



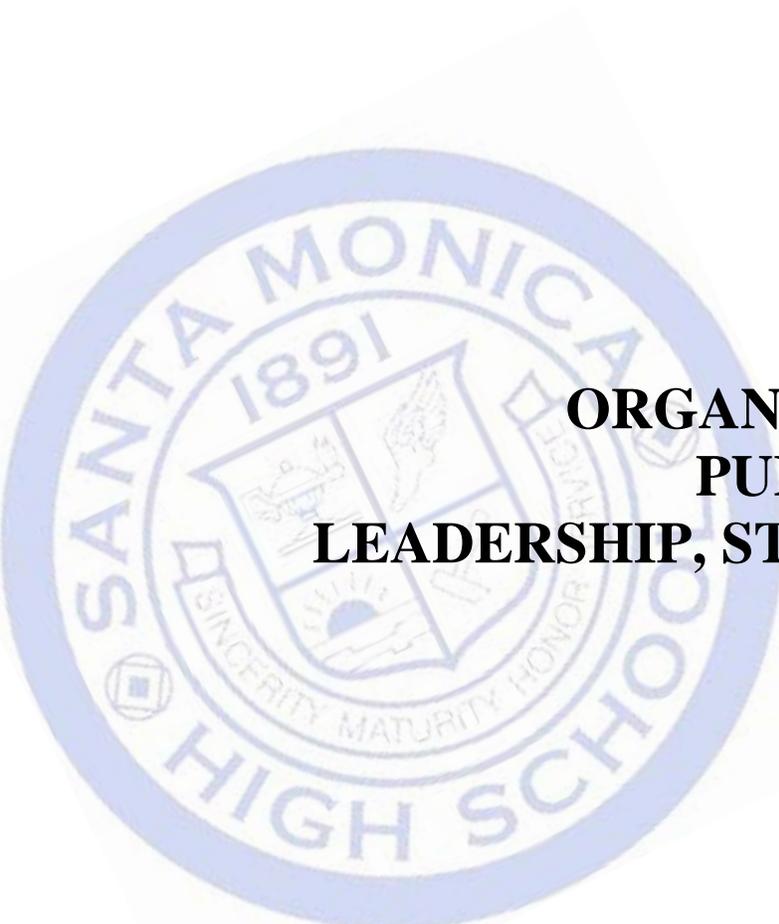
# Santa Monica High School Self Study Report



# 4 CHAPTER

## CATEGORY A

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



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

**A1. Vision and Purpose Criterion**

**Indicators with Prompts**

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

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

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

**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

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

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

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

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

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

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

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

**A2. Governance Criterion**

**Governing Board and District Administration**

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

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

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

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

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

**Understanding the Role of the Governing Board**

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

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

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

**Governing Board and Stakeholder Involvement**

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

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

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

**Board’s Evaluation/Monitoring Procedures**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Single School Plan for Student Achievement Correlated to Student Learning**

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

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

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

**School Actions/Accountability to Support Learning**

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

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

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

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

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

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

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

**A4. Staff: Qualified and Professional Development Criterion**

**Qualifications and Preparation of Staff**

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

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

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

**Staff Assignment and Preparation**

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

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

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

**Defining and Understanding Practices/Relationships**

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

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

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

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

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

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

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

**Supervision and Evaluation**

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

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

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

**A5. Resources Criterion**

**Allocation Decisions and Their Impact**

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

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

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

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

**Practices**

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

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

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

**Facilities**

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

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

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

**Instructional Materials and Equipment**

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

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

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

**Well-Qualified Staff**

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

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

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

**Long-Range Planning**

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

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

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

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

**Summary, Strengths, and Growth Needs**

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

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

**Summary (including comments about the critical learner needs)**

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

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

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

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

### **Prioritize the areas of strength and growth for Category A.**

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

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

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

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