SANTA MONICA HIGH SCHOOL
SELF-STUDY REPORT

601 Pico Boulevard, Santa Monica, CA 90405

Santa Monica-Malibu Unified School District

Site Visit February 12-14, 2024

ACS WASC/CDE Focus on
Learning Continuous Improvement
Guide, 2022 Edition

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Introduction

Brief Background of School

Since 1891, Santa Monica High School (known as Samohi) has been an integral part of Santa Monica. We are a large, comprehensive 9-12 high school located in the City of Santa Monica, an urban beachfront city on the westside of Los Angeles County, 16 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, serving an ethnically, economically, and linguistically diverse community, has over 8,000 students enrolled in grades PreK - 12.

The 28-acre campus has been undergoing construction for over 10 years with our newest buildings (Innovation in 2015, Discovery in 2021) soon to be joined by the Exploration building and Gym complex, slated for opening in the fall of 2024. As evidenced by repeated passage of bond measures benefitting SMMUSD, our community takes great pride in our school and provides students with an exceptional facility in which to learn.

Each student who walks this campus brings to it his or her own personality, which creates the valued experience that so many embrace. We have implemented social justice standards, while working toward becoming more culturally responsive in our teaching and learning.

Our students have a one of a kind experience during their four years. It is our goal to ensure that all community members understand their role and responsibility in empowering all students with the creative, intellectual, and decision-making skills necessary for our Vikings to become academically, socially, physically, and emotionally successful and responsible contributing citizens.

This diverse school community consists of nearly 2600 students, who speak a variety of languages and are always at the forefront of social justice issues. Samohi provides a rich curriculum designed to meet the needs of its diverse student population. Students have access to a variety of academic programs tailored to meet their needs and are scheduled into classes with careful consideration given to their abilities, interests, and needs. Samohi's instructional program includes support classes for English Learners, Specialized Academic Instruction (SAI), College Preparatory, Honors, and Advanced Placement. The majority of our students are college-bound and meet a-g requirements for the UC system.

We support our students by utilizing a House system that has one House Principal, two Advisors, a Teacher Leader and an administrative assistant. Each of our Houses consists of approximately 560 students that remain in the same house through graduation. Samohi offers an abundance of strong and diverse curriculum, clubs, activities, and sports to support, inspire, and engage members of our Viking family.

The Samohi experience cannot be replicated. Our students are academically successful, musically talented, athletically thriving, intellectually flourishing, and emotionally supported.

Diversity, Equity and Inclusion

We are focused on the whole student and recognize that students must be healthy inside and out in order to reach their full potential academically. We continue to enhance and expand mental health and wellness programs and resources at our school sites. As part of our commitment to diversity, equity and inclusion, programs and efforts continue inside and outside the classroom teaching all students to acquire the knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with people from diverse groups to create a civic and moral community that works for the common good. Building on our commitment to DEI, we started this year with a commitment to creating classrooms where each student has a sense of **belonging**, **curiosity**, and **empowerment**. Our strong **Restorative Justice** program provides specific ways to build community in our classrooms, resolve conflicts prior to escalation, and restore the community after conflict. All teachers (and

many paraprofessionals) hold RJ Level 1 training, and administrative/ counseling staff complete Level 2. Three trained Community Outreach Specialists provide drop-in and intentional RJ support while also monitoring student attendance.

Our curricula reflects these commitments and our courses are structured to ensure access for all of our students. Led by the restructuring of English 9 and 10 with smaller, heterogeneous classrooms that reflect the racial diversity and varied ability levels of our students, other departments have also streamlined introductory courses in Physics, Biology, Algebra, and Geometry to merge what was formerly College Preparatory and Honors levels. Since the pandemic, our partnership/ grant with Communities in Schools (through Los Angeles County Office of Education and other local agencies) has given our teachers resources on how to work with students (Trauma-informed approaches, LGBQT+ training, etc.) and students resources to get the support that they need (group counseling, individual counseling, drop-in counseling, substance use counseling). As a result of these combined efforts, noticeable shifts have been occurring in diversifying curriculum and mental health and wellness supports. (See Category E).

Summary Description of Programs offered

Included in our Samohi Course Catalog, Samohi offers the following programs for students:

- **Academies:** Santa Monica High School offers Academies in Project Lead the Way, Engineering and Computer Science, Health and Wellness, and Media Arts. Academies, when fully realized, will include additional integrated English instructions to meet standards for English 12.
- **CTE Pathways:** Our Career and Technical Education (CTE) pathways help students gain valuable academic and technical skills for postsecondary institutions and high-wage, high-skill, high-demand careers across a wide range of industry sectors. We offer CTE pathways in Automotive Technology, Computer Science, Engineering Design, Film & Television Production, Graphic Design, and Photography.
- **Project Based Learning:** This program is experiential, challenging, a student-driven learning experience that creates authentic relationships between students, teachers, and community mentors. At Samohi's Project Based Learning Pathway (PBL), located on the SMC Campus, students connect interests to fieldwork, develop skills and build a professional network. Students demonstrate learning in multiple ways including making prototypes and models. Students participate with Samohi friends in sports, clubs, social events, art and theater courses, languages and more! Students can take SMC courses in high school and graduate with a Samohi diploma college and future ready.
- **Visual and Performing Arts Program:** Our award-winning VAPA program is world class, beginning at our elementary schools and culminating in programs that are committed to teaching musical, artistic, and theatrical skills through a challenging curriculum of sacred and secular Visual and Performing Arts repertoire.
- **Dual Enrollment**: Our longstanding partnership with Santa Monica College allows students to take courses at SMC on our campus to earn both high school and college credit. Courses include Early Childhood Education, Technical Theater, Sociology, and others.
- **Immersion:** This program continues the Dual Language instruction in Spanish that started in kindergarten at Edison Language Academy through 8th grade at John Adams Middle School through our social studies and world languages departments. Subjects are Spanish for Spanish Speakers classes or our social studies taught in Spanish.
- **Advanced Placement:** Samohi offers 22 Advanced Placement courses. We have an open access policy for enrollment in our AP classes. As a result, many underrepresented students have seen both access and success in AP level courses.
- **AVID (Advancement Via Individual Determination):** At Samohi, we offer five sections of AVID, as enrollment has remained fairly steady over the years. AVID 9 is combined with our required Freshman Seminar Course.

Collaboration for Self Study

Our Schoolwide learner outcome remains the same: Every student will grow creatively, ethically and academically and will read, write, speak and listen effectively, think critically and independently, identify and use available resources, including technology, to manage, research and synthesize knowledge, and develop

the habits of mind necessary to meet the challenges of the 21st century.

Santa Monica High School's faculty, staff, students, and parents began this self-study process in the Spring of 2023 using banked time over the course of the Spring 2023 and Fall 2023 to examine our progress toward the 5 established goal areas from the mid-cycle report, ask relevant questions, determine strengths and growth areas, collect documentation, and examine assigned criteria and prompts. Focus groups were mixed departmentally to begin and ultimately grouped by House. Home groups were established using pre-existing departments (e.g. English, Math, World Languages, etc.). We analyzed our data including, but not limited to CAASPP, Healthy Kids, SARC, A2A, Star Renaissance) at both the department level and through school-wide meetings with mixed department teacher groups. Then we finished out the school year looking at and analyzing our data, offering suggestions, and collecting evidence of progress towards goals.

This self-study work continued through the fall of 2023 as we evaluated the quality of our school program in relation to the five WASC/CDE categories with emphasis on the major student learner needs, summarizing our findings, and determining areas of strength and areas for growth and monitoring the links to our SPSA with our School SIte Council. Home groups and Focus groups worked collectively to respond to provided prompts using Google Drive. This highly collaborative process resulted in a self study that was truly authored by a large group. As a result, there may be a noticeable variation in "voice" as one reads through this document.

While one of our house principals oversees the WASC self-study process, the bulk of the work is coordinated by members of our Site Leadership Team (SLT) - our Teacher Leaders (one teacher for each house with a common release period) and our Site Professional Development Leader (a teacher selected through the process outlined in the MOU with SMMUSD and SMMCTA). Using weekly meetings, designated preparation periods, frequent check-ins with our Principal, and schoolwide meetings during our banked time, we monitored the process of writing the Self-Study Report. The WASC Coordinator attended virtual WASC training in preparation for guiding the process and joined a visiting committee to better understand the expectations of a site visit.

All educational partners, including students and parents, played an active role in the self-study process, participating in meetings, large surveys (California Healthy Kids survey), providing helpful insights during in-person meetings, and providing input in various parts of the school's Action Plan. Parent input was collected through parent involvement in School Site Council, Coffee with the Principal, district LCAP meetings and annual surveys, and English Learner Advisory Committee (ELAC) meetings.

Chapter I: Progress Report
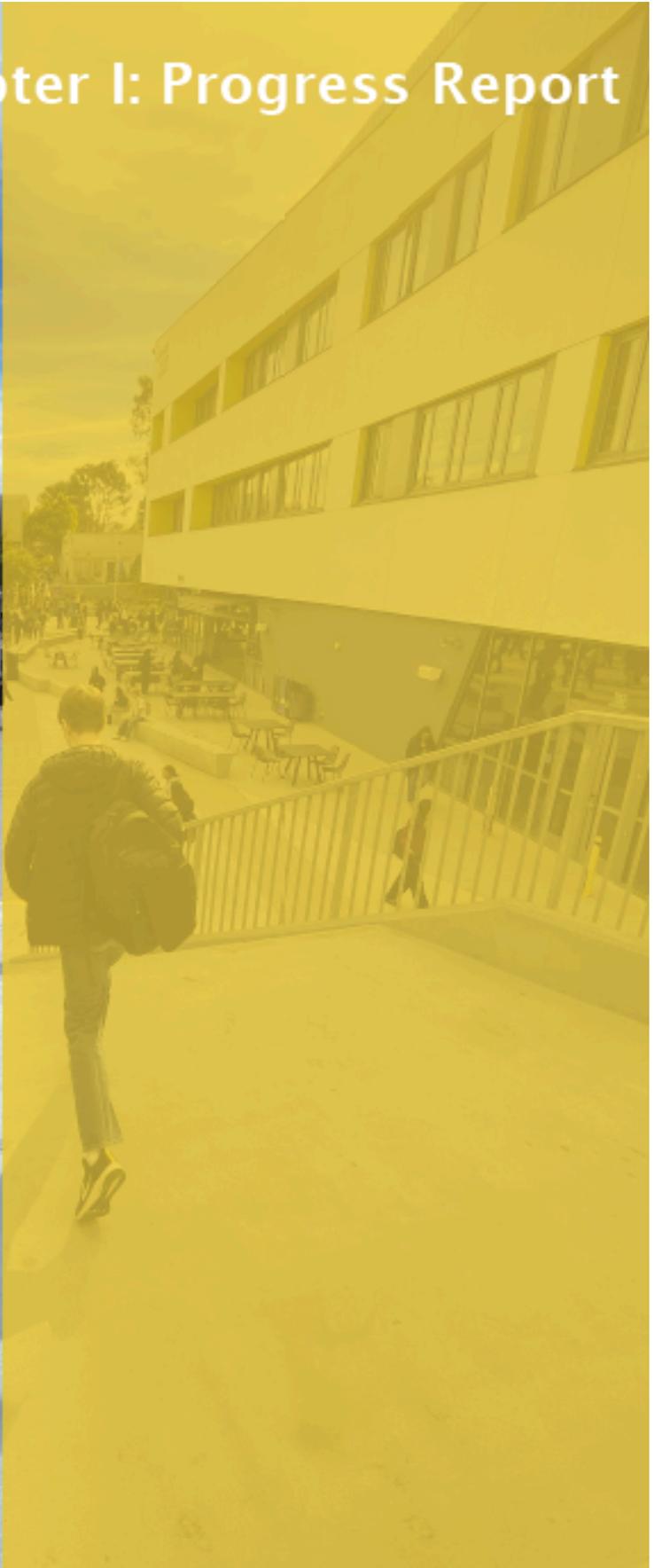
Chapter 1: Progress Report

Through the reflective and collaborative work of schoolwide stakeholder groups, the following changes and developments have been identified as the most significant since Santa Monica High School's last WASC Self-Study in 2017.

Santa Monica High was led by the same principal through the last Self-Study and Mid-Cycle reviews, with a new principal joining in July of 2022. While new to the position, the Principal is a longtime fixture of the campus as a former house principal, professional development leader, math department chair, and math teacher who was selected to continue to refine the vision and goals established in previous years. There have been other new hires, vacancies, and interim hires that have decreased the stability and bandwidth of the administrative team; however, most have come from our own faculty or within our system, from the district level or retired from our district.

DIVERSITY, EQUITY, AND INCLUSION WORK

Diversity, equity and inclusion remain the heart of our decision making at the school—whether it is looking at achievement data and instructional practices or wholesale course offerings, outside reports looking at our educational structure (Noguera Report) or the engagement strategies informed by a trauma-based lens that are used in our classrooms. Our guiding values as a school mirror those of our District—access and opportunity for all students continues as front of mind awareness so that all students may reach their full potential through diversity, equity and inclusion, with the addition of three focus areas to ground our professional development and school practices: belonging, curiosity and empowerment.

While DEI work has always been a focus, the English Department led the intentional learning and systemic change needed to actively pursue this focus starting in the summer of 2020, and through the early spring 2022 presentation to our school board, and implementation in the fall of 2022. The department began with a months-long study of structured readings and conversations about what it means to be anti-racist, the enduring structures of white privilege, and how education supports or changes those concepts. They examined both the messages that our choices in instructional materials and everyday interactions and organization may send as well as explore the racial data and overall achievement of our classes (honors versus regular) and came up with an actionable plan for change that is the current structure of College-Prep classes for all 9th and 10th grade English classes. Simultaneously, other departments made similar changes, de-tracking Geometry, Biology, and Physics of the Universe.

Our district has also been offering a variety of ongoing professional development opportunities in this area, as a result of these combined efforts, noticeable shifts have been occurring in diversifying curriculum, examining grading policies, and providing mental health and wellness supports. (See Category E).

FLEX-TIME

Under the new school day schedule implemented in 2019, Flex-Time has become the primary Tier II academic intervention at Santa Monica High. Twice a week, a range of activities are offered during Flex-Time, including test retakes and collaborative study spaces; however, the primary focus of Flex-Time is targeted academic intervention. The plan is for teachers to reteach core concepts for students who need additional time and support with a specific standard or skill. Enriching Students is an online scheduling tool that is used by teachers to post Flex-Time offerings and for students to register for a specific session. In addition, the platform allows teachers and administrators to track student attendance and intervention trends in order to coordinate data-driven approaches to tiered intervention. Flex-Time is overwhelmingly viewed by students and teachers as one of the most positively impactful byproducts of the shift to a modified block schedule.

COMMON ASSESSMENTS

Time to develop benchmark assessments and shared best practices was a recommendation from our previous WASC report. There was initially site-based autonomy for common assessments; however, there were inconsistencies among teams and sites with little professional development or support provided to teachers. Consequently, the common assessment initiative was taken district wide in the spirit of coherence and best practice. All freshmen classes at all four sites are currently in the process of implementing at least two district-wide common assessments in ELA, math, science, and social studies. Our long-term goal is for course-alike teams at each site to use common assessments to guide instruction and intervention. The plan includes timelines and focus groups responsible for implementation over a span of two years, 2022-24. (see Category D for more information). With the data from the common assessments, teachers can intervene appropriately during Flex-Time.

LACOE COMMUNITY SCHOOLS INITIATIVE

The Los Angeles County Office of Education's (LACOE) Community Schools Initiative launched in September 2019 with Samohi as one of the original sites to serve communities, students and their families. LACOE Community Schools Initiative is leading the way to strengthening our school community to create a more equitable, socially just system where all students, families, and staff are empowered and thrive.

Through this work, we strive to disrupt inequities and break the cycle of poverty by leveraging assets to transform schools. With authentic collaborative leadership at the center, we believe students, staff, families, and communities are essential partners to ensure all are seen, valued and supported.

The transformation of Santa Monica High School from a traditional school to a Community Schools includes: dedicated staff to coordinate support; multiple resources to meet all the needs of families and students; whole child perspective; cohesive system of care; increased school and community engagement and collaboration; all stakeholders are active to improve student outcomes,including students, teachers, parents, community members and partners, and other school staff.

The LACOE Community Schools Initiative works closely with our House Advisors, Special Education Department, District Mental Health coordinator, Health Office, and community-based organizations to offer individual and group counseling, family supports, classroom presentations and support school-wide events aimed at developing resilient, health-conscious students. This initiative is directly aligned with district, site and WASC goals and great strides are being made in normalizing the seeking of support and establishing a schoolwide climate of care. Over the past three years, we have been tracking student access to the resources while reviewing the Social and Emotional Health questions on California Healthy Kids Survey. There has been an increase in students who feel like they have a trusted adult on campus and someone they can talk to, if needed.

CARPE COLLEGE ACCESS NETWORK

We have a team of teachers that actively participate in the CARPE College Access Network. This network's focus is to improve college access for traditionally underrepresented students. The team learns and applies evidence-based ways to increase FAFSA completion and Cal Grant awardance, enhance the college application/ selection process, foster a sense of belonging, and decrease "summer melt." Over the years, intentional recruiting, Saturday sessions, and teacher mentors has led to CSAC/ FAFSA/CADAA Reporting data to increase from 55% to a current level of 70% with the class of 2022.

And while implementation remains a priority, several items stand out as distractions:

- The necessity of re-teaching school-going behaviors to our students after returning to in-person learning following the virtual learning necessitated by COVID-imposed restrictions.
- The insistence by a group of parents who want to push for a 7-period day to allow their students to take advantage of every program that Samohi offers without having to take summer, before school, or concurrent enrollment classes.
- Issues with Facilities, HVAC, and gated entry access continue to impact classrooms, custodial, security, and administrative time.
- Enrollment is trending down, and while we have only slightly reduced our FTEs, future years will impact our students as we align FTEs with enrollment. Currently, we have over 15% of our students who come from our feeder schools as permit students. We permit in very few (mainly our continuing students who relocate and meet board criteria for permits).
- Difficulty in hiring quality educators for open positions in Science, Special Education, and in paraprofessionals to support students.

Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

Santa Monica High School has made significant progress in the implementation and monitoring of the Schoolwide Action Plan. The principal, house principals, Teacher Leaders, Site Leadership Team (SLT) and teachers along with our educational partners with InnovateEd, collaborate throughout the year to engage in an ongoing, systemic analysis (Cycle of Inquiry sustained in our Department Professional Learning Communities) of our progress and overall effectiveness towards meeting schoolwide goals as they relate to the growth areas and our Action Plan.

The process begins each year as the principal reviews the Action Plan, student learner needs, and growth areas for continuous improvement with the faculty and staff. Schoolwide data is shared with the entire team and the action plan is reviewed in the fall by faculty and staff after evaluating progress made towards meeting schoolwide learner goals. Staff members engage in the implementation and monitoring of the schoolwide action plan/SPSA through data collection, analysis, and interpretation. Through the PLC and SLT, staff are able to brainstorm and develop effective strategies to improve student achievement. Every Wednesday morning during our banked time, teachers meet as departments or as an entire faculty. Once a month, we meet as a full school community for more procedural topics related to our school's improvement. To fully engage our community, our School Site Council and ELAC monitor, review and make recommendations.

Our goal for our students remains that Samohi will offer every student experiences to grow creatively, ethically and academically and 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

SPSA/ LCAP Goals:

1. All students will be socially just and ready for careers and college.
2. English learners will become proficient in English while engaging in rigorous, culturally and linguistically responsive, standards-aligned curriculum.
3. All students and families engage in safe, well-maintained schools that are culturally responsive, and conducive to 21st century learning.

<u>**School Implementation Plan Goal:**</u>

Focus: Increase college and career readiness by focusing on cognitive engagement, specifically problem solving with graphical data, informational text, timelines, etc. in all disciplines.

Outcomes: Increase the percent of BIPOC students scoring met or exceeds by 5% on the Math CAASPP by the end of the 2023-24 school **year.**

WASC Self-Study Goal Area #1: Continue to evaluate the **effectiveness of current support programs** (e.g. Flex-Time), and add or modify programs (e.g. CTE Advisory Board) as necessary to meet the needs of all students		
LCAP Goals #2 & 3		
Actions taken (Progress)	**Impact on student learning, teacher practice, school community, etc.**	**Evidence**
Flex-Time Adapted traditional bell schedule to a modified block schedule to include Flex-Time during the school day, including enrichment opportunities Conducted a Learning Walk to observe teacher best practices Tutoring in the Library after school Student **peer tutoring** 4 days a week to provide support for students and volunteer opportunities for the tutoring students. **Teacher tutoring** M, W, F; Spanish tutoring after school in library on Mondays and Thursdays; Chemistry help from Chemistry teacher on Tuesday; General help on Wednesday. Project Based Learning (PBL) Since launching in 2019, the program has added a grade level each year, developing an interdisciplinary course curriculum and adding two specialized courses to our course catalog (Learning Through Interest and Senior Thesis Project). The PBL Pathway celebrated the significant achievement of its inaugural graduating class of 2023. AVID Student feedback is regularly incorporated in the program Mental Health Supports Multiple layers of support including walk-in counseling daily. As part of the	Flex-Time Students have time during the day for tutoring, assignment completion with questions able to be answered, teacher conferences, student questions while working on assignments, and reassessments Teachers and students have been able to actually take a lunch because they don't have to do work during lunch Seems to have been a paradigm shift where students appreciate and need the time when alternate scheduling takes it away. Students may take advantage of going to Flex-Time enrichment or a favorite teacher's class without checking on where they may need support Log Rolling– AVID TRFs might be a way for students to pinpoint questions they need help on. It seems students may not know how to advocate for themselves and get help. AVID grade checks serve as a progress monitoring. Pathways/CTE/Academies Students are interested in the PLTW Pathway that has 3 classes in two periods, community connections,	Flex-Time ● [Student survey data](#) ● [Professional Development](#) on best practices ● [Grades have improved because of interventions during flex time](#) ● [Parent presentation](#) Library peer tutoring sign in sheets After-school library subject teachers estimate helping three (3) students per 1.5 hour shift AVID grade check Enrollment numbers (see [master schedule](#) for classes) Reference website, Blue Bulletin, parent emails, and other forms of communication Wellness Fair schedule <u>Areas where we may need to evaluate effectiveness:</u> ● Collaborative classes ● Project Based Learning ● Attendance

Community Schools grant, the program is constantly being assessed and adjusted Wellness Fairs monthly Academies + Pathways Engineering, Digital Design/Photo, Automotive Technology, Health and Wellness, Project Based Learning-- student requests are up and classes are expanding	and the ability to focus on career goals. Others value the potential post-secondary career options for graduates originated from internships and community connections (Auto)	Restoration

WASC Self-Study Goal Area #2: Continue to address and formulate a **tangible schoolwide action plan** to deal with any **significant achievement gaps** that exist for African American, Latinx, EL, and SE students. LCAP Goals #1 & 2; SIP Goal #1	

Actions taken (Progress)	**Impact on student learning, teacher practice, school community, etc.**	**Evidence**
Trauma-informed engagement strategies training Access to rigorous curriculum (Detracking to end racial segregation in classes where curriculum was not significantly different): ● English 9 and 10, making classes more diverse with smaller English 9 and 10 class sizes ● Detracking Geometry, Biology and Physics First ● Scheduling considerations to push marginalized students into higher levels of learning Grading policy ● Minimum F (50%) ● PLC Common Grading Distributions ● Consistent late-work policy ● Reassessment opportunity required Community Engagement ● Bilingual Community Liaison (1.0 FTE) conducts outreach and supports BIPOC families and supports the ELAC committee that meets 5 times yearly ● Parent groups along with PTSA for African-American families, Latinx families ● Immersion Program parent meetings for Spanish-speaking families where bi-literacy for students in both languages	*Qualitative measurements not taken yet to determine if the new grading policies are effective? How do we define effective? Do they promote procrastination? Less anxiety?* Summer Bridge programs are usually identified and counselors try to group triads or quads in the same English classes. It has increased the number of identified students successfully completing these two AP level classes AVID just rocks. Look at Senior UC/CSU acceptances!! (Spoiler: 100% admitted) Auto Tech has grown from 3 classes to 5 over the years with students passing the ASE Certification. Sports Medicine is new, but capturing interest. Impact of grading practices has allowed for students to not have to recover from a zero, instead the minimum F allows students to recover from periods of stress, illness, disengagement, etc. as well as provides a level playing field for	[Agenda for Trauma Informed Engagement](#) [Detracking for English Samohi English Proposal/ Presentation to the SMMUSD School Board](#) [ELAC](#) [AAPSSSG](#) [Immersion Parent meeting presentation](#) Schoolwide surveys (see chapter 2) Enrollment has gone up for AP/Honors courses Attendance for all programs (see chapter 2) Star assessment, Interim assessment, and CAASPP data (see Chapter 2) Continued enrollment and grades for students that participated in Honors PreCalc/ English 11AP summer bridge programs

Initiatives	our subgroups to excel and recover. Consistency across department about policies supports student understanding and teacher follow-through	CSAC FAFSA/CADAA Reporting Data (increased from 59% when we first started with CARPE in 2018 to 78% with the class of 2023)
● CARPE (college access support FAFSA/CADAA Completion) ● Ethnic Studies/ACES ● SAT school day ● Restorative Justice ● Bridge / AP Boot Camp summer programs for AP English and Pre-Calculus ● Flex-Time provides tutoring opportunities for struggling students ● Open enrollment for all AP classes ● Young Collegians (partnership with SMC and a cohort of students t finish high school with close to an AA degree) ● AVID ● EL Cohorts to help with support for clusters of EL students ● Freshman Seminar incorporates AVID techniques (annotations, time management, skills based strategies)	Huge increases on all fronts (fafsa completion, finish applications, college going rates, etc) All students are taking physics (whereas many wouldn't get to it before)...helps with math For some students, the grading policy has helped (like moving the C kids to be B kids) and increased the willingness of students to take the test the first time versus avoiding it because they know they can reassess.	Grade Distributions from 21-22 to 22-23 School Years Amount of students reassessing More students taking AP exams when enrolled in the AP classes

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WASC Self-Study Goal Area #3: Continue to dedicate time and energy to systematically (e.g. **Cycle of Inquiry**) implement, monitor, and adjust the Action Plan on a periodic basis as opposed to one-time per year.

LCAP Goals #1 & 2

Actions taken (Progress)	**Impact on student learning, teacher practice, school community, etc.**	**Evidence**
Regular department meetings, PD, PLC work following the cycle of inquiry (bringing 2-3 common assessments to analyze, determine areas of growth, and then make changes such as reteaching, test-taking strategies (reading instructions) at least three times yearly. Common assessment implemented across PLC groups Doing two cycle per semester with our department PLC's Learning walks to get into each other's classrooms (to observe DOK, instruction strategies) Grading for equity strategy	More cohesion/pacing within departments (Math, English, World Language) Some students struggle if they don't have the same math/foreign language at each level when cohesion between teachers across similarly classes is lacking Normalizes the experience that students have across teachers Aligns assessments Teachers get to learn from each other, borrow strategies from other people, get feedback on our practice, and collaborate (hive mind!) Students are given more time to get work in (grace period policy), retake tests/revise papers (revision policy), etc	Interim Assessment Data (Math and English) Common Formative Assessments in some departments (Math) Star assessment data (Math and English) District-wide writing assessment (English) CAASPP data (Math and English) Common assessments, student work, group reflection forms Observation notes from learning walks Department meeting agendas (Math example)

implementation	Allow teachers to evaluate their practice	
		Collaborative Cycles of Inquiry ([Science](#) example)

WASC Self-Study Goal Area #4: Consider a formalized **multiple metrics approach utilizing** benchmark assessments, common formative assessments or interim assessments in order to **check for mastery of content in order to drive instruction** and decision-making processes when analyzing data through the lens of transparency and accountability among team members.

LCAP Goals #1 & 2; SIP Goal #1

Actions taken (Progress)	**Impact on student learning, teacher practice, school community, etc.**	**Evidence**
AP classes utilize practice tests via AP classroom English - Star Renaissance; CAASPP, IABs, DIWA-District interim writing assessments- vertical alignment from K-12th grade Math - Star Renaissance; CAASPP, IABs EL - ELPAC and EL teacher feedback SPED - Triennial Assessment Test corrections, reassessments. Cycles of inquiry are focused on having more interim/common assessments (social studies and science) Aligned percentage of assessment category by department Use same rubric across all levels	Low student buy-in on reassessments Able to track growth over time (Star seems to be more helpful than IAB as they can see growth) A little early to track benefits—SS is trying to focus on "Is their writing improving with this push towards common assessments?" and it is too early in the process to know for sure Students are being very pragmatic/savvy about what assessments they want to take or retake	A folder of evidence on google drive from all the English meetings (see Chapter 3) Star and IAB results Data reflection form Common assessment results Sample common assessments from departments

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WASC Self-Study Goal Area #5: Continue **examining grading systems** that are consistent with instructional outcomes, student mastery of content, and provide fairer grading bands as **research-based grading practices can serve as a lever for systemwide efforts in promoting equity and accurate outcomes for all students.**

LCAP Goals #1 & 2

Actions taken (Progress)	**Impact on student learning, teacher practice, school community, etc.**	**Evidence**
Minimum F (50%) Department Common Grade	Teachers put in more time to create new tests to allow for retake opportunities	Number of D's and F's have decreased since these were implemented Course syllabi with grading policies:

| Category Distributions

Reassessment opportunities in all departments

Grace period policy for assignments in all departments

Mastery-based grading in some classes (English pilot of standards-based grading)

Engaged in conversations around the Grading for Equity framework | Made the gradebook a truer representation of student ability and reflect skill sets

Late work has ballooned, but it is unclear how it has changed student learning, positive or negative

For some students, they stay more engaged in the learning process as they don't lose hope (pulling a grade up from a 53% is quite different than an 8%) | English 60% assessments, 40% assignments
Math 90/10
Social Studies 80/20
Science 80/20
Common grading categories in World Languages

Student engagement: Survey data?

Common Assessments (created by PLCs) and analysis protocol

Feedback from parents

Feedback as we explore and assess the efficacy of the approach

PD from TLs on <u>Grading for Equity</u> |

Summarize progress on each section of the current schoolwide action plan/SPSA:

- Flex-Time continues to be beneficial for students to receive academic support and enrichment during the school day. Teacher Leaders and Flex-Time coordinators are dedicated to supporting teachers with best practices on how to effectively use Flex-Time.
- We have a wide variety of services and supports (drop-in to scheduled; individual and group) available to support students in their social-emotional health, physical well-being, and situational needs (homeless, foster youth, EL, drug use, etc.) available on campus.
- De-tracking of entry level classes in English, Math, and Science have created classes that more closely reflect the cultural diversity in our 9th and 10th grade classes and have allowed more flexibility in creating the master schedule.
- Interim assessment data continues to drive our Cycle of Inquiry work in English and Math along with other departments. Data that informs the PLC work and the District-led work with our school leadership team.
- All departments have aligned to a common grading distribution for Assessments and Assignments. In addition, all teachers provide reassessment opportunities as well as a grace period for late assignments. The Teachers Leaders and Department Chairs continue to provide professional development in these areas.

At the center of the work of our teachers and staff remains our students. We strive to give them more access to challenging, rigorous coursework, equitable grading systems across content areas, and provide options for needed social emotional support.

Impact on Students:

Students report that they have adults that they can go to on campus; tutoring is well-used, club options exceed 100 organizations, VAPA and athletics involve over one-third of the school population.

Making growth on multiple metrics - acceptance to 4 year colleges, plans to attend community college, academy certification (ASE with Automotive Technology), ELA scores remain high, and ELL students are reclassifying regularly when using state-wide criterion-based measures.

All growth areas for continuous improvement are embedded in the goals of our schoolwide action plan and Single Plan for Student Achievement (SPSA).

CHAPTER II: STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

Chapter 2: School Profile and Supporting Data and Findings

For additional information about our school, see the introduction for a brief background on the school and the self study process, and in Chapter 3 Category A, we provide our mission vision and schoolwide learner goals.

Student Demographics

Enrollment Data

Current Data Trends:
- The overall enrollment has declined, but demographic breakdown has remained fairly consistent.
- The two highest student group populations by race is White at 1,187 (42%) and the second highest student group by race is Hispanic at 975 (34.7%) of our student population.
- Our three largest subgroups are Hispanic/Latino (36%), Multiple (10%), and African American/Black (7%), while the majority of our students are white (40%).
- Of the 2,574 students, 31% of the population is socioeconomically disadvantaged and 5% of the students are English Learners while 12.8% of the population are identified to be students with disabilities, which is higher than comparable schools.

Analysis: We continue to serve a diverse population of students that is reflective of our community as a whole. Although our enrollment has declined by a bit over 10%, the breakdown of students remains similar, with a slight uptick in students qualifying for the National School Lunch Program. Knowing our students brings into focus the importance of providing a culturally responsive, rigorous curriculum and creating spaces where all students feel empowered, connected, and engaged. The enrollment decline of nearly 300 students over the last three years will likely impact our FTE allotment in the future, so we will have to be strategic in hiring.

Student Performance Data

CAASPP- English Language Arts   2021-2022   2022-2023

Current Data Trends:
- For the past two years, at least 81% of students have met or exceeded standards on the ELA CAASPP, with 55% of students exceeding standards in 2023. The CAASPP was not administered in 20-21 because of COVID.
- While the majority of our students show proficiency, the "achievement gap" still persists as our White and Asian students continue to perform better than our Latinx and African American students.
- Our EL students continue to struggle as only 34% "met standard."

Analysis:

Our ELA CAASPP scores have remained steady and strong for the past few years. We are hoping this trend continues in 2024 even after "streamlining" our 9/10 English classes. We are also hopeful our streamlined classes could help to close our "achievement gap" with Latinx and African American students. The CAASPP is one measure we use to place students into their 12th grade English class. If students "met" or "exceed" standard, they have the option of choosing their senior English elective course. If they do not show proficiency on the CAASPP, they must take ERWC or AP Literature and Composition their senior year. We believe this is one reason we have seen a high passing rate on the CAASPP for the last several years. We continue to identify our most struggling readers and our new Reading Improvement program which started in the Fall of 2023 will give more support to our students prior to them taking the CAASPP in their junior year.

CAASPP- Mathematics   2021-2022   2022-2023

Current Data Trends:
- For the past two years, 51% of students have met or exceeded standards on the Math CAASPP. The CAASPP was not administered in 20-21 because of COVID.
- Our Latinx and African American populations continue to perform worse than our White and Asian populations.

In 2021-2022, 32% of Latinx and 22% of African American students met/exceeded standards, while 60% of White and 86% of Asian students met/exceeded standards. In 2022-2023, we saw similar trends.
- English Learners continue to struggle on the Math CAASPP, with only about 10% of students meeting/exceeding standards.

Analysis:

For the past two years, our percentage of students who've met/exceeded standards remained around 50%. Our Math leaders have worked to design professional development around the Mathematical Practices to support teachers in inquiry-based learning and sense-making tasks. In addition, our school implementation plan's focus was changed to focus on an improvement in Math CAASPP scores - specifically for our Latinx and African American population. We are hopeful that these efforts will lead to an increase in the percentage of students who meet/exceed standard. Lastly, unlike the English department, the Math department has struggled to find an incentive for Juniors for the Math CAASPP. We continue to wonder if this has an effect on students' perception of this assessment.

Renaissance- **English**
Current Data Trends:
- 9th Grade: 75% of students At/Above Benchmark
- 10th Grade: 77% of student At/Above Benchmark
- 11th Grade: 77% of students At/Above Benchmark
- 12th Grade: 76% of students At/Above Benchmark

Analysis:

We administer the STAR Reading assessment 3 times a year: Fall, Winter, and Spring. After the Fall and Winter administrations, teachers debrief their own students' scores during department PLC times. Teachers use this information to help students choose the right books appropriate for their reading level, to help differentiate instruction. This past year, we also used these scores as another metric in whether or not 11th grade students have shown proficiency in reading and whether they can opt in to the Senior elective of their choice. In the fall of 23, we also launched a Reading Intervention Program. Using the STAR scores, we identified our most struggling readers (approximately 24 students total) in 9th and 10th grade. These students take part in a Reading Improvement program (based on the Science of Reading research and instruction) during their Flex-Time. Students may "test" out of the program by showing growth on the STAR reading assessment.

English Learner Data   CA School Dashboard Summary
Current Data Trends:
- 26 students took the Initial ELPAC for the 2021-2022 school year. Of those students, 80% tested as Initially Fluent in English. This percentage of initial students testing as IFEP has continued over the last 2 years.
- The majority of Samohi's EL population is Spanish-speaking; however, when 26 students took the Initial ELPAC for the 2021-2022 school year, only 8 of the students were Spanish speakers. The percentage of new enrollees who speak Spanish has been roughly 30% or lower over the last 2 years.
- Summative ELPAC scores for Spring 2022 improved; 25% ELs had scores of 4 in Spring of 2022, and 32% ELs had scores of 4 in Spring 2023.
- Although a large number of EL students have ELPAC scores of 4 for several years, the criteria that keeps most from redesignating is the Star Reading scores, which are below 38%.
- Student redesignation rates have increased significantly. In the 2022-2023 school year, 25 students were redesignated, which was 20% of the EL population at Samohi.
- Samohi's first cycle of redesignations for Fall 2024 included 15 students out of a current population of roughly 105 EL students. (There are two more redesignation cycles during the school year.)
- 5 of the 25 students redesignated during the 2022-2023 school year were Special Education students. Currently, 26 out of 105 EL students are Special Education students.
- Samohi now uses the program Ellevation to track both EL and RFEP student progress and collect feedback from teachers on interventions tried with students.
- Samohi increased the number of trained teachers (from 1 to 10) to administer the summative ELPAC and Alternative ELPAC (Spring 2021-Spring 2023)
- In 2022-2023, chronic absence rates for EL students at Samohi were more than 10% lower than for EL

students at other high schools in the district.

Analysis:

Samohi has made significant progress in identifying LTELs who were underperforming on standardized tests (ELPAC and STAR Renaissance Reading Test) and were therefore ineligible for redesignation. By having meetings during flex time with those students, sending reminders about the importance of test scores for redesignation, and emailing parents prior to the tests, 20 percent were reclassified as fluent in English last year.

The SMMUSD process for reclassifying special education students has been revised to enable more parent participation and to update the IEPs in a timely manner. While the number of EL students on campus decreased, the class offerings for new arrivals with low initial ELPAC scores has remained steady. Samohi continues to put EL students most in need of SDAIE methodology in "cohort" classes for core subjects. The ELD Intermediate course was approved by the UCs for G credit; it is now a 1 hour course taken in conjunction with a college-prep English class (rather than a 2 hour ELD Intermediate class that was not approved for UC credit). Parent participation in the ELAC increased, specifically for parents of EL students who do not speak Spanish as their primary language. For the last 2 years, ELAC officers included parents whose primary languages are Hindi and Chinese. Parent participation in ELAC and DLAC committees led to a district initiative that seeks to send home EL "report cards" this year. Parents on ELAC also worked with a new student advisory committee composed of EL and RFEP students. As the population of EL students shrinks, EL accommodations and feedback in classrooms remains a target for growth. Increased use of the program Ellevation and professional development to explain the importance of regular feedback and accommodations is planned for Spring 2024 to strengthen our school to 100% completion of teacher input forms in Ellevation.

College and Career Preparation

School Profile   **Career Technical Education Completion Rates**
Advanced Placement Data   **College and Career Measures**

Current Data Trends:

- Our Career Technical Education (CTE) program continues to expand its pathways in five industry sectors aligned with opportunities unique to the "Silicon Beach" region and local labor opportunities. Approximately 20% of Samohi students participate in any of 7 pathways: Automotive Technology, Computer Science, Engineering, Film/TV, Graphic Design, Photography, and Sports Medicine. An additional law-related pathway is in development.

- CTE serves a diverse group of students with 14% of CTE students receiving special education; 30% are classified as socio-economically disadvantaged. Regarding language proficiency, 4% of CTE students are classified as "English Learners" (EL); 72% are classified as "English Only" (EO); 12% are classified as "Initial Fluent English Proficient (IFEP)"; and 10% are classified as "Redesignated Fluent English Proficient" (RFEP).

- CTE is not only expanding, but undergoing consistent quality improvement. Courses are examined to identify opportunities for students to earn college credit through articulation or dual enrollment credit. Students have the opportunity to earn industry recognized certifications. Additionally, academies continue to be developed leveraging CTE and non-CTE courses to provide students with an integrated project-based learning experience.

- The CTE completion rates for our English Learners and students with disabilities has increased over the past two years, especially as measured by state CAASPP scores versus the Star Reanaissance reading test.

- The AP passing rates have been consistent over the past 5 years, averaging a 78% pass rate. Students continue to perform at high levels as evidenced by their AP pass rates and scores above 3. However, in the Spring of 2023, our students surpassed the 80% mark for students earning a 3 or more on an AP test.

- Students also continue to access highly rigorous courses (APs) increasing their overall college and career readiness.

- Based on our students' AP scores in Spring 2023, they have earned Gold status according to the AP Honor Roll criteria.

Analysis:

College and Career measures are difficult to track since state reporting varied in the past three years. Most current

data is promising, especially as our Pathways and Academies grow to the full cycle, over half of our seniors are a-g qualified, and dual enrollment college courses increase on campus.

Career and Technical Education: This program continues to grow and we are anticipating the program's expansions will allow many more students from all groups to participate and explore the options.

Advanced Placement: As the number of students taking AP courses has increased 864 to 1,041, the number of overall AP exams taken has increased from 1,654 to 2,075 from 2019 to 2023. This is attributed to AP courses being open to all students who want the AP experience. Our students continue to seek out opportunities, we continue to provide support in the summer for our at-promise students and during the school year (AP writing center) for more rigor across academic domains here at SAMOHI.

Graduation Report

| **Graduation Rate** | **Post Secondary Status** | **School Profile** |

Graduating Class	4yr College/ University	Community College	Vocational Ed or other Post-Secondary	Military	Straight to Career or Other Plans	Gap Year
2021	425	202	4	6	18	18
2022	412 (50)	198 (12)	6 (1)	2	18	32
2023	399 (55)	170 (16)	3	2	30	12 (1)
data based on Seniors' self-reported info on Graduation Survey collected at the end of May/early June; Parentheses () represent GOALS student (targeted students of the CARPE team) outcomes						

Current Data Trends:
- Graduation rate continues to be over 95%.
- At the start of each school year, while class sizes have fluctuated they are trending downward. (Class of 2021 - 715; 2022 - 700; 2023 - 655; 2024 - 670) The students in the GOALS group grew--GOALS group size in 2022 was 63 (9%); 2023 grew to 72 (11%).
- Between 2019-2023, Samohi students applied (nationally and internationally) to 786 different post-secondary institutions. Students were admitted by 649 institutions. Students enrolled in 336 institutions.
- Though our students apply to colleges nationally and internationally, the Top 10 Colleges Applied, Admitted, and Attending are consistently in California, primarily with the UC and CSU higher education systems.

Analysis: As a large, comprehensive high school, with a diverse, high-achieving student population, students are applying to a wide-range of programs around the world. Such high demand has required school efforts to increase tier 1-3 post-secondary support services such as schoolwide international college fairs, targeted aims at specific student populations, and an intentional increase in one-on-one advising sessions. Our three college counselors provide college application support to all students and target those in several programs to increase post-secondary opportunity for students (Project RBG, CARPE, Young Collegians, GOALS). Our long-term goal is to increase the number of targeted students applying to 4 year universities and increase the number a-g qualified while increasing other career/ academy/ certification options.

School Climate

| **Suspension and Expulsion Rates** | **CA Healthy Kids Survey Data** |

Current Data Trends:
- Around 64% of students feel that they have a caring adult at school and 72% indicate that they have someone who listens to them when they have something to say.

- While 64% feel connected to school, only 28% report meaningful participation in school.
- Students feelings of chronic sadness or hopelessness increase from 24% to 38% from 9th to 11th grades
- Alcohol or other drug use doubles from 10% to 20% from 9th to 11th grades.
- The data indicates that the overall suspension rate is 3.6%, meaning 3.6% of the student body has been suspended at least one day. However, the data reveals that some subgroups are being suspended at a high rate. The subgroups with the highest suspension rates are African American (10.4%), Students with Disabilities (9.1%), and Homeless (8.3%). The majority of our suspensions are for drug related offenses.

Analysis: While we have a majority of our students feeling heard or connected to school, they overwhelmingly indicated that their participation is not meaningful. This indicates that we need to increase student engagement in our classrooms and give them more opportunities for input in their learning. The mental health concerns that became apparent in the pandemic, still persist with over one-third of students feeling pervasively sad. We hope that the 2023 data will show improvement as our partnerships with LACOE Community Schools and our District and City resources have been fully utilized and consistently run on a waitlist status. The alcohol and other drug use numbers fit with the number of students struggling with mental health and then are subsequently suspended for use or possession. Our District is currently exploring policy adjustments to bring the Drug and Alcohol policy in line with our Restorative Justice practices.

LACOE Community Schools continuously assesses our campus for needs and strengths to then develop a gap analysis and asset map. The needs assessments are done with extreme intentionality to elevate the student voice. By administering surveys and conducting focus groups, Community Schools is able to obtain both qualitative and quantitative data to develop annual site goals that turn into projects and tasks that are developing the foundation for a sustainable shift to a community schools model. The development of these short-term and long-term goals include all stakeholder perspectives and expertise to ensure the utilization of collaborative leadership practices thereby rebuilding and strengthening the trust by knowing that action steps are being taken and change is happening.

One of the biggest shifts that has happened by having the Community Schools Initiative is the nascent streamlining of the wellbeing resources. The physical health, mental health, and all supportive services on campus are working collaboratively by using a coordination of services team approach. Instead of staff, parents, and students having to worry about finding the resources and services needed/available, they can connect with one staff, or submit a COST referral, that will connect them to all the resources and services available and ensure that they have successfully accessed the resources and services.

Attendance Data

Comparison from 2021 - 2022 - 2023 School Years

Current Data Trends:
- We have 25% less students in the Severely Chronically absent category (missing more than 20% of the school year).
- Our seniors continue to be the grade level with the highest attendance concerns.
- Before the pandemic, we were making strides in attendance, however we are rebuilding back the school-going behaviors when distance learning, mandatory quarantines, and google classroom assignments normalized the idea that students could still learn when absent; although research tells us differently.
- We have had a 10% increase in students falling in the Excellent, Satisfactory, and Manageable categories (less than 10% absence).
- When comparing the number of students who have been chronically absent over the past few years, there has been little fluctuation within our ethnic populations.
- We have seen a 2% rise in absenteeism among our male students since 2017-18.

Analysis: We partner with A2A to help us monitor attendance which has helped streamline the process and give us actionable data. While 10% more students are improving in attendance from year to year, our biggest gain has been moving students out of the Severely Chronic absences. Advisors and Student Outreach Specialists continue to be diligent in holding attendance meetings and finding options for students who have difficulty with regular attendance through many of our mental health services or program options. Anecdotally, we see more students than ever with

significant barriers to attendance (eating disorders, anxiety, depression) that we will need to support in accessing resources. We are not satisfied with the number of chronically absent students that has remained flat and will need to explore how our current systems (attendance obligations, Super Saturday, off campus lunch privileges) incentive student attendance.

Additional information on staffing, professional development, school safety, facilities, and more can be found on our [SARC](#)

<mark>Major Preliminary Student Needs</mark>

- Students are struggling in major areas of math achievement, including the math practices, algebra functions and modeling.
- English learner and special education students are not meeting ELA and math standards across the grades compared to other student groups.
- Attendance still remains an area for growth as students transition back to school-going behaviors.
- Students (particularly our BIPOC and homeless/ foster youth) are suspended at higher rates than their counterparts.
- Surveys indicate a significant percentage of our students struggle with mental health that increase from 9th to the 11th grade.
- Increasing the number of students who are a-g qualified

Important Questions Raised by Analysis of Student Performance Data and Demographic Data

- How do we bolster our current structures (PLCs, data work, common assessments) to support students who are struggling in core classes, especially math?
- How will leveling of course offerings impact AP or college-going options?
- How can we leverage engagement strategies in our classrooms to increase the level of academic language to access the content?
- How can we intentionally use these same engagement strategies to increase school connectedness and feelings of meaningful participation while lowering the mental health concerns of students?
- How will the Community Schools partnership and gathered resource model increase student access to mental health supports? Will this help reduce the number of AOD use and possession on campus?

CHAPTER III: WASC CRITERIA AND INDICATORS

Chapter 3: WASC Criteria and Indicators

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

Criterion A1: Vision and Purpose

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the schoolwide learner goals/Graduate Profile reflect the vision and mission and impact student learning and well-being.

Criterion A1: Vision and Purpose

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school's purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Vision and Schoolwide Learner Goals/Graduate Profile

Santa Monica High School has clearly established schoolwide goals and a vision and mission statement that has been refined to match the District's vision to include a lens with focus on diversity, equity and inclusion. One of the primary indicators of a school's effectiveness is its commitment to student success and wellbeing. Santa Monica High School exemplifies this commitment through its three district wide goals: belonging, curiosity, and empowerment. These goals drive the school's initiatives, programs, and policies. Both the mission statement of Samohi, and the SMMUSD district's vision serve as a guide and highlight the school's dedication to creating an inclusive and equitable learning environment for all students.

Equity and Inclusion

Creating a school environment that reflects the idea that all students can learn and achieve is extremely important. This focus is a critical step in addressing the organization for student learning criteria, as it emphasizes the importance of not only academic achievement but also the social and emotional aspects of student development. To promote an environment in which the belief that all students can learn and achieve, Santa Monica High School recently eliminated honors classes in English, Math, and Science, except for Chemistry. In addition, Samohi also introduced a "Physics First" model and this major course switch in science demonstrates a commitment to equitable access to challenging coursework This reflects the school's commitment to providing an equitable educational experience for all students. Samo High School's dedication to student success is not limited to academics. Counselors play a crucial role in tracking and supporting students' progress toward graduation, ensuring that students receive the guidance and assistance they need to succeed. Open enrollment for all courses ensures opportunity for all students to take classes they desire. In addition, parent focus groups for different student populations, such as the Puente, ELAC, AAPI, and African American Parent Group, illustrate the school's commitment to meeting the diverse needs of its student body.

One of the key areas where Samohi excels is in its approach to diversity. The school provides various clubs and programs designed to cater to different subgroups, promoting inclusivity and a sense of belonging. Themed events and weeks, such as AAPI and Mental Health awareness put on by SWAG, further emphasize the school's commitment to addressing the unique needs and experiences of its diverse student population.

Equity is another vital aspect of Samohi's effectiveness in addressing the organization for student learning criteria. The implementation of policies like the Minimum F Policy, Reassessment Policy, and Grace Period Policy ensures that students are given opportunities to recover and succeed academically. Access to technology through the provision of Chromebooks and support programs like AP Bootcamps levels the playing field for all students, irrespective of their background.

Inclusion is central to Samohi's approach to education. The provision of mental health services, such as SWAG and Margaret's Place, acknowledges the importance of addressing students' emotional and psychological needs. Student representation on the school board ensures that the diverse voices of the student body are heard and considered in decision-making processes. This sense of inclusion not only enhances student wellbeing but also empowers students to actively participate in shaping their educational experience.

Development/Refinement of Vision and Purpose
The engagement of parents and community members is also a vital component of Samo's effectiveness. Parent groups, including the School Site Council (SSC), PTSA, and English Language Advisory Committee (ELAC), provide an opportunity for parents and community members to understand and review the school's vision and mission, fostering a sense of partnership between the school and the community. In addition, the opportunity for the Samohi' community liaison to work with parents/students is an invaluable resource. This collaboration contributes to the continuous refinement of the school's vision and mission, ensuring that they remain relevant and aligned with the school's goals.

Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals
This widespread dissemination of information ensures that a community is established, and fosters a sense of unity and shared purpose. Samohi's vision and mission are at the forefront of every stakeholder's mind, from administrators to teachers, students, and parents. This is evident through various channels of communication, including administrative emails, website updates, and weekly advisor updates. In addition,Freshman Seminars, Flex Time, advisor presentations, special education tutorials, and grade-level assemblies all contribute to providing opportunities for students to understand schoolwide goals. The A-G requirements posted in classrooms ensure that students are aware of the academic expectations, promoting accountability and college and career readiness as well.

Summary Analysis
In addition to online communication, the school offers in-person opportunities for communication through events like Back to School Night, Open House, Freshman Orientation, Soon to be Sophomore Night.and the Samo Experience which further strengthen the school's engagement with its stakeholders. By providing multiple channels for communication, Samohi enhances the school's effectiveness in addressing the organization for student learning criteria.

In conclusion, Samo High School's comprehensive approach to education, clear cohort vision and purpose, schoolwide goals, learner outcomes, and graduate profile, reflect the school's vision and mission and have a positive impact on student learning and wellbeing. The school's commitment to diversity, equity, and inclusion, the elimination of honors classes, open enrollment, and regular communication with parents and the community all contribute to a well-rounded educational experience.

Criterion A2: Governance
Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the **governing board impacts student learning and well-being**.

Criterion A2: Governance (*1 page maximum*)
The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.
A2.1 Relationship Between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the

aim of improving academic achievement and well-being of all students.

Relationship Between the Governing Board and the School:

Santa Monica High School demonstrates a strong commitment to addressing the organization for student learning criteria and the supporting indicators, which are essential for fostering a supportive and inclusive learning environment. The involvement of the governing board and various collaborative efforts with organizations like the SMED foundation and PTSA also plays a critical role in shaping student learning and wellbeing. The school's commitment to diversity, equity, inclusion, belonging, curiosity, and empowerment is further supported and amplified through these collaborative partnerships and community engagement.

Site governance has a protocol in place to approve policy. It includes participation by faculty, staff, students, parents, and administration. These policies are distributed through board meeting policy and board meeting minutes.
The school district's Board of Education policies and procedures are a matter of public record and are published online, and announcements are sent to all stakeholders. In addition, Santa Monica High has an English Learners Advisory Council (ELAC), Parent Teacher Student Association (PTSA), and a School Site Council (SSC) which allow parents to be involved in school decisions. The school also has Teacher Leaders who have been doing grassroots work of determining needs of English Language Learners, and also supporting new teachers transition to working at Santa Monica High School. The district also has a policy and procedure in place regarding complaints. Depending on their nature, this may be addressed by the Faculty Advisory Committee (FAC), the SMMUSD teachers union. This information is outlined in the Faculty/staff handbook, and in the Williams Complaints forms and faculty/staff contracts.

Summary
In conclusion, Santa Monica High School's commitment to addressing the organization for student learning criteria and supporting indicators is well-documented and evident in its diverse range of programs, policies, and initiatives. The school's focus on diversity, equity, inclusion, belonging, curiosity, and empowerment not only enhances student learning but also contributes significantly to student wellbeing. The governing board's involvement and collaborative efforts with community organizations further strengthen the school's impact on student development and success. Samohi serves as a model for creating an inclusive and supportive educational environment that meets the diverse needs of its student body.

Criterion A3: Leadership for Learning
Directions
- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how ***leadership actions impact student learning and well-being***.

Criterion A3: Leadership for Learning
The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.
A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.
A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.
A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Broad-based and Collaborative:
The leadership team at Santa Monica High School showcases a commendable ability to assess data, determine student needs, and implement strategies that impact student learning, ultimately supporting continuous improvement. One notable practice that reflects this commitment is the implementation of a cycle of inquiry within Professional

Learning Communities (PLCs). This structured approach allows faculty and staff to collaboratively examine data, identify student needs, and develop targeted strategies for improvement. The emphasis on a continuous cycle of inquiry ensures that the school is consistently refining its practices based on the most current and relevant information.

Moreover, the use of data is evident in the placement of seniors in English classes based on CAASPP results and the placement of students in reading support classes based on Star results. This data-driven decision-making is observed in the placement of students in English classes with the Expository Reading and Writing Curriculum (ERWC). This data-driven approach to class placement demonstrates a clear understanding of individual student needs and facilitates a tailored educational experience. By utilizing CAASPP and Star results, advisors can make informed decisions, placing students in courses that align with their skill levels and providing appropriate challenges for academic growth.

Samohi's commitment to data-driven decision-making extends to academic interventions during Flex time, particularly the mandated reading intervention based on STAR and CAASPP assessments from 8th grade. This targeted intervention acknowledges specific student needs identified through assessment data and provides timely and relevant support. The deliberate alignment of interventions with assessment results ensures that the strategies implemented are precisely tailored to address the identified learning gaps, contributing to more effective student support and academic growth.

Additionally, the decision to detrack 9th and 10th-grade English classes further illustrates the leadership's commitment to continuous improvement. By eliminating tracking in these classes, Samohi aims to create a more equitable learning environment. The implementation of this policy aligns with the commitment to ongoing improvement by fostering inclusivity and promoting a growth mindset among students.

Leadership Role in Accountability:
The leadership and faculty at Santa Monica High School (Samohi) exhibit a robust commitment to shared decision-making, responsibility, and self-reflection, emphasizing accountability for implementing practices, programs, actions, and services that support student learning. The establishment of the Site Leadership Team (SLT) is a testament to the school's dedication to collaboration and shared decision-making. This collaborative approach fosters a culture of collective responsibility, where all members of the team actively contribute to decision-making processes and hold themselves accountable for the successful implementation of initiatives. This committee provides a platform for teachers to actively participate in decision-making processes, ensuring that a diversity of perspectives is considered when implementing new initiatives or addressing challenges. Through the SLT, teachers have a voice in shaping the direction of the school and fostering a sense of shared responsibility for student success.

The engagement of the School Site Council (SSC) further highlights the commitment to shared decision-making and accountability. The council plays a pivotal role in improving budgeting for support programs, ensuring that resources are allocated strategically to meet student needs. This involvement of diverse stakeholders, including teachers, parents, and advisors, in budget decisions underscores a commitment to transparency and collaboration in the allocation of resources, ultimately impacting student learning positively.

Collaboration is also evident in the Professional Learning Community (PLC) meetings within department meetings. These structured opportunities for collaboration allow teachers to reflect on their practices collectively, share insights, and continuously improve instructional strategies. The emphasis on self-reflection and continuous improvement aligns with the commitment to accountability and positively impacts student learning outcomes.

Restorative Justice practices at Samohi further emphasize the commitment to accountability and shared responsibility. These practices promote a sense of community and aim to address conflicts or disciplinary issues through dialogue and understanding rather than punitive measures. By embracing Restorative Justice, the school fosters a culture of accountability and collective responsibility for the overall well-being of the student body.

School Action Plan/SPSA Correlated to Student Learning:
Santa Monica High School's schoolwide action plan and Single Plan for Student Achievement (SPSA) exemplify a commitment to data-driven decision-making, with a clear correlation between the plan and the analysis of student achievement data. The school strategically utilizes comprehensive datasets, including results from the California Assessment of Student Performance and Progress (CAASPP) and the Standardized Testing and Reporting (STAR) assessments. The alignment of the schoolwide action plan with the analysis of CAASPP and STAR data is evident in

the careful consideration of specific areas where students may excel or face challenges. The identification of trends and patterns in student achievement allows the school to tailor its action plan to address the unique needs of its student population. Whether it involves bolstering support in areas where students are excelling or implementing targeted interventions where challenges persist, the action plan is directly informed by a thorough examination of student performance data.

Furthermore, the incorporation of a Cycle of Inquiry into the data analysis process enhances the school's ability to continuously assess and adjust its strategies. This cyclical approach involves regular meetings and collaborative discussions among educators to delve into data, identify areas for improvement, implement interventions, and assess the impact of those interventions. The iterative nature of the Cycle of Inquiry ensures that the school's action plan remains dynamic and responsive to evolving student needs.

In addition, Santa Monica High School's action plan is also directly correlated with the Local Control and Accountability Plan (LCAP). The LCAP is a crucial component of the school's broader framework for educational improvement, focusing on addressing disparities and meeting the needs of all students, particularly those facing socio-economic challenges, English learners, and foster youth. By aligning the schoolwide action plan with the LCAP, Samohi ensures that its initiatives are not only driven by academic achievement data but also grounded in a commitment to equity and inclusivity.

The integration of the Healthy Kids Survey to guide programs based on identified student needs underscores the commitment to evidence-based decision-making. This survey provides valuable data on student well-being and informs the development of targeted programs and services. The implementation of workshops on healthy dating and mental health services further reflects a commitment to addressing holistic student needs beyond academics.

Summary:
In conclusion, Santa Monica High School's leadership, faculty, and staff exhibit a commendable ability to assess data, determine student needs, and implement effective strategies for continuous improvement. The utilization of a cycle of inquiry in PLCs, data-driven class placement decisions, targeted interventions, and the detracking of English classes collectively demonstrate a commitment to providing an equitable and high-quality education for all students. Santa Monica High School's leadership and faculty demonstrate a robust commitment to shared decision-making, responsibility, and self-reflection. The establishment of committees, proactive measures, engagement with stakeholders, collaboration within PLCs, and the incorporation of restorative practices collectively contribute to a culture of accountability and continuous improvement. Finally, the intentional alignment between data analysis, the schoolwide action plan, and the LCAP creates a cohesive and comprehensive approach to improving student outcomes. It reflects a commitment to evidence-based decision-making and an understanding that a nuanced understanding of student performance is vital for crafting effective strategies.

Criterion A4: Qualified Staff and Professional Development

Directions
- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how *leadership and staff actions impact student learning and well-being*.

Criterion A4: Qualified Staff and Professional Development

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to

communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Qualifications, Preparation, and Supervision of Staff:
Santa Monica High School exhibits a thorough understanding of district and school procedures to ensure that leadership and staff are qualified based on their background and preparation. This understanding is evident in the implementation of targeted learning walks in key subjects such as science, math, and social studies. These subject-specific learning walks serve as a valuable tool for assessing the qualifications and instructional practices of staff members in each discipline. Through these observations, the school gains insights into the unique strengths and needs of educators, allowing for tailored support and professional development opportunities that align with the specific requirements of each subject area.

The commitment to staff qualifications is further emphasized through a robust evaluation and professional growth framework. The school recognizes that effective supervision and evaluation procedures are essential not only for compliance but for fostering continuous improvement and professional growth. By providing constructive feedback and identifying areas for development, the school ensures that each staff member receives targeted support aligned with their unique qualifications. This approach contributes to a culture where evaluations are viewed as opportunities for growth rather than mere compliance measures.

District Professional Development initiatives further underscore Samohi's commitment to staff qualifications. By aligning with district guidelines and participating in district-wide professional development opportunities, the school ensures that its staff is well-versed in the latest educational practices and pedagogical approaches. This alignment reflects a proactive approach to staying current with best practices in education, ultimately benefiting both staff members and the student body. Professional growth extends to site-specific initiatives such as common grading practices. Convocation serves as a platform for bringing the entire district community together to share a collective vision, fostering a sense of unity and purpose. Site Professional Development allows for targeted training that addresses the specific needs of Samohi's staff, ensuring that professional growth opportunities align with the school's unique context and challenges.

The implementation of a Professional Development (PD) Calendar and the inclusion of Learning Walks as regular components further showcase the school's commitment to ongoing professional development. The PD Calendar ensures that staff members have a structured and organized schedule of training and learning opportunities throughout the academic year. Learning Walks, as a continuous practice, provide opportunities for collaborative observation and reflection, fostering a culture of shared expertise and continuous improvement among the staff.

Professional Learning and Impact on Student Learning:
Santa Monica High School demonstrates a proactive and comprehensive approach to supporting professional development, acknowledging its impact on teacher practices and, ultimately, student learning. The allocation of dedicated sub-out professional days in various subjects highlights the school's commitment to providing teachers with the necessary time and resources for targeted learning. In English, for instance, the school facilitates specialized professional days, allowing teachers to engage in collaborative learning, share best practices, and explore new instructional strategies. This intentional investment in time and personnel underscores the school's understanding of the critical role professional development plays in enhancing teacher effectiveness. Samohi also employs a collaborative approach to professional development by incorporating common assessments and department-wide grading practices. This not only ensures consistency in evaluating student performance but also fosters a culture of shared responsibility and learning among math educators. By aligning professional development with common assessments, the school maximizes its resources to facilitate collective growth, reinforcing the idea that teacher practices are a key determinant of student success. Furthermore, the use of Common Grade-Level Course (GVC) frameworks provides a structured foundation for professional development across various subjects. This commonality streamlines efforts, allowing teachers to collaborate on curriculum development and instructional strategies. The sharing of GVCs not only fosters consistency in teaching practices but also facilitates a collective approach to meeting academic standards.

Science teachers benefit from designated sub-out days specifically focused on the Next Generation Science Standards (NGSS). This targeted approach allows educators to deepen their understanding of NGSS and align their teaching practices with these evolving standards. World Language educators at Samohi are supported through sub-out days dedicated to the exploration of new instructional materials, such as textbooks. This focused investment in

professional development enables language teachers to stay current with the latest resources and methodologies, directly influencing the quality of language instruction and supporting students in achieving academic standards and college and career readiness expectations.

Communication and Understanding of School Policies and Procedures:
Santa Monica High School employs a comprehensive and technologically integrated approach to communicate administrator and faculty written policies, procedures, and handbooks. The utilization of Google Classroom stands out as a central hub for disseminating crucial information. This digital platform facilitates the efficient sharing of documents, resources, and updates, ensuring that faculty and administrators have instant access to essential information. Google Classroom streamlines communication, providing a dynamic space where policies, procedures, and handbooks can be easily distributed, discussed, and referenced. The school further enhances communication through the use of a Week-at-a-Glance (WAG). Each teacher uses a WAG to post a weekly agenda and to relay important deadlines such as when unit assessments are. WAGs are posted in Google Classroom, as well as provided to parents and community members.

The use of Board Agendas serves as a formalized and structured means of communicating policies, procedures, and decision-making processes. By publishing board agendas, the school provides a transparent overview of upcoming discussions, decisions, and initiatives. This practice allows faculty and administrators to stay informed about the strategic direction of the school, ensuring alignment with overarching goals and fostering a cohesive understanding of leadership decisions and priorities.

Aeries, a comprehensive student information system, is another vital tool in the communication toolkit. Through Aeries, administrators and faculty can access student data, grades, and attendance records, contributing to a unified understanding of student progress and behavior. Grades are published biweekly in Aeries so that parents and students are aware of current progress in their classes. The integration of Dialers for attendance further streamlines communication and record-keeping. This tool allows for efficient tracking of attendance, ensuring that everyone is aware of the established procedures and expectations.

Summary:
In conclusion, Santa Monica High School's understanding of district and school procedures for staff qualifications, coupled with effective supervision and evaluation procedures, creates a foundation for professional growth. The school's commitment to subject-specific learning walks, district-wide professional development, site-specific initiatives, and dedicated time for collaboration contributes to a culture of continuous improvement and ensures that staff members are well-equipped and qualified to meet the diverse needs of the student body. Santa Monica High School's approach to professional development effectively supports teacher practices and student learning by strategically allocating time, personnel, and resources. The intentional use of sub-out days in various subjects, the emphasis on common assessments and grading practices, and the support for exploring new instructional materials collectively contribute to a culture of continuous improvement. Finally, Santa Monica High School's implementation of a multi-faceted communication system, including Google Classroom, WAG, Remind, Board Agendas, Aeries, and Dialers, ensures that administrator and faculty written policies, procedures, and handbooks are effectively communicated. By leveraging these tools, Samohi creates a collaborative and informed community, fostering a clear understanding of responsibilities, operational practices, decision-making processes, and relationships among leadership and staff.

Criterion A5: Resources

Directions
- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *distribution of resources impacts **student learning and well-being**.*

Criterion A5: Resources

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.
A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.
A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.
A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Resource Allocation Decisions:

Santa Monica High School excels in involving school leadership and staff in resource planning and allocation decisions, demonstrating a commitment to aligning these decisions with student and personnel needs, as well as the goals outlined in the schoolwide action plan/SPSA and the Local Control and Accountability Plan (LCAP). Professional development is a priority at Samohi, as evidenced by the allocation of resources for Project-Based Learning (PBL) training and support. By investing in PBL training, the school equips teachers with the necessary tools and knowledge to implement innovative instructional strategies. This aligns with the school's commitment to promoting effective teaching practices that resonate with the goals outlined in the schoolwide action plan/SPSA and LCAP. The implementation of the Out for Safe Schools Program underscores Samohi's dedication to creating a safe and inclusive environment for all students. The allocation of resources to support this program reflects a strategic alignment with the school's action plan/SPSA and LCAP goals related to student safety and well-being. The provision of a Bilingual Instructional Assistant is a targeted resource allocation decision that directly addresses the diverse needs of the student population. This aligns with the school's commitment to inclusivity and meeting the needs of English language learners.

The commitment to student success is further emphasized through resource allocation decisions that directly impact academic support. Offering reassessments, facilitating access to Google Classrooms for agendas and coursework, and providing Flex Time are intentional decisions aligned with the school's goals of academic excellence and support for all students. These resource allocations ensure that students have the necessary tools and opportunities to excel academically, directly contributing to the school's overarching goals.

Practices and Procedures:

Santa Monica High School exhibits a commitment to transparency in its district and school procedures related to budget development, audits, and accounting practices. The implementation of Restorative Justice training for all teachers reflects the school's dedication to fostering a transparent and equitable learning environment. These trainings are not only indicative of a thoughtful allocation of resources but also align with the school's broader goals of promoting social-emotional well-being and building a restorative school community. The allocation of resources to maintain a robust counseling team, including three college counselors, reflects the school's commitment to providing comprehensive support for students' academic and career pathways. The transparency in budget allocation is evident in the intentional staffing decisions that directly align with the school's mission and goals, ensuring that students have access to the guidance and support needed for college and career readiness.

The inclusion of Los Angeles County Office of Education (LACOE) positions at Samohi further highlights transparent budgeting and accounting practices. The collaboration with LACOE brings additional expertise and support to the school community, and the inclusion of these positions in the budget demonstrates a commitment to leveraging external resources to enhance the overall educational experience. This transparent collaboration reflects a strategic approach to resource allocation, ensuring that the school benefits from external expertise and support in a manner aligned with its goals.

The incorporation of CARPE goals into budget decisions emphasizes Samohi's dedication to aligning financial resources with educational objectives. Carpe goals, emphasizing seizing opportunities for growth and improvement, are indicative of a transparent budgeting process that prioritizes strategic investments to enhance student learning outcomes. By explicitly linking budget decisions to the achievement of Carpe goals, the school ensures that financial resources are allocated with a clear vision and purpose.

Instructional Materials:

Santa Monica High School's policies and procedures for acquiring and maintaining instructional materials and

equipment demonstrate a comprehensive and effective approach. The provision of Chromebooks for all students reflects a commitment to leveraging instructional technology to enhance the learning experience. This inclusive strategy ensures equitable access to digital resources, aligning with modern educational practices. The availability of both digital and hard copy textbooks further showcases the school's commitment to catering to diverse learning preferences. The inclusion of online textbooks with adaptable audio features is particularly commendable, addressing different reading levels and providing additional support for students with varying learning needs. This adaptability contributes to an inclusive and accessible learning environment, fostering student engagement and success.

The English department's reading intervention program for 9th and 10th-grade struggling readers is a targeted initiative that aligns with the school's commitment to academic support. By implementing a specialized program for students facing challenges in reading, Samohi ensures that instructional materials are tailored to meet individual needs. The incorporation of Delta Math and the provision of Summer AP Bootcamps underscore a commitment to advanced coursework and academic enrichment. These programs, alongside dual enrollment opportunities, demonstrate an understanding of the importance of supplementary materials and resources to support students in achieving higher academic standards. Moreover, the presence of on-campus trainers and medical trainers reflects a holistic approach, ensuring that adequate materials and personnel are in place to address the overall well-being of students.

Facilities Conducive to Learning:
Santa Monica High School prioritizes the safety, functionality, and maintenance of its facilities to ensure a conducive environment for student achievement and the implementation of educational programs. The integration of a work order system is indicative of the school's commitment to timely and efficient maintenance. This system allows staff to report issues promptly, ensuring that any facility-related concerns are addressed promptly. The use of a visitor log system enhances security by tracking access to the school, aligning with modern safety practices to create a safe and secure learning environment. The implementation of key cards further contributes to safety measures, controlling access to specific areas and enhancing overall campus security.

Technological integration plays a vital role in supporting student achievement, and Samohi has embraced platforms like Clever and Naviance to facilitate digital learning. Clever streamlines access to various digital learning resources, providing students and educators with a centralized platform for instructional materials. Naviance supports college and career readiness by offering a comprehensive set of tools and resources. The intentional use of technology enhances the educational program, ensuring that students have the necessary tools for academic success. Facilities upgrades, including the Bond building, reflect a commitment to maintaining modern and functional spaces that align with evolving educational needs. The presence of academies, the Gold Gym, childcare facilities, and health services such as the nurse and Venice Family Clinic further showcases a comprehensive approach to facilities that support diverse aspects of student well-being and achievement. The security team, programs like RGB (Reaching Bigger Goals) and SOS, and initiatives like free lunch and breakfast contribute to a holistic approach, demonstrating that Samohi's facilities are not just physical spaces but integral components of a supportive and enriching educational environment.

Summary:
In conclusion, Santa Monica High School's inclusive approach to resource planning and allocation decisions, involving leadership and staff, is a testament to its commitment to meeting student and personnel needs and achieving the goals outlined in the schoolwide action plan/SPSA and LCAP. Santa Monica High School's district and school procedures related to budget development, audits, and accounting practices are transparent and aligned with its educational goals. The intentional allocation of resources for Restorative Justice training, social-emotional supports, a robust Counseling Department, LACOE positions, and CARPE goals demonstrates a commitment to purposeful and strategic budgeting. Finally, the policies and procedures for acquiring and maintaining instructional materials and equipment are effective in catering to diverse learning needs and fostering a supportive and inclusive educational environment

ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. **Data-Driven Decision-Making**: Santa Monica High School shows growth in utilizing data for decision-making, as evident in the use of a cycle of inquiry in PLCs, data-driven class placement decisions, and the intentional alignment between data analysis, the schoolwide action plan, and the LCAP. This signifies a commitment to evidence-based decision-making for continuous improvement.
2. **Equitable Education Practices**: The school exhibits growth in its commitment to diversity, equity, and inclusion, seen in the merging of honors and college prep classes, open enrollment for AP level classes, and a focus on addressing the organization for student learning criteria. This highlights a continuous effort to create an inclusive and supportive environment for all students.
3. **Leadership and Faculty Collaboration:** The strength lies in the leadership, faculty, and staff's ability to collaborate effectively, as demonstrated by engagement and collaboration in PLCs, establishment of committees, and sub out days of the site leadership team with admin. This collaborative culture contributes to a sense of responsibility, self-reflection, and a commitment to shared decision-making.

Areas of Growth

1. **Explicit Strategies for Student Wellbeing**: Although Santa Monica emphasizes student wellbeing, there is a need for a more streamlined way for students to access these resources on campus. Santa Monica High School offers many different programs to help students' well-being, however, the lack of organization of distribution of these programs could be improved upon so that more students could access these programs regularly.
2. **Communication and Understanding Vision:** Santa Monica High School encourages students to be college and career ready, however, there seems to be a greater stress for students to be college ready. Although there are CTE pathways that encourage career readiness, there is an area of improvement.
3. **Professional Development**: Santa Monica High School exhibits strength in professional development practices, including subject-specific learning walks, district-wide professional development, and support for exploring new instructional materials. However, there is a need for more professional development revolving around collaboration courses in the special education department.

Category B: Curriculum (6 pages maximum for Category B)

Criterion B1. Rigorous and Relevant Standards-Based Curriculum
Directions
- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Analyze and explain how the evidence supports your findings and response.
- Explain how the ***rigorous and relevant curriculum impacts student learning and well-being***.

Criterion B1. Rigorous and Relevant Standards-Based Curriculum
All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards. **B1.2 Congruence with Schoolwide Student Goals:** There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.	

Findings	Evidence
Santa Monica High School demonstrates curriculum in an effective, rigorous, relevant, and coherent way through the use of educational/digital school programs, lessons, and curriculum guides. Teachers meet regularly with their departments and Professional Learning Communities (PLCs) to build, manage and update their Guaranteed and Viable Curriculums (GVCs) and course curriculum guides as well as work on Cycles of Inquiry. Teachers focus their attention on the Depth of Knowledge (DOK) of their students, encouraging them to be more engaged learners. Teachers also evaluate and grade based upon our standardized equity grading practices as demonstrated in the schoolwide non-negotiable grading practices. Teachers are also required to maintain a digital presence to promote student communication and coherence through the use of Google Classroom and their Week at a Glance (WAG) documents. Led by our Site Leadership Team (SLT) and Teacher Leaders (TLs), teachers participate in a wide-range of professional development opportunities to improve their knowledge in current educational research and thinking that supports all academic standards. Students are prepared academically through the core classes: English, Math, Science and Social Science with skills including but not limited to critical reading, writing & thinking, and effective oral communication. Academic achievement is independently evaluated and data is analyzed often using a cycle of inquiry. Santa Monica High School places additional emphasis on creating a space for students to be engaged and feel safe as they become lifelong learners that are prepared for college and careers (as outlined in Section E). Santa Monica has also worked towards preparing our English Learners to be proficient in English while learning a rigorous, standards aligned curriculum in the core courses.	[School Wide Student Goals](#) [Schoolwide Non-Negotiables Grading Practices](#) [Depth of Knowledge Professional Developments](#) [Sample WAGS](#) [Professional Development Calendars](#) [ELL ELAC Committed Approved Changes](#)

Summary Analysis: Santa Monica teachers strive to maintain a GVC or similar curriculum map in order to facilitate student learning of the core courses. Additionally, teachers continually participate in professional development both through the district and at our site in order to emphasize student learning and engagement (see PD links and

calendars). Our findings and evidence reflect how rigorous and relevant curriculum impacts student learning and well-being by increasing college and career preparedness, increases student-centeredness and real-world applications of content.

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards and college and career readiness indicators.

Findings	Evidence
- District adopted curriculum aligned to the state standards, pacing guides, and common assessments - School course offerings meet A-G requirements - Students can take AVID elective classes to help prepare for success in high school and college. - School offers ERWC curriculum within the pacing for grades 12. - Autoshop has ASE certification. - AP Bootcamp helps prepare students for future AP English Classes over the summer - Santa Monica College Technical Theater Dual Enrollment Class allows students to receive a certificate after 2 years of classes. - Seniors use Naviance to organize and apply for colleges. Freshman, Sophomores and Juniors use Naviance to explore college and career choices. - Integrated Academies launching include Engineering and Technology (launched in 2022); Health and Wellness (CTE component launched in 2023); and Law and Public Policy (is slated to launch in 2024). - Project Based Learning (PBL) Pathway allow students to solve through inquiry and learn by doing (see sample projects) - AP classes are offered for many core subjects - Students with IEPs have transition support and planning that is updated annually. - Intermediate ELL students meet A-G requirements and take A-G approved English classes. - Transition plans are included in IEPs with 830/840 services specifically focused on college and career readiness. - In compliance with the Individuals with Disabilities Education Act (IDEA), students in Special Education are provided access to transition curriculum. All secondary students in the district are given access to transition assessments through the Naviance platform. Assessments and curriculum are provided and overseen through a push in model, or individual sessions by the WorkAbility1 grant manager and Special education teachers. - Identified struggling readers and placed into featured Flex times each week to improve their reading skills.	- General course catalog - GVCs - Science - Math - English - Social Studies - Course Syllabi - AVID - SAMOHI Academies - PBL Pathway Project Samples

Summary Analysis: The curriculum offered is highly effective in supporting the schoolwide learner goals/graduate profile, academic standards and graduation requirements demonstrated by student success. Teachers strive to offer a rigorous curriculum for all classes to ensure students' readiness for college and career readiness. Santa Monica teachers and programs emphasize supporting struggling learners to ensure they can successfully graduate and have done planning for post-secondary college and career paths. Students have opportunities to apply real world examples into their curriculum and this is emphasized in the upcoming Santa Monica Academies pathways. Additionally, a

number of our programs allow students to leave Santa Monica with a certificate that places them directly in the workforce. Not all departments have curriculum guides and our goal is to work on this.

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.	
Findings	**Evidence**
- The College and Career Center meets with every student between junior and senior year in an advisory role, making sure students are informed about their college and career choices. - The WorkAbility1 specialist provides post-graduation follow-up to provide support resources to students and families with IEPs. - Santa Monica College (SMC) has Outreach specialists who facilitate enrollment into the local community college. - CARPE is a grant supported college access network focused on senior enrollment in college. - All new students and parents come to a freshman orientation meeting. - A tour of Local Community Colleges and Universities is provided for seniors interested in attending community college and 4 year universities. - Counseling staff advise students on transcript plans during one-on-one meetings with students during 9th and 11th grade - Counseling staff visits middle schools in the district to inform parents and students about Santa Monica High School - The Education Foundation fundraises and supports programs throughout our whole district - Santa Monica High is partnered with the Los Angeles County Office of Education in the Community Schools Initiative.	- College and Career Center - Spring College Night - College Fair - Fall Fest - Academic Planning Family Night - Middle School Planning Visits and Orientation - Santa Monica Education Foundation - Community Schools Initiative

Summary Analysis These findings demonstrate that Santa Monica is effective in partnering with the community and local schools to support students transitioning out of the High School as well as incoming 9th graders. This impacts students by raising awareness of their options after high school and ensuring they complete the application and financial aid process

Criterion B2. Equity and Access to Curriculum

Directions
- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the equitable and accessible curriculum impacts **student learning and well-being.**

Criterion B2. Equity and Access to Curriculum

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — Full Range of Choices: 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 career technical options for all students.	
Findings	**Evidence**

Santa Monica has curricular and extracurricular classes and programs that meet students' needs and interests. Students are exposed to these programs beginning with their 8th grade tour and 9th grade orientation. Students and parents can learn more about programs and classes during an evening Open House in the 2nd semester. Counselors visit students' classes to explain classes and pathways each school year to provide support and explain upcoming milestones. To complete the process, counselors meet with students in the 9th and 11th grade year to discuss personal career/college plans and select an appropriate course pathway. Students complete a Career Exploration during Freshman Seminar. Programs: ● AP and Honors classes ● Samohi Academies Pathway ● Extracurricular/Clubs/Electives to further engage students in personal interests (see Club Listings) ● Electives: (Photography, Computer Programming, Drama, Yearbook, Ceramics, Art, AP Psychology, Choir, Band, Orchestra, CTE Programs, ASB program, Digital Design, Dance, Journalism, Yoga, Weight Training, Academic Decathlon, AVID) ● College Counselor / Naviance ● College Admissions Retreat - 30 seniors spend 3 days working on Apps and 2 days visiting college campuses ● Wide variety of English classes Senior year (see evidence) ● Math classes provided up through Multivariable Calculus ● Many Science Electives: Physiology, Marine Biology, Engineering, Environmental Science, AP Physics 1 and AP Physics Mechanics and EM ● Community Service Opportunities ● Tutorial for struggling students and students with IEPs ● Tutorial E to improve social skills for students in the Special Education Program ● AVID programming	● Visitors/Recruiters ● General course catalog ● CTE program ● Club listing ● SAMOHI Arts ● SAMOHI Visual Arts ● Senior year English electives ● SAMOHI ASB ● the SAMOHI newspaper ● AVID ● List of AP classes ● College Admissions Retreat

Summary Analysis: Santa Monica High School has a bounty of extracurricular activities for students that increase engagement in school and create members of our larger community. Many of the classes and activities help prepare students for their post high school career and help them gain experience in the real world.

B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.		
Findings		**Evidence**
Santa Monica Teachers and staff strive to include real world experiences into their curriculum and to ensure that all students have access to educational opportunities and classes on campus. ● Science, Geometry and 9/10 English classes have been detracked and the Honors class has been eliminated. This helps all students achieve access to the same rigor of content with offered support and structure built in to help any struggling students. ● Students can enroll in extended day classes to allow room to take electives. ● CARPE is a program that Santa Monica participates in that identifies underrepresented students and attempts to increase their enrollment and		Detracking of Eng 9/10 PAES Lab and Special Ed field trips CARPE college access Collab class teacher training

acceptance into college. This program has achieved widespread success here on campus. ● Collab Classes: Many of our core classes are taught collaboratively with a Special Education and a General Education teacher to ensure students served by our Special Education department are learning in their least restrictive environment with access to A-G requirements and their general education peers. ● Nearly 70% of students in SPED tutorial classes participate in the Practical Assessment Exploration System (PAES) Lab. The work development lab is used to assess a student's competitive work potential and interest level, while simultaneously exploring various jobs, using real tools, and developing proper work behaviors in over 240 work areas. ● English language learners are taught in cohort classes where teachers support these students' success while they receive core content instruction with a highly qualified teacher. ● Honors and AP classes are offered to all students with informed decision making and planning from their advisors. ● Our wide variety of electives go on field trips within the community, listen to guest speakers and display their Art in exhibitions and festivals. ● Language classes travel abroad to Europe and Japan for real world application. ● Teachers have participated in PDs related to equity including equitable grading practices and LGBTQ+ inclusion training ● Teachers use Project Based Learning in their individual classrooms.	Student art exhibits, musical performances, plays and musicals.

Summary Analysis: Through Santa Monica's wide array of classes, extra curricular activities, community engagement and support systems, all of our students receive a well rounded education that exposes them to many real world examples of curriculum and allows them to participate in real world experiences. Teachers and staff strive to make curriculum and activities accessible to all students and will continue to make this a top priority.

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.	
Findings	**Evidence**
Parents and students have access to student grades at any time using Aeries. Teachers are expected to enter grades biweekly. Additionally, they can access the Santa Monica High School and Santa Monica Malibu District websites for information about the school, students, programs, classes, staff, calendar, and updates from the Administrative team. Naviance is an online student guidance and planning tool used by students, staff and teachers to help navigate Santa Monica High and transition to post high school. The PTSA works closely to support students and staff. They provide many opportunities for parents to sit with staff, such as weekly coffee with the principal. Teachers maintain an updated Google Classroom and WAG, which are shared with parents online. Teachers and staff communicate within 48 hours of a parent email, and notify parents by email of any students in danger of failing by the last grading period of the semester. Advisors communicate with students and parents through yearly orientations, meetings, and emails.	Aeries Naviance SAMOHI website SMMUSD website SMMUSD PTSA Coffee With the Principal Freshman Orientation Samo Experience Soon to be Sophomore night Advisor Weekly Email update College Fair Puente Parent Meetings Blue Bulletin

Summary Analysis: Santa Monica Staff makes it a priority to communicate frequently with parents and make sure students are informed about ongoings on campus and at the district. Teachers and administrators work to maintain open lines of communication with families.

ACS WASC Category B: Curriculum

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength
1. Students have access and choice to diverse academic opportunities on many levels.
2. A wide variety of enrichment opportunities including clubs, arts, etc.are available to all students.
3. School communication with parents, students and community.

Areas of Growth
1. Guaranteed Viable Curriculum and curriculum guides for all departments and Professional Development funding.
2. More support for our BIPOC students, students with IEPs and ELs.
3. Smaller class sizes to facilitate all student success in all content areas.
4. Increased funding for EL aides and staff support of EL students (one of our main goals…)
5. Updated approach to cycles of inquiry.

Category C: Learning and Teaching

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

Directions
- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *equity-centered learning environment impacts student engagement, learning and well-being*.

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college and career readiness indicators.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.	
Findings	**Evidence**
All departments work to make courses challenging and relevant. PLCs focus on common assessments and creating a standards-based curriculum. The PLCs also use the cycle of inquiry to reflect and possibly reteach in response to data collected. Additionally, Samohi faculty was offered PBL training to foster a challenging, relevant, and equity-centered learning environment. Faculty are also asked to review the most recent CAASPP and CAST outcomes during school wide meetings and consider how those results can impact our teaching. There is still a significant achievement gap that we are trying to close. We are examining data and starting programs to improve student performance. For example, beginning in the Fall of 2023, 9th and 10th graders who did not perform well on the 8th/9th grade STAR Reading Tests were assigned to the [Flex Time Reading Improvement Program](#). English (and other subject) teachers use STAR Reading tests for focused grouping in class. Also, AP English Language is open enrollment to all students, allowing for all motivated students to access the rigorous College Board curriculum. Financial Aid is available for all students taking the AP Exams. In order to provide equity for all, SPED, EL, and students with medical needs are identified early in the school year and as needed. In order to promote an equity-centered learning environment, many classes can be considered "diverse". For example, many SPED students learn with General Ed students in Collaborative classes and many electives are also open to students of all abilities, language and racial backgrounds, and genders. Besides examining work and data, faculty are encouraged to visit and observe other classrooms. Teachers began participating in learning walks just before the pandemic started and the culture of learning walks is just taking off again this year.	[PLC common assessments](#) [PBL PD](#) [CAASPP Data Review](#) [SARC](#) [Teacher Leader PD (2023-24) (2022-23)](#) [Learning Walks](#) [Diversity](#)

Summary Analysis: Faculty are conscious of the need to develop professionally and to work together as professionals so that our students can experience an engaging, rigorous, and relevant educational experience at Santa Monica High School, where all students have the ability to be successful. Sharing of strategies and evaluation of student work in PLCs inside and outside of department meetings, in school wide meetings, and a returning culture of classroom visits are evidence of this.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.	
Findings	**Evidence**
All teachers at Santa Monica High School are expected to send out weekly schedules called Week At A Glance (WAG) before Monday at 8:00 AM. This allows students to know what is coming up in the week and also to schedule their appointments accordingly. The WAGs are updated and uploaded in Google Classroom. Some teachers even project their WAG and use them as their daily agendas. Without saying, all teachers are required to maintain a Google Classroom for each course. Many departments explicitly identify the course standards and/or expected performance levels for students. Some use the term learning objectives, focused learning targets, I can statements/Can do statements, or essential questions when identifying learning expectations with the students. These are posted on agendas and/or WAGs. Sharing of standardized testing information with students helps them understand expectations for their educational direction. Some teachers are piloting standards-based grading systems. Students are taught to look at both the WAG and assignments in Google Classroom to ensure that they know what is expected of them. This is especially helpful when students are absent. Often, teachers use pre-tests and exit tickets. In addition to measuring student mastery at that moment, students can use it to understand what will be expected of them at the end of the lesson/unit. These pre-tests and exit tickets can be digital (Pear Deck, Quizlet, Quizizz, Kahoot, Gimkit, Nearpod, etc.) and/or pen and paper formal assessments. Teachers use rubrics for evaluating student learning and to show students what is expected of them. By going over the rubric at the beginning of a project or other assessment, students become familiar with their teacher's expectations. All teachers publish a syllabus for each of their courses. The syllabi also describes the learning targets for the students. In addition, syllabi enumerate the grading scale for the class. Students with IEPs are regularly assessed to see if they are meeting their goals. The teacher of record, the parent/guardians, a general education teacher, the advisor, and often the student participate in the IEP goals meetings yearly (or more frequently) based on the student's individual needs.	Google Classroom/WAGs Student Survey Results Copy of PBL English Rubrics Standards based grading pilot (English teachers Rodriguez and Waters) Learning Walks Syllabi

Summary Analysis: Students will tend to perform better when expectations are clear. Practices which present expectations such as the WAG, using Google Classroom, posting learning objectives, using pre-assessments, and using rubrics have become the norm at Santa Monica High School.

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

Directions
- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.

- Explain *how teachers' use of a variety of strategies and resources impact student learning and well-being*.

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.
C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

Findings	Evidence
Santa Monica High School trains teachers who teach Collaborative classes in co-teaching best practices. These methodologies promote learning and agency for all students, both in the SPED and general ed populations in the Collaborative classes. The Science Department uses a Guaranteed Viable Curriculum that incorporates phenomena/models that challenge student learning and expose them to real-world problems. The school uses technology and a wide range of digital applications to deliver a rigorous curriculum that meets the needs of the students. For example, the Math department uses instructional activities in Delta Math and Desmos that animate complex and dense material/concepts so students develop intuitive understanding as well as mastery. The World Language Department uses Seesaw, Flipgrid, EdPuzzle, and Duolingo regularly for presentational, interpersonal and interpretive communication practice. Freshman Seminar uses Naviance for College and Career lessons. The English department regularly uses Newsela, Common Lit, and My Shakespeare. The Science department has adopted digital notebooks. Many courses also use digital textbooks and portfolios. Additionally, many classes across the campus, regardless of the discipline, use digital learning games and tools such as Kahoot, Quizizz, Quizlet, Google Slides, Google Docs, Google Sheets, Peardeck or Nearpod, and Padlet in addition to their Google Classrooms. The students and staff have access to free WIFI on campus. In addition to the digital strategies, faculty incorporate analog strategies as well. In world language classes, teachers regularly use kinesthetic/movement and interpersonal learning strategies. All freshmen learn how to take focused notes (AVID strategy) and annotation skills to mark up text in all Freshman Seminar classes and are encouraged to use them in and out of the class. Students also have opportunities for peer learning through discussion, critiques, exhibiting work, debates, and Socratic Seminars. In Visual Arts and other classes, this is amplified given how diverse these classes are. Teacher Leaders coordinate PD during schoolwide meetings to introduce strategies that help students learn. Most recently, the Teacher Leaders shared strategies for building community, how to incorporate soft starts, movement strategies, collaborative ways to analyze data, marking up text, and DOK. Teachers attend other professional development opportunities offered through the school such as PBL training, AP Training, and Restorative Justice Training. All faculty must go through Restorative Justice Training. When a teacher wants to attend a professional development training outside of school, they can apply for the Santa Monica CTA Union PD reimbursement of $250 to augment their out-of-pocket costs. Of course, all students have Chromebooks and the tech department is readily available to fix technology issues.	Collab PD/Collab PD Link Science models (GVCs) PBL student project Instagram Canva App Freshman Seminar Course Overview Teacher Leader PD (2023-24) (2022-23)

Summary Analysis: Teachers at Santa Monica High School use both digital and analog strategies to promote student learning and encourage student agency. School wide, there is an expectation of an equitable classroom, beginning with Restorative Justice community building practices. There is also a school-wide expectation of incorporating strategies such as Depth of Knowledge (DOK), annotating text, and movement to create a learning environment for students where they are at the center.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.
C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Findings	Evidence
Students at Santa Monica High School take an active role in choosing the courses they take while at school. House advisors meet each student one-on-one, often with a parent in attendance, to decide the courses that the student will take the following year. Students can also consult their college counselors about course selection. The student will consider their college or career pathway, the graduation requirements, and their interests in this process. Students have a plethora of elective courses to choose from. Santa Monica High School offers many World Language, Performing Arts, Visual Arts, athletic teams, and CTE courses as electives on campus. Popular CTE courses include Auto Shop, Engineering, Digital Design, and a new Sports Medicine program. Many students also choose to take AVID as an elective. Furthermore, seniors can choose their senior English class as long as they performed well on state tests in their junior year.	Course Catalog Samohi Profile PLTW/CTE coursework Evidence of standards-based learning
Students are aware of the graduation requirements, the CSU and UC A-G requirements, as well as NCAA Division 1 athletic qualification requirements from their freshman year. The advisors and counselors reinforce this awareness through presentations in Freshman Seminar and senior English classes, in grade level whole school assemblies, and in individual meetings with students. Advisors also utilize Naviance as well as develop college & career curriculum so that students can make informed decisions on what post-secondary route they wish to take including 4 or 2-year college and entering the workforce.	PBL Student Voice and Choice
The variety of courses that students can take include honors, AP, CTE, and CTE Pathway courses. Samohi's seven CTE pathways, including PLTW, offer sequential coursework and activities aligned with academic standards and local Silicon Beach industry demands. There are no requirements or prerequisites to enroll in an AP or honors course. Additionally, students can take courses at Santa Monica College through Dual Enrollment or the Young Collegians program, the latter which targets traditionally underrepresented students.	Young Collegians
Related to college, many students have elected to participate in the CARPE College Access Network program. This program seeks to increase the number of Black, Latino, and low-income students who apply, enroll and ultimately go to 4-year college. Santa Monica High School students can also apply to join our AVID Program, which also works to increase the number of Black, Latino, and low-income students accepted to college and to close the achievement gap. The AVID curriculum includes exploring college and career, and welcomes many guest speakers to speak about their college and career experiences. SPED students explore careers and job skills using the PACE lab, Community-based Instruction, and Life Skills. Many students can	

also choose to learn about careers during Featured Flex-Times. The College and Career Center regularly hosts college representatives for college presentations that students sign themselves up for.	
Within classrooms at Santa Monica High School, students are also empowered to make choices about their learning. Several classrooms use choice boards and blended learning-style stations checklists that allow students to work at their own pace and within different modalities. Students can choose their independent reading books in English and Freshman Seminar students choose their own Civic Action Project topic. These are only a few examples of how students are empowered to make their own decisions in the classroom. Students also are directed to work collaboratively in peer reviews, gallery walks, and study teams, for example.	Choice boards and checklists
Students have many ways to seek help when they need it. Since our last WASC visit, we've established a time within the school day, twice a week most weeks, known as Flex-Time for students to make up work, reassess, and/or for enrichment opportunities. Students can choose which Flex Time session to visit. Teachers also have the option of scheduling students to specific Flex Times. Many teachers are still available during lunch and after school if a student needs help. Furthermore, if students need additional help, the Library offers after school tutoring Mondays through Thursdays. Our students also have access to free online tutoring through Brainfuse. Our students also had access to Paper online tutoring during the pandemic, but the school no longer supports it.	Flex-Time protocol Library Tutoring Reassessment opportunities
Outside of the classroom at Santa Monica High School, students are active in school clubs and other extracurricular activities. These clubs and extracurriculars offer a space and time for students to explore interests and career-related opportunities. They often give our students opportunities to apply what they learn outside of the classroom as well. Popular clubs include Team Marine, Mathletes, and Junior State of America.	Clubs and Extracurriculars
In addition to clubs and extracurricular programs, our students often get the chance to take field trips where they can apply what they learn outside of the classroom or see what they've learned in action outside. Our students go on field trips both domestically and abroad, often with a world language class, music program, or science class. World language students in Japanese and French can also use their target language to communicate with pen pals in different parts of the world.	Field Trips and Pen Pals
Lastly, students can participate in decision-making in many ways. In addition to ASB and the School Site Council, there are several student advisory committees where students can have a voice. For example, ELD students meet during Flex Times to come up with suggestions for ELAC. We also have a student representative on our School Board and in Community Schools.	ELAC Student Advisory Committee

Summary Analysis: At Santa Monica High School, students have access to pursue many interests. Students have a say in the electives they would like to take and which pathways they would like to pursue. We also have CTE courses that offer hands-on learning that students can use in a career. There are also many supports for students who want to pursue a college education after Santa Monica High School. There are also many supports, like our Flex-Time within the school day and peer tutoring after school, in which students can get extra help. Lastly, teachers use a variety of strategies and activities that offer student choice, student voice, problem-solving, and meaningful ways to use what they learn inside and beyond the classroom.

ACS WASC Category C. Learning and Teaching Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. There are many opportunities for students. There are many leveled academic courses, CTE and Pathway programs, clubs and extracurricular programs, field trips and exchanges, as well as support for college such as AVID, Young Collegians, CARPE, and our dual enrollment program with Santa Monica College.
2. Students have access to help within the school day and outside the school day. Students and teachers take advantage of Flex-Time to get and provide extra help, in addition to tutoring opportunities at lunch and after school. Students can also take advantage of online tutoring for free.
3. Samohi fosters a culture that expects rigorous, thoughtful, and creative lessons throughout the entire school. Teachers consistently adapt and improve their lessons in order to best meet their diverse students' needs.
4. Technology is incorporated school-wide. All students have access to a Chromebook and all teachers maintain a Google Classroom. Teachers also use digital tools to promote student engagement, support student learning, and provide relevant and rigorous instruction.

Areas of Growth

1. Despite efforts, there is still an achievement gap, especially in math. We were able to see improvements in our English scores when we implemented Claim-Evidence-Reasoning schoolwide and attached senior English elective choice to their state test scores. We need to find a strategy that will promote similar improvement for Math. We have a new Tier 1 reading instruction program during Flex-Time for students who did poorly on the English STAR test. Maybe we can consider a pull out for Math, too?
2. Grading practices/alignment/standards-based on a push for grading for equity continue to be explored and practiced. PLCs are a venue for working collaboratively with level-alike colleagues. Since beginning our PLC work, all departments have a common assessment, a common grading scale, and a common reassessment policy. What we need more of now is consistency in how we grade. Not all departments norm their grading. Many teachers would also like more time to meet in PLCs to go through their cycles of inquiry more quickly.
3. Scheduling is still an issue. Many teachers who co-teach or teachers in level-alike courses don't always share the same prep period. People would like more time to collaborate. The schedule can also constrict students. Some are unable to take all the courses they would like to.

Category D: Assessment and Accountability

Criterion D1: Reporting and Accountability Process

Directions

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and your response.
- Explain how the ***schoolwide reporting and accountability practices impact student learning and well-being***.

Criterion D1: Reporting and Accountability Process

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Findings	Evidence
Professionally Acceptable Assessment Policies (1.1) and Basis for Determination of Performance Level (1.2) Santa Monica High School (Samohi) effectively uses a variety of assessments of student performance and growth: STAR Reading and Math, CAASPP data, PSAT, AP Exam Scores, ELPAC, CA Fitness Test, District Writing Assessment (DIWA). The district mails home CAASPP, STAR, ELPAC results, and PSAT and AP exams released through the College Board App, BigFutureSchool. Samohi uses Aeries, Illuminate, and Google classroom to assist in collecting, disaggregating, analyzing and sharing student data. Parents have access to Aeries and Google classroom weeks-at-a-glance and can check student progress at any time. Teachers are required to update every two weeks. Samohi uses benchmarks via STAR Reading and Math assessments three times a year to assess progress. The data is used to analyze student performance and to inform instruction and eligibility for support programs like the reading intervention program for qualifying 9th and 10th grade students introduced in Fall 2023. Furthermore, teachers have developed and administered on-going common assessments in their PLCs and use the data to monitor student growth and inform instruction.	STAR Reading and Math data. Norming on AP rubric provided by College Board District Writing Assessment (Fall 2023 Administration) English Department Norming Sessions. Tier 3 Reading Intervention Program information CA Fitness Test for all 9th Grade Common Assessments in Physics in the

Teachers have engaged in calibrating our grading systems so they become more consistent and equitable. The movement began with a group of teachers reading *Grading for Equity* by Joe Feldman and eventually became faculty-wide agreements about late work/grace periods and re-assessments, though many teachers did not believe opting out of these agreements was an option, as they were called "non-negotiables". This work is continuing to develop. We need to gather more data about the effect of these changes.

There is a small group of teachers experimenting with standards-based grading in Math and English.

The English department implemented the requirement that each student keep a portfolio of reading and writing progress.

1.3 Assessment of Program Areas
Departments and SLT examine grade data after each 6-week grading period to determine efficacy of programs aimed at closing the achievement gap.

Samohi uses benchmarks via STAR Reading and Math assessments three times a year to assess progress. The data is used to analyze student performance and to inform instruction and eligibility for support programs like the reading intervention program for qualifying 9th and 10th grade students introduced in Fall 2023.

In January of 2021, SLT gathered data to determine the efficacy of the flex time program. Newer data is needed to assess current effectiveness of the program.

1.4 School Wide Modifications Based on Assessment Results

In 2018, the school began planning to reconfigure our schedule in order to include a support period for students during the school day instead of asking students to visit teachers during lunch or after school. After research that involved visiting several schools with similar bell schedules and implementing a pilot schedule, staff voted to implement a variation of the current bell schedule in the fall of 2019. During the pandemic, our school included a support period in schedule that was adjusted to the demands of on-line education. In the fall of 2021, the school re-established the flex schedule in its current iteration. More data is needed to assess the effectiveness of flex-time, but it is a valued part of the educational experience.

Engish Department led the intentional learning and systemic change needed to live this focus starting in the summer of 2020, and through the early spring 2022 presentation to our school board, and implementation in the fall of 2022. They began with a months-long study of structured readings and conversations about what it means to be anti-racist, the enduring structures of white privilege, and how education supports or changes those concepts. They examined both the messages that our choices in instructional materials and everyday interactions and organization may send as well as explore the racial data and overall achievement of our classes (honors v regular) and came up with an actionable plan for change that is the current structure of College-Prep classes for all 9th and 10th grade English classes.

The implementation of NGSS and our data showing that nearly 60% of graduates had no experience with Physics caused the Science department to institute a Physics - Chemistry - Biology sequence to build a strong foundation and provide students the opportunity to construct their scientific knowledge and understanding in a logical, coherent manner. 9th grade Physics course starts with concrete experiences from

Universe and Chemistry of the Living Earth

Testing Calendar

Wednesday AM PD Slides about Equity Grading; Notes

English portfolio slides and examples

ELPAC testing

Flex-Time Planning Documents

Flex-time Student Survey and Empathy Interviews Jan. 2021

de-tracking English classes

Physics First Parent Presentation

students' daily lives and motivates students to learn more math tools.	

Summary Analysis: Santa Monica High School (Samohi) demonstrates a comprehensive approach to assessing student performance and growth, as evidenced by the various assessment tools employed. The use of Star Renaissance Reading and Math assessments, CAASPP data, PSAT, AP Exam Scores, ELPAC, CA Fitness Test, and the District Writing Assessment (DIWA) reflects a commitment to utilizing diverse measures for a holistic understanding of student achievement.

The district's practice of mailing home CAASPP, STAR, ELPAC results, and using the College Board App, BigFutureSchool, to release PSAT and AP exams ensures transparent communication with parents, fostering an informed and engaged educational community.

The integration of Aeries, Illuminate, and Google Classroom for collecting, disaggregating, analyzing, and sharing student data demonstrates a technologically adept approach to data management. Parents' access to Aeries and Google Classroom weeks-at-a-glance allows for real-time tracking of student progress, promoting a collaborative partnership between educators and parents.

The use of Star Renaissance Reading and Math assessments as benchmarks three times a year is noteworthy, providing regular insights into student progress. The data not only serves to analyze student performance but also informs instruction and identifies eligibility for support programs, such as the reading intervention class for qualifying 9th and 10th-grade students introduced in Fall 2023.

Teachers' commitment to ongoing assessment through common assessments in Professional Learning Communities (PLCs) showcases a collaborative effort to monitor student growth and tailor instruction accordingly. This approach aligns with best practices in fostering a data-driven culture for continuous improvement.

Additionally, the school's initiative to calibrate grading systems for consistency and equity, influenced by the reading of "Grading for Equity" by Joe Feldman, demonstrates a commitment to fairness in assessment practices. The faculty-wide agreements on late work and re-assessments, stemming from this collaborative effort, indicate a positive shift towards creating a more equitable learning environment, though we still have work to do about what exactly constitutes an equitable learning environment.

In conclusion, Santa Monica High School's effective use of diverse assessments, transparent communication with parents, utilization of technology for data management, commitment to benchmarking, and ongoing efforts to enhance grading consistency contribute to a strong foundation for student success and continuous improvement. The school's approach reflects a dedication to fostering a holistic understanding of student achievement and promoting an equitable and supportive learning environment.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress
Directions
- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the teachers' use of assessment strategies to monitor and modify instruction impact student learning and well-being.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress
Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward

meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Evidence
Monitoring of Student Growth and Demonstration of Student Achievement (2.1 and 2.3) All students create a digital portfolio in English to demonstrate their growth/strengths as writers. These portfolios are updated each year. In the fall, counselors visit each sophomore and junior English and Freshman Seminar classes and give a full-period presentation on graduation requirements, two and four-year college entrance requirements, and trade school opportunities. Star/Renaissance Learning reading test administration and data are open for teachers to target instruction. Department and PLC time is provided to develop CFAs (common formative assessments) Collab classes with co-teachers in core subjects aid in the frequency and individualization of student progress monitoring. Teachers use the analysis of formative and summative assessments to guide and modify instructional approaches. Formative assessments often lead to reteaching of concepts by individual teachers or may lead to a teacher giving certain students additional practice with a concept while other students receive more challenging assignments. While individual teachers work to make modifications within their own classroom, most departments are in the early stages of creating and analyzing common formative assessments, other than district benchmarks. The staff would benefit from more focus on PLC-made assessments. Teacher analysis of summative assignments is often done on an individual basis. Teachers use technology tools to evaluate the effectiveness of their assessments, these tools allow teachers to see the most frequently missed questions, class averages, averages on portions of the exam. Teachers can compare their results with others' results in their department. Student IEP at-a-glance are distributed to teachers in a timely manner and TORs (Teachers of Record) are easily accessible to further discuss students' specific needs. IEP goals are created utilizing teacher and parent feedback to allow for a broader understanding of student strengths and needs. Goals are tailored to have incremental steps to monitor the effectiveness of the goals as the year progresses. To further improve access to IEP details, it would be helpful for teachers to have a link in Aeries to the SEIS database for in depth review of the IEP. TOR should have access to all student data concerning IEPs in SEIS	English portfolio slides and examples Cycles of Inquiry Cycles of Inquiry Fall 2022(Social Studies), Cycles of Inquiry Spring 2023(Social Studies) Cycles of Inquiry Fall 2022 (Science) Counselor Presentations Course Syllabi Grading Periods Google Classroom comments and rubrics Comments on free response/essay sections on tests from teachers regarding errors, ways to improve performance Test Corrections/Retakes AP World Quiz Corrections + Test Self-Reflection STAR Reading Report Metacognitive Assessment - Goal Setting

Teacher and Student Feedback (2.2) Timely and specific feedback from teachers is given in a variety of ways. Technology-based formative assessment tools like Kahoot, Google forms, Google Classroom, Nearpod, Quizlet are some of the ways our students receive feedback during the learning cycle. Informal assessment strategies such as thumbs up, thumbs down, warm-ups, and turn and talks are widely used, as well, and provide students with ways to monitor their own progress. Also, students are provided with feedback through rubrics and comments about how to improve. Teachers effectively inform students of expected levels of performance in their courses through course syllabi which are posted in the Google Classrooms and sent home to parents. (see Course Syllabi, Grading Period). The math department often uses Desmos for their classroom assignments and activities. Desmos allows the teacher to see the students computer screen and give them feedback right away (See Google Doc Example and Desmos). Teachers are required to update the Aeries grading system at least every two weeks, so students and parents are apprised of student progress in course. Additionally, teachers contact home via phone or email when students have Ds or Fs at the end of each six-week grading period. Some teachers work with students to set learning goals that students self-assess for growth, using metacognitive practices as a tool for students to become aware of steps to approach their learning goals. Teachers utilize a variety of strategies to give feedback to students: individual comments on student writing, audio comments, 1on1 or small group conferencing during class, generalized feedback for the whole class, etc. - Contact with parents for D/F students. - IEP and 504 meetings in which teachers provide performance feedback. - Emails with surveys for students with IEPs and 504s. Aeries could be further utilized to offer more comment codes on progress reports, display ELL/status and accommodations more easily (including relevant medical data such as severe allergies, seizure disorders, etc beyond just "medical history" flag.)	Week-at-a-Glance Documents Link to course syllabi folder

Summary Analysis: The WASC report reveals a hardy system for monitoring student growth and demonstrating achievement, highlighted by the creation of digital portfolios showcasing students' evolving writing skills. Counselors provide thorough presentations on graduation and college requirements, ensuring informed decision-making. The use of Star/Renaissance Learning tests and collaborative teaching efforts enhances individualized instruction. While there's a focus on formative and summative assessments, the report suggests a need for more department-wide common formative assessments beyond district benchmarks. The implementation of Individualized Education Program (IEP) goals is collaborative, incorporating teacher and parent input.

During the pandemic, we shifted our instructional approach to be able to meet the needs of our students. We continue to utilize these new strategies as we return to on-campus learning. We have incorporated many more online platforms for the students to be able to access their curriculum. Additionally, most teachers keep a calendar (Week-at-a-Glance) with access to their assignments in Google Classroom. This allows students the ability to see what's coming and to review where they have been within each of their classes

Regarding teacher and student feedback, a variety of tools, including Kahoot and Google Classroom, facilitate timely

and specific feedback. Clear course expectations are communicated through posted syllabi in Google Classrooms, promoting transparency. The math department employs Desmos for real-time feedback. Regular updates to the Aeries grading system ensure consistent communication with students and parents. Teachers actively engage in goal-setting with students, encouraging self-assessment and metacognitive practices. The report suggests improvements to Aeries, such as additional comment codes and enhanced display of ELL status and accommodations. Overall, the institution demonstrates a commitment to student success, with the report offering valuable insights for further refinement and growth.

ACS WASC Category D. Assessment and Accountability Summary
Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Samohi has various programs in place to support all learners, and we use a varied and layered approach to assessment opportunities, so students can demonstrate their growth.
2. As a school, we have demonstrated agility in responding to student academic needs with programmatic changes. For example, this year, the English department implements a phonics-based reading support program for 9th and 10th graders struggling with reading comprehension. This will support students in all classes. Also, we have also implement Flex-time as a response to need for student support during school day - built in time for reassessments.

Areas of Growth
1. Samohi still needs to, as a whole staff, assess the effectiveness of many newly-implemented and long-existing programs. For example, there may be a need to review and revis the "non-negotiable" policies about late work and reassessment. Further, we may need to determine criteria for assessing the effectiveness of some programs.
2. Our robust and comprehensive methods of assessment may be winnowed to the most effective, especially in terms of district-mandates assessments.
3. We also need to assess the efficacy of the collaborative model and make changes to it.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Criterion E1: Family and Community Involvement
Directions
- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the family and community involvement impacts student learning and well-being.

Criterion E1: Family and Community Involvement
The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Findings	Evidence

At Santa Monica High School, we are committed to including all stake-holders - students, faculty and staff, families, and community partners in the educational process by creating an inclusive and culturally sensitive environment. Before students step on our campus, they, along with their families, are invited to the Samo Experience, a nighttime event designed to introduce students to our campus and all it has to offer, and this process continues with our Soon to be Sophomore Night.This is in addition to annual Back to School Night and Open House.
 	
Parental voice is not only encouraged but sought out through various parent group meetings, held at night to accommodate working parents, including the PTSA, Puente, AAPSSSG, and ELAC to name a few. Through initiatives like Grad Nite as well as College and Career Night, families are included in the educational opportunities for their children, and Spanish Language Translation is available at all major parent group meetings. Parents also receive communication through weekly emails by advisors, the daily Blue Bulletin, and various social media outlets (Twitter, Instagram, Facebook), in addition to Ms. Cruce hosting Monthly Coffee With the Principal gatherings to speak directly with our parent population.
 	
In an effort to ensure that all students and families feel seen and heard on our campus, we have committed to the district's Diversity, Equity, and Inclusion mission. The school year opened with all members of our district receiving the same DEI training, delivered in small groups, and all schoolwide PD is delivered through a DEI lens, needing to pass our district's litmus test. We also have expanded our course offerings to offer a variety of student experiences, including Ethnic Studies, AP Human Geography, linking our US History classes to the ACES requirements, and expanding our senior English electives that include Latinx Lit, African American Lit, and Feminist Lit among others. These course offerings highlight different experiences and voices as well as encourage students to think critically through a social justice lens.
 	
Samohi believes in the importance of student well-being and teaching the whole student. Beginning in the pandemic and continuing through today, all students receive
	Monthly Coffee With the Principal
	
	Weekly emails with advisors
	
	Samohi Family Resource Center
	  ● Community Schools Initiative
	  ● Parent Liaisons
	
	Daily Blue Bulletin
	
	CARPE/Goals Program
	
	CTE Pathways (Certification Options Available)
	
	Social media (twitter, facebook groups, etc)
	
	College & Career Night
	
	Parent Group Meetings (Puente, AAPSSSG, ELAC, PTSA)
	
	Spanish translation at all parent meetings
	
	DEI training
	
	SEL Services/Samohi Wellness

free lunch daily, in addition to breakfast to ensure their fundamental needs are met so that they are able to learn. We also have a comprehensive approach to Social-Emotional Learning, including providing students access to school psychologists, health related programs run through by our nurse, external therapists, a Student Wellness Center, a relationship with Margaret's Place facilitated by our Parent Liaison Johanna De la Rosa, and a Samohi Family Resource Center. In recent years, Samohi has built strong community ties through its participation in the Community Schools Partnership, facilitated by LACOE and our Community Schools Specialist Carla Nuñez and our Educational Community Worker, Edgar Gonzalez.This partnership allows us to provide additional resources and services to our most vulnerable students. Through our CARPE/GOALS program, students from traditionally underrepresented populations who will be the first in the families to attend college are provided additional support through the college application process offering teacher mentorship, support in the FAFSA process, and events such as APPfest. In addition, all faculty members receive Restorative Justice training, many of whom include community building circles in their classrooms, and our advisors and School Outreach Specialists facilitate conflict resolution circles when necessary. Samohi offers a wide array of academic and extracurricular programs designed to cater to the diverse interests and aspirations of its student body. Tutoring (both Peer Tutoring and tutoring by Samohi teachers in the library), AVID, CTE Pathways, and Independent Study options provide students with a range of opportunities for skill development and career exploration. Programs like medtech, auto repair, and graphic design offer the opportunity for our students to earn certification in their field of interest prior to high school graduation. Additionally, ASB highlights our diverse student body by celebrating cultural heritage months where they partner with student clubs and parent groups to offer lunchtime activities, featured Flex Times, and fun facts in the Blue Bulletin to highlight the cultural group being spotlighted that month.	Center AVID (program/tutors) Back to School Nite, Open House, and Grade Level Student Nights: ● Samo Experience ● Soon to be Sophomore Night. Expanded Course Offerings ● Senior English ● Ethnic Studies ● AP Human Geography Nurse's Office Multifaceted Approach to Student Health Voter Registration Drives Communitywide Naloxone Training Staff-wide Restorative Justice Training Cultural Heritage Month Celebrations run by student led clubs

Criterion E2: School Culture and Environment

Directions

1. Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
2. Explain or reference evidence that supports your succinct, narrative response.
3. Explain how the school culture and environment impact student learning and well-being.

Criterion E2: School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Evidence
One of Samohi's three central school goals states that all students engage in schools that are safe, well maintained, and family friendly, and this is something that we work towards daily as a school community. From the moment students and staff enter our campus through one of our limited access points, they see evidence of the	Digital Citizenship Lessons during Flex from Common Sense Media

value we place in keeping our community safe and clean. All who enter, students included, must present IDs to one of our many security officers who staff our points of entry all day long. In classrooms, there are visible evacuation routes posters as well as safety and security posters. We have multiple evacuation drills over the course of the school year to ensure that our community is ready should any emergency arise, and the campus is in the process of being upgraded, with many of our buildings having lockdown buttons and/or door magnets to easily secure our spaces. Committed to student and health and well being, masks are available in all house offices and hand sanitizer in all classrooms. Students also all attend a grade level rules assembly at the beginning of the year to ensure that behavioral expectations are clearly communicated.

Keeping students safe while on their devices is equally important to Samohi. Our IT team is responsive in keeping our internet both running and safe for our students to explore while at school, working with our administrators and teachers to determine which sites are needed for learning and which should be blocked to diminish both risks and distractions. We also have legal privacy agreements with all websites that require students to make accounts. In addition, all students get at least two lessons in digital citizenship run through Common Sense Media, focusing on countering hate speech that they may see on the internet as well recognizing how internet advertising can lead to the spread of misinformation. This important information keeps our students safer even once they leave our campus for the day.

Samohi's student body has diverse needs, and prioritizing our student's emotional well-being is at the center of all we do. There are numerous supports for student mental health available through both our Student Wellness Center, like Samohi Wellness Advisory Groups, Drop-In Mental Health Services, and more, and our partnerships with outside groups that work on our campus like Margaret's Place that provide students emotional support in addition to safe spaces. A student in need can visit the LACOE Community Schools Viking Family Resource Center, the Student Outreach Specialist space with Mr. Keller, and the Ubuntu Multicultural Student and Family Center with Parent Liaison, Ms. De La Rosa. Samohi is also committed to creating safe, inclusive spaces for our LGBTQ+ students, including support groups and gender neutral bathrooms. Our staff members are trained by Out For Safe Schools and wear Out For Safe School badges to communicate to students that they are a safe adult to talk to.

After reflection into our, at times, inequitable grading practices, we underwent a cultural shift in the 22-23 school year, committing to several non-negotiable grading policies to better provide an equitable experience to our students across campus. We refined this policy prior to the 23-24 school year to make the commitments better suit both students and teachers. Flex-time continues to be an important part of our school day, allowing students to get the support they need from their teachers as well as make up missed work or take reassessments during the school day, ensuring that all of our students have equal access to these supports as well as the opportunity to reduce their stress levels by engaging in time dedicated to getting homework done during the day.

Samohi's culture of reflection can again be seen in the recent initiatives to detrack our 9th and 10th grade English classes in addition to our Geometry and Biology classes after a careful examination showed that our tracked classes failed to provide an equitable experience to our 9th and 10th graders and didn't pass the district's litmus test for DEI. All English teachers received extensive training on differentiating instruction as well as had our class size reduced to 27 in order to give our detracked classes the best opportunity for success. We have also moved to a Physics First curriculum, which is a detracked science class that puts more students on track to

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Out for Safe Schools Program

Visible Security

Limited School Access Points

Safety and Security Posters in all rooms

Emergency Drills (fire, earthquake, lockdown)

Responsive IT Team for internet security

Grade Level Rules Assemblies

Flex Time supports all students

Detracked English 9/10, Geometry, Biology, Physics First

Margaret's Place and other counseling resources LGBTQ+ Student Resources

Non-Negotiable Grading Policies (Grace Period, Retakes, Minimum F)

Schoolwide training on SEL/Trauma Informed Practices and Student Mental Health

School Goals focus on maintaining safe, clean schools

Weekly Principal Notes for ongoing communication

Renaissance Student of the Year Awards

I See You Staff Recognitions

complete the three course model, allowing more students to be on a college bound track. Our culture of reflection can be seen in all aspects of our school as we focus on continuous growth and improvement. The community's culture of respect, trust, and professionalism can be seen in our celebration of our community members and their diverse interests and strengths. The Renaissance Student of the Year Awards allow for students to receive recognition in a specific area of strength or passion while our staff has the opportunity to pay our respects to faculty and staff members that go above and beyond in their dedication to our campus, students, and colleagues through our I See You Staff Recognitions. Beyond our campus, Samohi utilizes social media platforms (Facebook, Twitter, and Instagram) to foster a sense of community and open communication among students, staff, families, and alumni, providing information, resources, and support. The introduction of Week-at-a-Glance (WAGS) also serves to help students and families find all classwork information in a centralized location, streamlining communication and enhancing accessibility.	

Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

Directions
- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the multi-tiered support systems impact student learning and well-being.

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports (*1–2 pages maximum*)

All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

E3.2 Multi-tiered Support Effectiveness: School leadership assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.

E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.

E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	**Evidence**
Santa Monica High School is committed to fostering a personalized and inclusive educational environment. School leadership, in partnership with faculty, staff, and other stakeholders, has implemented a comprehensive system of personalized, academic multi-tiered support and alternative instructional approaches to cater to the diverse needs of our student population. We have a series of initiatives that are explicitly designed to address the unique academic challenges faced by our students. After examining literacy skills on our triannual STAR Reading Assessment, we implemented a Reading Improvement Program during Flex-Time for a targeted group of 9th and 10th graders. In order to aid our students in credit recovery endeavors, we expanded our APEX program, and we also expanded our dual and concurrent enrollment offerings to better support our students looking to start their post high school education early. To facilitate our detracking initiatives, a	Venice Family Clinic on Campus Infant Toddler Center for Pregnant Teens Social Emotional Learning TOSA (Kim Marshall) Freshman Mental Health Presentations by SWAG students

commitment was made to reduce class size (to 27) in all our 9th and 10th grade English classes.

We noticed that a higher percentage of our students were struggling with their mental health after emerging from Covid lockdowns, and Samohi committed to enhancing our focus on socio-emotional learning. We brought Kim Marshall, a social-emotional learning TOSA, to our campus, and she works with both students and training teachers to enhance the SEL and trauma informed practices in classrooms across our campus. The presence of the Student Wellness Advisory Group (SWAG) and various wellness services, including the monthly Samohi Wellness Resource Fair, self counseling referrals and drop-in sessions, underscores Samohi's dedication to student advocacy and well-being. For our LGBTQ+ students, Samohi offers both a Gender Support Plan and trains its teachers through the Out for Safe Schools Program. Should the need arise, there is drug counseling available through One on Campus. Existing programs and positions on our campus such as Restorative Justice practices, the presence of Student Outreach Specialists, and smaller Advisor caseloads all help us in our consistent effort to best meet our students' needs. Samohi continuously reflects on our students' needs and the effectiveness of our programs through administering the Healthy Kids Survey to our 9th and 11th graders annually.

There are a staggering number of students that are involved in our extra- curricular programs. 65% of our students are members of at least one of our many sports teams, and our diverse PE offerings (yoga, weightlifting, and athletics programs) work to support the well-being of our students by promoting healthy habits. In addition, a third of our student body is enrolled in one of our Performing Arts programs (Orchestra, Band, Choir, or Theater) and they have multiple performances throughout the year on campus, in the community, and abroad to help deepen their understanding of the curriculum and share their talents. Our Visual Arts programs foster student self expression and passion for the arts, while putting together exhibitions in our Art Gallery that reflect various student cultures explored through art.

Samohi is committed to involving students in their own learning process, and every year all 10th grade families/students have 1 on 1 Academic Planning Meetings with their advisors in addition to advisors conducting multiple presentations in English classes throughout the year to communicate graduation requirements, announce support options, and facilitate student scheduling. From the Samo Experience and Sophomore Night to the College & Career Night, Samohi ensures that students are not only academically prepared but are also equipped with the skills necessary for college and career readiness. Samo also places an emphasis on alternate learning opportunities, including Independent Study, Project-Based Learning Pathway, Dual Enrollment with SMC, and the newest addition, our Academy programs (Engineering Academy and Sports Medicine).

Samohi advisors implement and help students access a variety of programs and strategies to help with whatever their learning needs may be. The Infant Toddler Center is available for pregnant teens and offers both on campus childcare and therapy for young parents. The Youth Resource Team, SST process, and the involvement of students in planning and brainstorming during SART and SARB meetings reflect a commitment to supporting students in all aspects of their lives. Students are able to select their own courses as well as add/drop a class within the window with the help of their advisors as well.

If a student qualifies for Special Education, they can receive additional Tier 3 support including a variety of academic classes and services such as Specialized

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Monthly Samohi Wellness Resource Fair

Counseling Referrals

Out for Safe Schools Program

Featured Flex Time

Drug Counseling through One on Campus

Healthy Kids Survey

Reading Improvement Program (9th/10th)
Credit recovery (APEX and Summer School)

Dual and Concurrent Enrollment

CTE Academies

Youth Resource Team

SST process

SART and SARB Meetings

1 on 1 Academic Planning Meetings with all 10th grade families/students

Alternate Learning Sites/Opportunities

Young Collegians

Project Reaching Bigger Goals

School Site Council

Freshman Seminar Civic Action Plan

Peer Tutoring

Gender Support Plan

Self Referrals to Counseling

Daily General drop in

Academic Instruction (SAI), Collaborative Teaching, Adaptive PE, and Reading Improvement SAI Classes. They also can access the Practical Assessment Exploration System (PAES Lab), and enter into one of our Specialized Programs (SAI Life Skills, PBS, Adult Transition Program, etc). Students can receive psychological services, occupational therapy, speech and language services, deaf and hard of hearing support, in addition to emotionally related individualized counseling services (ERICS) and SELPA additional support. Students are able to deepen their sense of self and make personal and community connections that are meaningful and relevant by engaging in any of our numerous programs that ask for student voice, encourage community, and foster leadership skills. Samohi students are able to find their passion and share their wisdom through numerous programs on campus, including the Young Collegians program, Peer Tutoring, and School Site Council (which has numerous student members). We also have many student groups that are geared towards educating their peers such as Project Reaching Bigger Goals spreading college information, Team Marine educating on environmental issues, and Freshman Seminar Civic Action projects, designed to raise awareness of and find solutions to local issues. All students have Chromebooks provided by the school to access Google Classroom, and materials across settings. The Samohi Library provides access to a wide variety of books including an Anime section, couches and comfortable places for students, a range of games, arts and crafts, and free holiday cards to ensure that students have a home base where they feel welcomed. Samohi is a community that serves to not only address the academic needs of its students, but also nurtures the social, emotional, and personal development of every student on our campus in an effort to empower them to become advocates for their own success and well-being.	counseling Students select their own courses, can add/drop during window 150+ student run clubs Samohi Library Hot Chocolate Wednesdays PAES Lab Practical Assessment Exploration System

ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Samohi has a wide variety of supports to address any potential need that a student may have (academic, social, emotional, physical, etc).There is always somewhere for a student that is struggling with their mental health to go on campus at any given time, no matter the crisis.
2. For students who want to get involved in their school community, there are many so many different opportunities for them to engage with their peers, from sports teams, to performing arts, to visual arts, to service organizations, to one of our 150+ student run clubs,
3. Samohi has extensive ELA support in both the Writing Center and the new Reading Intervention program offered to our struggling readers during Flex-time.

Areas of Growth

1. We have many programs, but they need to be streamlined into one space (perhaps a physical wellness center). Sometimes students need support, but they don't know how to get started, and it can become overwhelming.
2. It would be great to expand our tutoring opportunities. While the Peer Tutoring program is a good start, we could benefit from in person college tutoring (like the UCLA tutors that we used to work with) and also from online live tutoring (like the Paper tutoring that we miss greatly).
3. The benefits of our new Reading Intervention and ELA supports highlight the need for similar programs in Math and Science.

Prioritized Areas of Strength and Growth Needs from Categories A through E

Summarized Areas of Strength

- Santa Monica High School shows growth in utilizing **data for decision-making**, as evident in the use of a cycle of inquiry in PLCs, data-driven class placement decisions, and the intentional alignment between data analysis, the schoolwide action plan, and the LCAP. This signifies a commitment to evidence-based decision-making for continuous improvement.
- The school exhibits growth in its commitment to **diversity, equity, and inclusion**, seen in the merging of honors and college prep classes, open enrollment for AP level classes, and a focus on addressing the organization for student learning criteria. This highlights a continuous effort to create an inclusive and supportive environment for all students where they have access and choice to diverse academic opportunities on many levels.
- Leadership, faculty, and staff collaborates effectively, as demonstrated by engagement and collaboration in PLCs, establishment of committees, and sub out days of the site leadership team. This **collaborative culture** contributes to a sense of responsibility, self-reflection, and a commitment to shared decision-making.
- Wide variety of **student support options** for students to address any potential need a student may have (academic, social emotional, health), regardless of the crisis.
- Students report feeling connected to the school with many student-led and extracurricular ways for **students to get involved** including sports teams, performing arts, visual arts, service organizations, or one of our 150+ student-run clubs.

Summarized Areas of Growth

- Although Santa Monica emphasizes student wellbeing, there is a need for a more **streamlined way for students to access mental health resources** on campus or within classrooms.
- While strides have been made around the **grading for equity** conversation, the focus needs to move in the direction of consistency in grading common assessments, determining how grades are assigned, categories determined, and how our policies (limited late work without penalty, reassessments, minimum F) support learning.
- Additional professional development around engagement of all students and providing **differentiated instruction** for varied ability levels of students.
- Need increased supports/ interventions/ strategies for mathematics to **raise math achievement**. CAASPP, internal grade distribution, repeat of courses.
- Increase student voice and involvement in learning to make learning meaningful, increase relevance, and **improve overall attendance**.
- Santa Monica High School encourages students to be college and career ready, however, there seems to be a greater stress for students to be college ready. Although there are **CTE pathways** that encourage career readiness, there is an area of improvement.

Chapter IV:

Summary from Analysis of Identified Major Student Learner Needs

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

- **Insert the table with prioritized strengths and growth areas.**
- **Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.**

	Category A	**Category B**	**Category C**	**Category D**	**Category E**
Strength	Data-driven and collaborative, our professional development and organization is focused on diversity, equity, and inclusion.	Our students have open access and choice to diverse academic opportunities on many levels.	Ample opportunities are provided at Samohi for students to receive academic and wellness support within the school day.	We currently use a variety of assessments to understand and target student learning and instructional needs.	We offer multiple opportunities, inside and outside of the classroom, where students can pursue their passions and interests and explore possible future careers.
Growth	We need explicit strategies to support student well-being schoolwide and differentiation within the classroom.	The creation of Guaranteed and Viable Curriculum and Guides for all departments and targeted professional development on differentiation.	We need to explore and come to a consensus around grading practices and policies while exploring options on how to effectively distribute students with many needs in our classrooms?	Review and revise grading policies (late work and reassessment) and determine efficacy of programs.	Increase communication to students and parents in order to promote the mental health programs we offer.

Our analysis of our programs confirms our identified student learner needs identified below:

1. Need increased supports/ interventions/ strategies for mathematics to **raise math achievement**.
2. Provide professional development/ PLC time around **consistent and equitable grading practices**, use of common assessments, and how our policies support learning.
3. Additional professional development around engagement of all students and providing **differentiated instruction** for varied ability levels of students.
4. Develop a **streamlined way for students to access mental health resources** including stress-relief strategies and Restorative Justice opportunities on campus and within classrooms.
5. Increase student voice and involvement in learning to make learning meaningful, increase relevance, and **improve overall attendance**.
6. Understand the value, expand the offerings, and increase the enrollment in our **CTE pathways** while still emphasizing college readiness.

Evidence to support our findings includes analysis of CAASPP/ Star Renaissance data, California Healthy Kids Survey, A2A attendance data, and other local formative measures of student progress and engagement.

We believe that if we create classrooms that are welcoming and engaging, our overall attendance will improve. Using strategies where students discuss their learning and thinking and make meaning together through discussion and use

of academic language will increase engagement. Linking content is linked to their goals, interest, current events, college and career plans through intentional lesson planning and further development of CTE Academies to increase relevance. And differentiating instruction in all courses including co-taught/ collaborative classes will allow students to learn in their zone of proximal development and move to further depth of knowledge.

The needs of English learners continue to be a priority, even as we experience higher reclassification rates. Our students with special needs and our homeless/ foster youth data shows a gap in academic and attendance and disciplinary success. Our developing pathways would offer more relevant career-focused options for all of our students and could support meeting college and career readiness indicators and enhance school connectedness from both students and parents.

We have given and analyzed the data from multiple Social Emotional Surveys over the last two years since Covid and there have been many students who have been flagged as needing mental health interventions. We have a robust set of resources from the partnerships with LACOE Community Schools, City of Santa Monica, and our SELPA and connecting identified students to the right resources will be essential as well as incorporating strategies schoolwide to meet the large need, as our data analysis and evidence indicates there have not been consistent/ timely placements, and long waiting lists for services exist.

According to our current data, we have less than 5% of our students who have completed a concentrator or capstone class in the pathway model. Because of this data, we have established three new pathways, to complement our current pathways that would qualify for increasing our College and Career Indicator or CCI. Our new pathways include: Law and Public Policy, Media and Entertainment, and Sports Medicine. The students who participate in these pathways will be tracked by their academic advisors throughout their high school career in order to ensure they are placed in the proper classes to complete the pathway.

As a result of our self-study findings, the following schoolwide growth areas for continuous improvement are our priorities:

1. Increase student **engagement and voice in learning** to make learning meaningful, increase relevance (**CTE pathways**) for all students (**differentiation**).
2. Provide professional development/ PLC time around **consistent and equitable grading practices**, use of common assessments, and how our policies support learning.
3. Develop a **streamlined way for students to access mental health resources** including universal mental health strategies and Restorative Justice opportunities on campus and within classrooms.
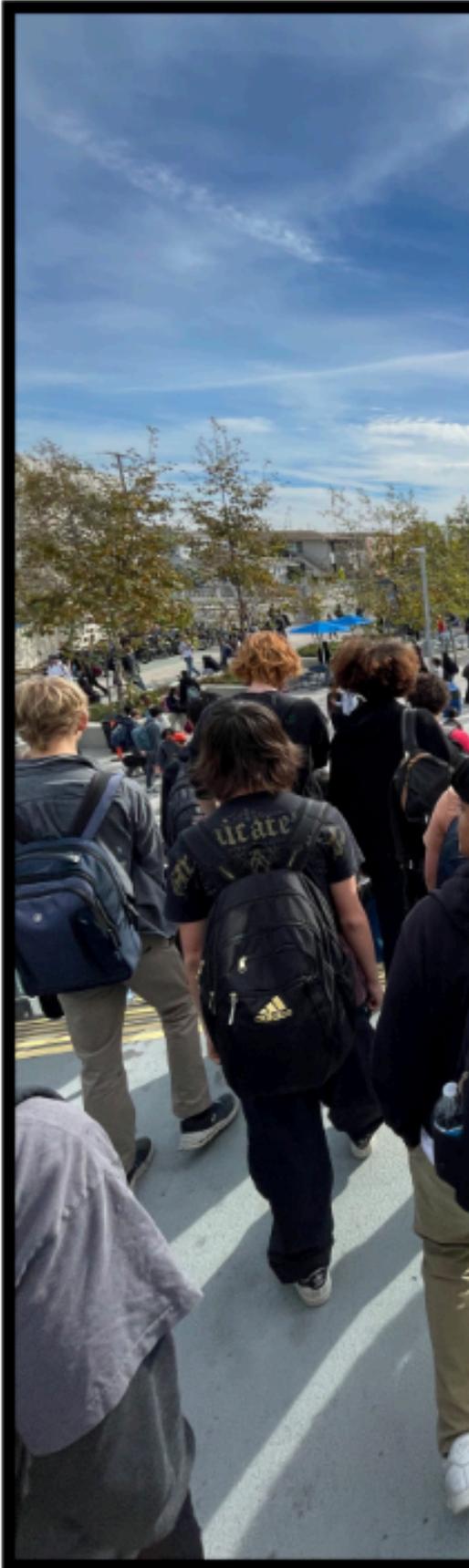
CHAPTER V: Schoolwide Action Plan/SPSA

Chapter 5: [Schoolwide Action Plan](#)/[SPSA](#)

- **State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.**
- **Revise the schoolwide action plan/SPSA and ensure the plan is aligned with the LCAP goals. (Provide link.)**
- **Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan/SPSA.**

[Schoolwide Action Plan Link](#) (2023-2024)

Past Year's Schoolwide Action Plan Links:
- **[2022-2023](#)**
- **[2021-2022](#)**

Revisions to Schoolwide Action Plan:
Our schoolwide action plan is aligned with our current [SPSA](#) and LCAP goals. A few significant revisions were made in the 2022-2023 school year from 2021-2022 and continue to be evaluated during this school year. Our focus statement was revised to increase college and career readiness by focusing on cognitive engagement, specifically problem solving with graphical data, informational text, timelines, etc. in all disciplines. As a Site Leadership Team (SLT), we decided our measurable outcome would be increasing the percentage of our BIPOC students who meet/exceed standards by 5% on the Math CAASPP by the end of this school year.

Added to Strategy/Activity:
Our SLT added the following Student Success Indicators to help support our schoolwide focus:
- Answer DOK level 2 and 3 questions using precise academic vocabulary (Tier 2/3) with more success. (Decoding and Application)
- Purposely interact with texts/prompts/graphs and identify the key information (Meaning Making)
- Students talking and engaging in the thinking including but not limited to asking questions, justifying their thinking, communicating their ideas.
- Use evidence from text, graphics, and tables to interpret the data and support thinking. (Application)

Ongoing Follow-Up Process:
Our SLT meets approximately three times per month to review implementation of our schoolwide action plan in department and schoolwide professional development. In addition, our SLT meets three times a year with a consultant, Innovate Ed, to reflect on our schoolwide action plan, and revise and modify as needed. Data is continually evaluated by district staff, teachers, parents, and community members to guide the schoolwide action plan.

Since the establishment of an ongoing improvement process, departments function under the following guidelines and timelines:

Fall: The SLT meets to review goals and responsibilities for the upcoming school year that were developed in the prior school year. The team uses data, including the CAASPP data, to monitor progress on the goals. The Teacher Leaders use this reflection and data to outline and plan professional development for the semester.

Winter: The SLT meets to evaluate the progress of the goals and schoolwide action plan. The team reflects specifically on [student success indicators and staff practices](#). Interim assessment data is reviewed and analyzed. In addition, the Professional Development (PD) Leader works in collaboration with the principal and other members of the SLT to finalize the PD Calendar for the 2nd semester.

Spring: Members of the SLT conduct learning rounds and evaluate the progress of the schoolwide action plan. The observable student success indicators and staff practices are analyzed and used to plan future professional

development. The PD leader collaborates with other members of the PD team to finalize the PD calendar for the Fall semester of the next school year.

Summer: The schoolwide action plan and PD calendar are reviewed for the upcoming school year. The prior year's action plan progress is reviewed.

Glossary of Terms

A2A	Attention 2 Attendance; portal that monthly sends required notices to families, helps to document and track attendance meetings, SART contracts, in preparation for SARB
AAPSSSG	African American Parent Student Staff Support Group
ACES	American Culture and Ethnic Studies
Advisor	Part of the House team. Advisors have a "counselor-plus" role to support students in the house. They counsel students around academic/ scheduling, social-emotional needs and serve as administrative designee in 504 or IEP meetings, supervise at lunch
AP Boot Camp	Program where teachers recommend students to take a prep class in the weeks before school starts to give them a boost towards success in English 11AP and AP Calculus in the upcoming school year; also called "Summer Bridge"
ASE	Automotive Service Excellence test which qualifies students for work in the automotive repair sector; test run by a national non-profit organization
Banked Time	Time built into the work week for teachers to participate in collaboration, professional development, department meetings, whole school meetings as outlined in the SMMCTA-SMMUSD Negotiated Agreement
BIPOC	Black, Indigenous, People of Color
CAASPP	California Assessment of Student Performance and Progress; taken by all 11th grade students
CARPE College Access	Center for Applied Research in Post-secondary Education College Access Network in Southern California with the goal to increase college access for historically underserved groups
Collab	Collaborative or Co-Taught class; where two teachers (general education and special education) work with all students enrolled in the class to provide support designated in a student's IEP
CTE	Career and Technical Education
Detracking	The philosophy of creating heterogeneous classrooms where students of multiple backgrounds, ability levels are learning a similar curriculum in a differentiated classroom
DIWA	Districtwide Writing Assessment; based on the decades-long work of the English Department to assess student writing (collectively norming for own students) at a baseline, plan instruction, and then reassess at the end of the school year (graded by others) to determine growth
DOK	Depth of Knowledge; describes different levels of knowledge from very surface (recall) to increasingly complex (synthesizing and creating)
ELAC	English Learners Advisory Council; group of EL parents and students that advises the School Site Council on EL needs
ELPAC	English Language Proficiency Assessment for California; the test used to determine one measure of English proficiency for English Learners; taken yearly; used during the Redesignation process
ERICS	Educationally Related Intensive Counseling Services (ERICS) is a related service provided to students who require intensive short and long term counseling in order to access their education and make progress on goals, resulting in educational benefit.
Flex-Time	Part of the instructional day where students choose or are assigned to work with a teacher for purposes of reassessment, reteaching, studying and academic intervention
FTE	Full Time Equivalent. 1.0 FTE = one full-time teacher

GVC	Guaranteed Viable Curriculum
Houses	A heterogeneous (by grade, gender, learner needs, permit status, etc) group of students with an assigned House Principal, two Advisors, one teacher leader, and one house assistant located in a specific location on campus. This is a home-base for our students during all 4 years at Samohi
IEP	Individual Educational Plan developed and approved yearly for students with special needs
"I See You" awards	Award given to any staff member who goes above and beyond; recognized several times a year in a faculty meeting; nominated by staff
Minimum F	The school board policy that requires teachers to put a minimum on an F of 50% in a 100-point grading scale to allow a similar point spread for all grades; students also are not disproportionately penalized if they got a zero
PAES Lab	Practical Assessment Exploration System – is a work development lab where students become employees and teachers become employers.
PD	Professional Development
PLC	Professional Learning Community; group of teachers who teach similar classes, plan common assessments, review student performance and participate in a cycle of inquiry focused on student learning
Project RGB	Project Reaching Bigger Goals; student group supported by our College Counselors to promote college-going culture with freshmen; they make classroom presentations
Puente	Latino parent group that is aligned with our PTSA; meetings are held in Spanish
Redesignation	When English Learners are determined to have mastered English (reading, writing, speaking, and listening) through scores on ELPAC and local or state measures (Star Renaissance Reading or CAASPP ELA), teacher input and parent input.
Renaissance Student Awards	Renaissance Awards recognize students that might not be recognized for effort, achievement, and excellence in different departments; held yearly in the Spring
Restorative Justice	An approach that focuses on building community with the classrooms and the school, so that when a breach of trust or issue occurs, there is a community that can be restored; part of the progressive discipline philosophy
SIP	School Implementation Plan
SLT	Site Leadership Team group of teachers (as outlined in the MOU between SMMCTA-SMMUSD) that meet regularly to review SPSA and SIP, determine scheduling, approve Professional Development calendar, and provide other support and input on site organization
SOS	Student Outreach Specialist; trained to lea Restorative Justice Circles and follows up regarding attendance
SPSA	Single Plan for Student Achievement
Summer Bridge	Program where teachers recommend students to take a prep class in the weeks before school starts to give them a boost towards success in taking AP courses for the upcoming school year in English 11AP and AP Calculus; also called "AP Boot Camp"
SWAG	Student Wellness Advisory Group
Teacher Leaders	These teachers apply and are selected by the principal to support teachers within the house and the wider professional development on campus
WAG	Week at a Glance; digital tool for students and families posted in Google Classroom where teachers posts agendas and assignments for the week

Young Collegians	Group of students (similar to AVID, but not AVID) that take college courses as a cohort every summer during high school to get a jumpstart on college before college; classes can count for high school requirements
Youth Resource Team	Collaboration with City of Santa Monica Police Department where wrap-around services are provided to students and families who are at-risk for negative interactions with law enforcement