# Santa Monica High School Self Study Report

# APPENDIX

# Table of Contents

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 Leaguing
**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.

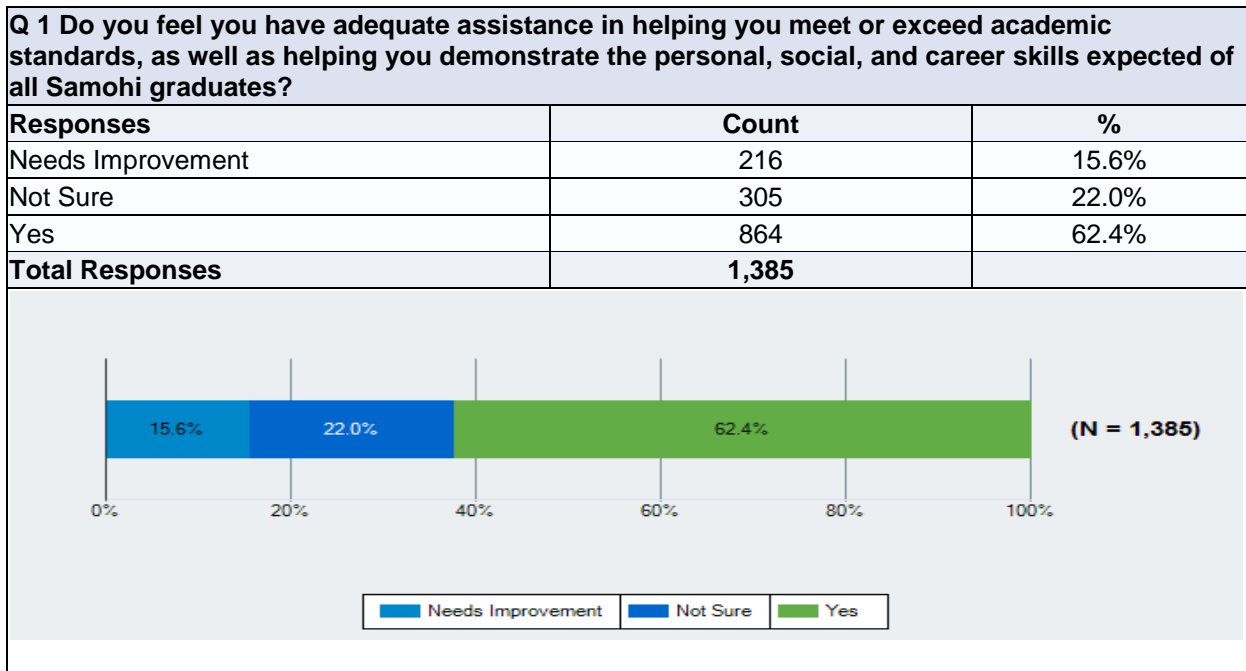# Samohi Student Survey

Survey Results

Santa Monica-Malibu Unified

July 24, 2017 - June 30, 2019

SMMUSD

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

| 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 1 Do you feel you have adequate assistance in helping you meet or exceed academic standards, as well as helping you demonstrate the personal, social, and career skills expected of all Samohi graduates?**

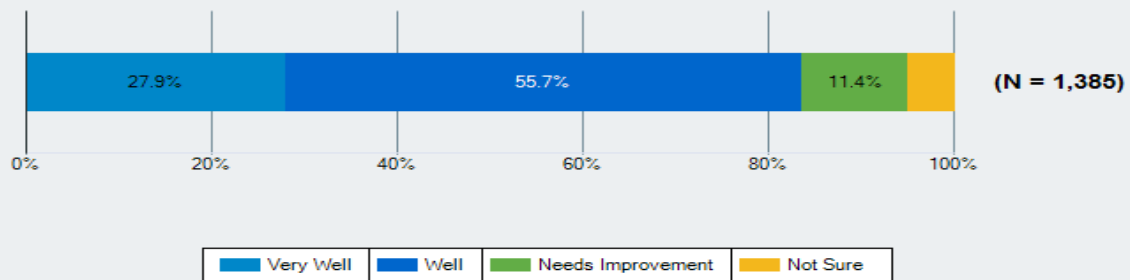| Responses | Count | % |
|---|---|---|
| Needs Improvement | 216 | 15.6% |
| Not Sure | 305 | 22.0% |
| Yes | 864 | 62.4% |
| **Total Responses** | **1,385** | |

**Q 2 How well has Samohi helped you make connections between subject areas and the real world – with staff assisting, and community partners providing opportunities for real-life experiences?**

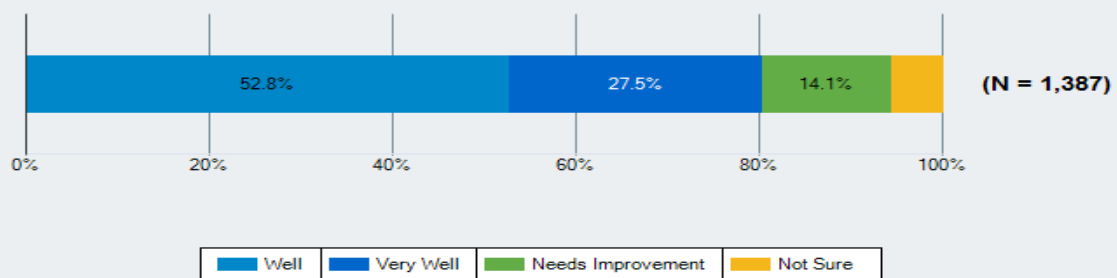| Responses | Count | % |
|---|---|---|
| Very Well | 190 | 13.7% |
| Well | 761 | 54.9% |
| Needs Improvement | 335 | 24.2% |
| Not Sure | 99 | 7.1% |
| **Total Responses** | **1,385** | |
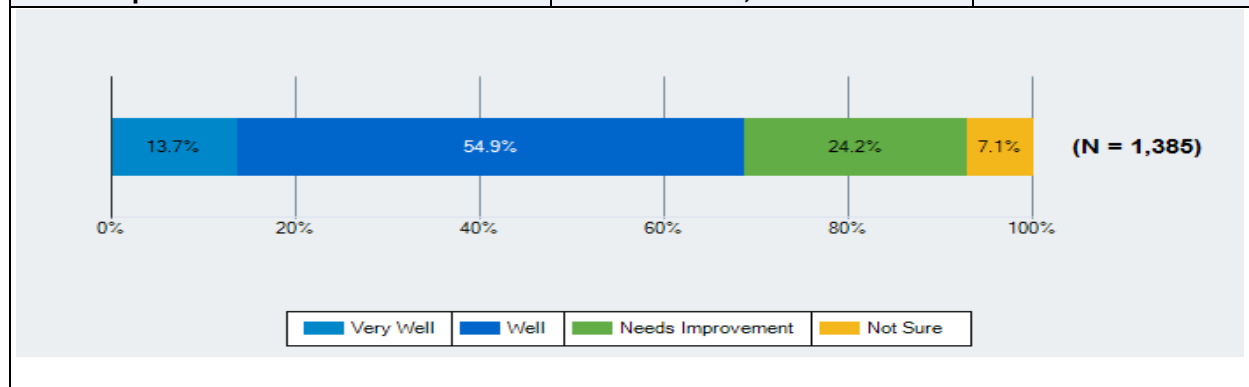
**Q 3 How well do your teachers, counselors, and administrators provide you access to a rigorous and relevant curriculum?**

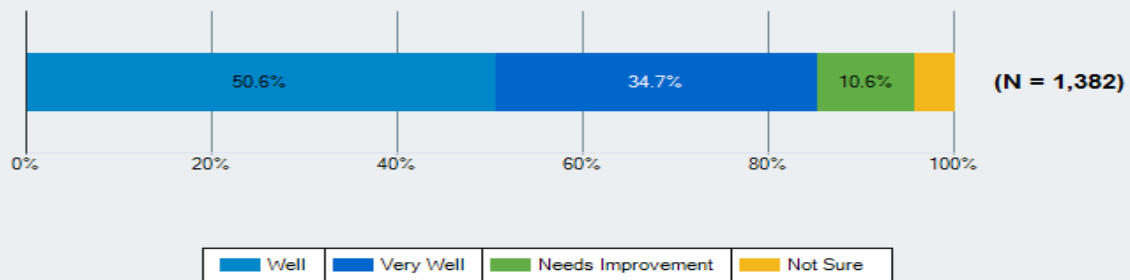| Responses | Count | % |
|---|---|---|
| Very Well | 387 | 27.9% |
| Well | 771 | 55.7% |
| Needs Improvement | 158 | 11.4% |
| Not Sure | 69 | 5.0% |
| **Total Responses** | **1,385** | |



**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?**

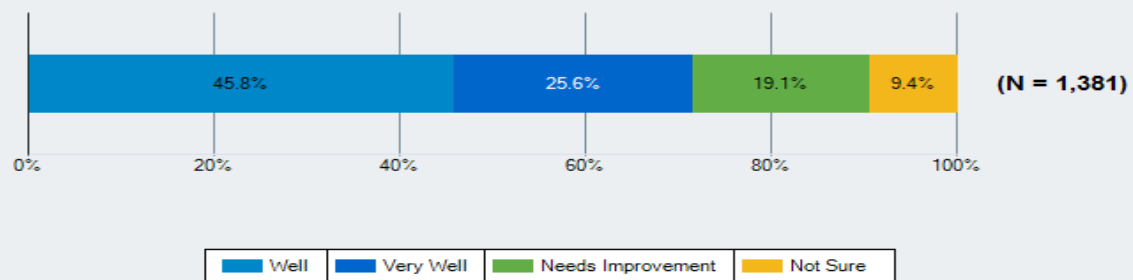| Responses | Count | % |
|---|---|---|
| Well | 732 | 52.8% |
| Very Well | 381 | 27.5% |
| Needs Improvement | 196 | 14.1% |
| Not Sure | 78 | 5.6% |
| **Total Responses** | **1,387** | |

**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?**

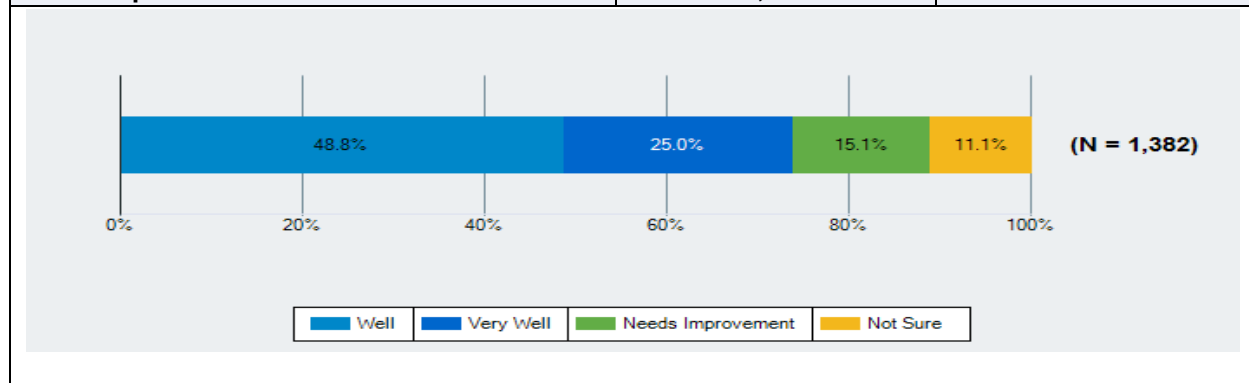| Responses | Count | % |
|---|---|---|
| Well | 633 | 45.8% |
| Very Well | 354 | 25.6% |
| Needs Improvement | 264 | 19.1% |
| Not Sure | 130 | 9.4% |
| **Total Responses** | **1,381** | |

**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** | |
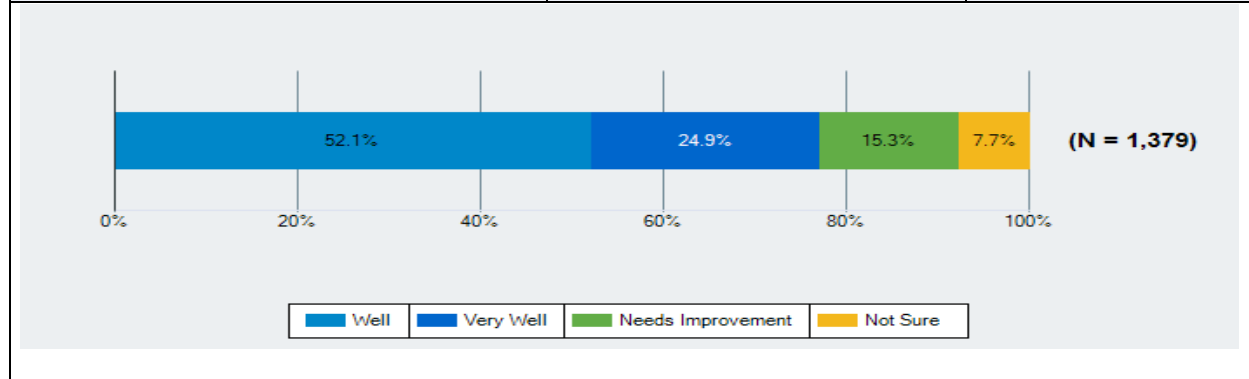


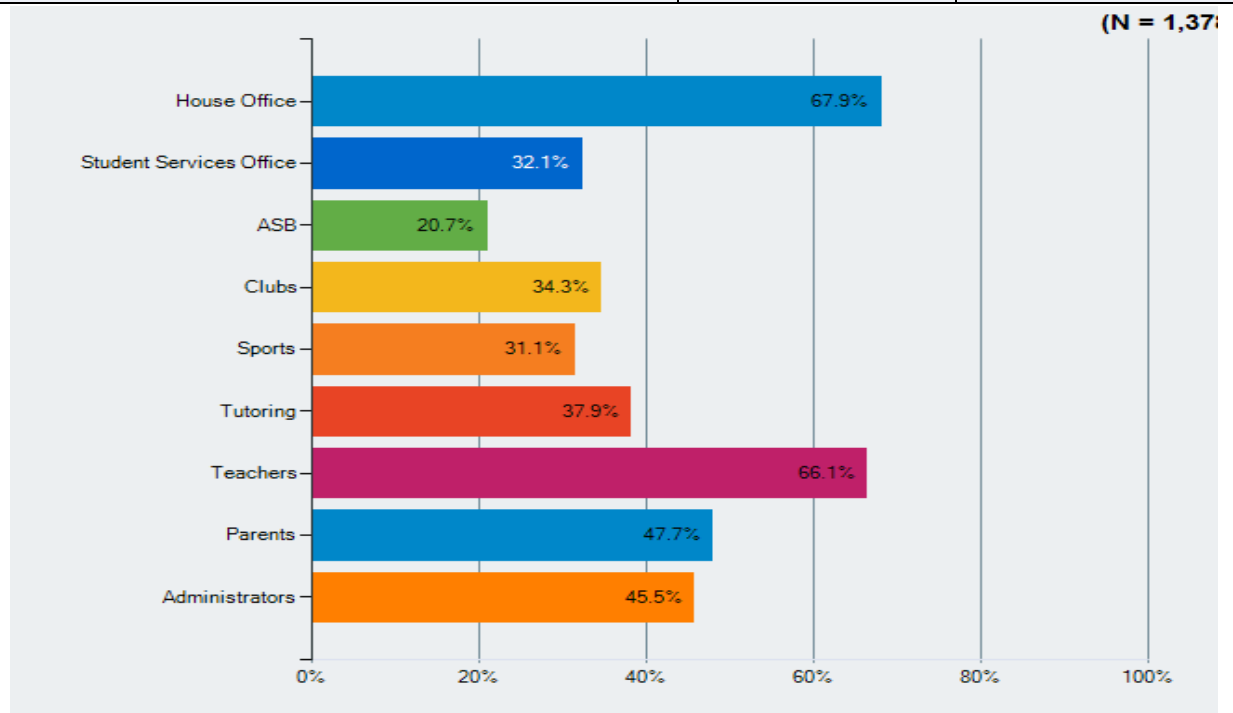**Q 8 How well does Samohi provide you with access to academic or social/emotional support services on campus?**

| 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**

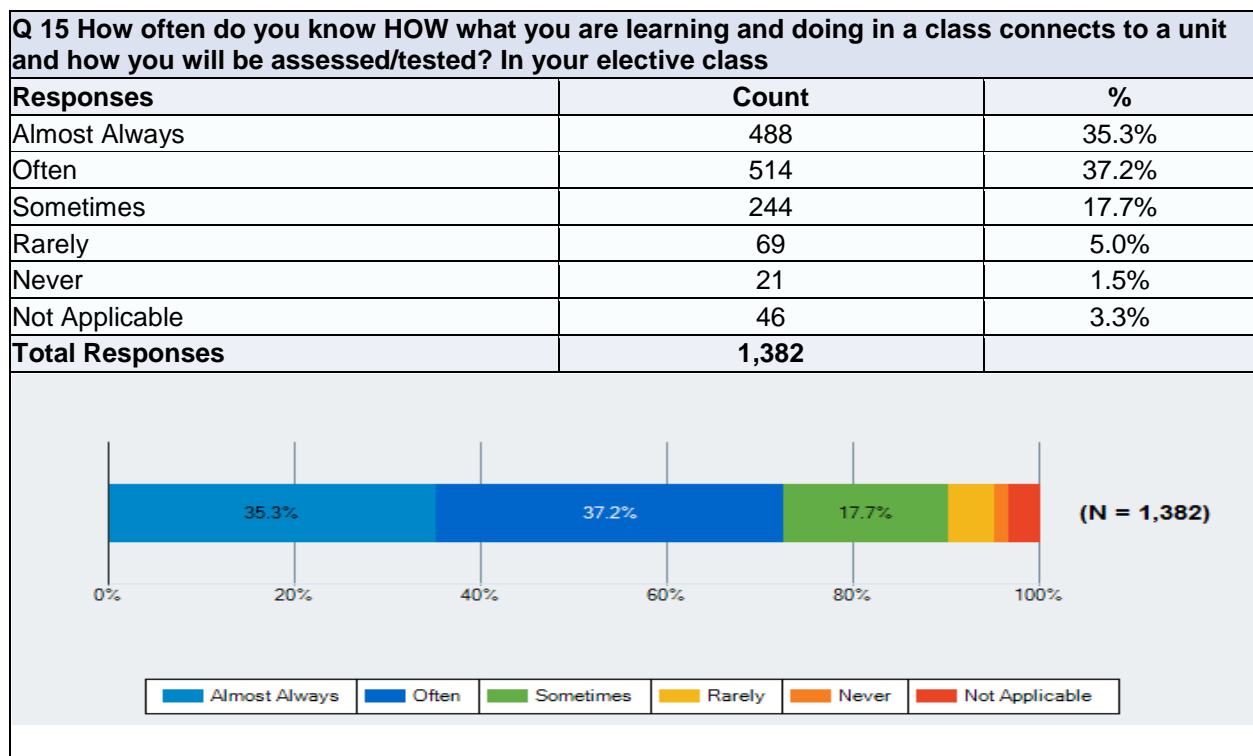| Responses | Count | % |
|---|---|---|
| Almost Always | 350 | 25.4% |
| Often | 528 | 38.3% |
| Sometimes | 288 | 20.9% |
| Rarely | 61 | 4.4% |
| Never | 18 | 1.3% |
| Not Applicable | 135 | 9.8% |
| **Total Responses** | **1,380** | |
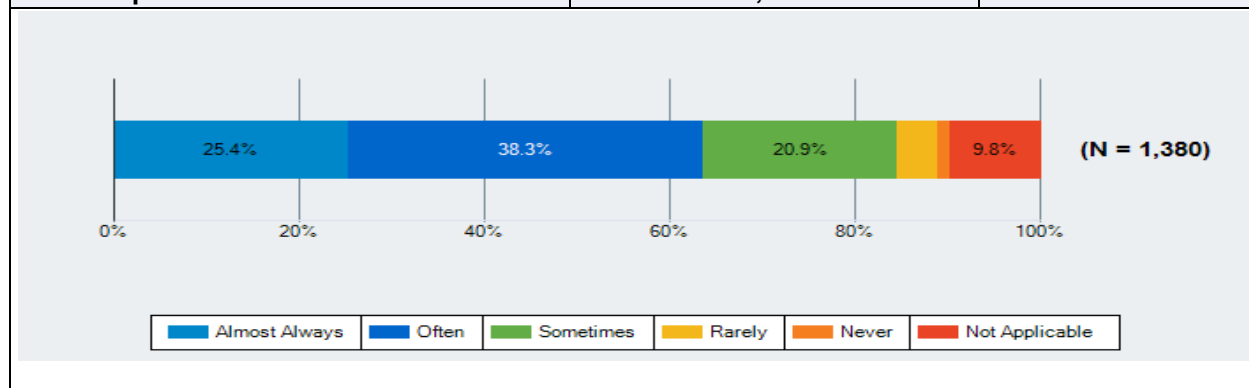


**Q 13 How often do you know HOW what you are learning and doing in a class connects to a unit and how you will be assessed/tested? In your Math class**

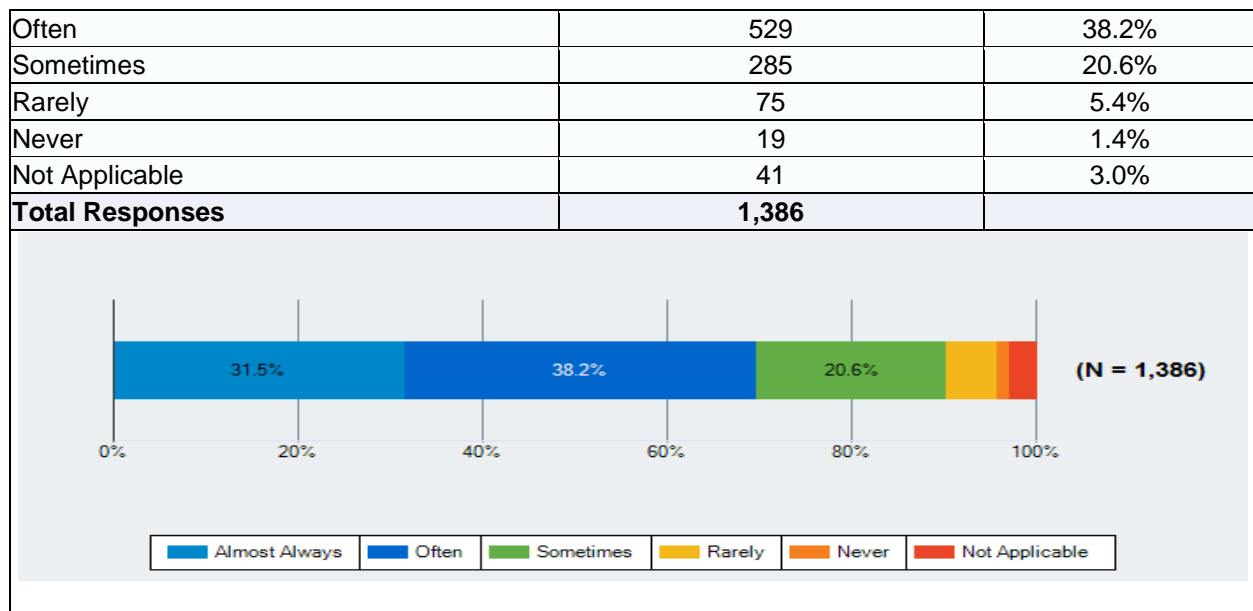| Responses | Count | % |
|---|---|---|
| Almost Always | 443 | 32.1% |
| Often | 513 | 37.1% |
| Sometimes | 295 | 21.3% |
| Rarely | 84 | 6.1% |
| Never | 21 | 1.5% |
| Not Applicable | 26 | 1.9% |
| **Total Responses** | **1,382** | |
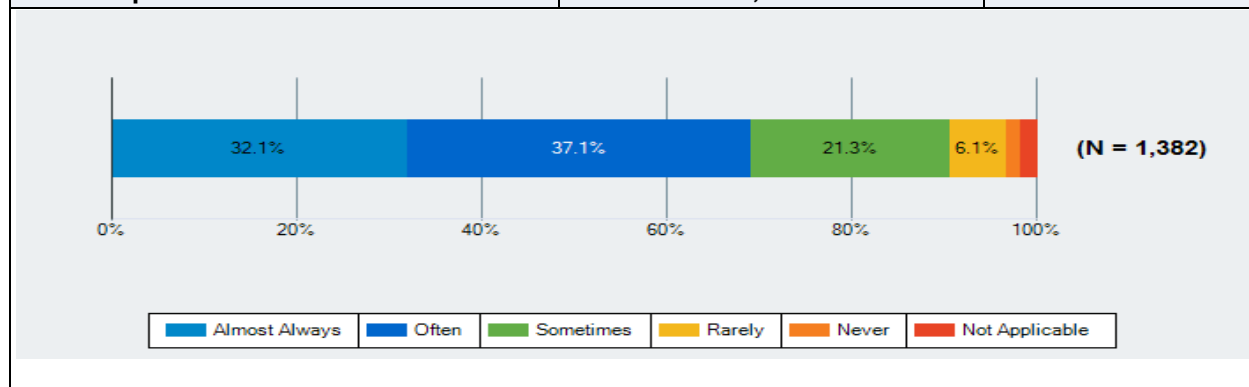


**Q 14 How often do you know HOW what you are learning and doing in a class connects to a unit and how you will be assessed/tested? In your Science class**

| Responses | Count | % |
|---|---|---|
| Almost Always | 437 | 31.5% |

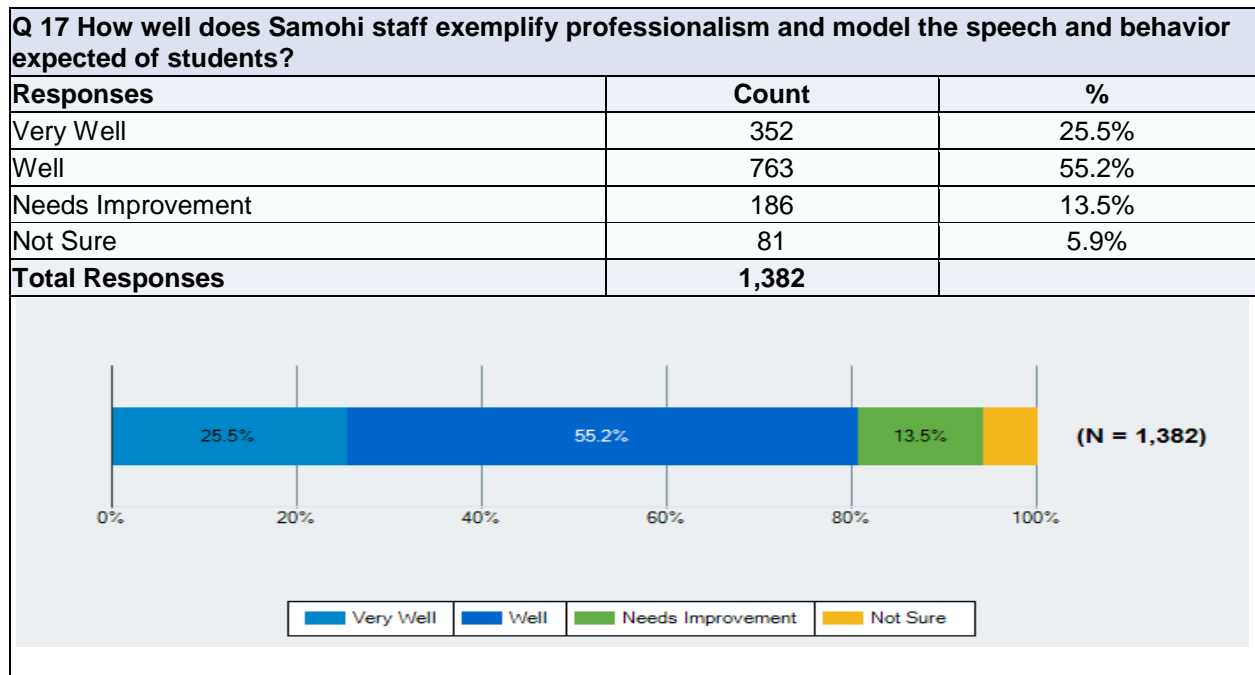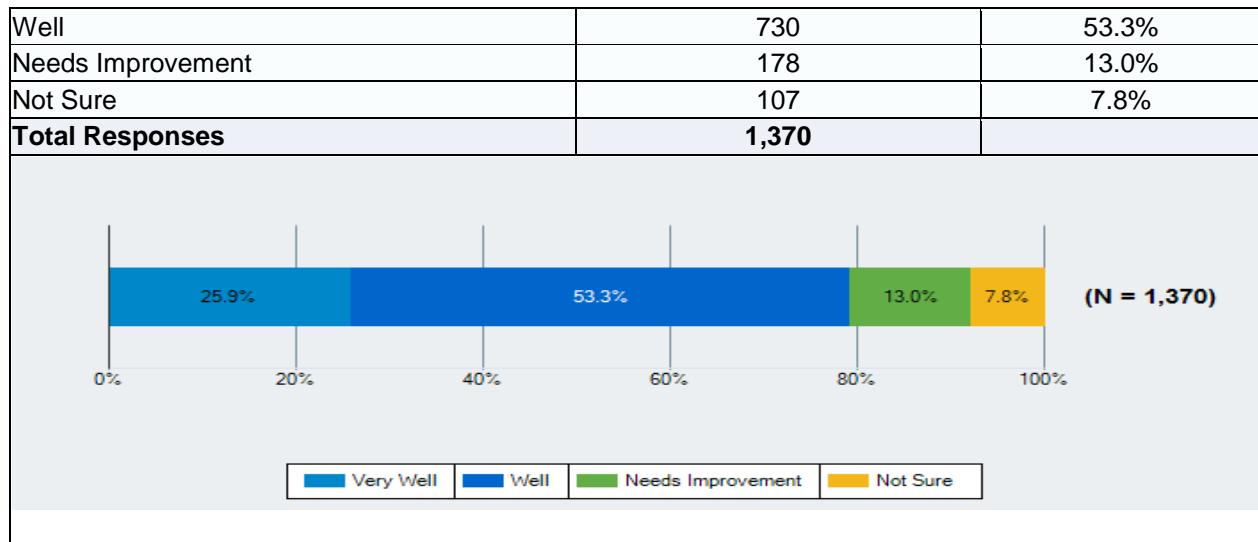| | | |
|---|---|---|
| Often | 529 | 38.2% |
| Sometimes | 285 | 20.6% |
| Rarely | 75 | 5.4% |
| Never | 19 | 1.4% |
| Not Applicable | 41 | 3.0% |
| **Total Responses** | **1,386** | |



**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**

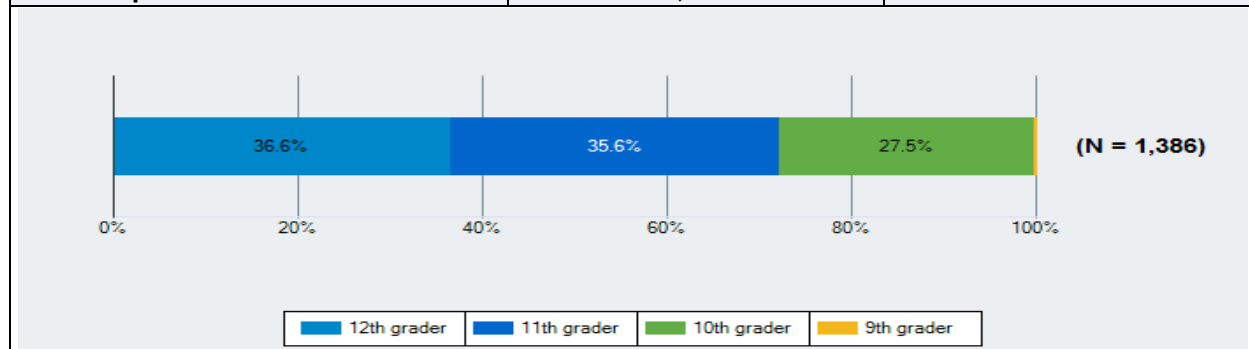| Responses | Count | % |
|---|---|---|
| Almost Always | 488 | 35.3% |
| Often | 514 | 37.2% |
| Sometimes | 244 | 17.7% |
| Rarely | 69 | 5.0% |
| Never | 21 | 1.5% |
| Not Applicable | 46 | 3.3% |
| **Total Responses** | **1,382** | |



| **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** | |
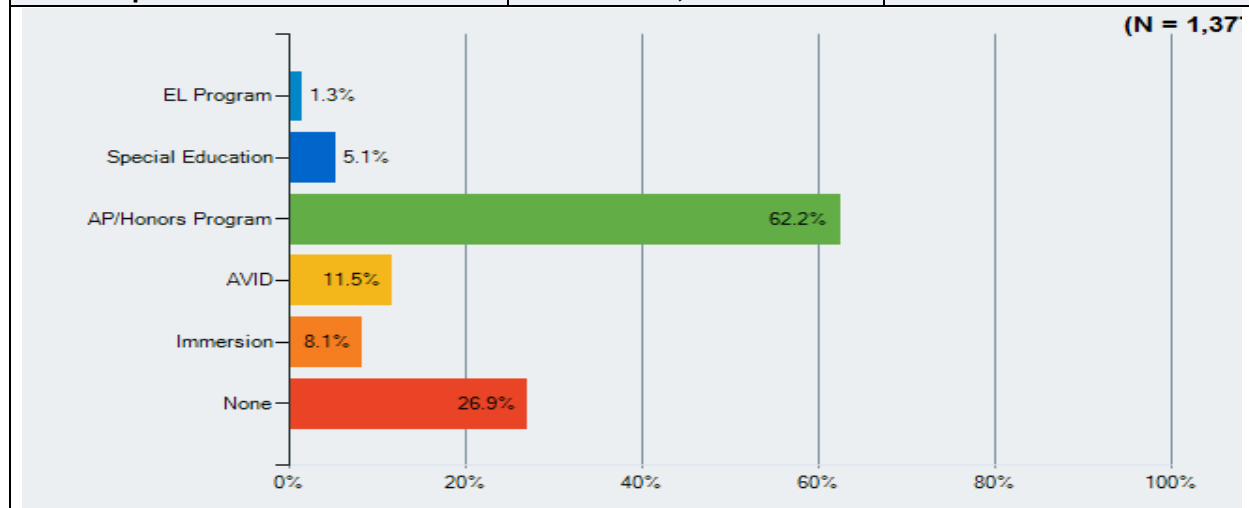


**Note:** Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

## Q 20 Have you taken any honors or AP classes, how many taken/currently enrolled in?

| Responses | Count | % |
|---|---|---|
| 5+ | 235 | 16.9% |

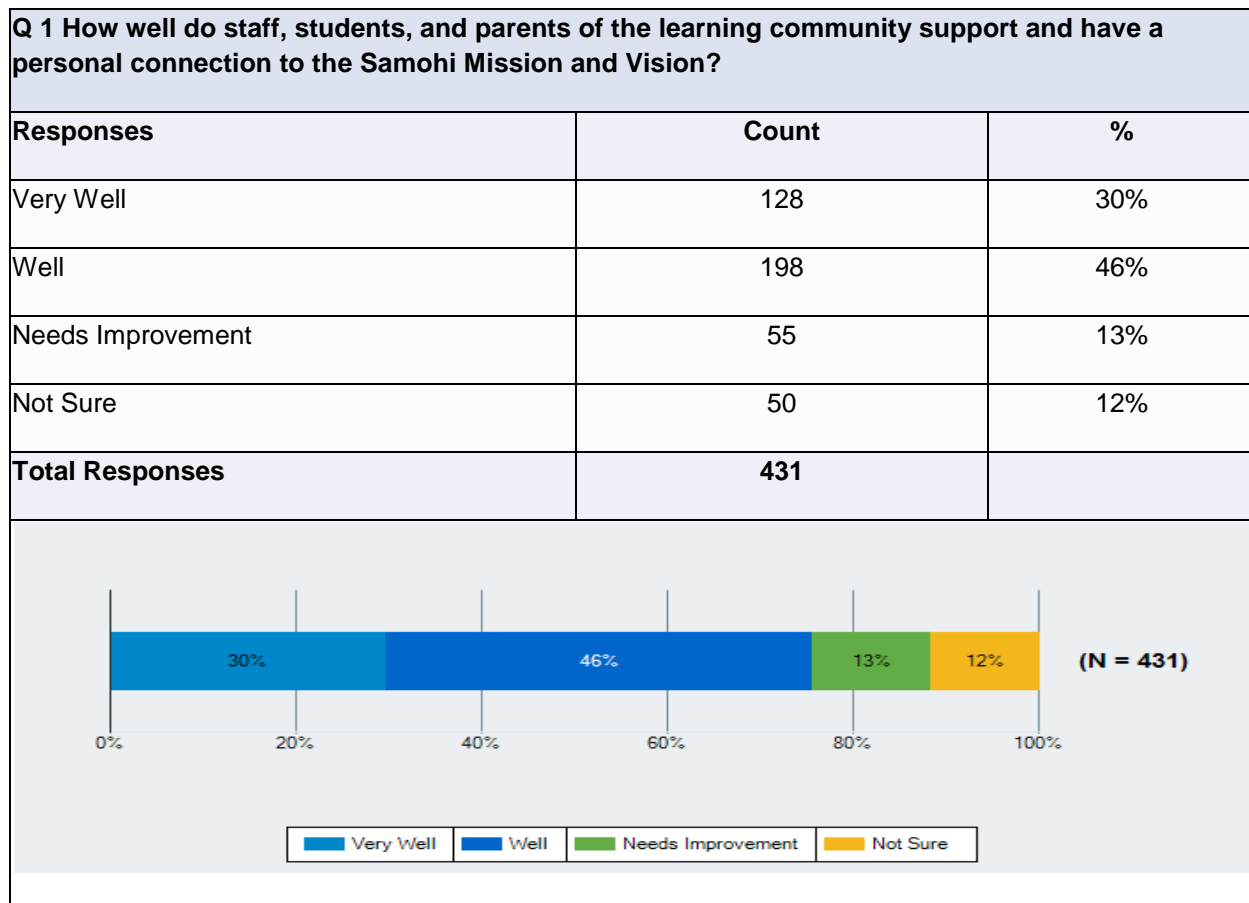| | | |
|---|---|---|
| 3-4 | 349 | 25.1% |
| 1-2 | 473 | 34.1% |
| 0 | 332 | 23.9% |
| **Total Responses** | **1,389** | |
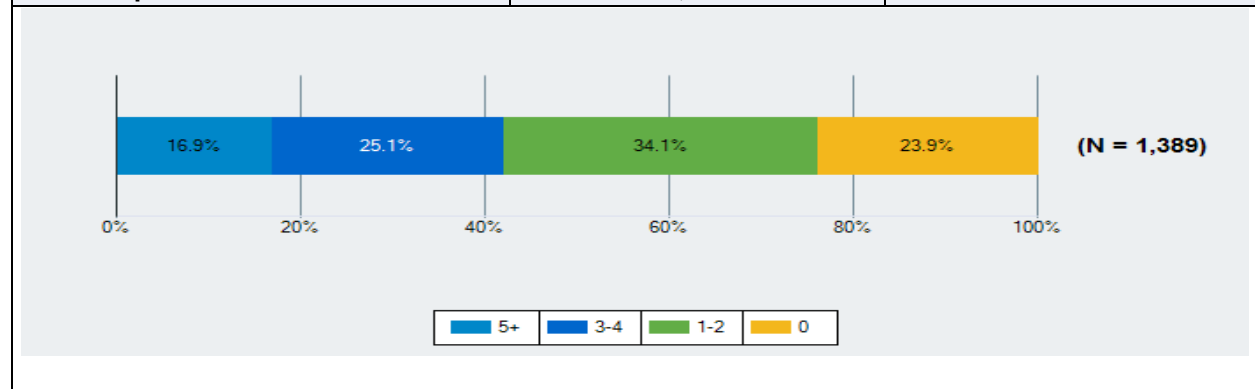
# Samohi Parent Survey

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<br><br>Data Source 1: Single-Use Survey Passwords<br>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?**

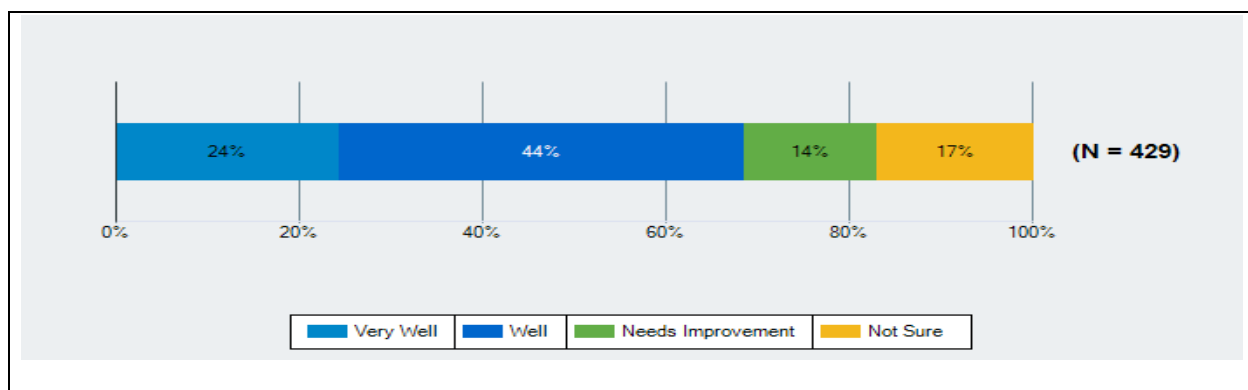| Responses | Count | % |
|---|---|---|
| Very Well | 128 | 30% |
| Well | 198 | 46% |
| Needs Improvement | 55 | 13% |
| Not Sure | 50 | 12% |
| **Total Responses** | **431** | |

**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?**

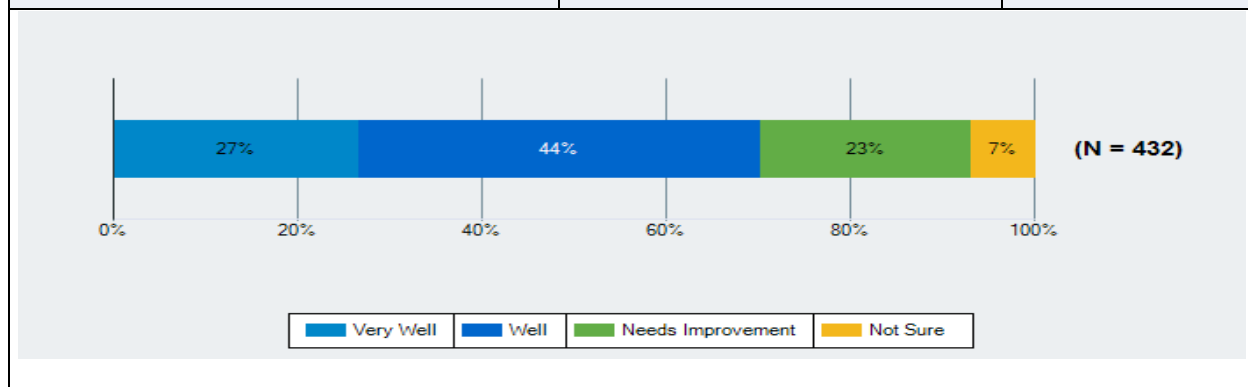| Responses | Count | % |
|---|---|---|
| Very Well | 118 | 27% |
| Well | 216 | 50% |
| Needs Improvement | 77 | 18% |
| Not Sure | 19 | 4% |
| **Total Responses** | **430** | |
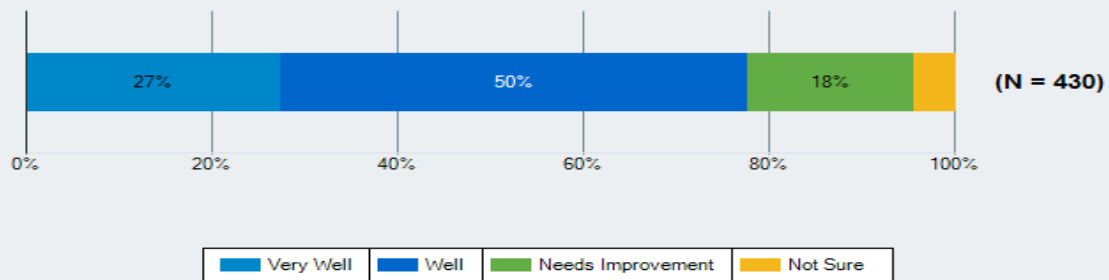


**Q 3 How well does the school community partner with the greater Santa Monica community and its businesses to promote interaction and allow community members to have a supporting role on and off our campus?**

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

(N = 429)

Legend: Very Well | Well | Needs Improvement | Not Sure

**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** | |



(N = 432)

Legend: Very Well | Well | Needs Improvement | Not Sure

**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** | |
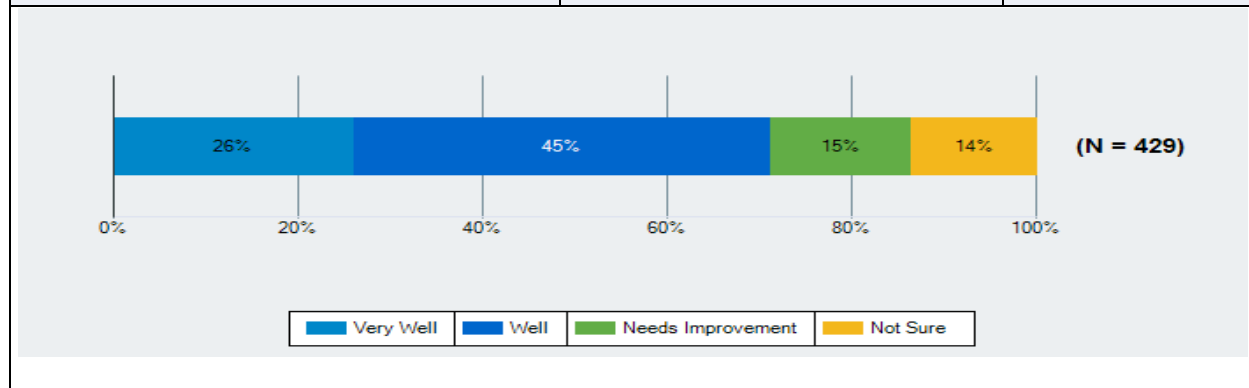


**Q 6 How well does Samohi staff exemplify professionalism and model the speech and behavior expected of students?**

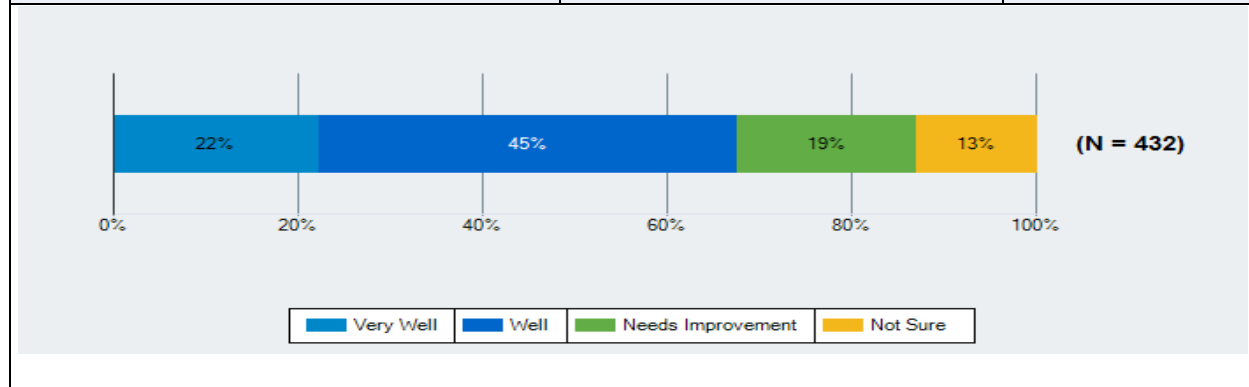| Responses | Count | % |
|---|---|---|
| Very Well | 134 | 31% |
| Well | 216 | 51% |
| Needs Improvement | 48 | 11% |
| Not Sure | 28 | 7% |
| **Total Responses** | **426** | |
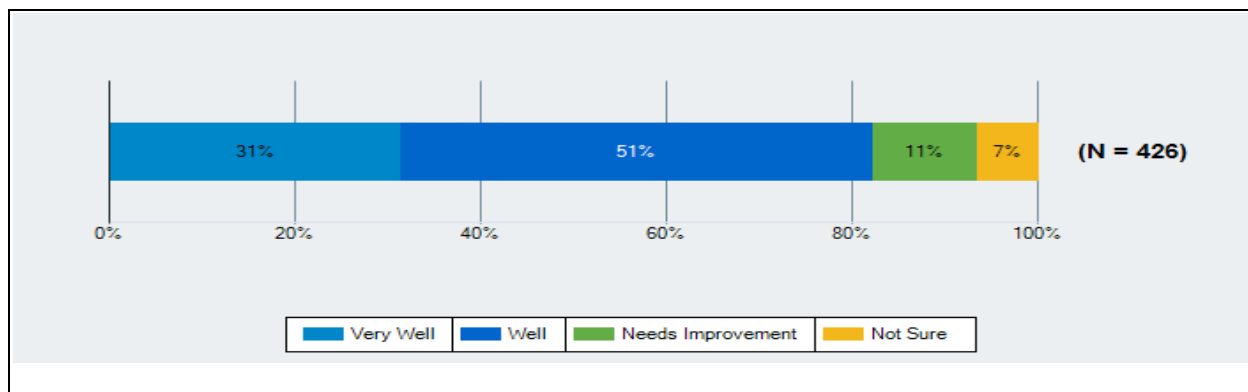
**Q 7 How well does your student meet or exceed academic standards and demonstrate personal, social, and career skills expected of all Samohi graduates?**

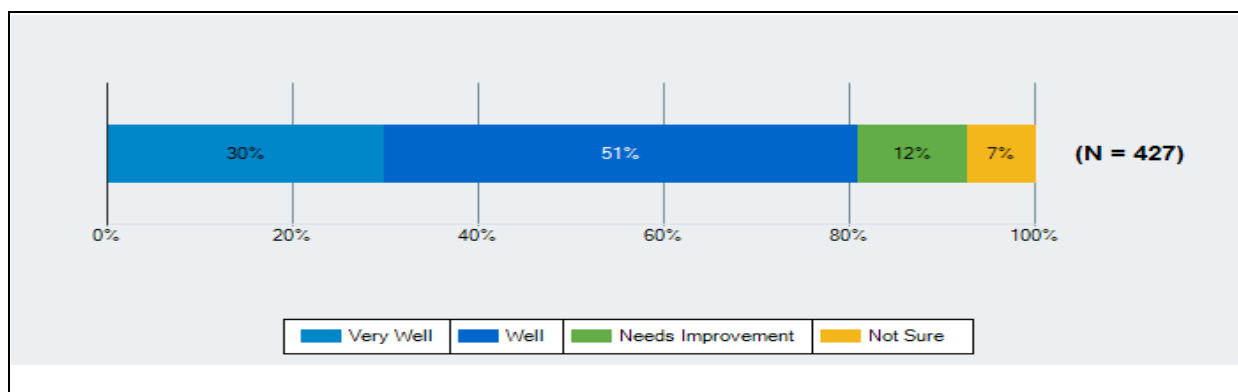| Responses | Count | % |
|---|---|---|
| Very Well | 182 | 42% |
| Well | 193 | 45% |
| Needs Improvement | 43 | 10% |
| Not Sure | 12 | 3% |
| **Total Responses** | **430** | |
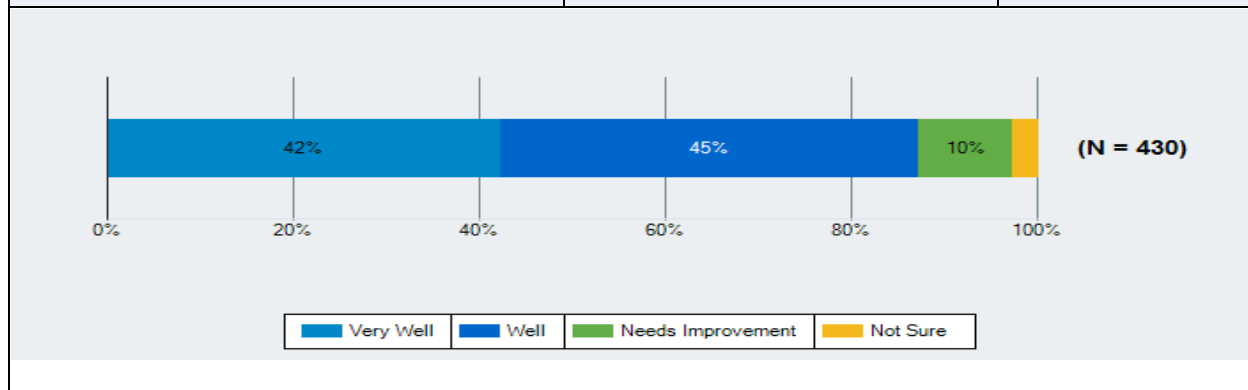
**Q 8 How well do staff and community partners help students make connections between subject areas, as well as provide opportunities for real-life experiences?**

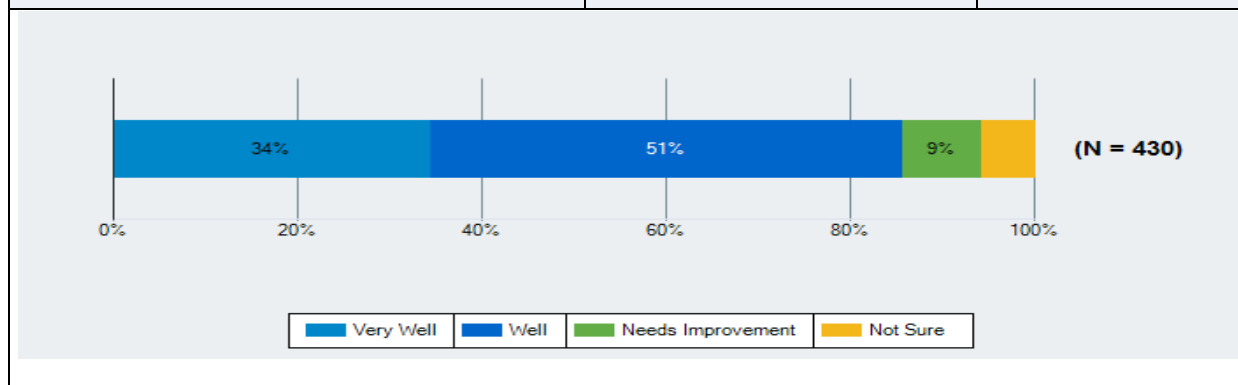| Responses | Count | % |
|---|---|---|
| Very Well | 96 | 22% |
| Well | 196 | 45% |
| Needs Improvement | 84 | 19% |
| Not Sure | 56 | 13% |
| **Total Responses** | **432** | |



**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?**

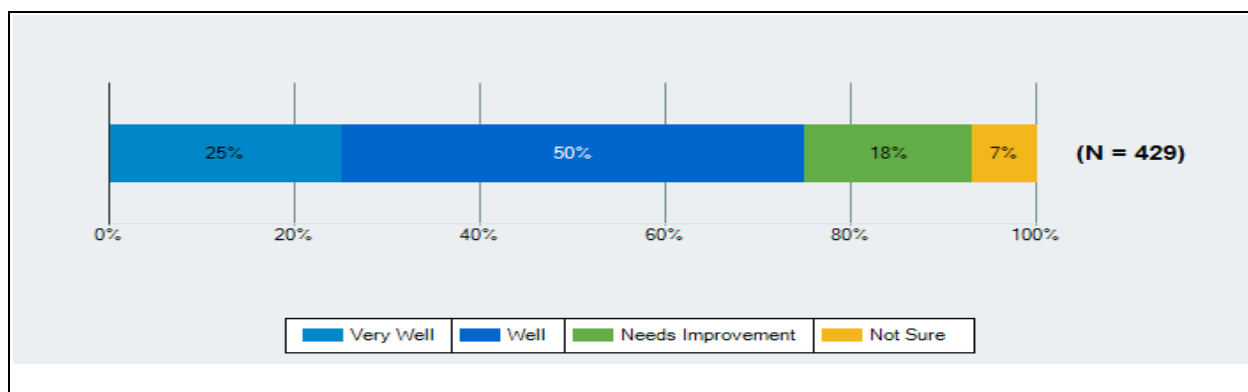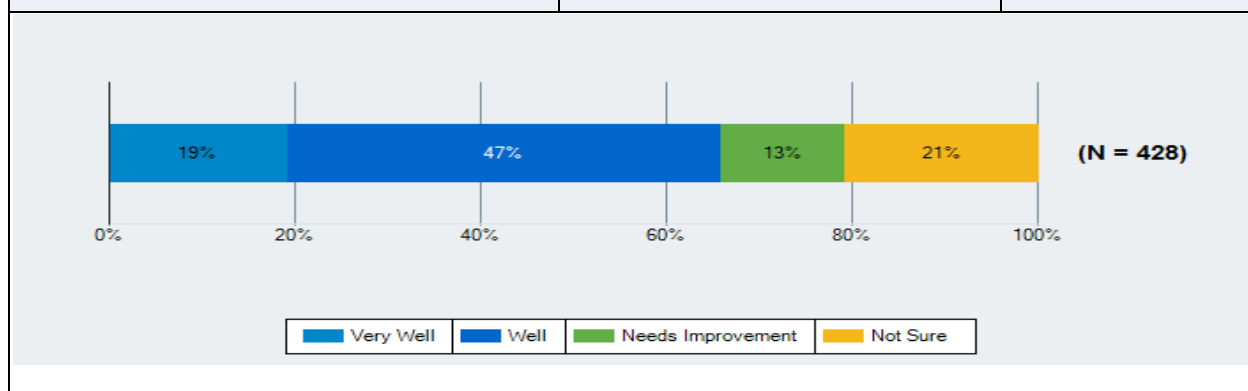| Responses | Count | % |
|---|---|---|
| Very Well | 107 | 25% |
| Well | 227 | 53% |
| Needs Improvement | 45 | 11% |
| Not Sure | 49 | 11% |
| **Total Responses** | **428** | |



**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** | |
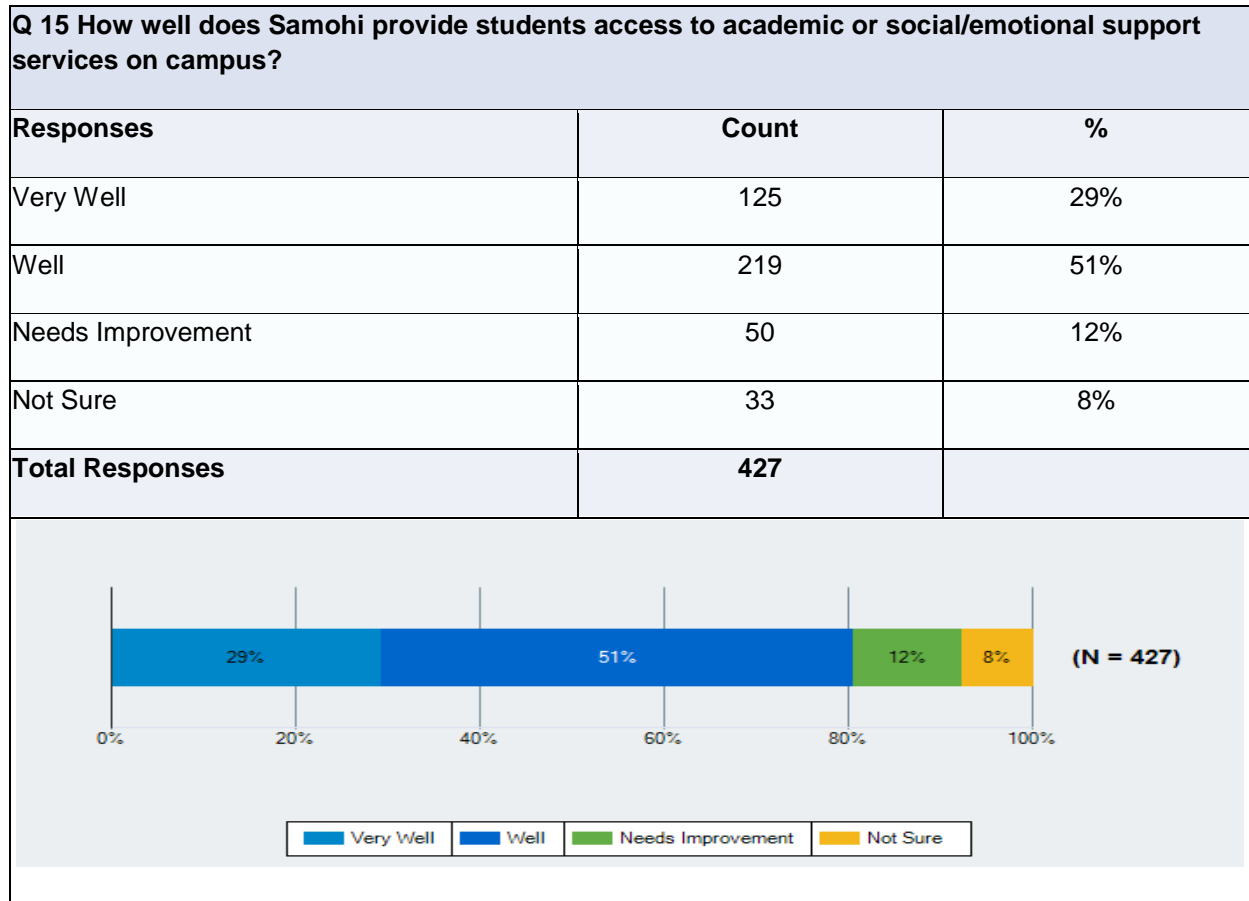


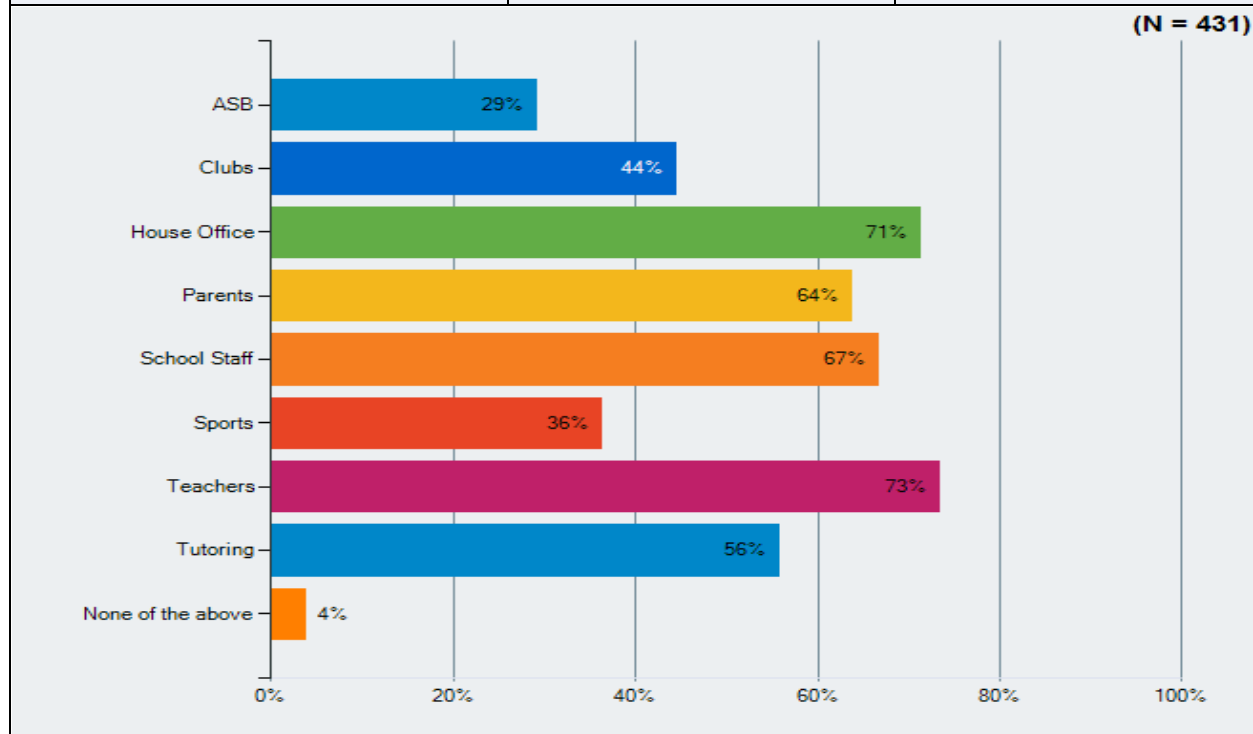**Q 16 Which of the following would you consider a student support service? (Check all that apply)**

| 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** | |

(N = 431)

| Category | Percentage |
|---|---|
| ASB | 29% |
| Clubs | 44% |
| House Office | 71% |
| Parents | 64% |
| School Staff | 67% |
| Sports | 36% |
| Teachers | 73% |
| Tutoring | 56% |
| None of the above | 4% |

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

| Q 17 I am a parent/guardian of a (Check all that apply): | | |
|---|---|---|
| **Responses** | **Count** | **%** |
| 9-10 Grader | 180 | 42% |
| 11-12 Grader | 279 | 65% |
| EL Student | 3 | 1% |
| Special Education | 14 | 3% |
| AP/Honors student | 99 | 23% |
| **Total Unique Responses** | **432** | |
| **Total Responses** | **575** | |
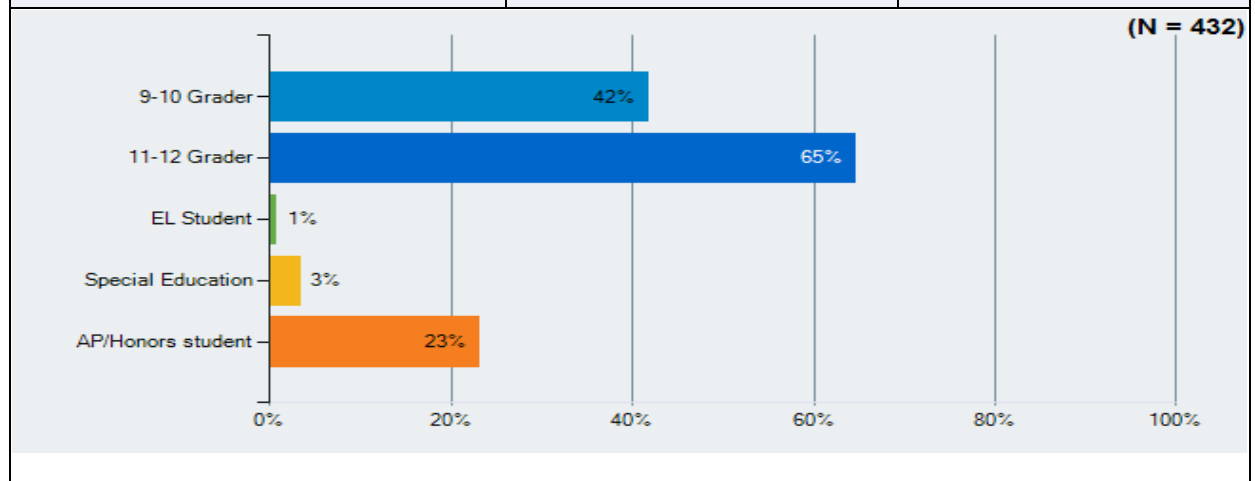
(N = 432)

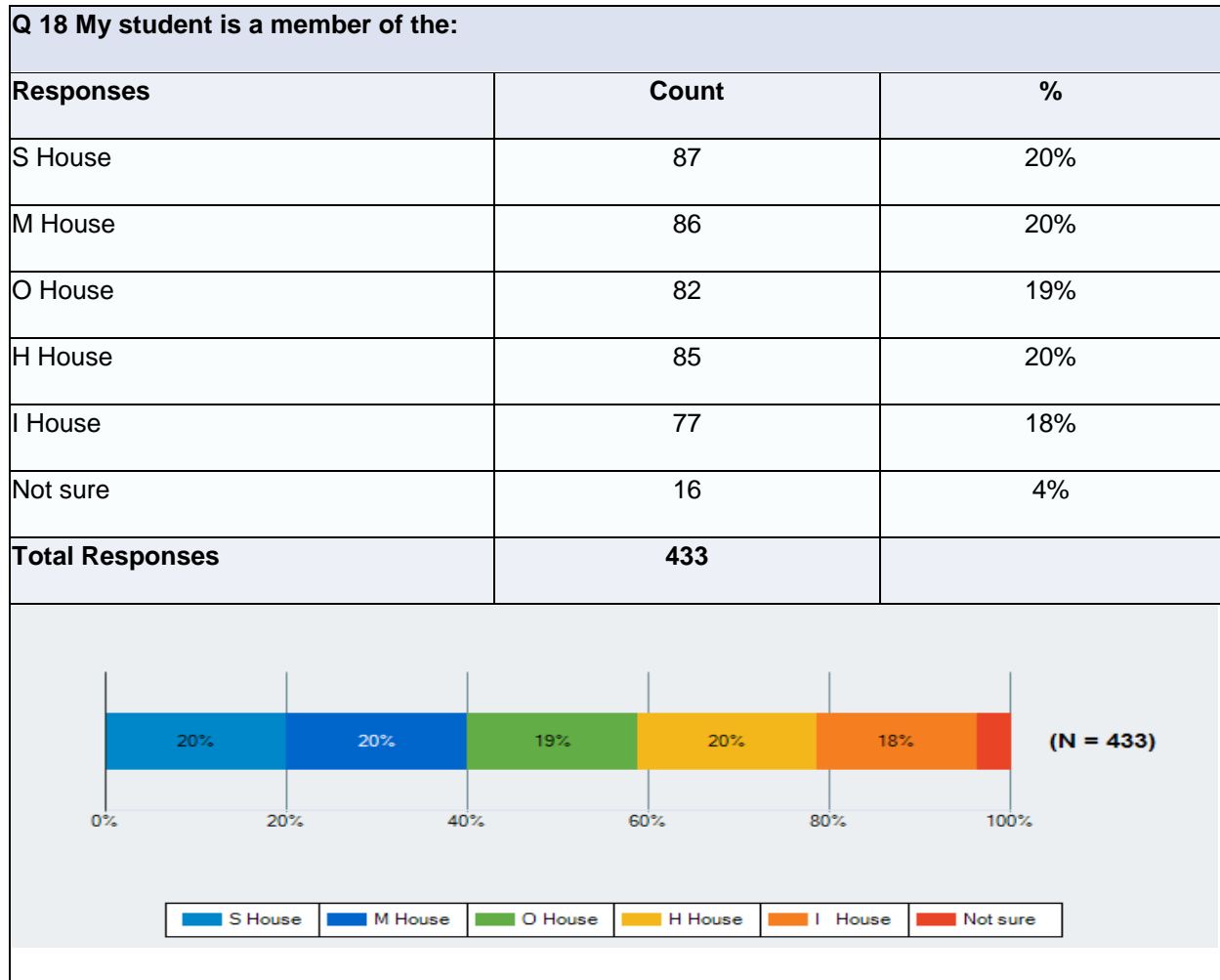| | |
|---|---|
| 9-10 Grader | 42% |
| 11-12 Grader | 65% |
| EL Student | 1% |
| Special Education | 3% |
| AP/Honors student | 23% |

0%   20%   40%   60%   80%   100%

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

| Q 18 My student is a member of the: | | |
|---|---|---|
| **Responses** | **Count** | **%** |
| S House | 87 | 20% |
| M House | 86 | 20% |
| O House | 82 | 19% |
| H House | 85 | 20% |
| I House | 77 | 18% |
| Not sure | 16 | 4% |
| **Total Responses** | **433** | |

# Samohi Faculty Survey

Survey Results

Santa Monica-Malibu Unified

July 25, 2017 - June 30, 2019

| Report Title: | |
|---|---|
| **Survey Title: Samohi Faculty Survey** | |
| **Report Type: Advanced Frequency** | |
| **Start Date:** 25-Jul-17 | |
| **End Date:** 30-Jun-19 | |
| **Data Sources** | |

**Data Source 1:** Multi-Use Link
Invitations Delivered: 0  |  Responses Received: 42
**Data Source 2:** Single-Use Survey Passwords
Passwords Generated: 170  |  Responses Received: 68  |  Response Rate: 40.00%

**Total Number of Responses in This Report:** 110
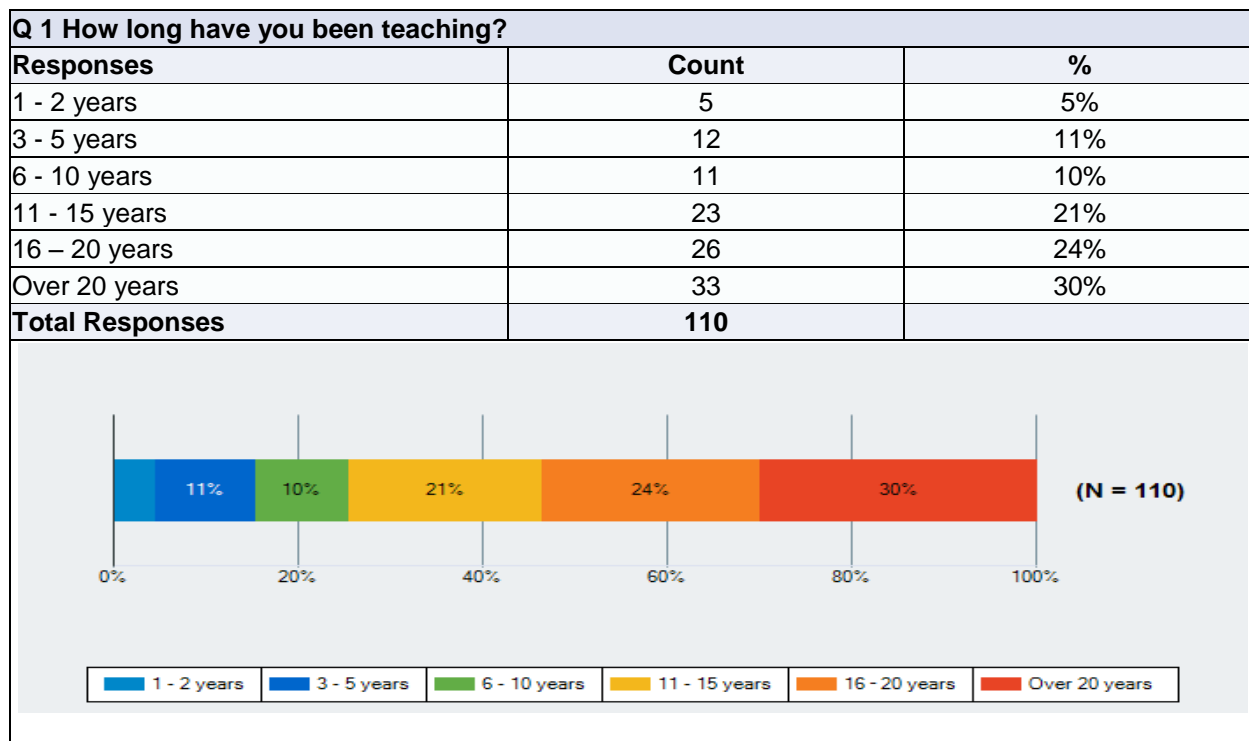
| Q 1 How long have you been teaching? | | |
|---|---|---|
| **Responses** | **Count** | **%** |
| 1 - 2 years | 5 | 5% |
| 3 - 5 years | 12 | 11% |
| 6 - 10 years | 11 | 10% |
| 11 - 15 years | 23 | 21% |
| 16 – 20 years | 26 | 24% |
| Over 20 years | 33 | 30% |
| **Total Responses** | **110** | |

| Q 2 How often do you use data during professional development to focus on student learning needs? | | |
|---|---|---|
| **Responses** | **Count** | **%** |
| Weekly | 19 | 17% |
| Monthly | 35 | 32% |
| A few times each semester | 38 | 35% |
| A few times each year | 17 | 16% |
| **Total Responses** | **109** | |



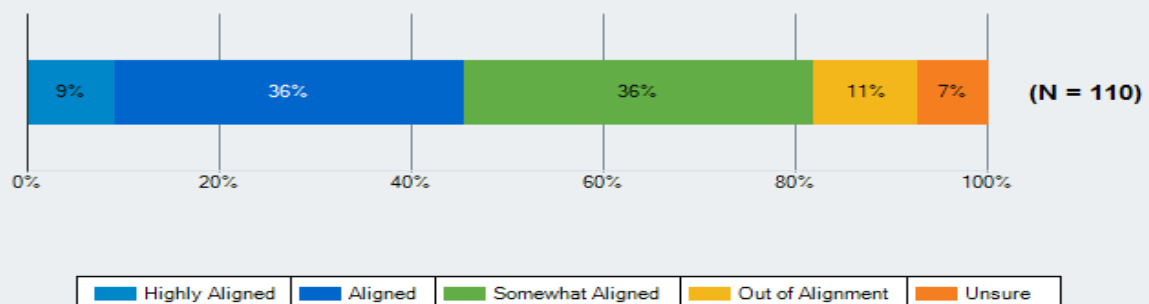| Q 3 How much of our collaborative and professional time is focused on the achievement of academic standards and schoolwide learning results? | | |
|---|---|---|
| **Responses** | **Count** | **%** |
| 95% or more | 25 | 23% |
| 85% or more | 31 | 28% |
| 75% or more | 24 | 22% |
| 65% or more | 29 | 27% |
| **Total Responses** | **109** | |
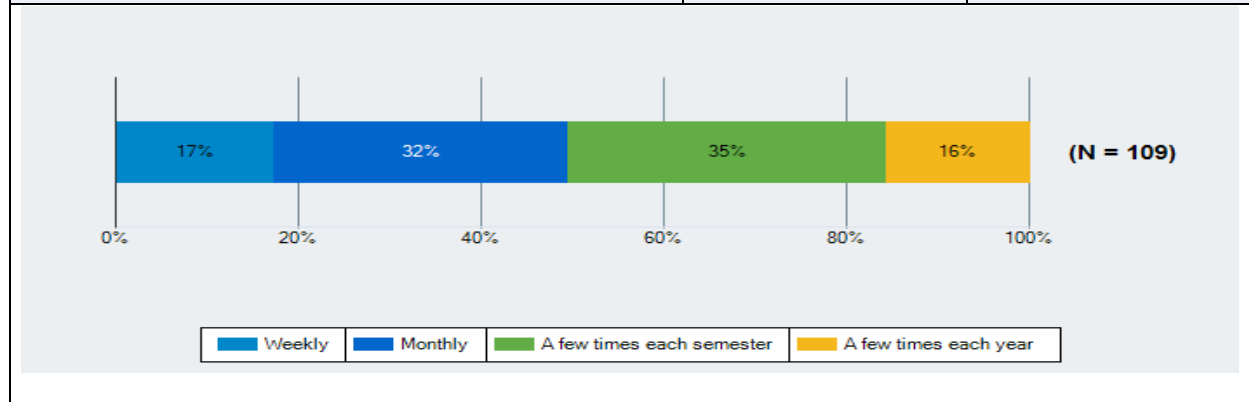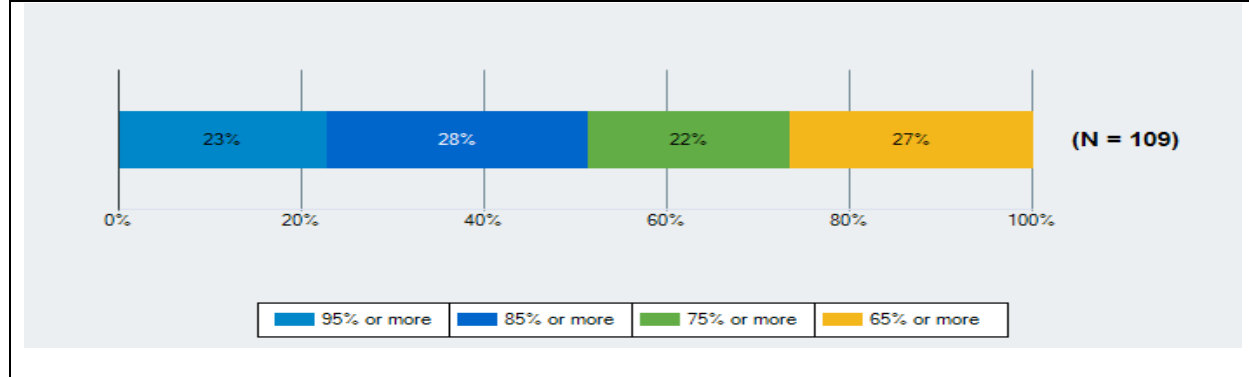
**Q 4 To what extent are the resources, both human and financial, utilized effectively and appropriately to support students in achieving the academic standards and expected school wide learning results?**

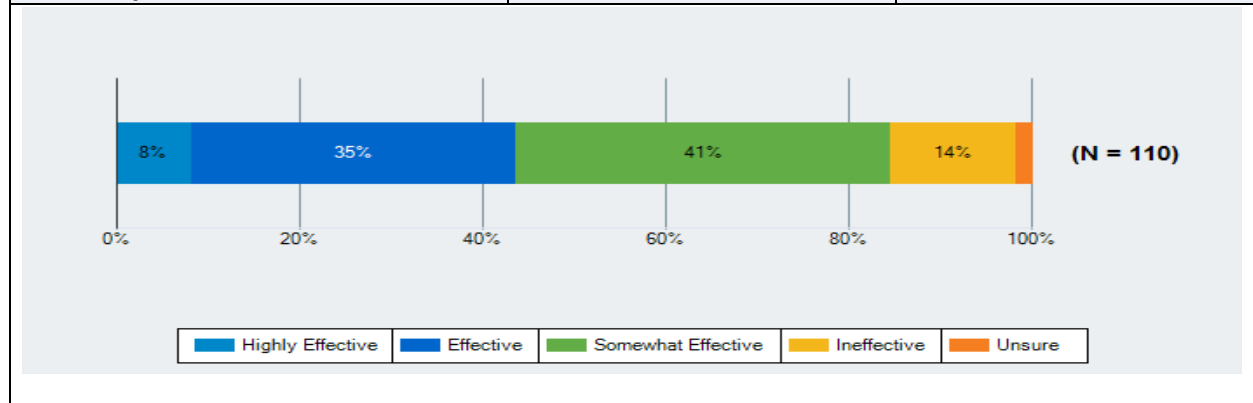| Responses | Count | % |
|---|---|---|
| Highly Effectively | 2 | 2% |
| Effectively | 46 | 42% |
| Somewhat Effectively | 42 | 38% |
| Ineffectively | 12 | 11% |
| Unsure | 8 | 7% |
| **Total Responses** | **110** | |
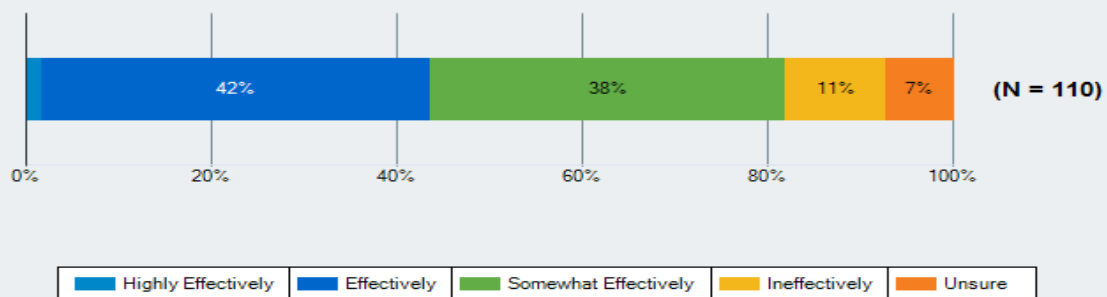


**Q 5 To what extent are the policies and school rules at Samohi aligned with the school's vision, expected learning results, and academic standards?**

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

| Q 6 How effective is the support provided through professional development? | | |
|---|---|---|
| **Responses** | **Count** | **%** |
| Highly Effective | 9 | 8% |
| Effective | 39 | 35% |
| Somewhat Effective | 45 | 41% |
| Ineffective | 15 | 14% |
| Unsure | 2 | 2% |
| **Total Responses** | **110** | |



| Q 7 How effective are the certificated staff evaluation procedures as a process designed to continuously improve teaching and learning? | | |
|---|---|---|
| **Responses** | **Count** | **%** |
| Highly Effective | 10 | 9% |
| Effective | 38 | 35% |
| Somewhat Effective | 37 | 34% |
| Ineffective | 18 | 17% |
| Unsure | 6 | 6% |
| **Total Responses** | **109** | |

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

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



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

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



**Q 10 What is your level of awareness relative to the newly adopted Common Core Standards for**

| your specific content area? | | |
|---|---|---|
| Responses | Count | % |
| Extremely aware | 38 | 36% |
| Average Awareness | 49 | 46% |
| Somewhat Aware | 13 | 12% |
| No Awareness | 4 | 4% |
| Unsure | 3 | 3% |
| **Total Responses** | **107** | |



| Q 11 To what degree have you begun to implement Common Core lessons in your classes? | | |
|---|---|---|
| Responses | Count | % |
| I have implemented at least one Common Core lesson | 77 | 72% |
| I have started to design at least one Common Core lesson | 15 | 14% |
| I have not started to design or implement any Common Core lesson | 9 | 8% |
| Unsure | 6 | 6% |
| **Total Responses** | **107** | |
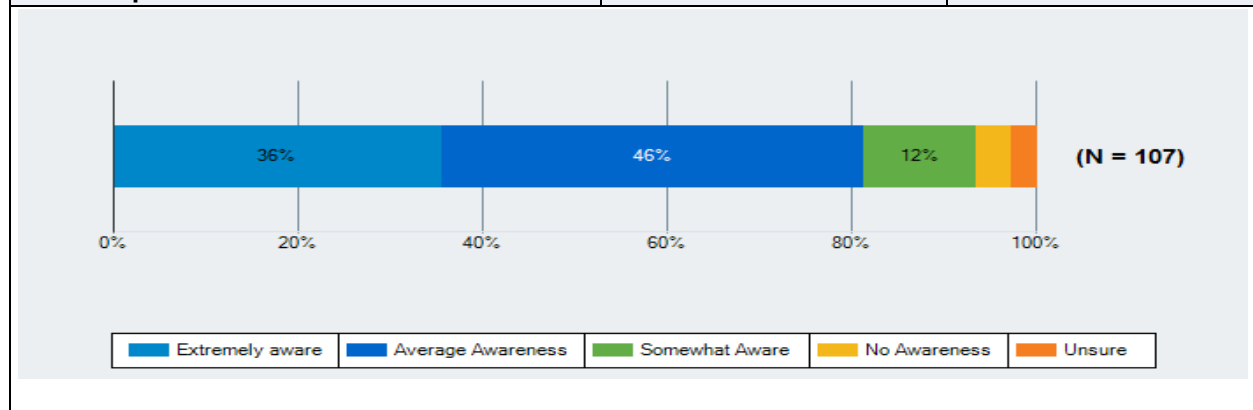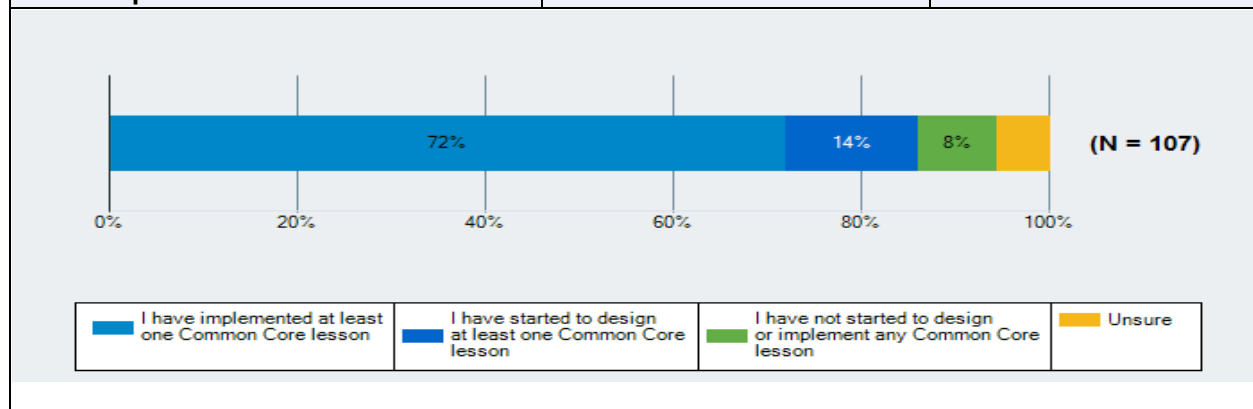
**Q 12 Do you know what skills and knowledge students are taught in the courses that lead up to your courses?**

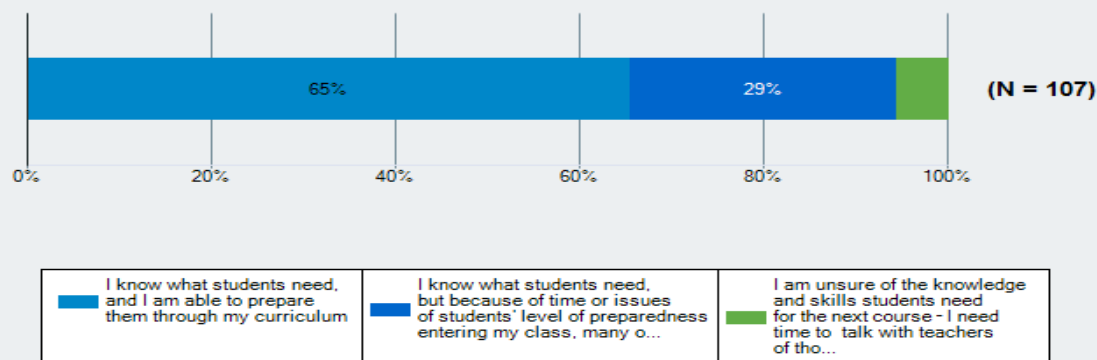| Responses | Count | % |
|---|---|---|
| Yes, including those taught in middle school | 46 | 43% |
| Yes, but only for those taught at our school | 36 | 34% |
| I'm really not sure of the skills taught, or if there is a consistent curriculum in feeder classes. | 17 | 16% |
| I have a vague sense, but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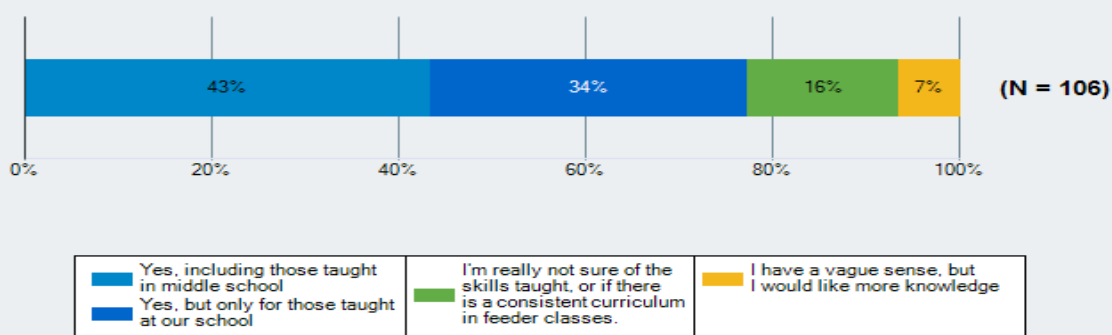


**Q 14 How often do you connect concepts in your curriculum to those in other curricular areas and/or the world outside of school?**

| Responses | Count | % |
|---|---|---|
| Daily | 40 | 37% |

**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** | |

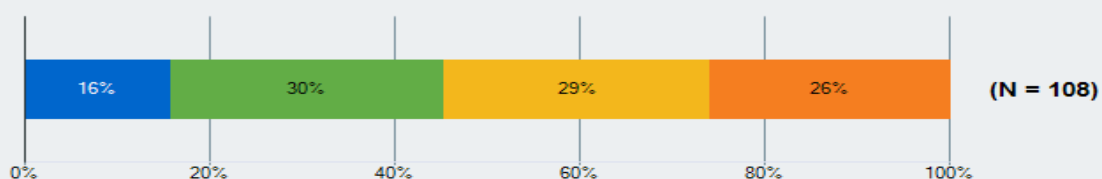| | | |
|---|---|---|
| Weekly | 40 | 37% |
| Monthly | 18 | 17% |
| A few times each semester | 10 | 9% |
| Rarely, if ever | 0 | 0% |
| **Total Responses** | **108** | |

| 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** | |
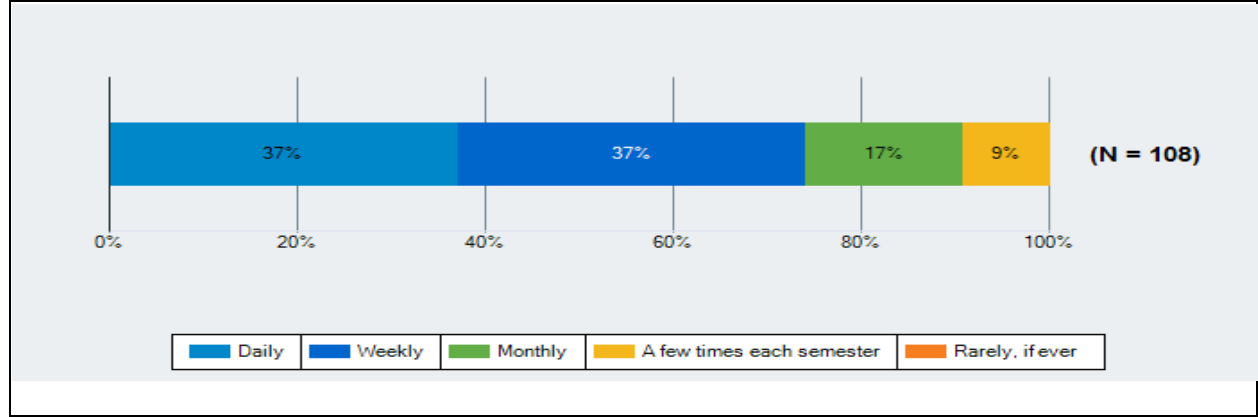


43

**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** | |
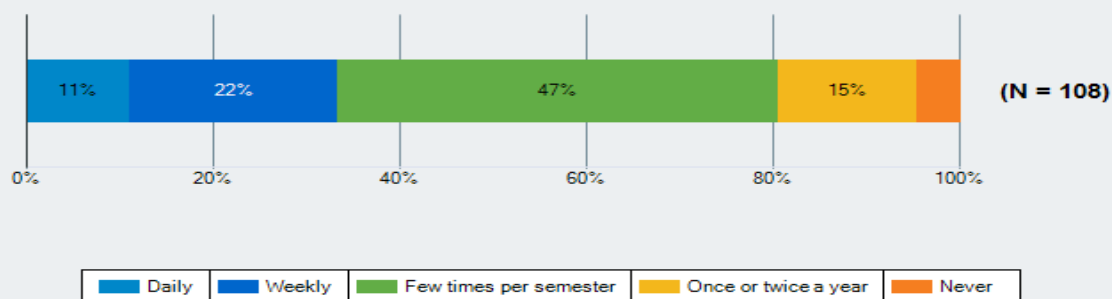


**Q 17 To what degree are you involved in developing the curriculum of your subject area?**

| 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** | |
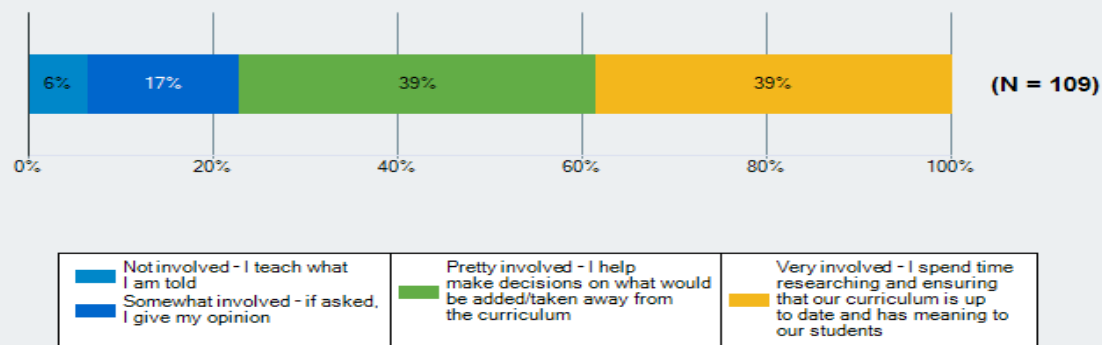


**Q 18 How often do you incorporate students suggestions or feedback to improve the teaching and learning in your classroom?**

| 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** | |
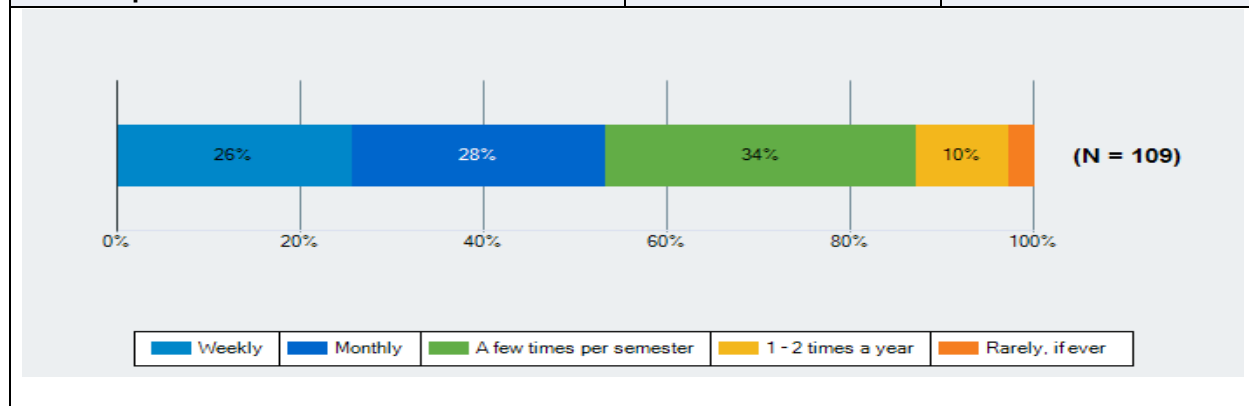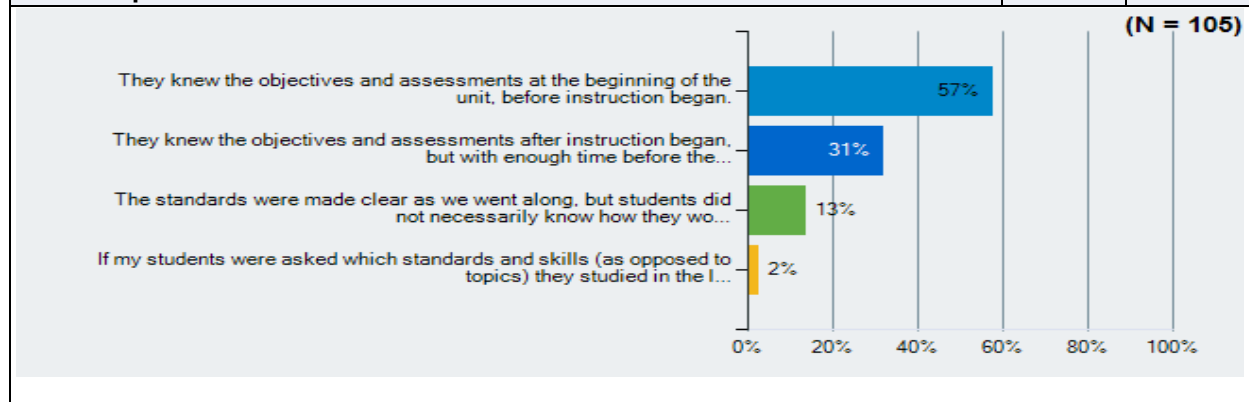


**Note:** Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

**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** | |
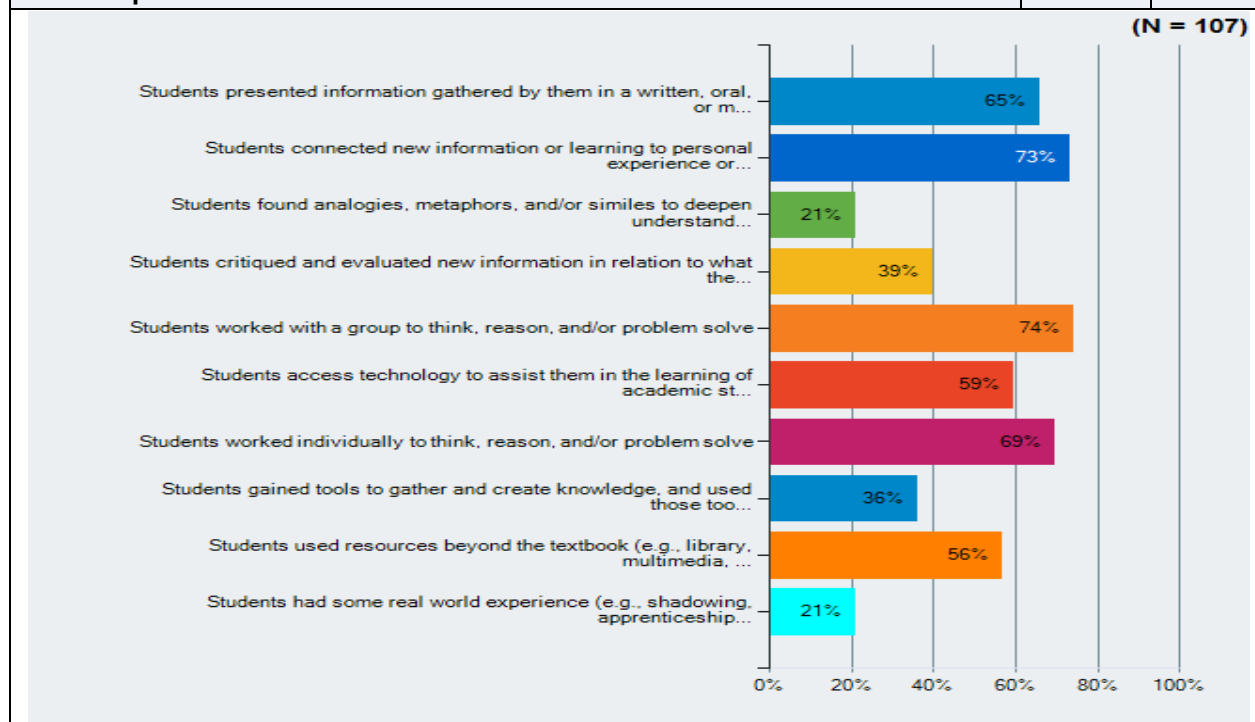


**Note:** Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.
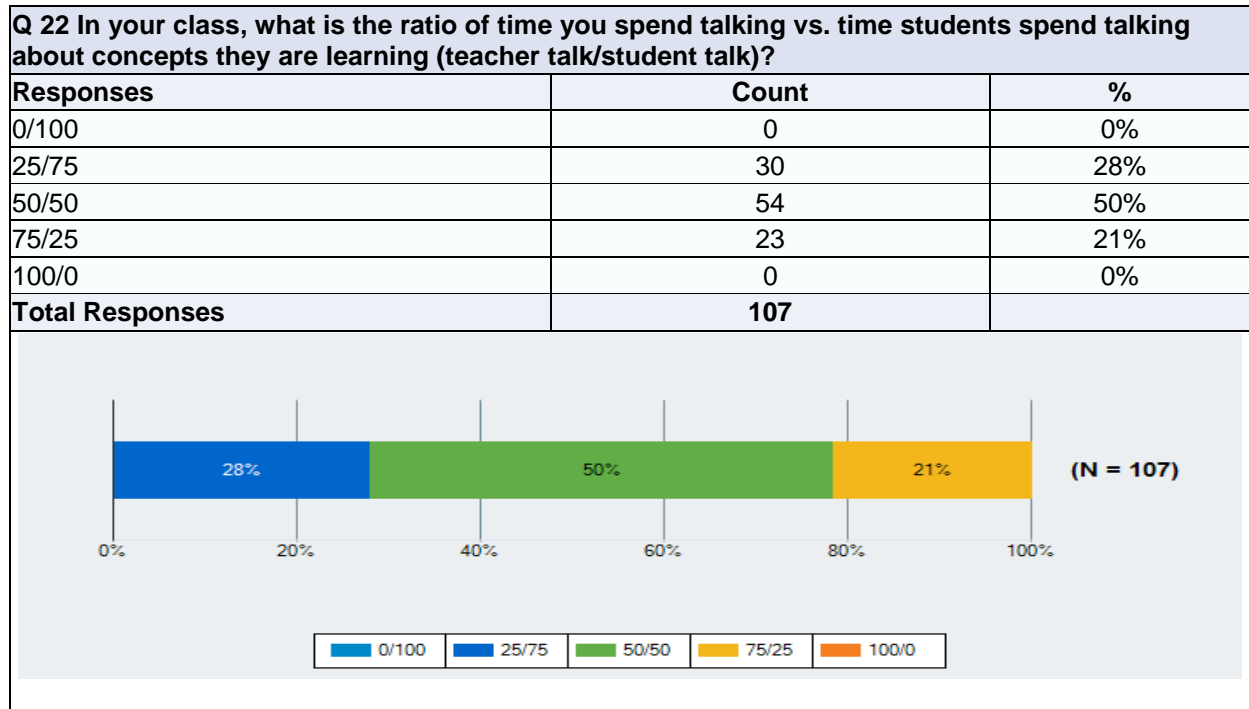
**Q21. What contributes to your collaborating with department members to directly improve the teaching and learning in your classroom? Please rank 1-6 with 1 being the most important.**

| 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 22 In your class, what is the ratio of time you spend talking vs. time students spend talking about concepts they are learning (teacher talk/student talk)?**

| Responses | Count | % |
|---|---|---|
| 0/100 | 0 | 0% |
| 25/75 | 30 | 28% |
| 50/50 | 54 | 50% |
| 75/25 | 23 | 21% |
| 100/0 | 0 | 0% |
| **Total Responses** | **107** | |



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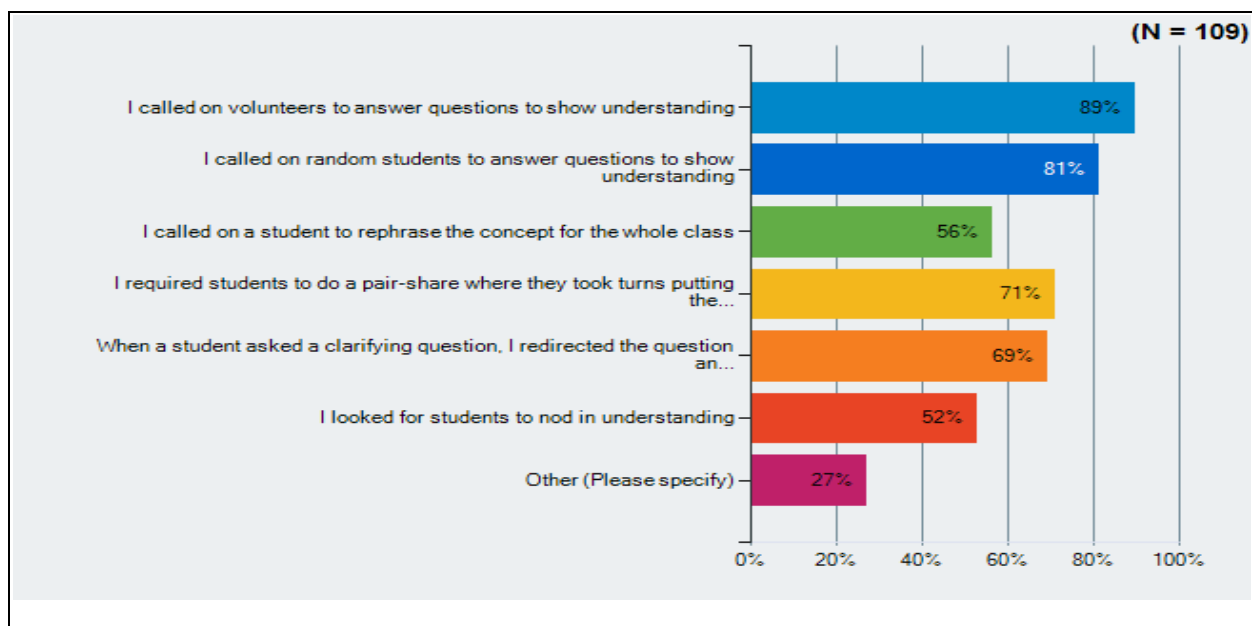
**Note:** Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

| 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** | |

**(N = 109)**

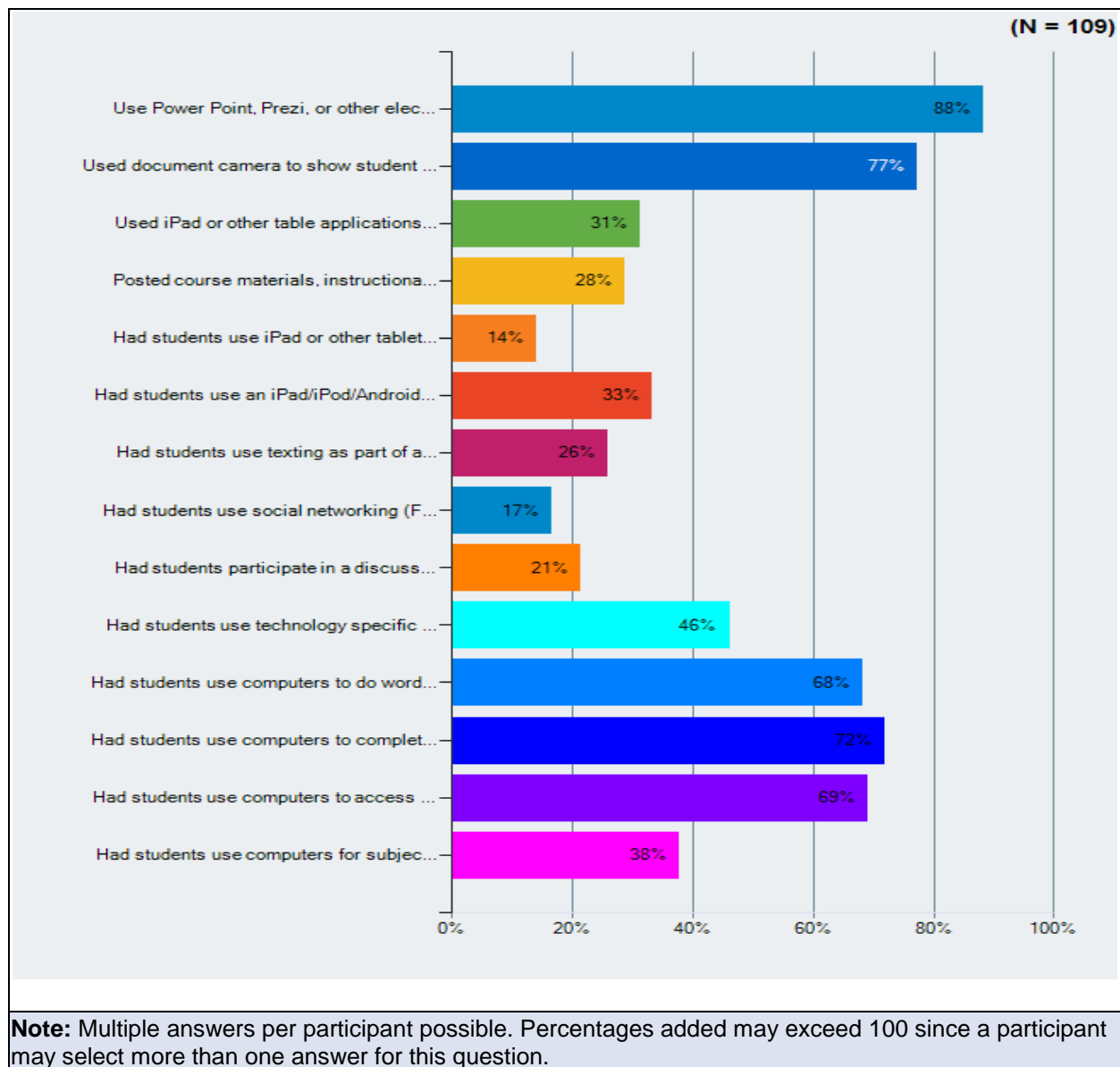| Category | Percentage |
|---|---|
| Use Power Point, Prezi, or other elec... | 88% |
| Used document camera to show student ... | 77% |
| Used iPad or other table applications... | 31% |
| Posted course materials, instructiona... | 28% |
| Had students use iPad or other tablet... | 14% |
| Had students use an iPad/iPod/Android... | 33% |
| Had students use texting as part of a... | 26% |
| Had students use social networking (F... | 17% |
| Had students participate in a discuss... | 21% |
| Had students use technology specific ... | 46% |
| Had students use computers to do word... | 68% |
| Had students use computers to complet... | 72% |
| Had students use computers to access ... | 69% |
| Had students use computers for subjec... | 38% |

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

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

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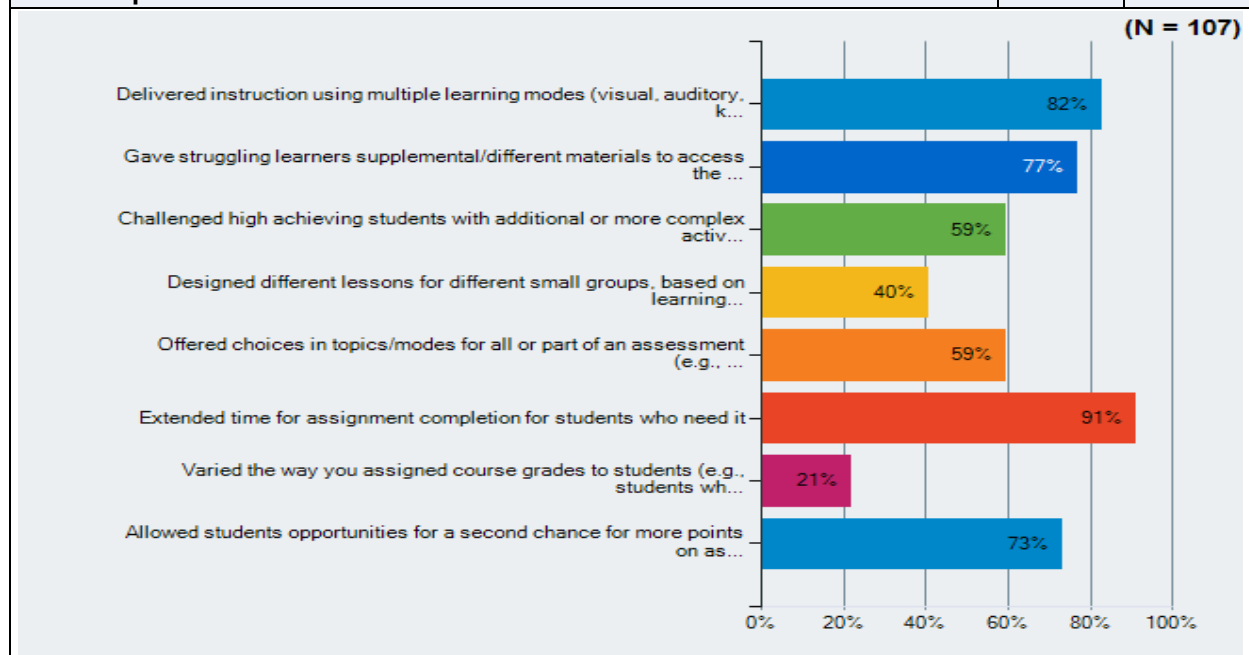


**Note:** Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

| Q 26 In your last unit of study, which of the following assessments did you use? Choose all that apply. | | |
|---|---|---|
| **Responses** | **Count** | **%** |
| Informal checks for understanding | 101 | 94% |
| Formative assessments used by you and your students to identify areas for reteaching and remediation before summative assessment on the same content | 82 | 76% |
| Performance assessment such as a lab or other real-world tasks | 71 | 66% |
| Pencil and paper short answer assessment | 83 | 77% |
| Multiple choice or true/false test | 65 | 60% |
| **Total Unique Responses** | **108** | |
| **Total Responses** | **402** | |

(N = 108)

Informal checks for understanding — 94%
Formative assessments used by you and your students to identify areas for reteaching and remediat... — 76%
Performance assessment such as a lab or other real-world tasks — 66%
Pencil and paper short answer assessment — 77%
Multiple choice or true/false test — 60%

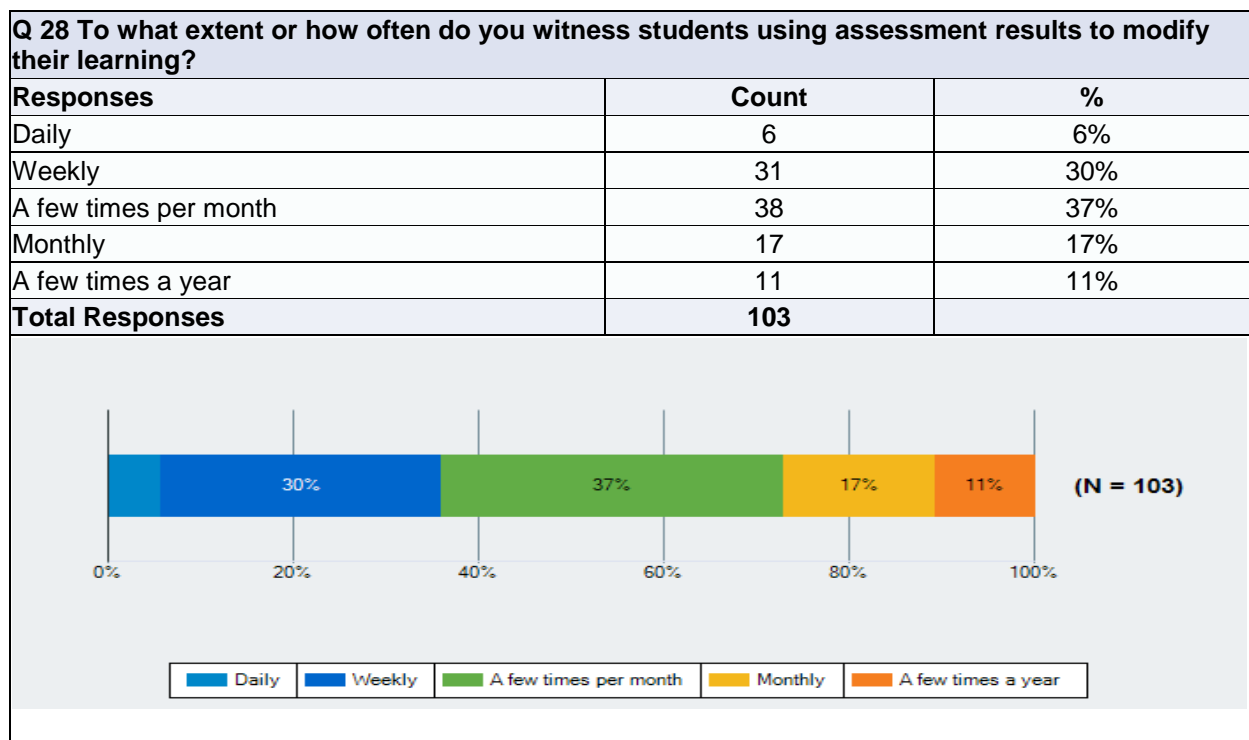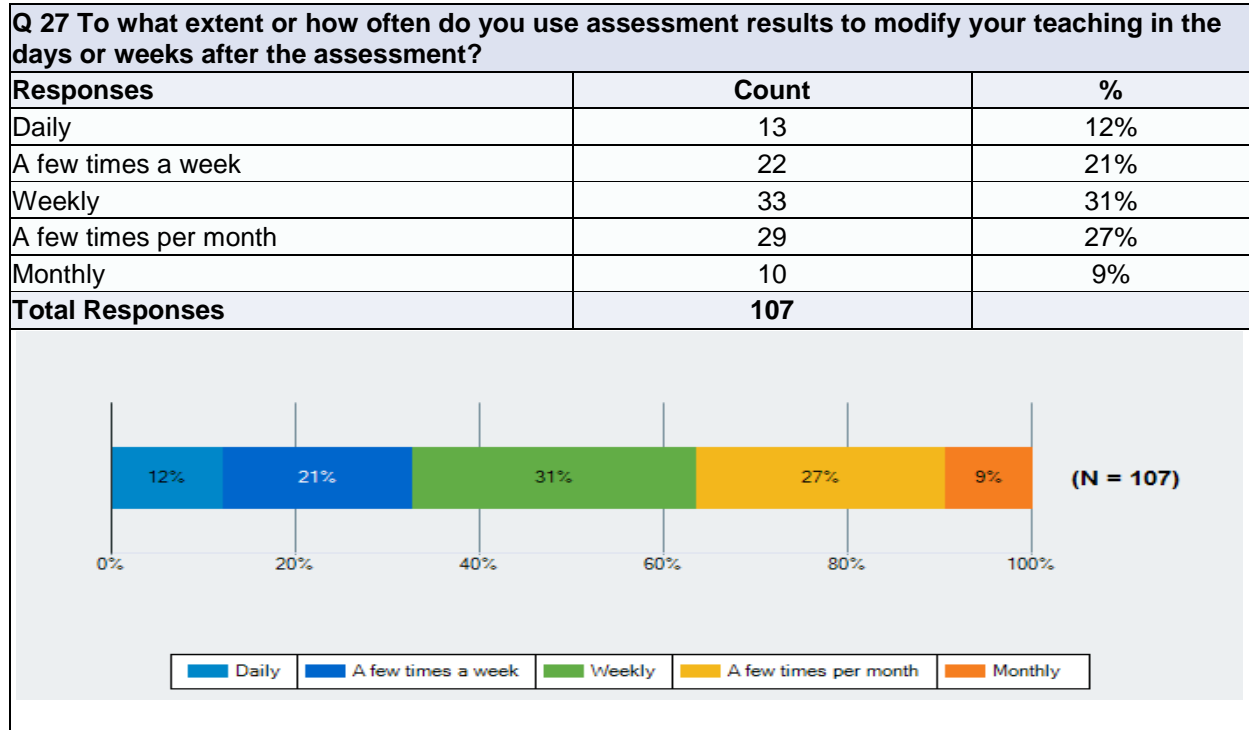0%   20%   40%   60%   80%   100%

**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**

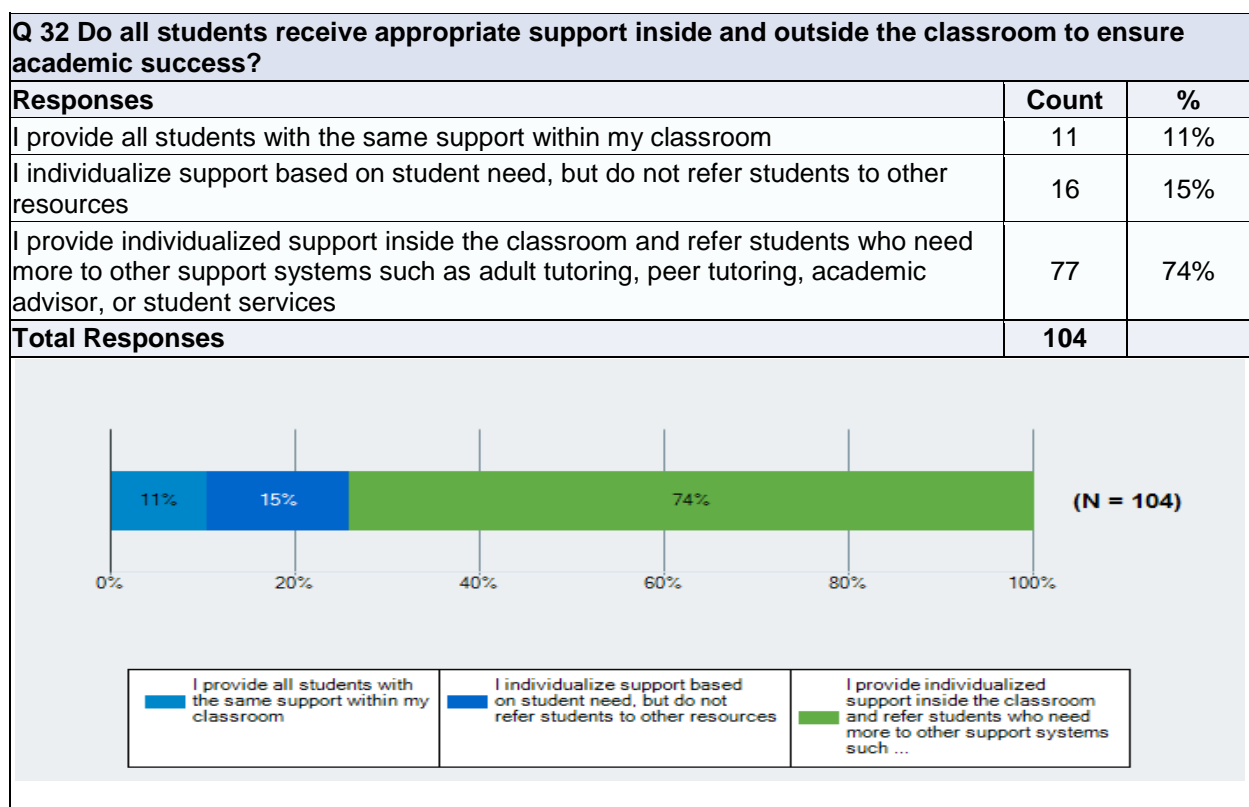| team discussions? | | |
|---|---|---|
| **Responses** | **Count** | **%** |
| Weekly | 6 | 6% |
| 1 – 2 times per month | 26 | 25% |
| Monthly | 35 | 34% |
| 1 – 2 times a semester | 28 | 27% |
| Not at all | 9 | 9% |
| **Total Responses** | **104** | |



**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% |
| Sometimes | 62 | 58% |

| | | |
|---|---|---|
| Often | 28 | 26% |
| Always | 6 | 6% |
| **Total Responses** | **106** | |



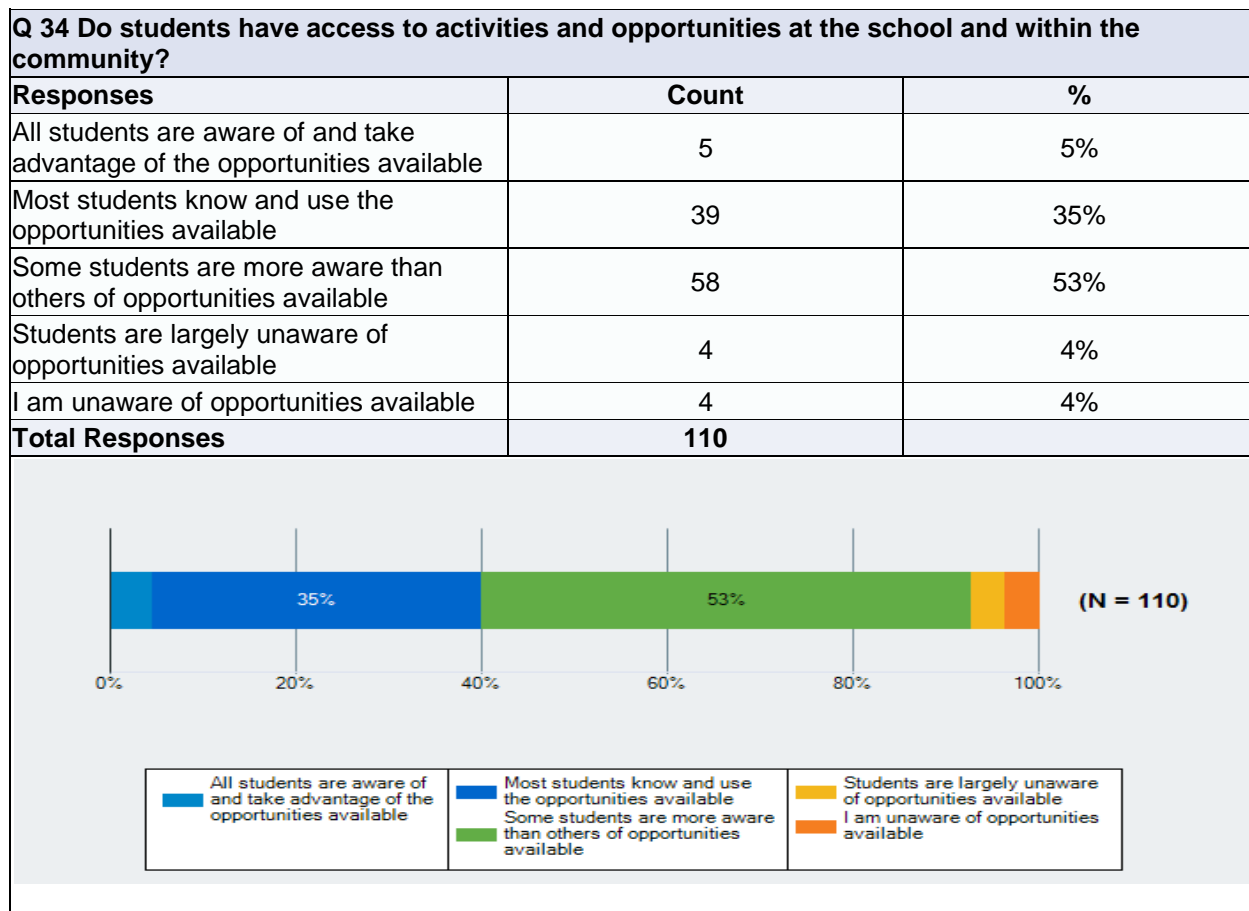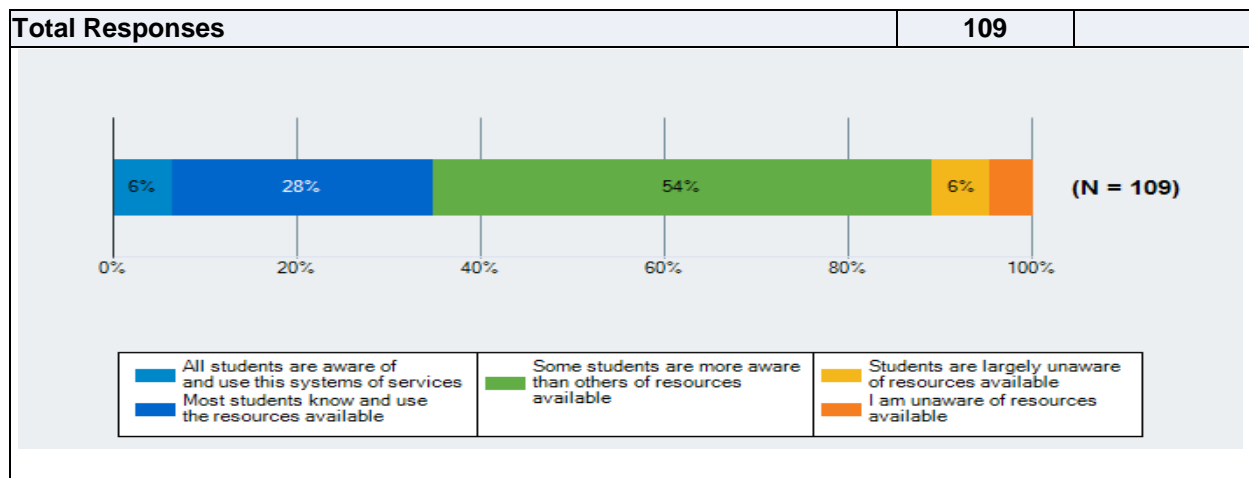| Q 32 Do all students receive appropriate support inside and outside the classroom to ensure academic success? | | |
|---|---|---|
| **Responses** | **Count** | **%** |
| I provide all students with the same support within my classroom | 11 | 11% |
| I individualize support based on student need, but do not refer students to other resources | 16 | 15% |
| I provide individualized support inside the classroom and refer students who need more to other support systems such as adult tutoring, peer tutoring, academic advisor, or student services | 77 | 74% |
| **Total Responses** | **104** | |



| 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 | |
|---|---|---|---|



| All students are aware of and use this systems of services | Some students are more aware than others of resources available | Students are largely unaware of resources available |
|---|---|---|
| Most students know and use the resources available | | I am unaware of resources available |

**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** | |



| All students are aware of and take advantage of the opportunities available | Most students know and use the opportunities available | Students are largely unaware of opportunities available |
|---|---|---|
| | Some students are more aware than others of opportunities available | I am unaware of opportunities available |

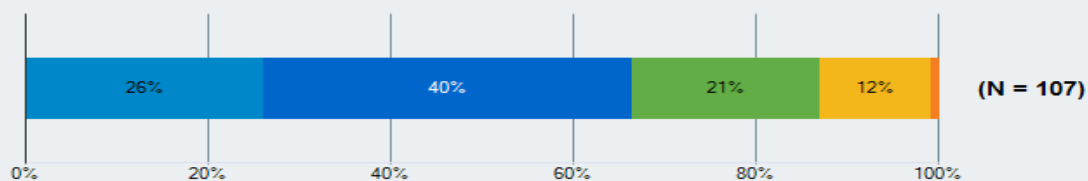**Q 35 Our school has made progress in the recruitment and enrollment of under represented groups in advanced classes.**

| 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** | |
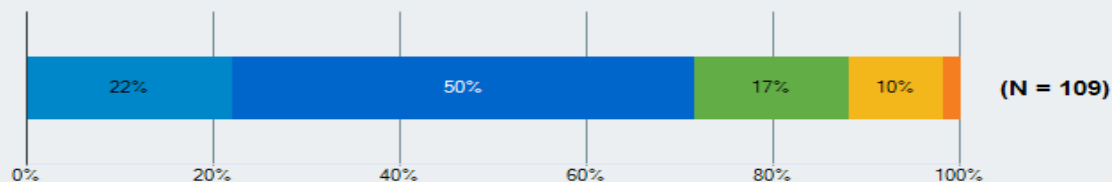


**Q 36 Samohi has made attempts to impact the significant achievement gap that exists for diverse student subgroups (i.e. African Americans , Latinos, English Learners, special education, and socioeconomically disadvantaged) by using Equal Opportunities School (EOS), supporting teachers in EL classroom,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

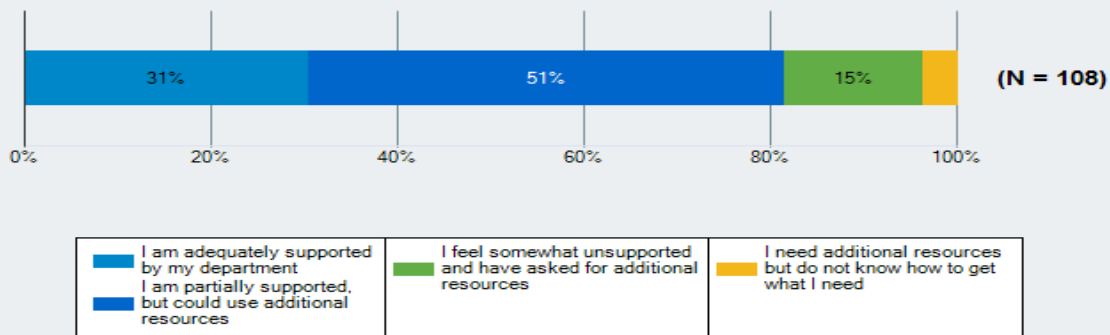| Responses | Count | % |
|---|---|---|
| Above average progress | 28 | 26% |
| Some progress | 43 | 40% |
| Average progress | 22 | 21% |
| Minimal progress | 13 | 12% |
| No progress | 1 | 1% |
| **Total Responses** | **107** | |

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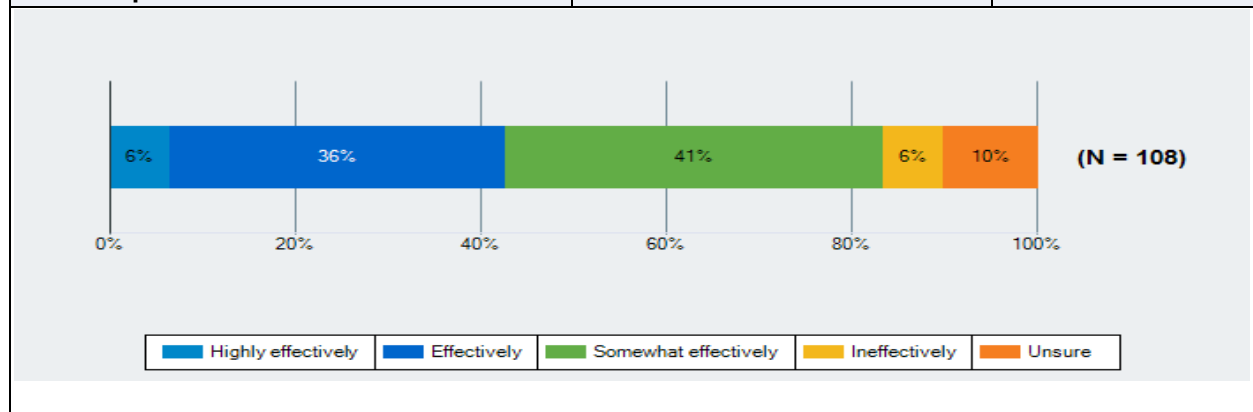
**Q 38 Are adequate facilities, materials, and financial resources provided to help all students meet academic standards?**

| 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** | |
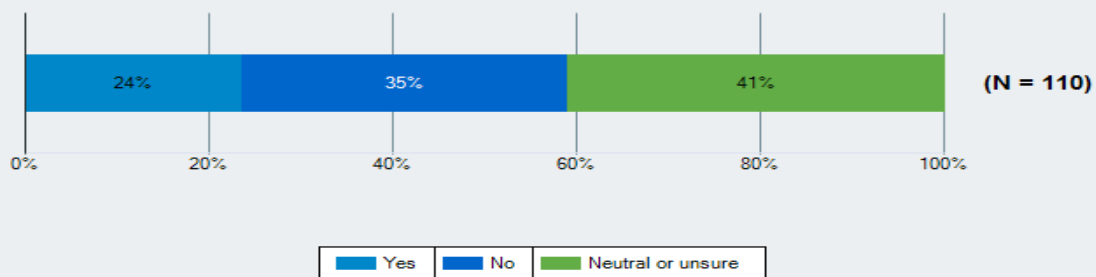
# School Profile
# 2017-18

## School Community and Description
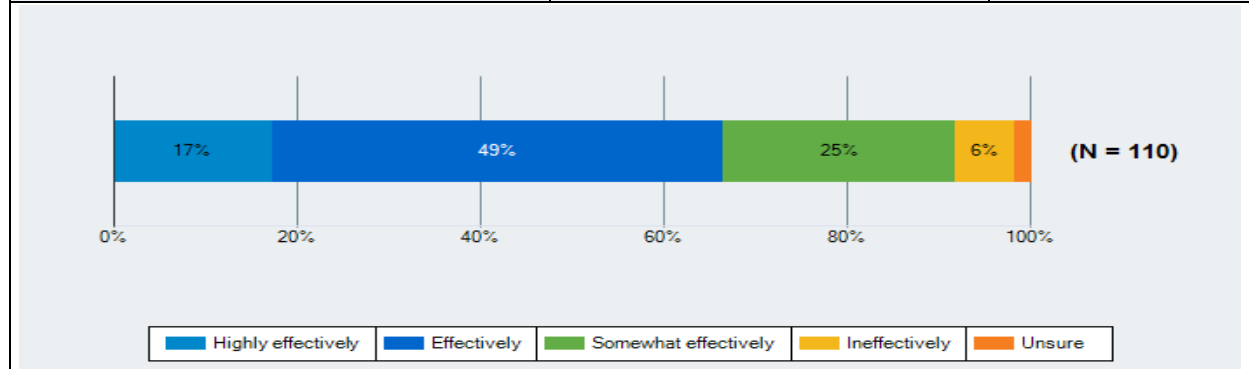
601 Pico Boulevard
Santa Monica, CA 90405
T 310.395.3204
F 310.395.5842
www.samohi.smmusd.org
**CEEB Code 053320**

### Administration

| |
|---|
| Antonio Shelton, Lead Principal |
| Hector Medrano, S House Principal |
| Lissette 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

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 it's 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
Alabama State University
AMDA - College and Conservatory of the Performing Arts
American Jewish University
American University
Amherst College
Arizona State University
Art Center College of Design
Art Institute of CA Los Angeles
Auburn University
Azusa Pacific University
Babson College
Bard College
Barnard College
Barry University
Bates College
Baylor University
Bennington College
Berklee College of Music
Biola University
Boise State University
Boston University
Bowdoin College
Brooks Institute of Photography
Brown University
Bryn Mawr College
Canisius College
Cardiff University
Carleton College
Carnegie Mellon University
Case Western Reserve University
Chapman University
Claremont McKenna College
Clark Atlanta University
Clark University
College of Charleston

Colorado College
Colorado Mesa University
Colorado State University
Columbia University
Concordia University
Coppin State University
Corban University
Cornell University
Cornish College of the Arts
Dartmouth College
Davidson College
DePaul University
Dickinson College
Duke University
Embry-Riddle Aero University
Emerson College
Emory University
Eugene Lang College
Fashion Institute of Technology
Fashion Institute of Design & Merchandising
Florida A&M University
Florida State University
Fordham University
Fu Jen Catholic University
George Wash University
Georgetown University
Georgia Institute of Technology
Grambling State University
Grinnell College
Hampshire College
Hampton University
Harvard University
Harvey Mudd College
Hawaii Pacific University
Howard University
Humboldt State University
Idaho State University

Indiana University, Bloomington
Ithaca College
Johns Hopkins University
Juniata College
Kalamazoo College
Keio University
Kenyon College
Lewis & Clark College
Linfield College
London College of Fashion
Loyola Marymount University
Loyola University New Orleans
Macalester College
Marist College
Maryland Institute College of Art
Marymount California University
Massachusetts Institute of Technology
McGill University
Michigan State University
Miles College
Mississippi State University
Montana State University
Morehouse College
Mount Saint Mary's University
New Mexico State University
New York University
Northeastern University
Northern Arizona University
Northwestern University
Notre Dame de Namur University
Oberlin College
Occidental College
Oklahoma State University
Oregon State University
Otis College of Art & Design
Pace University
Pacific University

Pennsylvania State University
Pitzer College
Point Loma Nazarene University
Pomona College
Portland State University
Pratt Institute
Princeton University
Purdue University
Queen's University
Reed College
Rensselaer Polytech Institute
Rhode Island School of Design
Rice University
Roosevelt University
Rutgers University-New Brunswick
Saint Mary's College of California
San Francisco Art Institute
Santa Clara University
Sarah Lawrence College
Savannah College of Art & Design
School of the Art Institute of Chicago
School of the Museum of Fine Arts
School of Visual Arts
Scripps College
Seattle University
Seton Hall University
Skidmore College
Smith College
Soka University of America
Southern Methodist University
Southern Oregon University
St. John's University
Stanford University
Stonehill College
SUNY Binghamton
SUNY Environmental Science and Forestry
Syracuse University

Temple University
Texas A&M International University
Texas A&M University
The Juilliard School
The New School - Eugene Lang College
Towson University
Tulane University
University at Buffalo The State University of New York
University of Alabama
University of Arizona
University of British Columbia
University of Chicago
University of Colorado at Colorado Springs
University of Colorado Boulder
University of Delaware
University of Denver
University of Finland
University of Florida
University of Hawaii at Manoa
University of Houston
University of Illinois, Chicago
University of Illinois, Urbana-Champaign
University of Iowa
University of Kansas
University of Kentucky
University of La Verne
University of Massachusetts, Amherst
University of Miami
University of Michigan
University of Minnesota, Twin Cities
University of Nevada Las Vegas
University of Nevada Reno
University of North Carolina Chapel Hill
University of Oregon
University of Pennsylvania
University of Puget Sound

University of Redlands
University of Richmond
University of San Diego
University of San Francisco
University of Southern California
University of St. Andrews
University of Texas, Austin
University of the Pacific
University of Utah
University of Virginia
University of Washington
University of Wisconsin Madison
University of Wyoming
Utah Valley University
Valparaiso University
Vanderbilt University
Vanguard University of Southern CA
Vassar College
Walsh University
Washington State University
Washington University in St. Louis
Wellesley College
Wesleyan University
Western New Mexico University
Western State Colorado University
Western Washington University
Westmont College
Whitman College
Willamette University
Williams College
Xavier University of Louisiana
Yale University
Yale-NUS College