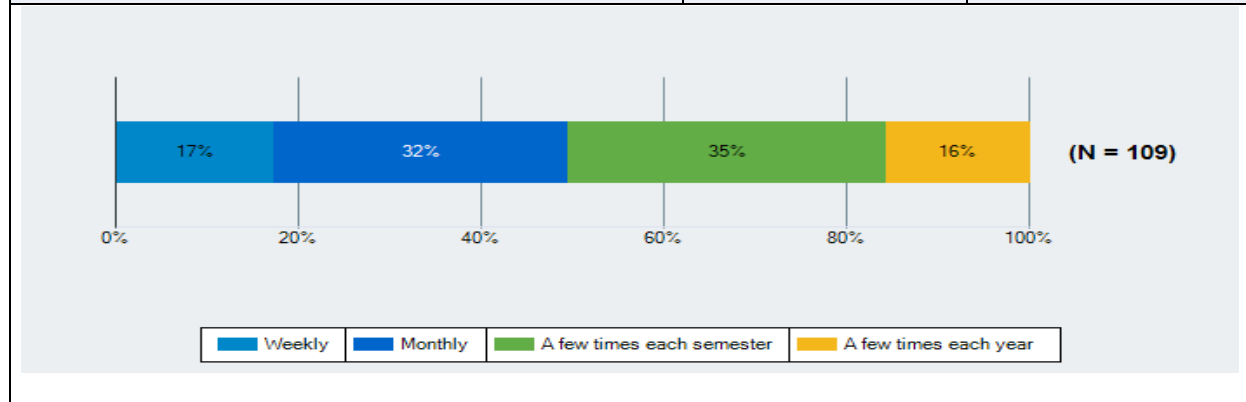
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

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



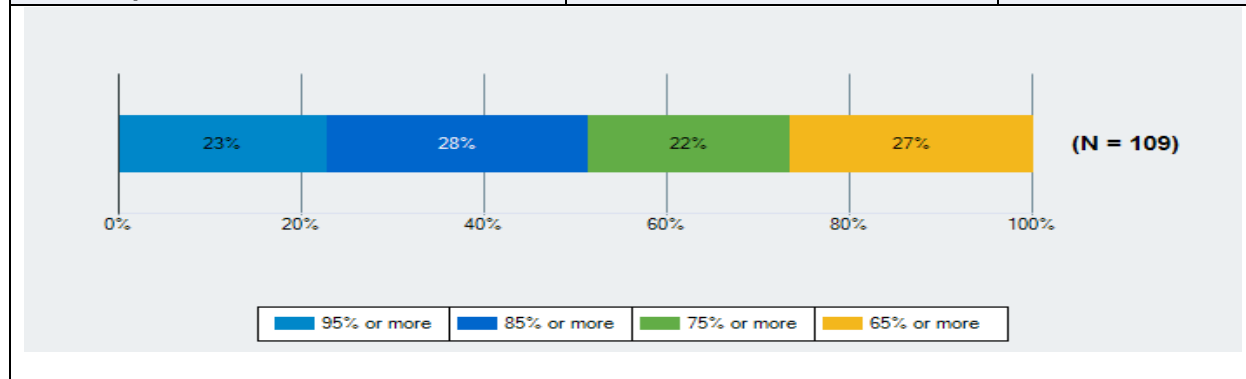
Q 2 How often do you use data during professional development to focus on student learning needs?

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	



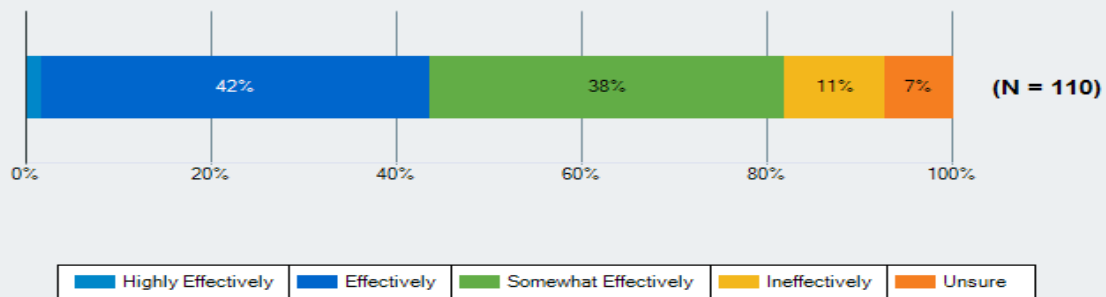
Q 3 How much of our collaborative and professional time is focused on the achievement of academic standards and schoolwide learning results?

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	



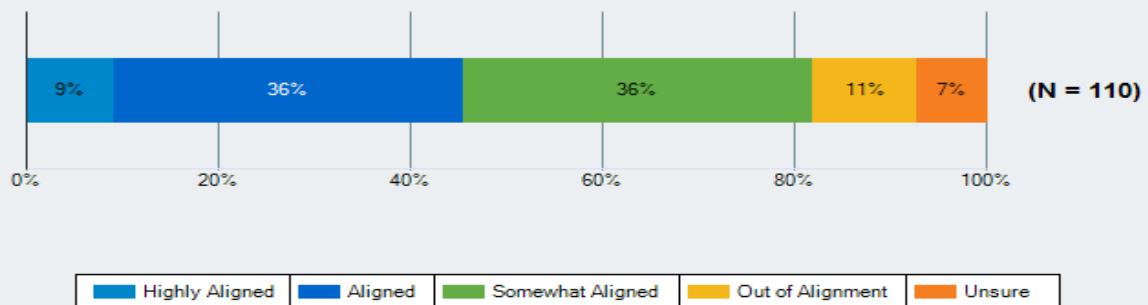
Q 4 To what extent are the resources, both human and financial, utilized effectively and appropriately to support students in achieving the academic standards and expected school wide learning results?

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



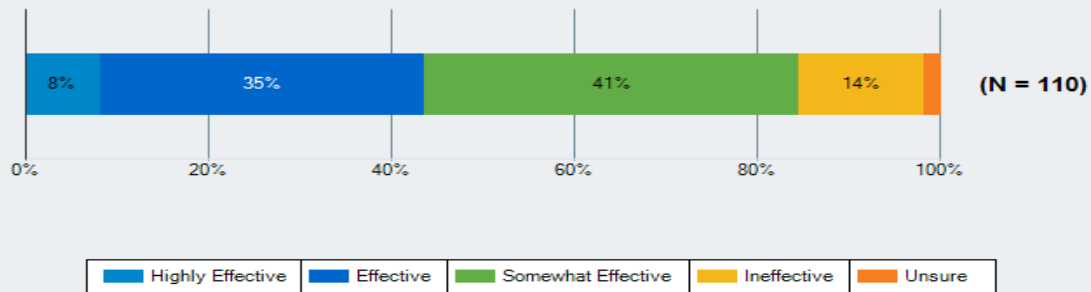
Q 5 To what extent are the policies and school rules at Samohi aligned with the school's vision, expected learning results, and academic standards?

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



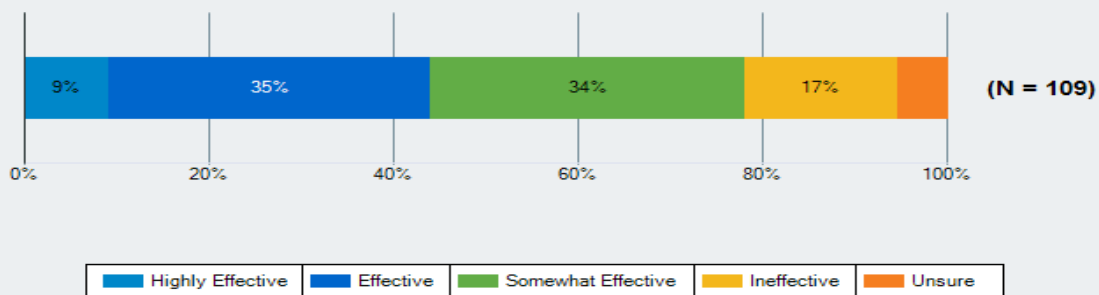
Q 6 How effective is the support provided through professional development?

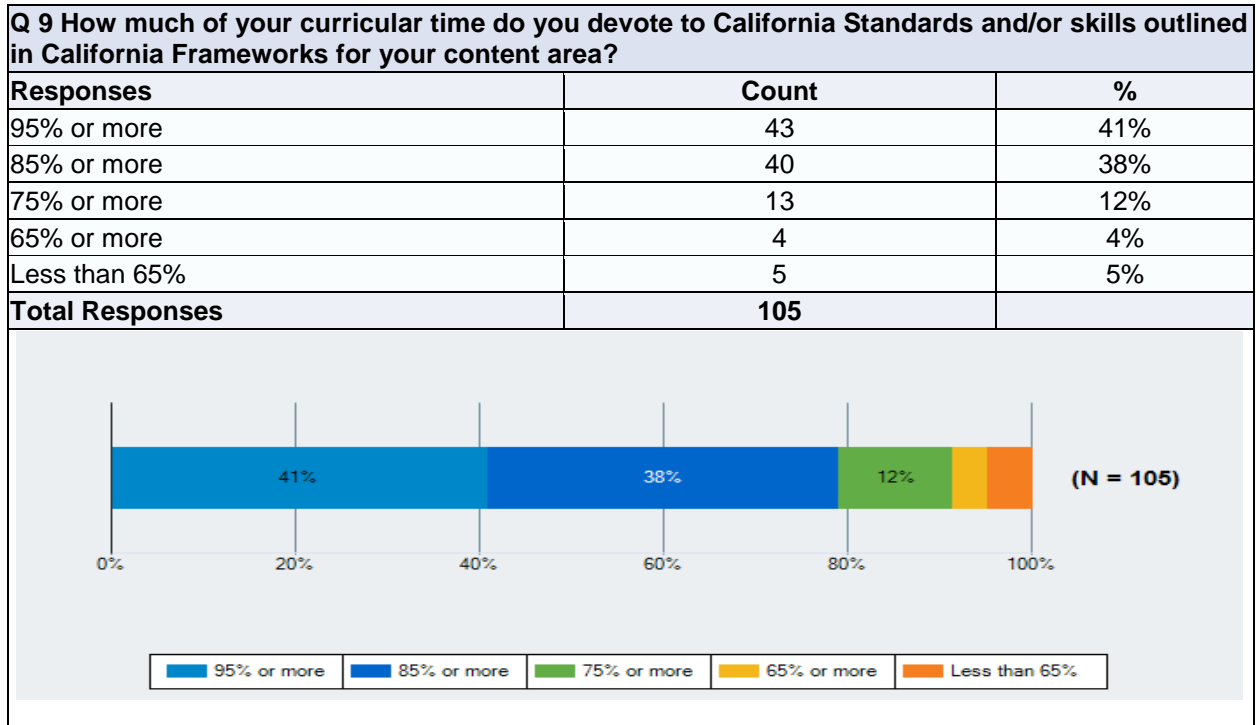
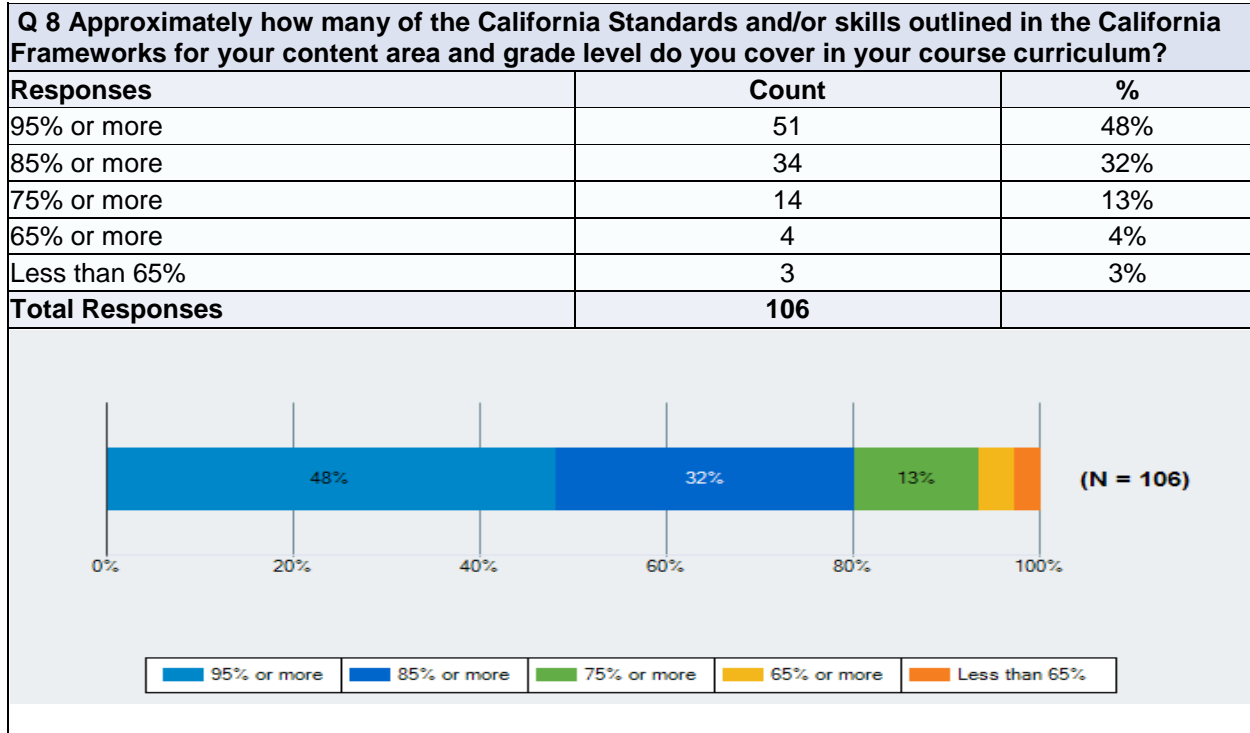
Responses	Count	%
Highly Effective	9	8%
Effective	39	35%
Somewhat Effective	45	41%
Ineffective	15	14%
Unsure	2	2%
Total Responses	110	



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

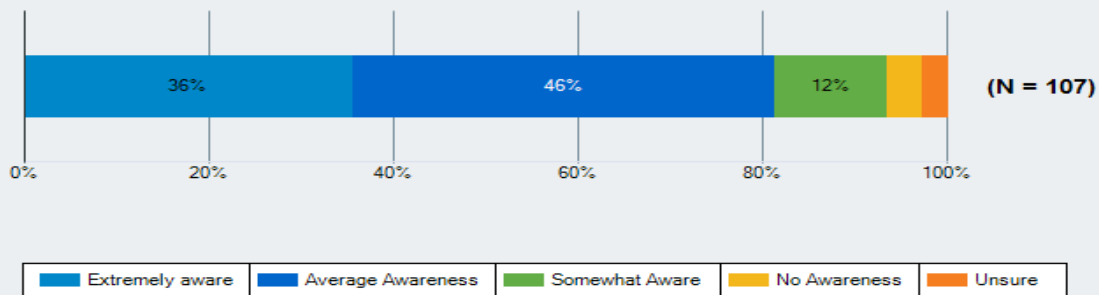
Responses	Count	%
Highly Effective	10	9%
Effective	38	35%
Somewhat Effective	37	34%
Ineffective	18	17%
Unsure	6	6%
Total Responses	109	





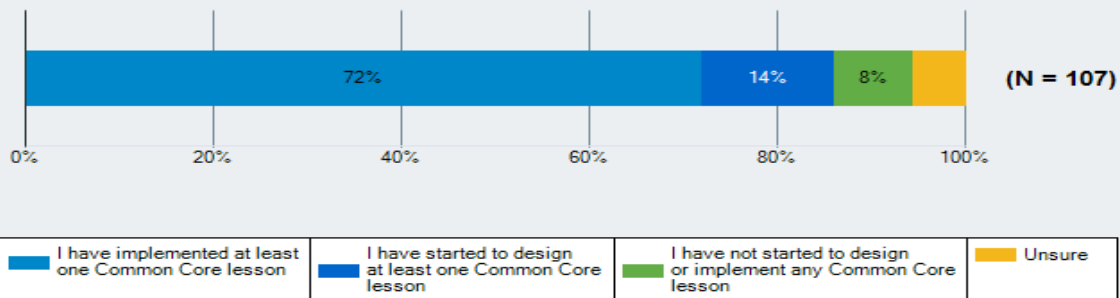
Q 10 What is your level of awareness relative to the newly adopted Common Core Standards for your specific content area?

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



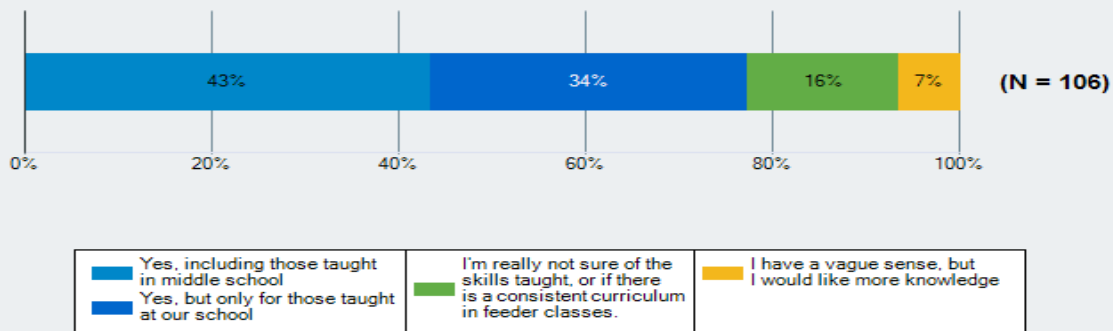
Q 11 To what degree have you begun to implement Common Core lessons in your classes?

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	



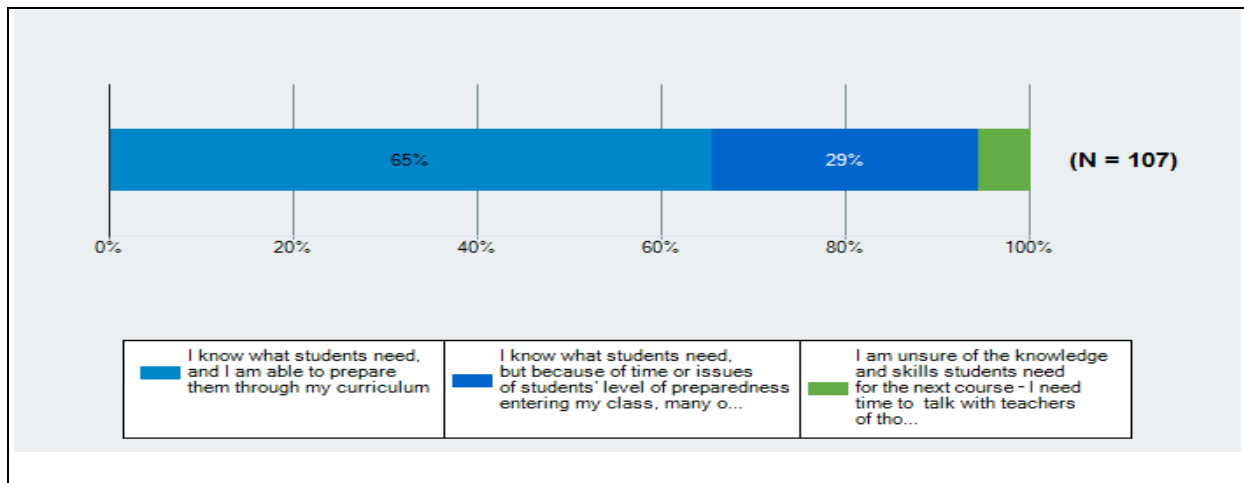
Q 12 Do you know what skills and knowledge students are taught in the courses that lead up to your courses?

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	



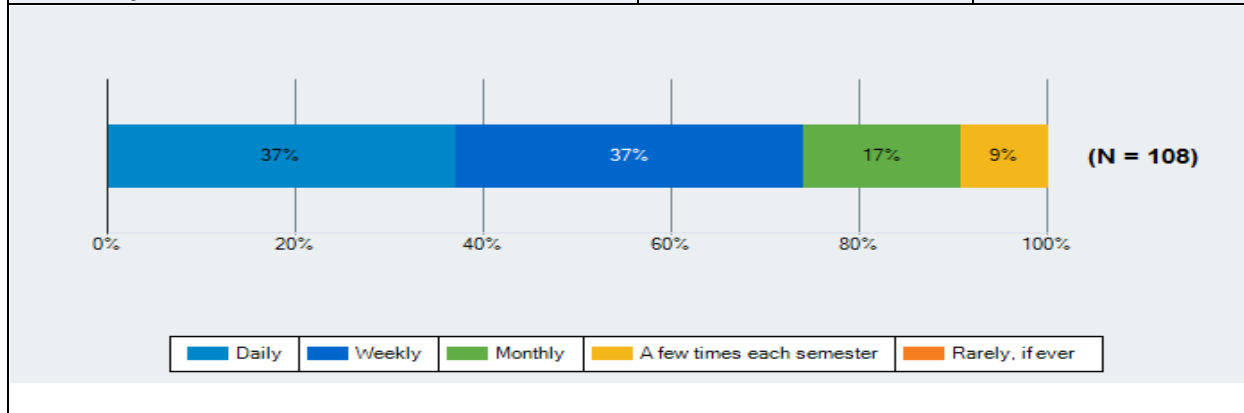
Q 13 What is your degree of understanding regarding the skills and knowledge students need to succeed in the courses that follow yours?

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	



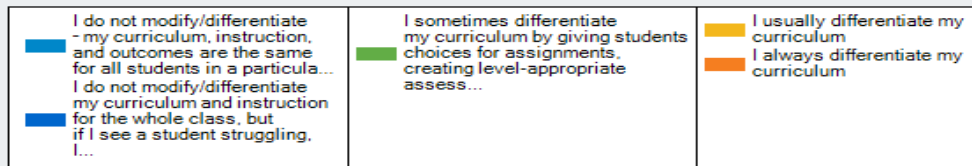
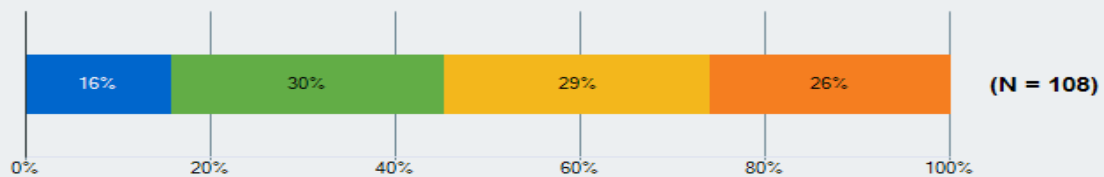
Q 14 How often do you connect concepts in your curriculum to those in other curricular areas and/or the world outside of school?

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



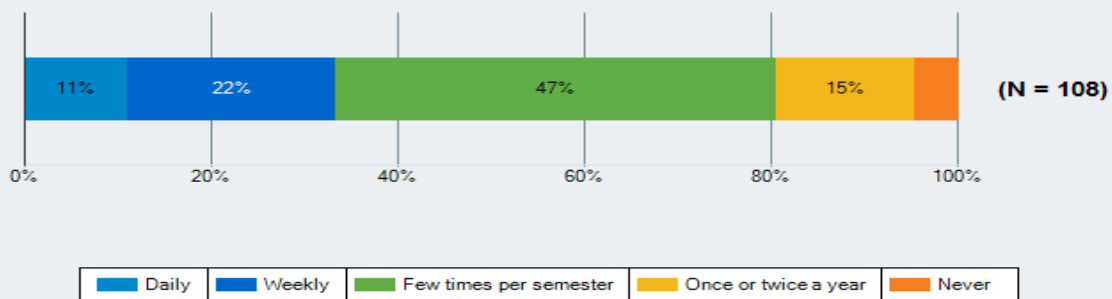
Q 15 Please choose one course you are teaching to answer the following question: To what extent do you modify or differentiate your curriculum and instruction to meet the needs of English Learners, and economically disadvantaged, underachieving, gifted and talented students?

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	



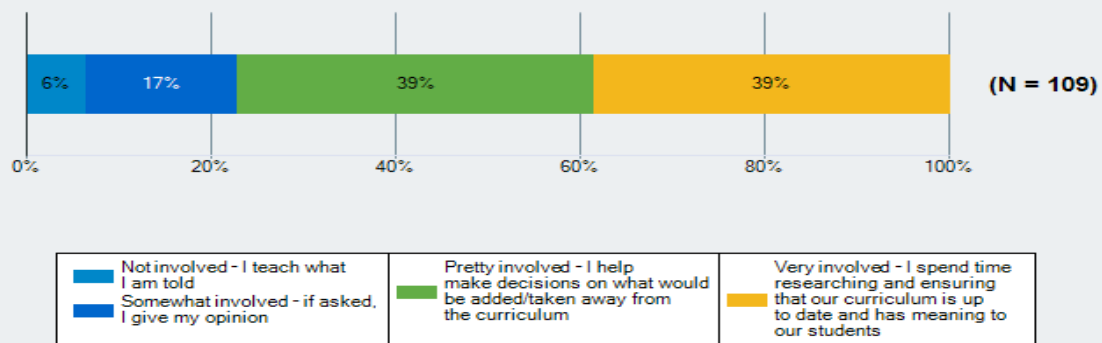
Q 16 How often do you conduct educational research in your subject area, with the sole purpose of providing a viable, meaningful, and updated instructional program for your students?

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	



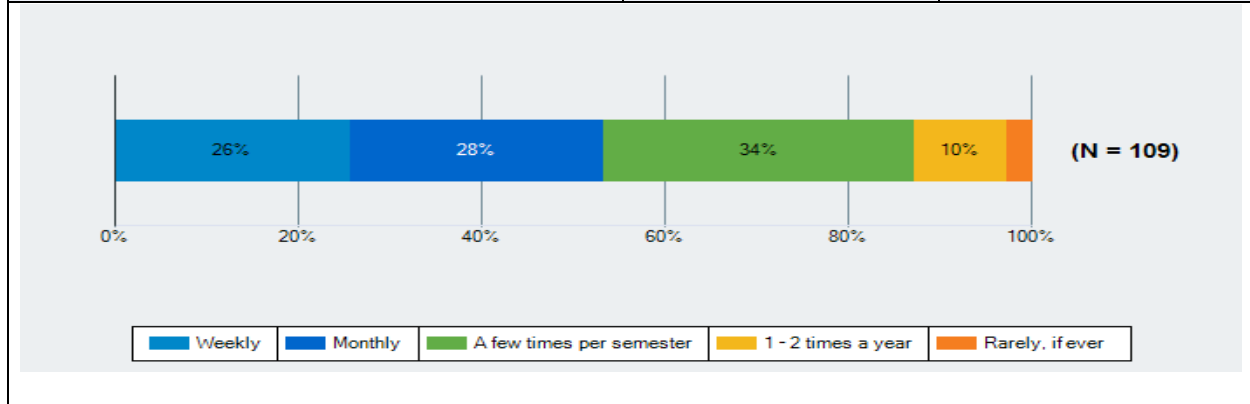
Q 17 To what degree are you involved in developing the curriculum of your subject area?

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	



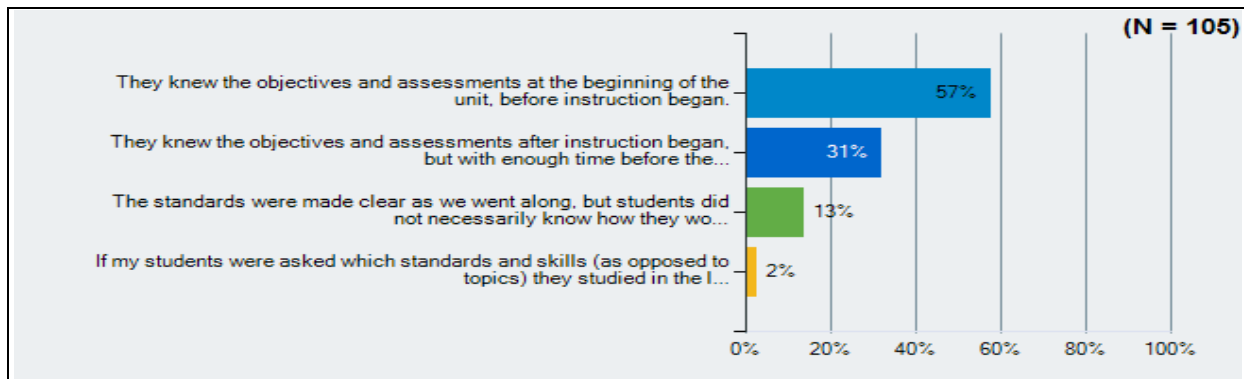
Q 18 How often do you incorporate students suggestions or feedback to improve the teaching and learning in your classroom?

Responses	Count	%
Weekly	28	26%
Monthly	30	28%
A few times per semester	37	34%
1 – 2 times a year	11	10%
Rarely, if ever	3	3%
Total Responses	109	



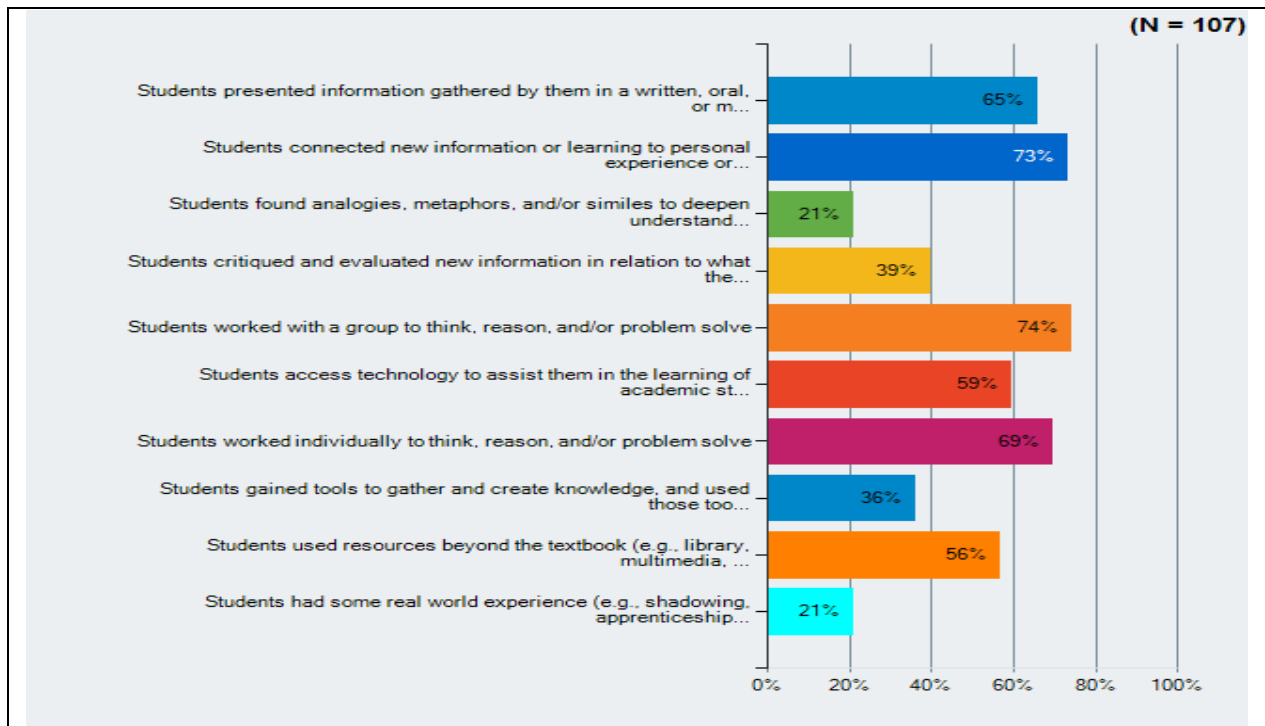
Q 19 During your last unit of instruction for one of your classes, when did students know what academic standards and learning results they would achieve and how they would demonstrate their learning?

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.

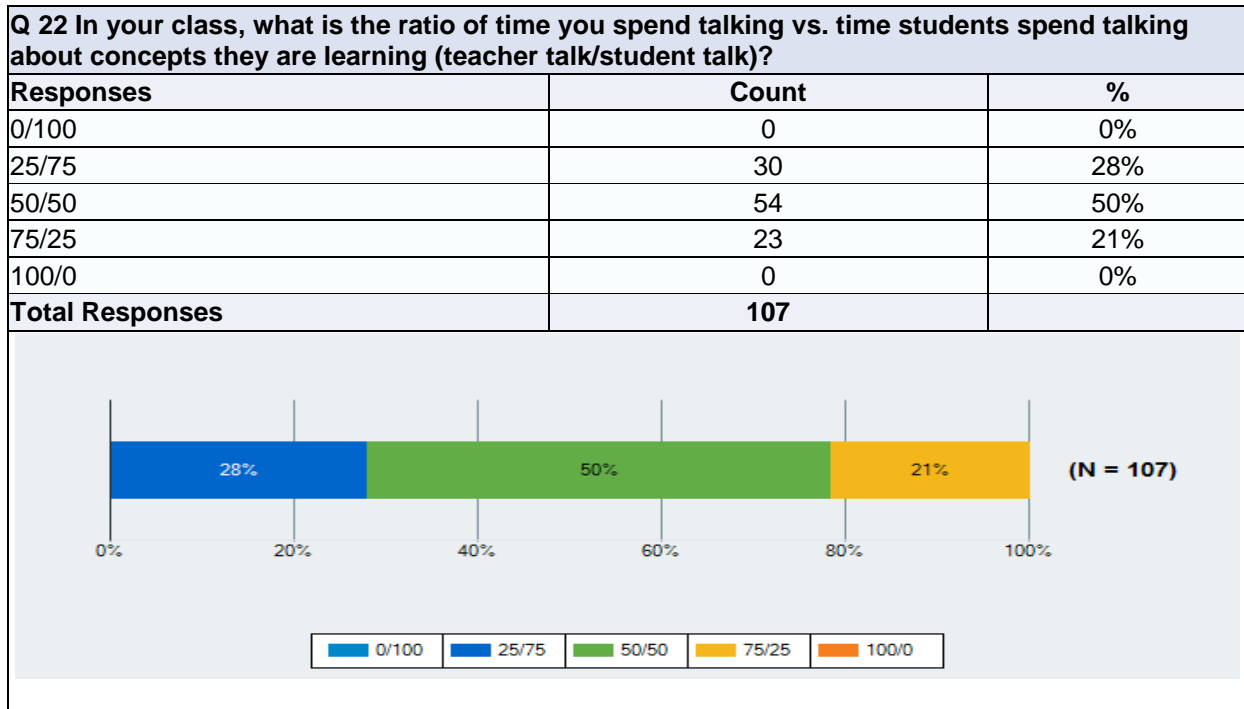
Q 20 During your last unit of instruction, which of the following learning opportunities did your students experience?		
Responses	Count	%
Students presented information gathered by them in a written, oral, or multimedia format	70	65%
Students connected new information or learning to personal experience 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	



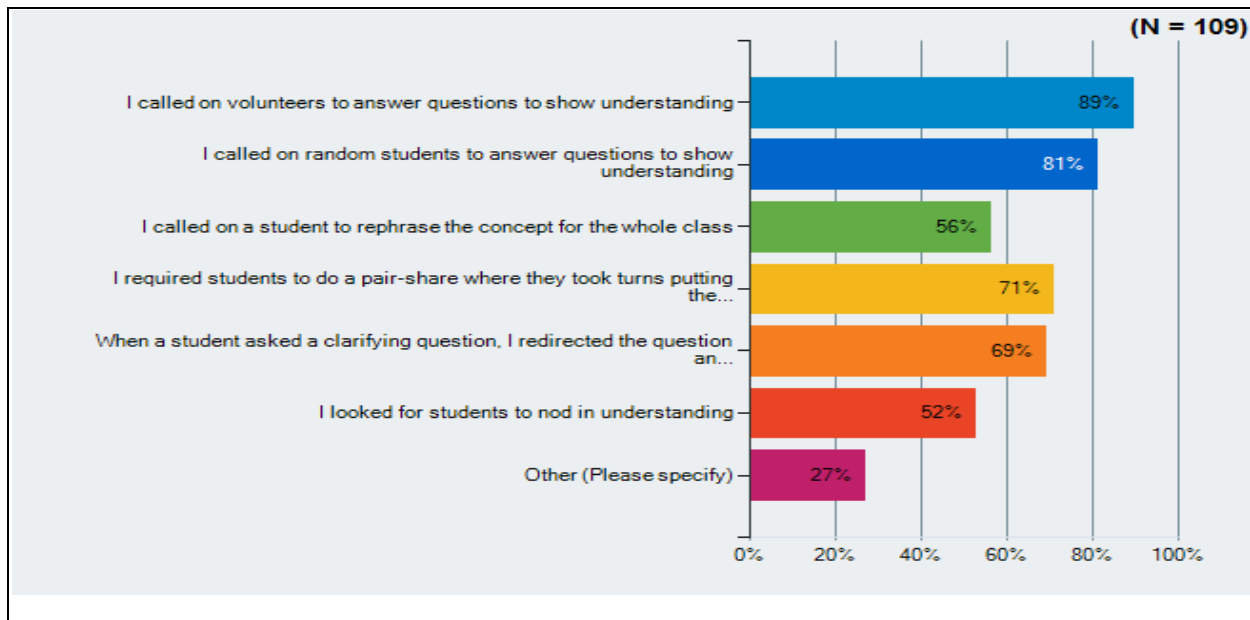
Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

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

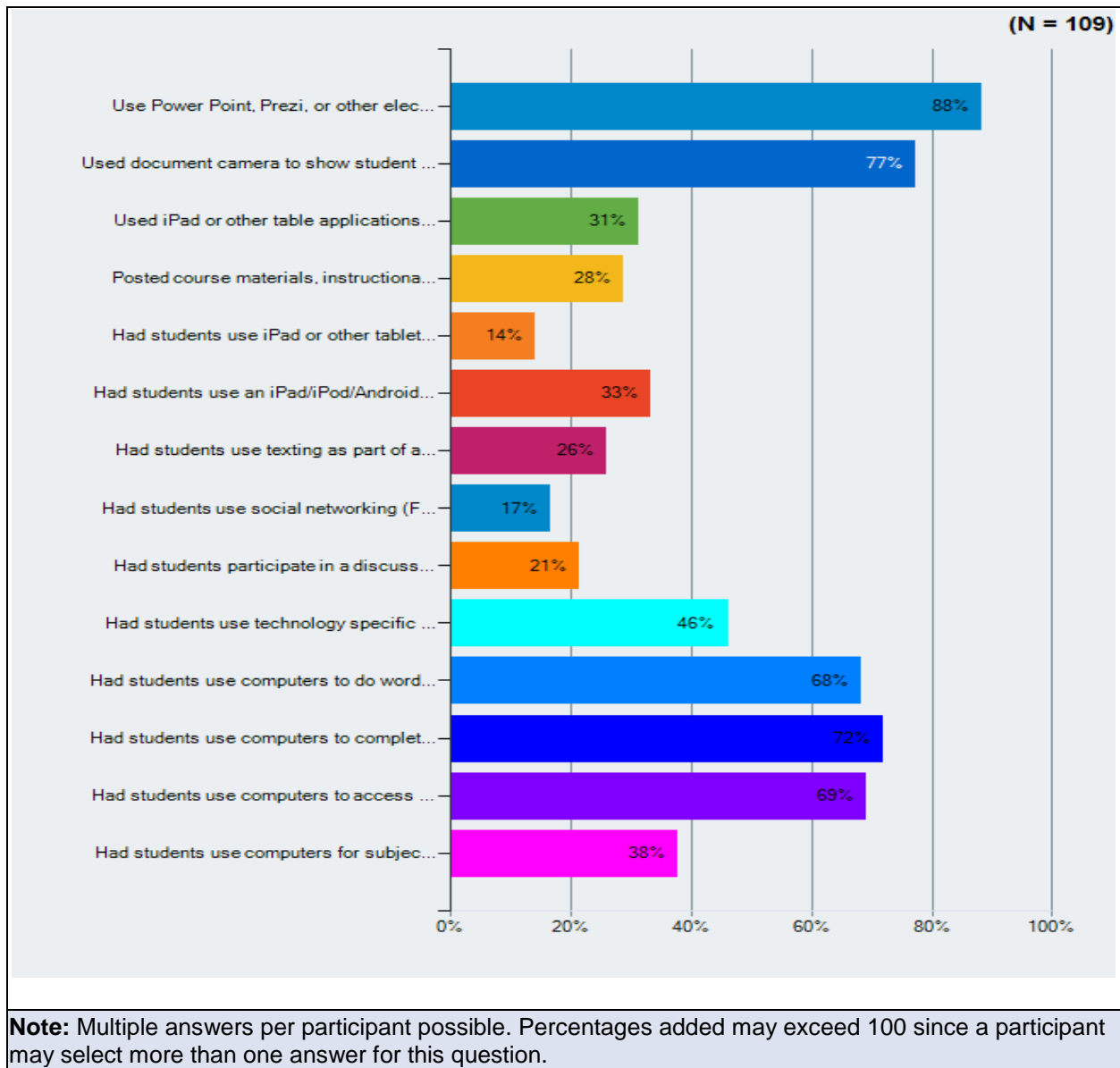


Q 23 Within the last year of instruction, how did you check for understanding? Choose all that apply.		
Responses	Count	%
I called on volunteers to answer questions to show understanding	97	89%
I called on random students to answer questions to show understanding	88	81%
I called on a student to rephrase 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	



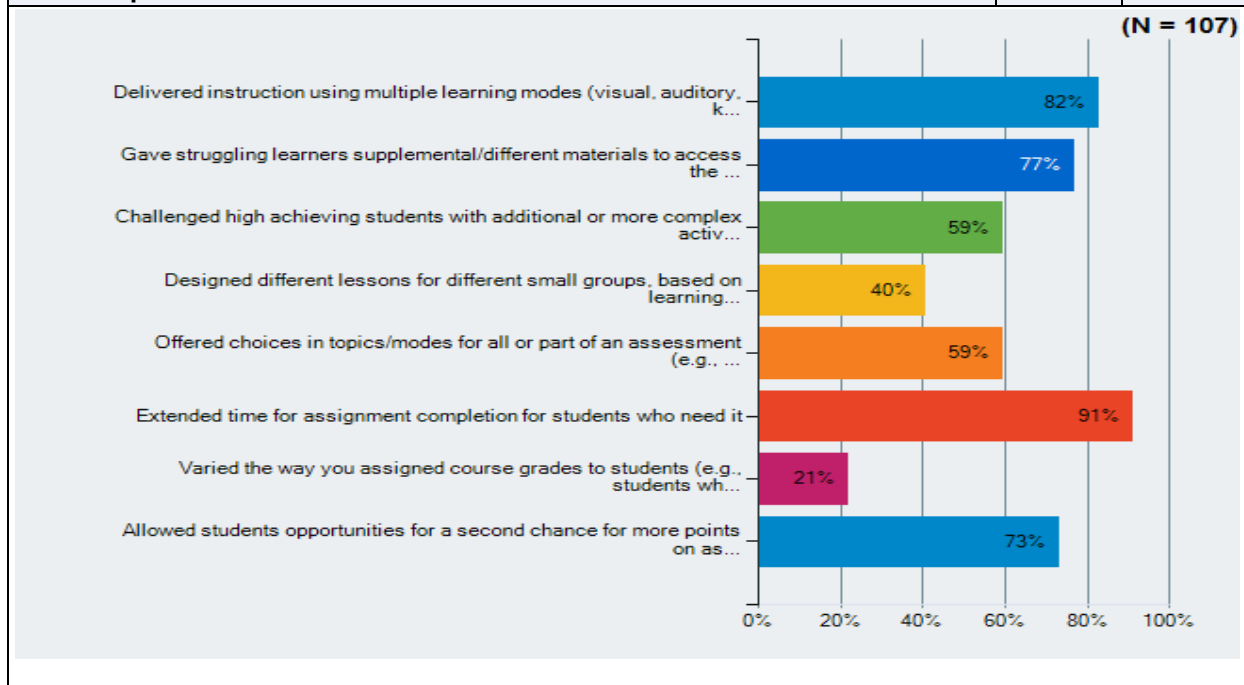
Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

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	



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

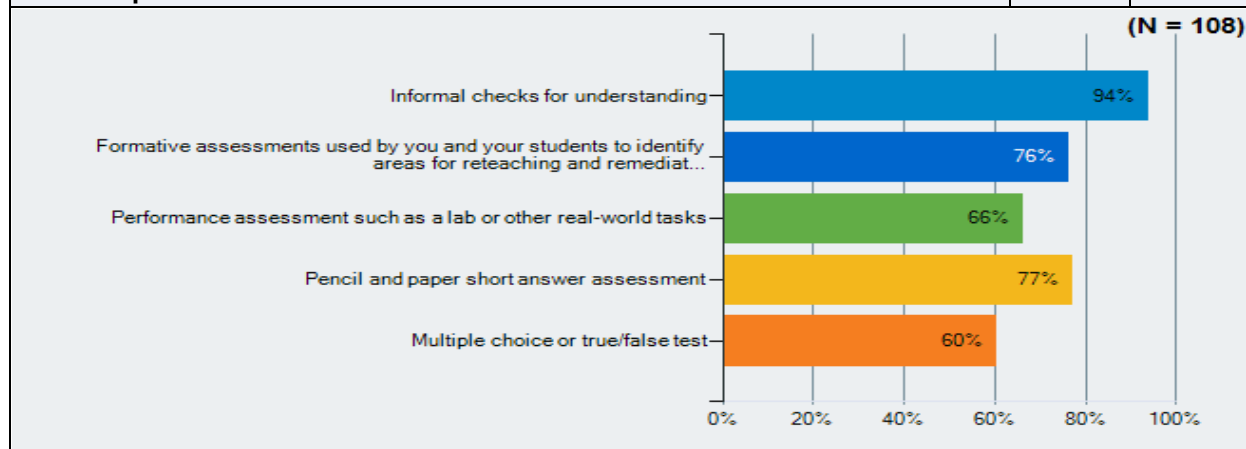
Responses	Count	%
Delivered instruction using multiple learning modes (visual, auditory, kinesthetic, artistic, etc.)	88	82%
Gave struggling learners supplemental/different materials to access the concept	82	77%
Challenged high achieving students with additional or more complex activities of text	63	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.

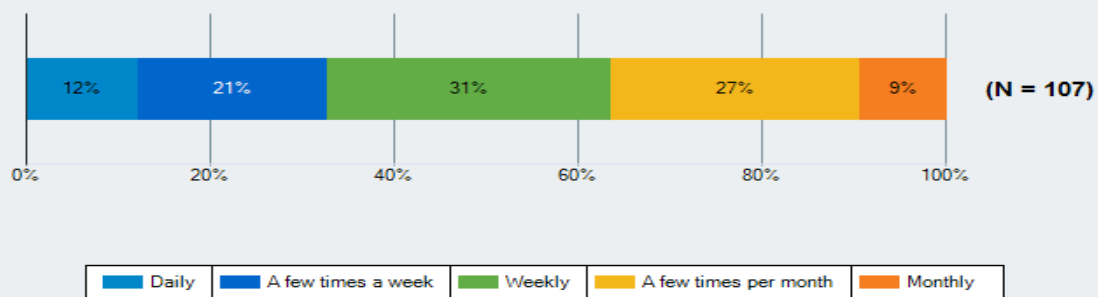
Responses	Count	%
Informal checks for understanding	101	94%
Formative assessments used by you and your students to identify areas for reteaching and remediation before summative assessment on the same content	82	76%
Performance assessment such as a lab or other real-world tasks	71	66%
Pencil and paper 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.

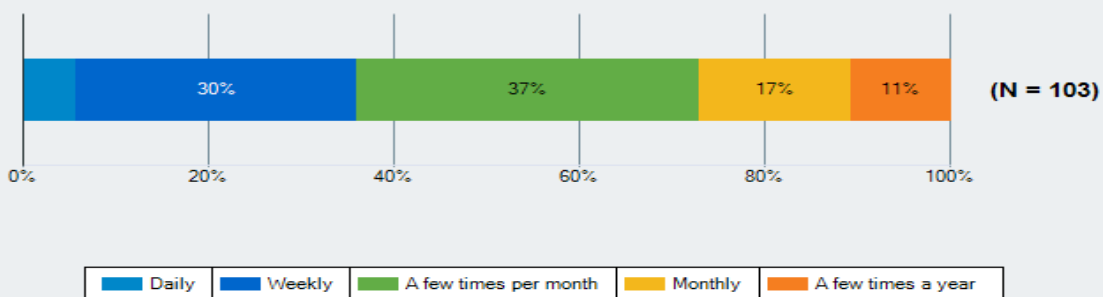
Q 27 To what extent or how often do you use assessment results to modify your teaching in the days or weeks after the assessment?

Responses	Count	%
Daily	13	12%
A few times a week	22	21%
Weekly	33	31%
A few times per month	29	27%
Monthly	10	9%
Total Responses	107	



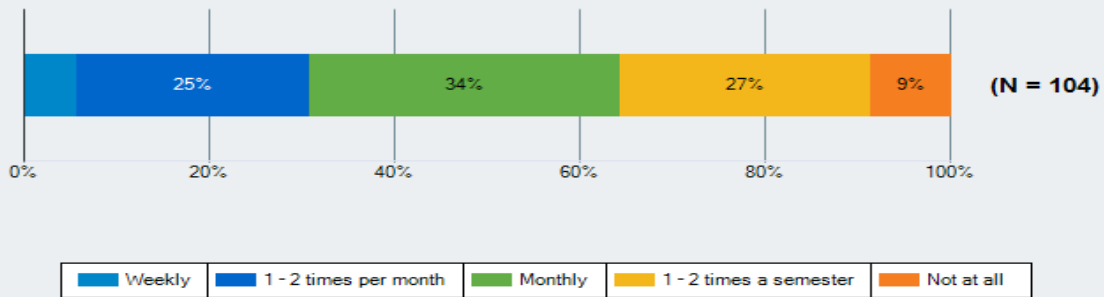
Q 28 To what extent or how often do you witness students using assessment results to modify their learning?

Responses	Count	%
Daily	6	6%
Weekly	31	30%
A few times per month	38	37%
Monthly	17	17%
A few times a year	11	11%
Total Responses	103	



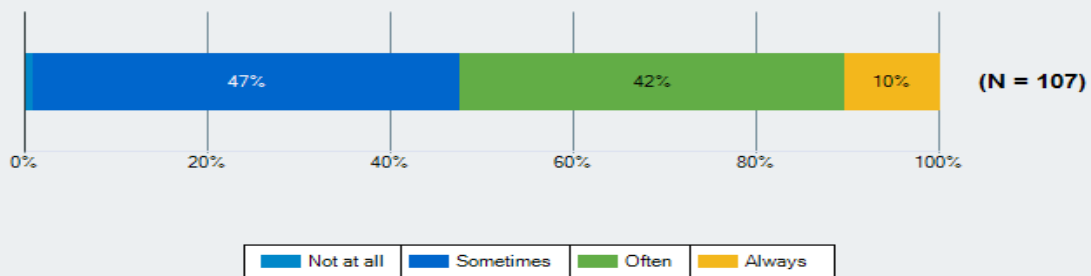
Q 29 How often does data and evidence of student achievement impact department or curricular team discussions?

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	



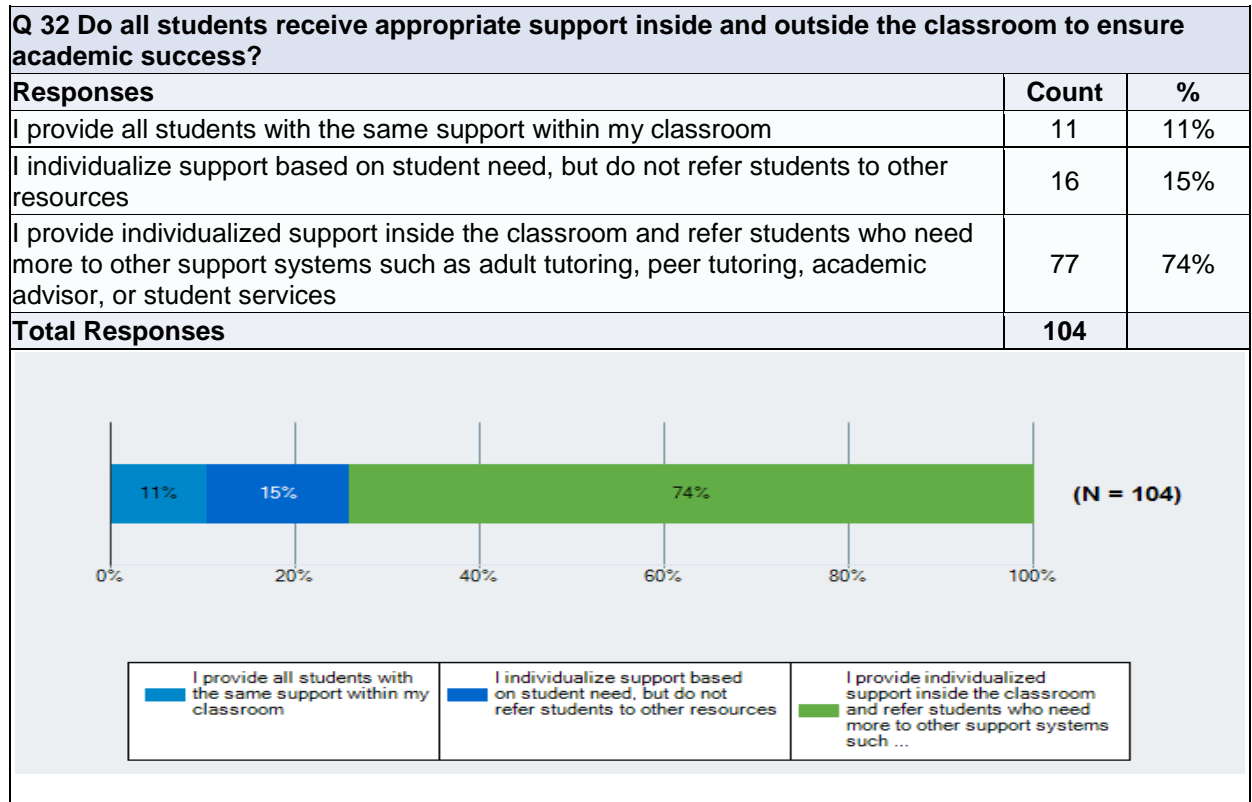
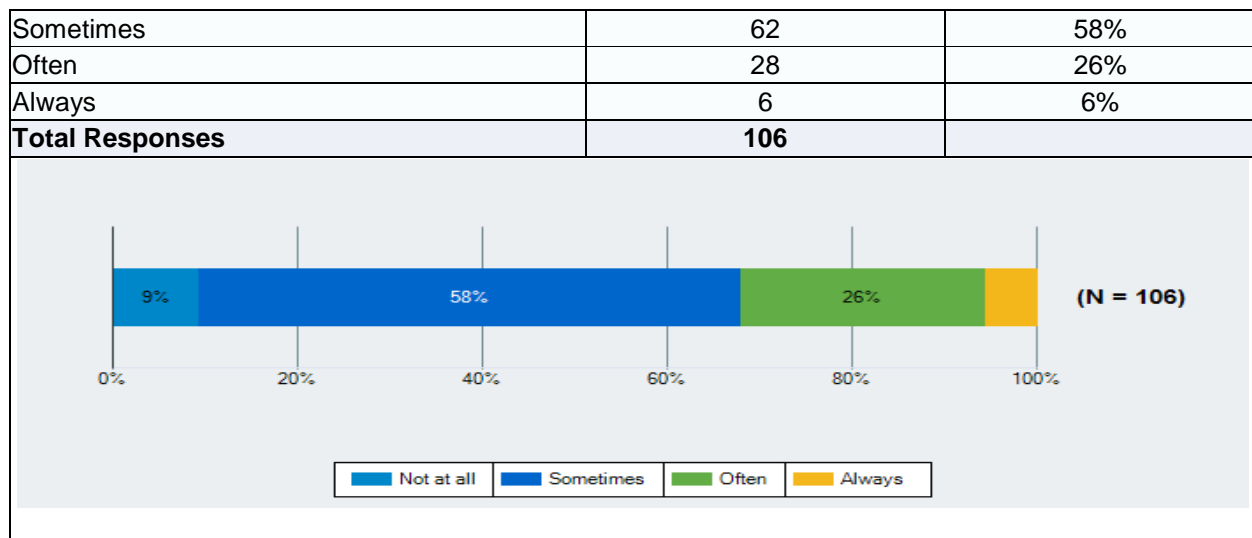
Q 30 I review the data to impact instructional practices, such as reviewing unit summative and formative assessment, reviewing grades for student growth and looking at student work in PLCs.

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.

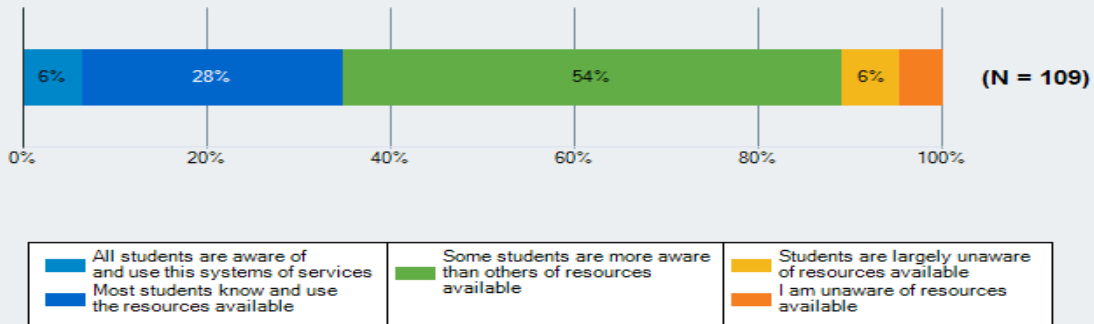
Responses	Count	%
Not at all	10	9%



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

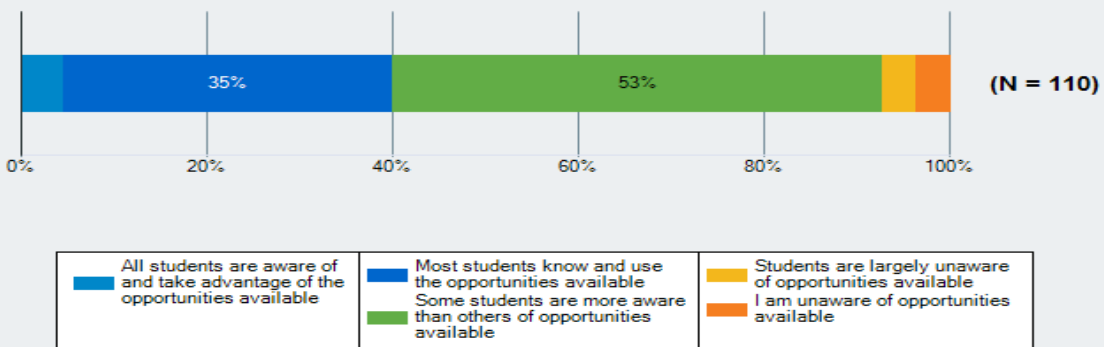
Responses	Count	%
All students are aware of and use this systems of services	7	6%
Most students know and use the resources available	31	28%

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	



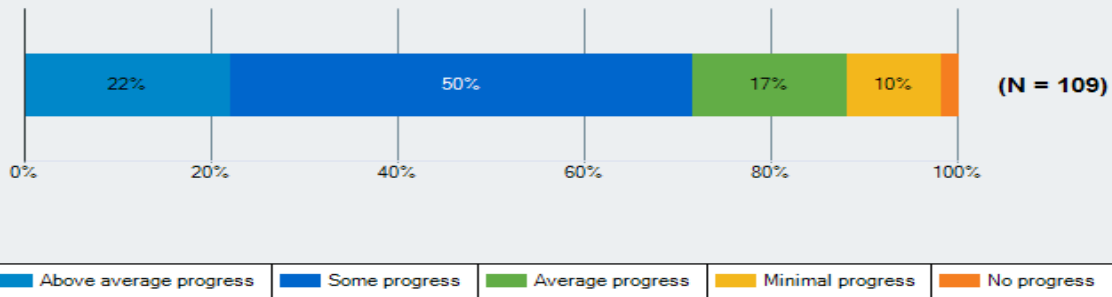
Q 34 Do students have access to activities and opportunities at the school and within the community?

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	



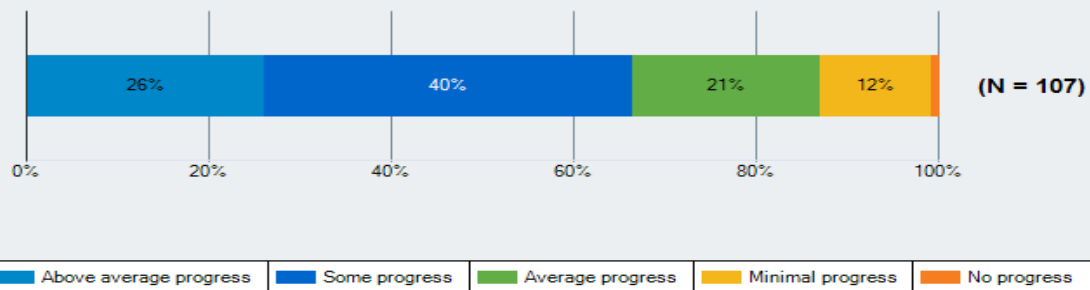
Q 35 Our school has made progress in the recruitment and enrollment of under represented groups in advanced classes.

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	



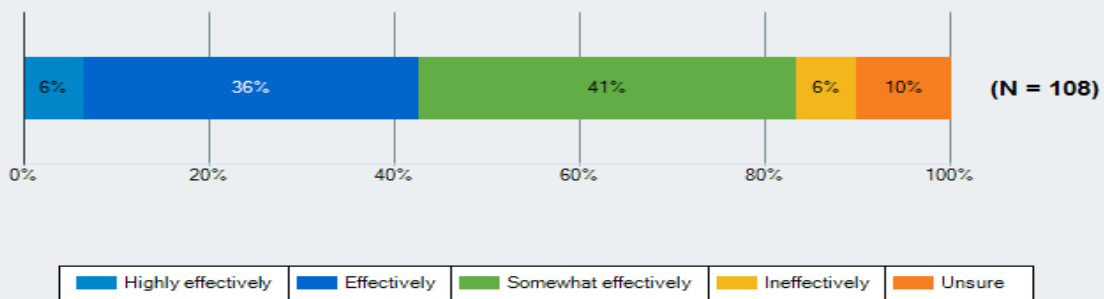
Q 36 Samohi has made attempts to impact the significant achievement gap that exists for diverse student subgroups (i.e. African Americans , Latinos, English Learners, special education, and socioeconomically disadvantaged) by using Equal Opportunities School (EOS), supporting teachers in EL classroom,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



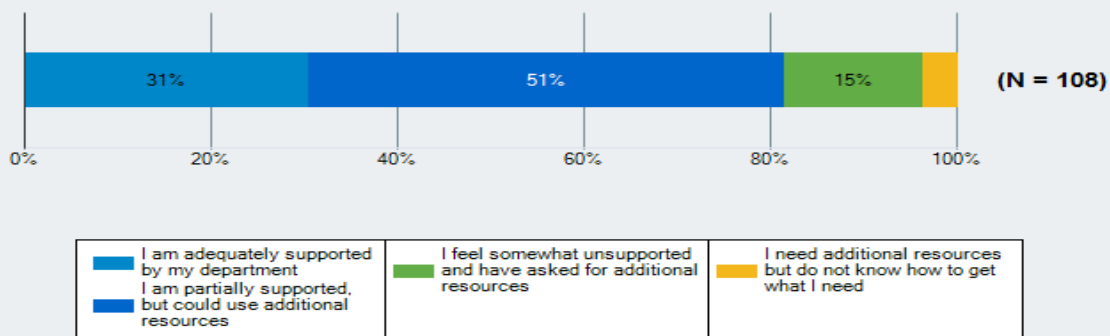
Q 37 Does the school leadership employ a wide range of strategies to encourage parental and community involvement from all sectors of the community?

Responses	Count	%
Highly effectively	7	6%
Effectively	39	36%
Somewhat effectively	44	41%
Ineffectively	7	6%
Unsure	11	10%
Total Responses	108	



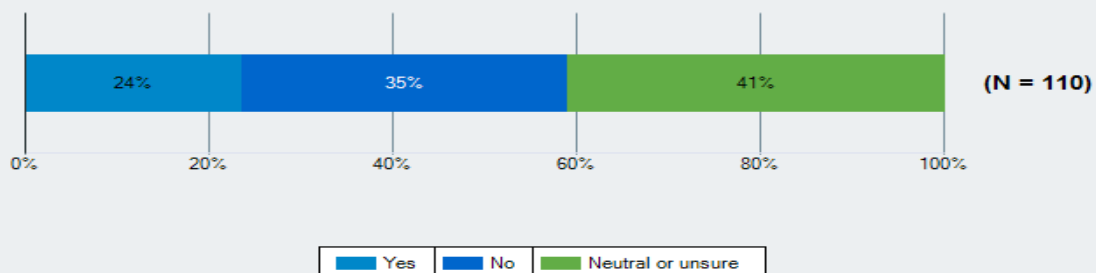
Q 38 Are adequate facilities, materials, and financial resources provided to help all students meet academic standards?

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	



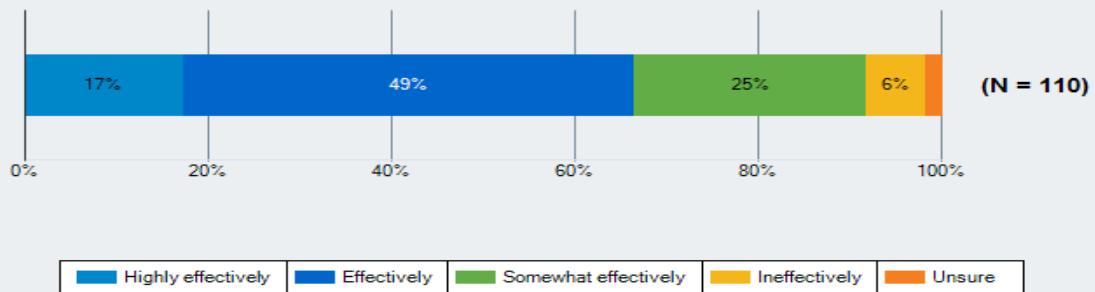
Q 39 Does the student population in honors, advanced placement, and remediation classes reflect the diversity of our student population; i.e., are members of our subgroups getting the same access as our general population?

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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CEEB Code 053320

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

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

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	Juniata 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	Cornish 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	
Bioia University	Fordham University	Montana State University	School of Visual Arts	University of Illinois, Chicago	Wellesley College
Boise State University	Fu Jen Catholic University	Morehouse College	Scripps College	University of Illinois, Urbana-Champaign	Wesleyan University
Boston University	George Wash University	Mount Saint Mary's University	Seattle University	University of Iowa	Western New Mexico University
Bowdoin College	Georgetown University	New Mexico State University	Seton Hall University	University of Kansas	Western State Colorado University
Brooks Institute of Photography	Georgia Institute of Technology	New York University	Skidmore College	University of Kentucky	Western Washington University
Brown University	Grambling State University	Northeastern University	Smith College	University of La Verne	Westmont College
Bryn Mawr College	Grinnell College	Northern Arizona University	Soka University of America	University of Massachusetts, Amherst	Whitman College
Cacinas College	Hamshire College	Northwestern University	Southern Methodist University	University of Miami	Willamette University
Cardiff University	Hampton University	Notre Dame de Namur	Southern Oregon University	University of Michigan	Williams College
Carleton College	Harvard University	University Oberlin College	St. John's University	University of Minnesota, Twin Cities	Xavier University of Louisiana
Carnegie Mellon University	Harvey Mudd College	Occidental College	Stanford University	University of Nevada Las Vegas	Yale University
Cate Western Reserve University	Hawaii Pacific University	Oklahoma State University	Stonehill College	University of Nevada Reno	Yale-NUS College
Chapman University	Howard University	Oregon State University	SUNY Binghamton	University of North Carolina Chapel Hill	
Claremont McKenna College	Humboldt State University	Otis College of Art & Design	SUNY Environmental Science and Forestry	University of Oregon	
Clark Atlanta University	Idaho State University	Pace University	Syracuse University	University of Pennsylvania	
Clark University		Pacific University		University of Puget Sound	
College of Charleston					

