

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

SANTA MONICA HIGH SCHOOL

**601 Pico Boulevard
Santa Monica, CA 90405**

Santa Monica-Malibu Unified School District

January 28-31, 2018

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Chapter I: Student/Community Profile

Santa Monica High School (Samohi) is a large comprehensive 9-12 high school with an enrollment about 3,000 students. Samohi is located in the city of Santa Monica, an urban beachfront city on the westside of Los Angeles County, sixteen miles west of downtown Los Angeles. Samohi has been in existence for 126 years and has been at its current location since 1913. As of the 2016-17 school year, the ethnic and racial composition of the school is comprised as: 38% White, 36% Hispanic, 9% Black, 7% Asian, 7% Two or More Races.

The city has a per capita income of \$62,721 and a median household income of \$85,062. About 31% of households have incomes lower than \$50K; 15% are above \$200K. The poverty rate for children under 18 is 4% and for seniors above 65 is 9%. Over 26% of the population is foreign-born (34% from Asia, 31% from Latin America, 27% from Europe, 5% from Africa). About 29% of residents live in a home where a language other than English is spoken. As of the 2015 U.S. Census 1-year ACS report, the ethnic and racial composition of the city is comprised as: 67% White, 15% Hispanic, 9% Asian, 4% Black, 4% Two or More Races.

Samohi has a number of partnerships throughout the community, both parent-based and non-parent based: Parent Teacher Student Association, Santa Monica-Malibu Education Foundation, African American Parent Student Staff Support Group, English Learner Advisory Committee, Santa Monica Arts Parents Association, Grad Nite Committee, Virginia Avenue Park Teen Center, Ocean Park Community Center, Boys & Girls Clubs of Santa Monica, Samohi Alumni Association, Santa Monica Athletic Booster Club, Santa Monica-Malibu Education Foundation, Vault Prep, Santa Monica Police Activity League, CLARE Foundation, Virtual Business Corporation, and Dun & Bradstreet.

Samohi is grouped into five smaller learning communities called “Houses” (S, M, O, H, and I). Each House consists of 550-600 students and a leadership team including a House Principal, Teacher Leader, two Student Support Advisors, a House Assistant, and a shared Student Outreach Specialist. Each House has an office on campus where teachers, parents, and students can access services. The House offices are decentralized from the main office, where the lead Principal and Dean are located. Students retain the same Advisor for all four years of their stay at Samohi. Samohi has a College/Career Center with three full-time Counselors.

An analysis of the school's student achievement data indicates the following:

- Over the last three years, the number of students who scored a three or higher on AP tests has increased 7.8% for the Hispanic population, decreased 11.5% for the White population, and has been steady for the African American population at about 2.5%, and has been steady for the
- From the 2014-15 to 2015-16 school year, there was a 61% increase in African American student AP participation and a 31% increase in the Hispanic/Latino AP participation.
- From 2015 to 2017, there has been a decrease in the total number of graduating Seniors successfully completing an AP Exam with a score of 3 or higher as the total went from 301 Seniors to 264 during this time.
- For CAASPP overall ELA, between 2014 to 2016, there was a 32% schoolwide increase in the number of students that either met or exceeded standards. The percent increase in the number of students by subgroups who either met or exceeded the standards are as follows: 27% African American, 58% Hispanic, 23% White and 20% English Learners.
- For CAASPP overall Math, between 2014 to 2016, there was a 0.08% schoolwide increase in the number of students that either met or exceeded standards. The percent increase in the number of students by subgroups who either met or exceeded the standards are as follows: 0.3% African American, 0.1% Hispanic, and 0.7% White.
- From 2014-16, the SAT scores indicated a range of 531-532 in Critical Reading, 541-556 in Math, and 524-545 in Writing. Of all SAT test takers, the percentage of Samohi test takers who scored

1500 or above ranged from 59.17-64.29% during these three years.

- Over the last three semesters, the total percentage of students with Ds/Fs has been 10.3% (Spring 2016), 10.0% (Fall 2016), and 11.3% (Spring 2017).
- For the CAHSEE until it was suspended for the 2015-16 school year, the passage rate in ELA ranged from 91-93% while the passage rate in Math ranged from 91-92% from 2011-2015.
- Samohi's schoolwide API from 2011-2013 had been 805, 820 and 823 respectively.

An analysis of the school's other pertinent demographic data indicates the following:

- Demographic data over the last three years:
 - White population: Increased by 7% in the city while Samohi's population has maintained between 36-38%
 - Hispanic population: Decreased by 1.5% in the city while Samohi's population has decreased by 5%
 - African-American population: Decreased by 0.9% in the city while Samohi's population has maintained at 9%
 - Asian population: Maintained at 9% in the city while Samohi's population has maintained at 7%
- Total enrollment has been on a relatively slow decline from 2,967 students in 2013-14 to 2,821 students in 2016-17.
- The EL population has ranged from 127-167 students in the last three years.
- Students applying for the free and reduced lunch has decreased by 2.6% from 2014 to 2016.
- Student participation in the Immersion Program has nearly doubled in the last three years.
- Over the last three years, Project Lead The Way enrollment has almost doubled as the program built from one grade level to now four grade levels.
- Homeless youth has more than doubled, rising from 12 to 28 students.
- The number of socioeconomically disadvantaged students decreased by 118 students over the past three years.
- Samohi lists 155 chartered clubs that students have the opportunity to participate.
- Samohi recently instituted a new Senior Attendance Policy and has seen a drop in chronic and severe chronic absentee rates over the past three years: 14.6% in 2014-15, 13.5% in 2015-16, and 13.1% in 2016-17.
- Samohi's graduation rate has remained steady between 94-95% from 2015 to 2017.
- Samohi's most recent graduating class with data on completing all courses required for UC/CSU entrance (2016) indicates that 70% of the graduating class reached this target.
- Although Samohi experienced a slight drop in total suspensions from 2014-15 (128) to 2015-16 (124), the figure rose in 2016-17 (142).

Samohi staff did a comprehensive review of the data through focus group discussions. The following three Critical Learner Needs were established for the school:

CLN #1: Evaluate the effectiveness of current support programs, and add or modify programs as necessary to meet the needs of all students.

CLN #2: Address and formulate a tangible plan to deal with the significant achievement gap that exists for African American, Latino, English Learner and Special Education students.

CLN #3: Dedicate time and energy to implement, monitor, and adjust the Action Plan.

Other Critical Learner Needs not listed within their top three included:

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

Chapter II: Progress Report

Samohi's last full WASC visitation was in March 2011. The school was awarded a 6-year accreditation term with a mid-cycle visit in March 2014. Since this mid-cycle visit, there has been significant changes in leadership both at the Santa Monica-Malibu Unified School District (SMMUSD) and at Samohi. The principal at that time resigned on June 30, 2016 one day before the superintendent at that time left the district on July 1, 2016. Samohi identified their next and subsequently current principal, Dr. Antonio Shelton, in September 2016. There were two interim co-superintendents during the search for a permanent superintendent until a new superintendent (Dr. Ben Drati) was named six months later on January 1, 2017.

Samohi's House structure has also experienced significant changes as there have been twelve new house principals hired over the last six years. Each house has had a minimum of two different house principals over that time span. In total, all the five new house leaders came from outside of the district, which includes the lead principal as mentioned earlier. Only the school's dean is the remaining administrator from the school's last full WASC visitation.

Due to the changes described, Samohi made two requests for extensions on the completion of their Self Study as the school was to have had a full WASC visitation in March 2017. The first extension was granted by ACS to push the visitation to November 2017. Over the summer, the school made a second petition to ACS for an extension so that the visit would occur in the first possible week of the spring semester window which was January 28-31, 2018.

Since the last full WASC visitation, Samohi had four Critical Areas of Need (CANs) to follow-up on:

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

In response to these CANs, Samohi has made the following progress:

CAN #1 - Samohi has dedicated time and energy to implement, monitor and adjust the school's actions plans in order to be aligned with school goals and encompass all departments. The school is institutionalizing a regular update on all student data to better reflect the current status of Samohi students.

CAN #2 - Samohi has developed a comprehensive schoolwide professional development (PD) plan that is revisited by the instructional leaders. Equal Opportunity Schools (EOS) and school data from Illuminate is being used to help identify students with potential for achievement in Honors Placement (HP) and Advanced Placement (AP) courses. Through a schoolwide and department review of data to help drive the PD plan, common assessments and pacing guides, significant increase in CAASPP ELA and a minor increase in CAASPP Math test scores have been experienced in the past three years.

CAN #3 - In the 2015-16 school year, SMMUSD hired Dr. Pedro Noguera to identify the needs of the SMMUSD in terms of equity and opportunities for student learning. Samohi is formulating a plan to deal with the significant achievement gap that exists for African American, Latino, English Learner, and Special Education students. Instructional strategies focused on supporting EL and special education are being implemented in all subject areas. Samohi does acknowledge that more work is needed to add or modify programs to support the needs of all students, especially underperforming students, and continuing to

advance student achievement across all significant subgroups.

CAN #4 - Samohi is looking at create outreach opportunities to identify students who need support in HP and AP classes such as recruitment night and open house. Samohi is looking to identify students with potential through testing data, teacher recommendation, and EOS. As a result, there has been an increase in the number of sections in the school's master schedule.

Samohi has also transitioned to the Local Control and Accountability Plan (LCAP). The LCAP focuses on the eight areas identified as state priorities which are designed to be present in Samohi's action plan. As a result, SMMUSD has created three main goals as a result of engaging in the LCAP process:

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

In the last six years, significant action steps have been taken at Samohi that reflect addressing these three goals:

- Samohi started construction of a new three story facility in 2011 which was completed in 2015. This building was funded through Bond Measure BB. Additional funds from this bond measure in addition to bond money to be received from Measure ES that was passed in 2012 are going to be utilized in a 30-year plan to upgrade and modernize the school's facilities from 2017-2047.
- In 2015, the Santa Monica College (SMC) Board of Trustees waived enrollment fees for high school students. This decision has now allowed those students who qualify now for college courses to take classes at SMC for free. SMC also began the Early Start Pathway (ESP) to develop a career pipeline in Early Care and Education (ECE) that meets the current and future ECE workforce needs, and, provide a clear pathway to a B.A. in ECE.
- Beginning in the 2016-17 school year, Samohi implemented a new program called, "Get Focused, Stay Focused" into the Freshman Seminar course. The program is designed to introduce strategies beginning in the ninth grade year and continuing beyond high school into college.
- Beginning in the 2014-15 school year, Samohi implemented the Project Lead The Way (PLTW) 4-year pathway program for a select number of high school students. All courses require an interest in creating and designing solutions to problems, strong math and critical thinking skills, and a willingness to work collaboratively in groups.
- Samohi teachers went to a training at the Los Angeles County of Education to learn more about the new ELD standards and how to implement them into the classroom. Teacher leaders created presentations and provided PD for the Samohi staff along with observing ELL cohorts in order to gather information and determine the factors that aid in the learning process and environment.
- Samohi implemented a new unexcused/tardy policy for all 9th-12th grade students. The policy states that all students must not exceed 120 unexcused class absences (three tardies equals one class absence) in order to participate in the graduation ceremony their senior year.
- Restorative Justice was introduced to Samohi in 2015. As a result, the school is using restorative practices to resolve conflict such as circles, received a Director of Restorative Justice to work at the school full time in 2016, and implemented the Super Saturday program in 2017.
- The Samohi Renaissance program is part of a devoted leadership program with an objective to help motivate individual attendance, academic excellence, and citizenship. This program not only reaches out to the entire campus, but is also strives to recognize all individual students.

Chapter III: Self-Study Process

Samohi's schoolwide learner outcomes have not been reviewed since their WASC Midterm Cycle Visit in 2014:

Academically productive students who

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

Ethical students who

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

Creative students who

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

Samohi also embraces four virtues of their motto "Sincerity, Maturity, Honor, and Service."

Samohi indicated during the visitation that the school's SLOs are inherently embedded within the three critical learner needs and the school's three main goals, which are the three goals for the Santa Monica-Malibu Unified School District. The Samohi staff stated that there was no assessment of the entire school program and its impact on student learning in relation to their current SLOs. When conducting the meetings throughout the visit with the Samohi Leadership Team, it was indicated that it was the three main goals that served as the focus on learning long-range action plan in accordance with the school's areas of need.

Part of Samohi's Self-Study process was to engage faculty and site administrators in various discussions on these goals, but with particular emphasis on equity. During department meetings, teachers created a set of core beliefs (different from the school's SLOs) that they felt were necessary for school unity and student success. The final iteration of the core beliefs were ultimately shared in a schoolwide meeting held in October 2016. The core beliefs are:

- A successful community of learning includes a schoolwide commitment to a clearly defined school mission.
- Education involves teaching the whole child (social, emotional, physical, academic and career readiness).
- Educators should create and promote a positive learning environment where students feel confident, safe, and encouraged to take academic risks.
- All students are capable of learning and want to succeed.
- Education should prepare students for real world situations and develop valuable life skills.
- The school goals need to be articulated in the School Site Plan.

It was evident during the visit that all certificated staff were directly involved in the school's self-study process, but not the classified staff, parents/community or students. Throughout the self-study process, focus groups comprised of the teaching and counseling staff only were set up in department, house and schoolwide meetings. The intent of these meetings were to collect evidence as well as obtain feedback and input. The staff, students and parents took part in an SMMUSD initiated survey that first became available to these stakeholders during the July 2017.

As a result of these focus group discussions, Samohi arrived at the following conclusions which not only contributed to the creation of their 3 CLNs, but also how these CLNs were embedded within the 3 school goals as reflected in the school site's current action plan:

- Evaluate the effectiveness of programs designed to help the underrepresented populations and add other programs in order to close the achievement gap. (CLN #1)
- Establish a network of support programs funneled in an appropriate manner that have the most potential for closing the achievement gap and increasing under-enrolled groups in honors and AP classes. (CLN #1)
- Samohi lacks the sufficient amount and appropriate types of programs necessary to support students with varying needs. (CLN #1)
- No overall programs that support students within the school day; such a program needs to be embedded. (CLN #1)
- A persistent and pervasive achievement gap still exists as seen in the CAASPP test scores. (CLN #2)
- Students are being placed in Honors College Prep and AP classes knowing they lack some of the skills needed for success in these classes and need additional support. (CLN #2)
- Plans need to be set in place to erase the disparities in skills and give all students equal access to higher-level classes. (CLN #2)
- Action plans are generally not well disseminated or understood by all staff members. (CLN #3)
- A schoolwide focus on common areas will create unity and accountability, but there needs to be time allocated to follow through on these areas. (CLN #3)
- Time needs to be scheduled to investigate, collect, and analyze data as well as properly train for and understand current and new support programs that are effectively working at other school sites. (CLN #3)

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the district LCAP and further defined by schoolwide learner outcomes and the academic standards?

Santa Monica High School (Samohi) has established clear and coherent vision and mission statements outlining what students should know and demonstrate. Within its mission, Samohi outlines its belief that all students can learn at high levels. Samohi's schoolwide learner outcomes (SLOs), which have been in place since 2014, align greatly with its vision and mission of providing students experiences to grow creatively, ethically, and academically. Although most stakeholders do not recall the elements of the SLOs as "SLOs", aspects of these outcomes are embedded into ongoing campus-wide work. In addition to these fundamental school structures, leadership members from each of the five houses on campus have worked collaboratively with their house members and as a team to create SAMOHI Core Beliefs. Stakeholders are committed to Samohi's Core Beliefs which inspired the three school goals in its action plan. Samohi continues to employ effective processes to ensure there is stakeholder involvement in the development and periodic refinement of the school's driving elements. This is evidenced by the various committee and group meetings that routinely take place on site with the following groups: Samohi Staff, School Site Council (SSC), English Language Advisory Council (ELAC), Professional Learning Communities (PLCs), Site Leadership Team (SLT) and the Principal's Advisory Council (PAC). Samohi's SLT and the work of the PLCs, both which are fairly new to the school, have been the most significant in providing structures which support strategic planning that influences progress towards school goals. Both the SLT and leaders from the PLCs acknowledge the amount of time, effort, planning, and training still needed campus wide in order to make significant progress on the school's goals. Samohi's goals are mirrored after the Santa Monica-Malibu Unified School District's (SMMUSD's) Local Control and Accountability Plan (LCAP) goals which were created through districtwide data analysis and stakeholder feedback. The SMMUSD Board has approved both the district's LCAP and the Samohi's Single Plan for Student Achievement (SPSA). Samohi's SPSA is inclusive of its critical learner needs.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

To what extent does the governing board have delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

SMMUSD has clear policies and procedures regarding the specific duties of the governing board and district administration in relation to the school and its staff. These policies and procedures are a matter of public record which are published online and can be seen on City TV Santa Monica. Samohi has a protocol in place to influence and respond to district policy. There is transparency of information to ensure that all Samohi stakeholders are made aware of board meetings and minutes. Various

committees have been created on campus to facilitate the flow of information to and from the governing board. Some of these groups include the following: the Site Leadership Team (SLT), the ELAC, the Faculty Advisory Committee (FAC), the Santa Monica-Malibu Classroom Teachers Association (SMMCTA), and the Service Employees International Union (SEIU). The school's professional staff is aware of the governing board's role and responsibilities.

In order to include all stakeholders in the governance of the school, Samohi has created various groups to further solicit input from a wide range of collaborators. The following are examples of these groups: SSC, ELAC, Parent Teacher Student Association (PTSA), and African American Parents Student Support Group (AAPSSG). These site groups meet on a routine basis and are actively involved in the governance of Samohi. An example of this is Samohi's SSC. Information on meetings and minutes is made available to Samohi's stakeholders. Samohi's SSC is responsible for the review and modification of the school's site plan. Once approved by the SSC, the school's site plan is recommended for SMMUSD Board for approval.

Evidence also suggests that there is clarity in the evaluation and monitoring processes as directed by the SMMUSD Board and its district administration as it relates to Samohi. The district's LCAP is an influential force in initiating current processes and practices. SMMUSD District Leadership, with the support of the district's board, has created the District Consultation Committee (DCC) to monitor the LCAP process and support schools within its district. Samohi's SPSA goals are exactly the same as the district's LCAP goals and reflect aspects of the state's new accountability model. Samohi stakeholders acknowledge the learning that needs to take place in order to fully understand the new accountability model, as well as initial steps that should be taken to ensure that accurate data is reported and reflected.

The SMMUSD Board and Samohi's complaint and conflict resolution procedures, as they apply to Samohi's stakeholders, are effective. These procedures are outlined through the district's board policy, in contracts with the SMMCTA and the SEIU, in the FAC, with the school's parent liaison, and with the Samohi's Restorative Justice program. Samohi's Restorative Justice/Practice program, in particular, has been well supported by the SMMUSD Board and district leadership. Site leadership, faculty, and parents of Samohi students have been trained in restorative methodologies.

A3. Leadership: Continuous Planning and Monitoring Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

Santa Monica High School (Samohi) utilizes Professional Learning Communities (PLC's) to analyze data and student work and plan common assessments. All English classes will have common assessments beginning in 2018-2019. History and Foreign Language each have two common assessments per year. The Math department currently has two interim assessments and one benchmark assessment.

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.

IPC and teacher leaders meet, plan and lead schoolwide, department and house meetings. Staff has an opportunity to share in the decision making process via IPC, Site Leadership Team, Department Chairs, and House Teacher Leaders.

Collaborative classes were created to put a Special Education teacher as co-partner with a General Education teacher, to improve access to the content standards. Common planning periods were created where possible.

To improve school attendance and tardiness advisors held attendance group meetings with students with chronic or at risk for attendance issues. The attendance and tardy policy is posted in every room and both parents and students review and sign the policy during registration. In addition the Student Outreach Specialist meets with families to address SART contracts.

The PLCs keep teachers accountable by checking in on student achievement and designing and implementing common assessments. Common assessments are evaluated prior to and following implementation to assess pedagogical approach as well as student growth.

A Literacy Coach was hired and assisted all department with the writing process and now writing exists across the curriculum. This position is currently not filled but needed to monitor the program.

Samohi has a variety of internal communication systems. Information is shared real time on the websites master calendar where grading periods, team/club activities, fine arts such as plays and musical events, as well as faculty and SLT meetings. The Principal sends out weekly emails to the staff to outline key information. Department chairs, teacher leaders and Faculty Advisory Council serve as liaisons to provide internal communication and resolve differences.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

At Samohi 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, provide a CA Credential and have majored/minored in their field of study. Faculty and staff attend a mandatory Mandated Reporter meeting run by the Administrative team. During the interview process for certificated positions the teacher must teach a lesson and then students, teachers and advisors are involved in the evaluation process. Everyone has a voice in deciding which candidate is selected for the position. Yearly evaluations with strengths and growth areas are conducted for each classified employee.

The Faculty Staff Handbook contains policies and identifies responsibilities, operational practices, decision making processes, and relationships of leadership and staff. Weekly meetings provide an opportunity to share and provide professional development that is subject specific. Teachers are notified of where they are on the evaluation cycle. Administrator and Teacher Leaders conduct walk in visits in addition to formal observations. Faculty meet with an administrator to go over what method they wish to follow so as to demonstrate professional growth.

Professional development takes place in weekly PLC meetings and in school wide meetings which provide an opportunity to share subject specific and school wide PD.

College readiness is developed through the College Fair, College visits, Career Day, the Freshman Seminar course curriculum-Get Focused/Stay Focused and Reaching Bigger mentorship program. Colleges regularly visit the campus and students can speak with admission officers.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?.

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. LCAP money was allocated to fund having all tenth graders take the PSAT, and all seniors to take the SAT. Funding was also provided for the College and Career Readiness program such as the Freshman Seminar curriculum. Teachers receive \$200 (\$250 for new teachers) for classroom supplies and support material for the classroom from the PTSA. The annual budget is done at the district level, with IPC and SSC input.

The district has aggressively promoted bond measures, and the community has agreed to increase sales tax that will support the district and therefore the High School. This is much needed, given the 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 bond money from the 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 probeware for science classes, as well as the necessary professional development on how to use them. A textbook and instructional materials coordinator is able to get what the school needs with efficiency. Scanning wands are used to track textbooks and some supplies.

The school is currently in the launching of its 25-year campus buildout plan. Buildings with no air-conditioning were resupplied to deal with periods of excessive heat with window shades and fans installed. In December 2017, the first stage of air conditioning installation began.

The district supports the 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. The district also provides a collaborative coach and professional development for the collaborative program.

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 they are on the right track. All students have access to Naviance and the school is looking to increase the features of Naviance to better track students throughout their school experience.

Common Core standards are used to support the learning and instruction at Samohi. The school is working towards pre and common assessments to address the diverse learning needs of students.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Samohi's Single Plan for Student Achievement (SPSA) outlines three goals that align with the district's Local Accountability Plan (LCAP) goals.

- Samohi's Site Leadership Team (SLT) and the work being conducted through the Professional Learning Communities (PLCs) is providing structures guiding professional development and progress towards the school's goals.
- District and site administration are supportive of teacher initiatives and offer a broad range of professional development opportunities.
- Samohi has utilized PLCs and professional development to implement writing across the curriculum which has significantly impacted standardized test performance.
- Samohi's collaborative class program has expanded in order to support more Special Education students in the General Education setting; teachers working in this program are provided collaborative professional development opportunities.
- Samohi has a thriving and supportive PTSA that supports the school through its fundraising, events, and volunteer efforts.
- Samohi's house structure provides consistent support and guidance with advisors who are a part of students' four-year experience.
- Bond money has been allocated to improve the school, replace aging buildings, and support technology.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Samohi should involve all stakeholders in the WASC process, such as classified, parents, and students.
- Samohi teachers would benefit from more professional development time to continue developing common assessments, analyze student data, and create meaningful interventions that support learning for all students.
- Samohi leadership and faculty should examine academic support and tutoring structures to ensure there is equitable, accessible, and communicated support for all students.
- Samohi leadership and staff would benefit from training on the state's new accountability model to ensure proper structures and systems are in place.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Samohi WASC Self Study Report
- Samohi's SPSA
- SMMUSD LCAP
- Classroom observations
- Discussions with parents, district leadership, site leadership, and student groups

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

Samohi students have access to a rigorous and relevant Standard-Based Curriculum. Students have access to meaningful instructional programs that prepares them for college, career, and life. In order to prepare students for college, Samohi teachers have developed curriculum that aligns with Common Core Standards in English and Math. Science teachers have been working towards embedding NGSS into their curriculum. Visual and Performing Arts have made great strides in implementing VAPA standards and evidence based writing. It was stated in a focus group meeting, that over the past three years, AP English enrollment and exam taking has doubled over the past three years. Santa Monica College counselors utilize Naviance to conduct survey in order to collect data on college matching, career interest, and scholarships for individual Samohi students. In addition, to having three College Counselor, all students have access to an Academic Advisor throughout their high school career. During freshman year, students and their families develop a four-year plans for graduation and/or college admission. Once students enter Junior year they participate in more intensive college focused meetings. Samohi teachers also play a major role in ensuring students have a viable instructional program. Collaborative teaching and Professional Learning Communities provide teachers with the opportunity to develop, enhance, and alter curriculum. During such planning time, teachers engage in reflection and evaluation cycles. Furthermore, Samohi students are exposed to Restorative Justice practices. Students participate in community circles and develop strategies for effective communication. During focus groups, teachers mentioned they have embedded restorative justice practices within their curriculum.

Samohi has the following academic standards and college and career-readiness standards for each subject area, course, and/or program:

- All AP courses have been approved by College Board and all AP teachers attend week long AP professional development.
- There is Common Core alignment in Math and English. In addition, Math has curriculum maps.
- Graduation requirements align to UC a-g requirements
- Art Department has implemented VAPA standards
- World Language has implemented ACTFL standard
- Science has implemented NGSS learning outcome
- Special Education students have readiness goals and transition plans implemented into their individual curriculum

It is evident that Samohi's curricular program has consistency between concepts and skills taught, the academic standards, the college and career readiness standards, and the schoolwide learning outcomes. For example, Collaboration classes in Science, Math, English, Social Studies enables general education teacher and Special Education teachers to effectively accommodate individualized learning needs. Congruence is evident among Freshman seminar classes as the classes allow students to "take ownership of their own learning and prepare them for the real world." Freshman are exposed early on to a variety of professions and careers. Similarity, Samohi offers AVID to grades 9th - 12th. In this program, first-generation students learn strategies to "self-advocate, self monitor, and promote critical thinking." Samohi students have many consistent college ready services embedded into their curricular program to prepare students for college and beyond. The College and Career Center provide students and their families opportunities to learn about the college going process. Additional, curricular programs include, Career Day, grade level common novels in English including school wide summer book with cross curricular activities, common assessments in Math and Science, advisory one on one meetings. There

are structures in place to promote teacher collaboration within departments to ensure consistency school wide.

There is integration and alignment at Samohi among academic and career technical disciplines. The implementation of a variety of courses, programs, dual enrollment, extracurriculars, annual celebrations, and guest speakers have allowed curricular integrity, reliability, and security. The following demonstrates such alignment:

- Seniors have access to ERWC courses
- English classes aligned to Common Core
- College and Career Programs - Project Lead the Way, SMC Pathways, Young Collections, AVID, APEX, Academic Competitions, Dual Enrollment, Student Store, Career Day, Get Focused, Stay Focused, and Get Ahead Summer courses
- CTE Program (auto mechanics) - Child Development, Computer Science, and Media.
- Day of the Dead annual celebration
- Film/Video-Film Festival
- Guest Speakers

Samohi articulates curricular programs and expectations with its feeders schools, local colleges and universities, and technical schools. In order to determine if students are graduating ready for college, leaders and teachers examine SBAC and college entrance exam data. There are also variety of programs offered to support the transition from middle to high school and from high school to college. Several Samohi programs visit middle schools to promote their program to future ninth graders. For example, feeder middle school students have the opportunity to attend marching band night to perform at Samohi concerts. The Math Department hold articulations meetings twice a year with feeder middle school to examine curriculum transition. Young Collections and Dual Enrollment allows students to experience college level courses, material, and academic expectations. There is a strong partnership between Samohi and Santa Monica Community College. SMC and teachers have opportunities during the school year to collaborate and evaluate classes offered. Science teachers also work closely with SMC to “articulate physiology and biology labs.” Special Education students also receive transitional support services as they enter and exit Samohi. In addition, the Adult Transition Programs provides students age 18 -22 with certificate of completion, functional life skill curriculum, and vocational training.

B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school’s entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

Samohi students have equal access to academic programs and are provided with assistance with a personal learning plan to prepare them to achieve their academic, personal, and career goals. Students are exposed to Career Day, College Fairs, Project Lead the Way (engineering pathway), College Visits, Career Exploration, PAES lab for Special Education students, and College Knowledge Thursday to support students in making appropriate choices and pursue a full range of realistic college, career, or other educational options. During Career Day, students are exposed a wide range of careers. The College and Career Centers plays a vital role in ensuring students are provided with a wide range of resources to determines their post secondary academic and career pathways. The Reaching Bigger Goal mentorship program also supports students in determining their future goals. The Advisor structure provides students with individualized support such as academic counseling, academic planning, college related presentations to students and their families, Naviance, and Career Exploration to name a few. Furthermore, College Counselors provide seniors with individualized attention and support as they participate in the college admission process.

All courses offered at Samohi provide students with real word applications. Students have access to rigorous, relevant, and coherent curricular programs. All students have access to a variety of classes

such as band, orchestra, choral, AP courses, Honors courses, theater/performing arts, world languages, sports, ASB, AVID, photography, digital design, Yearbook and more. Students have the opportunity to enroll in extended day classes which allows students to take an elective of their interest. Samohi also offers classes to support diverse learners and their needs such as Special Education program classes, Immersion program for English Learners, PBS classes, and Collaborative classes. In addition, PLC meetings, department meetings, allow teachers to collaborate and support the implementation of real life applications in across all classrooms and curriculum.

Samohi collaborates with students, parents, and staff to develop, monitor, and revise student's personal learning plan and their college, career, or other educational goals. This collaboration begins freshman year, as counselors meet with students to develop a four-year plan of course with students and their families. Throughout this partnership, parents become aware of their student's academic standing, schedules, credit deficiencies if any, and discuss concerns in respect to course enrollment. The Xinachtli After School Program is a collaborative project between Parents, Teachers, and Students. Xinachtli provides the following student services: mentoring, tutoring, field trips, college preparation, and social justice workshops. Samohi parents have many opportunities to participate in their child's educational program and monitor their academic progress. Events such as Back to School Night, Family Night, and Parent Night for students with IEPs inform parents on student's academic standing and educational goals. Parents also the have ability to monitor their students' grades and attendance via Illuminate. In addition, teachers are required to communicate with the families of students who are at risk of receiving a D or F prior to sending progress reports.

Samohi has implemented strategies and programs to facilitate transitions to college, career, and other postsecondary high school options. Evidence of strategies and programs consist of the following:

- Career Technical Education
- College and Career Center
- PSAT and SAT Registration and Test Administration
- Santa Monica College Partnership
- Field Trips to SMC and LA Trade Tech for Special Education students
- Department of Rehabilitation Counselor
- College Enrollment Statistics - 90% attend college, 58% four year, and 38% two year
- ERWC Course offerings
- Get Focused, Stay Focused Curriculum
- Internship Program
- Scholarship Program
- AVID - College field trips, access to scholarship, and support with the college application process

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- WASC Visitation Committee validates the notion that all Samohi students have access to a plethora of course offerings.
- Samohi's College and Career Center coupled with three College Counselors and 10 Advisors provide students with academic planing, access to post-secondary options, college ready programs, and support to reach their goals.
- Advanced Placement course enrollment has increased over the past three years. (AP English in particular)
- Samohi partnership with Santa Monica Community College provides students with additional course offerings, dual enrollment, access to tuition free college courses/credit, and SMC college counselor on site for 3 days a week.

- The implementation of Collaboration classes have enhanced student learning outcomes for special education students. There are over 50 Collaboration classes across core content areas.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- Teachers should implement and develop uniform students expectations, outcomes, and rigor across grade level and content areas. Teachers shared the notion of having commonalities across similar subject matter courses and have less variation from teacher to teacher.
- Samohi should direct energies, personnel, and resources to expand career pathways opportunities for students.
- Samohi should direct energies, personnel, and resources to improve underrepresented students' retention and enrollment in Advanced Placement courses.
- Samohi should consider revisiting the processes of Professional Learning Communities in order to develop a more formalized approach to engage in calibration, development of common assessments, development of rubrics, curriculum maps, and student learning outcomes within departments.
- Samohi should consider expanding intervention programs and processes to support struggling students' ability to access curriculum.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Interviews with teachers, students, staff
- AP/Honors Enrollment Data
- AP Exam passage Rate
- College Enrollment Rate
- Graduation Rate
- SBAC Data
- Common Assessment Development
- Pacing Guide Development

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

Samohi has made a commitment for all departments to work with the District's Literacy Coach to develop lessons that involve text-based and claims-based writing across the curriculum. The school's access to this coach was not able to continue heading into the 2017-18 school year. Samohi departments have made efforts to develop curriculum maps, lesson plans and Focused Learning Targets in order to deliver rigorous and relevant learning experiences. Most departments are consistent in being able to identify the course standards and expected performance levels, but this is an area they wish to expand to all departments. Recent SBAC scores indicate that Samohi is making progress in increasing the rate of students who are meeting or exceeding proficiency in both English Language Arts and Mathematics.

When Freshmen begin their experience at Samohi, they use the Career Choices/My10YearPlan.com curriculum in Freshman Seminar. Samohi has increased the number of AP courses to 18 and have expanded the number of students accessing these courses. Samohi students also have more opportunities to access college level instruction by either becoming accepted in the Young Collegians project with Santa Monica College (SMC) or enroll in dual enrollment courses at SMC or held at Samohi. Based on where Samohi is located, there are numerous professional and community organizations that can serve as career resources for the school. Samohi is able to host Career Day and Career Panels for their Juniors and Freshmen, respectively, on an annual basis as well as have guest speakers and field trips arranged to these entities. Career Technical Education (CTE) instruction primarily resides in what was formerly known as Regional Occupational Program (ROP) courses and also in the Project Lead The Way (PLTW) pathway program.

Since the mid-cycle visit in 2014, Samohi has not changed their schoolwide learner outcomes (SLOs). The SLOs are based on developing academically productive, ethical and creative students. Samohi's Self-Study is more focused, based on the findings and supporting evidence, on developing academically productive students when addressing its instructional practices. When viewing the components of this particular SLO, Samohi's Self-Study has responded to how their teachers deliver instructional experiences designed to develop students who can read, write, speak, and listen effectively; think critically and independently; identify and use all available resources, including technology, to manage, research, and synthesize knowledge; develop habits necessary to meet the challenges of the 21st Century.

C2. Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Samohi staff are making strides with incorporating multiple and purposeful modalities of media and technology in the classroom in order to enhance student engagement and deliver instruction effectively. At Samohi, 82% of the teaching staff feel these strategies and resources address students who learn through visual, auditory, kinesthetic and artistic means. Up to 85% of Samohi teaching staff report using some form of instructional technology in their classroom on a daily basis. Samohi is a Google Apps for Education (GAFE) school where applications such as Google Classroom, Sites, Slides, Forms, and Docs are used in conjunction with other apps such as Remind, Kahoot!, Plickers, Survey Monkey, Socrative and Quizlet. Many Samohi teachers employ instructional strategies that address individual, cooperative

and whole class learning experiences. Another outcome with the implementation of Common Core has been the Samohi teachers using a variety of materials and resources beyond the textbook in order to both address a student-centered focus on learning and real-world relevance. An area that Samohi wishes to improve on is coming up with a professional development plan that addresses the teachers' expressed needs for instructional growth.

Students are asked to demonstrate their ability to apply acquired knowledge and skills at higher cognitive levels by taking part in Socratic Seminars, DBQs (Document Based Questions), and Academic Circles as student engagement strategies. Teachers are also facilitating group dynamics so that each member of the group knows his/her role in the activity and learning process. In the AVID classes, the tutorial process encourages students to develop a point of confusion in order to discover through higher order thinking questions from their peers to derive the solution. For example, Freshman Seminar and Economics classes create projects for students to examine community-based problems in order to derive solutions through a collaborative process. The use of technology by students for some assignments is intended to engage them to investigate and explore towards arriving to outcomes, solutions and developing positions on certain topics.

Samohi's self-study reports that 62.4% of the student body indicated they feel that they receive adequate assistance in helping them meet or exceed academic standards. Samohi teachers are making an effort to use various scaffolding strategies and routines to engage all students in focusing on learning for all. Tutoring opportunities at lunch and after school are made available by the teachers. Samohi teachers also participated in teams tied into receiving professional development based on increasing student engagement and equity in using Professor Pedro Noguera as a consultant to the district. As alluded to earlier, recent SBAC scores indicate that Samohi is making progress in increasing the rate of students who are meeting or exceeding proficiency in both English Language Arts and Mathematics.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

1. Samohi is making observable progress in providing the student body increased opportunities to access rigorous and relevant curriculum which is present in a majority of course offerings.
2. Samohi teachers are delivering instruction to address a variety of learning styles through modalities that incorporate technology, multimedia and interactive activities aimed towards student mastery of content.
3. Samohi teachers recognize that students need to develop critical thinking skills which is evident repeatedly as students are experiencing the use of Socratic Seminars, problem-solving strategies through discovery and claims-evidence writing.
4. Samohi has adopted a practice to enhance instruction by using a variety of supplemental materials and resources as well as community members as guest speakers.
5. Samohi is looking to analyze common benchmark assessment data to evaluate the effectiveness of those instructional practices that were employed leading up to these assessments.

Key issues for Standards-Based Student Learning: Instruction (if any):

1. Samohi should develop an educational technology professional development plan that is based on what the teachers prioritize as the critical instructional need(s) that is tied into enhancing student learning for all students.
2. Samohi should explore ways to provide academic support within the bell schedule (either current or another format) prescribed for those struggling students who need targeted instructional support.

3. Samohi should explore means for teachers to observe their colleagues in common subject areas.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Staff, Student and Parent Survey Data
- Site Leadership Team Meetings
- Instruction Focus Group Meeting
- Classroom Observations
- Student Work Samples
- Lesson Plan Samples
- Samohi Professional Development Timeline
- AP Class Enrollment
- Young Collegians Roster
- Off Site Tutoring Programs
- Claim-Evidence-Based Writing Assignments
- Evidence of portable technology by way of House-apportioned laptop carts
- Evidence of outside supplemental outside resources and opportunities

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

Santa Monica High School uses a wide variety of assessment processes to collect student performance data from national, state, and site-level sources. These include CAASPP, CELDT, AP, PSAT, and PLC common assessment results, as well as IEP meeting notes and triennial evaluation results. All standardized state assessment results are entered into the school's Illuminate online gradebook, where it can be disaggregated by demographics, socioeconomic level, students with disabilities, ELs, and more. Illuminate can also be used to create tests from their questions bank, and also analyze test results using the built-in features of the software to disaggregate the data. Several departments are still in the curriculum map development phase and have yet to begin collecting common assessment data. The counseling staff will be receiving training on student data collection and how to use it to better support their students.

The school does a thorough job of keeping all stakeholders informed of student progress. The district uses a program called Blackboard Connect and another messaging app to send out calls, texts, and emails to parents. There are monthly and weekly newsletters that are sent home by each house principal and advisor weekly and monthly, respectively. The principal sends regular emails out to all staff, students, and parents in which he provides general information and recognizes achievements. Parents and students are able to access the Illuminate gradebook through the program's app. This platform provides them with the ability to see standardized test scores and also their student's current academic progress. Parents are provided with their student's annual SBAC results, quarterly report cards, and six-week progress reports. They also can now view the school's dashboard on the state's department of education website. Parents of freshmen and sophomores are included in the academic planning meetings with advisors, and are now being instructed on the use of Naviance. During a question and answer session between parents and the WASC visiting committee, the parents expressed great satisfaction in the level of communication they receive from the school regarding their student, and also the personal relationship they feel that they and their student has with their house advisor.

Teachers are able to keep students and parents informed as to progress in various ways, as well. They use technology for this purpose through platforms such as www.turnitin.com, Google Classroom, www.signup.com, Remind, Kahoot, and Edmodo. Among the faculty, pertinent information and data is shared among staff members and disseminated at faculty, house, department, and PLC meetings.

Student growth and progress is monitored by departments and PLCs as they develop and analyze common assessments, implement common grading scales, and create curriculum maps. Every student has an annual meeting with their advisor to revisit their four year plan and ensure that the students is on track to graduate. In these meetings, students are counseled on college and career pathways after high school. The staff recognizes that there is a need for ongoing alignment of assessment and monitoring practices in order to identify areas of improved student achievement schoolwide. The many PLC teams are at various stages of curriculum development as some are just beginning to develop curriculum maps and common instructional practices, while others have begun giving and analyzing common assessments as a team, and using the data to drive instruction.

College and career-readiness standards are addressed in a variety of ways. Students can take advantage of several specialized career-focused programs including PLTW, LA HI-TECH Career Pathways, and CTE (formerly ROP) classes, but also some college-focused programs including Dual

Enrollment, Young Collegians, AVID, and Get Focused...Stay Focused!. House Advisors use Naviance and study transcripts, grades, and on-target rates for graduation and A-G completion to inform students during their annual academic planning meetings of the numerous options and pathways available to them the Samohi and the partnership with Santa Monica College. Advisors and administrators are able to determine the success of these programs through analysis of grades, completion, retention, etc.

The staff at Samohi has not reviewed the schoolwide learner outcomes since their midterm cycle visit in 2014. Instead, they focused on their “core beliefs” which include a clearly defined school mission, a positive and safe learning environment, student motivation and success, and development of successful life skills. These beliefs have been articulated in the schoolwide action plan as goals. These goals include ensuring that all students are ready for college and careers, an increased focus on the English Learner population, and providing a safe, equitable, and well-maintained learning environment.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these finding to modify the learning/teaching practices to improve student learning?

At Santa Monica High School assessments are used to monitor and modify learning in the classroom. Teachers are checking for understanding during instruction in a number of ways, some of which include think-pair-share strategies, claim-evidence writing activities, random selection of students, google classroom tools, socrative, group discussions and share out, and more. In addition to each teacher’s traditional formative and summative assessment strategies, common assessments and pre-assessments are regularly used by some departments to develop and modify curriculum. They also are used to determine the need to reteach necessary skills. Rubrics have been created for common assignments by some PLC teams and are in the development phase for others. The ELA and World Languages departments use turnitin.com to assess student writing. Other online assessment resources include, but are not limited to, Google Classroom, Kahoot, Socrative, Remind, the Khan Academy website, Edmodo teacher sites, and the assessment tool in Illuminate.

Many teachers provide opportunities for tutoring, test correction, and retakes for students to improve their scores and mastery of the content. Students expressed appreciation for their teachers’ accessibility and willingness to provide them with further assistance outside of normal classroom hours. Some subject teams, such as AP English, have been provided with a day with a substitute so that they can work together on grading student writing. At PLC meetings is where common assessments, assignments and rubrics are developed. This process has been ongoing and growing over the past three years, but teachers acknowledged that there is still much work to do with development and analysis of common assessment. Continued growth is expected as the newly formed School Leadership Team is planning opportunities for PLCs to showcase their efforts while highlighting their success and describing their struggles through the entire cycle.

Students are given frequent feedback as to their academic performance. All students have access to their class grades through the Illuminate app. Teachers are encouraged by admin to update their grades no more than every two weeks for students and their parents to stay up to date. Progress reports/report cards are sent home every six weeks. Additional feedback is gathered directly from students through checking for understanding, informal interviews, and dialogue. Advisors meets annually with each student to provide information about A-G and graduation requirements, as well as post-high school opportunities. The advisors also use grades to determine if guidance and/or intervention is necessary for student success. Teachers and students often collaborate on rubrics and Focused Learning Targets for bigger assignments to ensure comprehension and understanding of the expectations.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

Santa Monica High School uses a multi-faceted monitoring system to determine student progress and achievement, and to make modifications to schoolwide curriculum and programs. This approach would not be successful if not for the valuable input of various stakeholders. The school board is presented with all standardized state and national test scores. The community is kept abreast of student achievement through articles in local newspapers, SMMUSD press releases, and with the information that is shared on the school website. House Advisors send weekly newsletters highlighting student achievements. They also use Naviance to track student activity and progress. Through Illuminate, parents and students are able to access their (or their student's) state and national standardized test scores, as well as the individual assessments that are in the gradebook for each current class.

Staff members at Samohi work together to examine and analyze standards-based assessments in ELA and math, and this information is used to make changes in the school programs and course curriculum. For instance, in response to a discrepancy in the reading and writing portions of the CAASPP, the school embarked on a claims-evidence writing initiative in all departments with the assistance of a district writing support specialist, who was hired in 2015 specifically for that purpose. As a result of those efforts, the school saw a significant improvement in the CAASPP scores for ELA in the areas of reading and writing. Unfortunately, the literacy coach was moved to help support another school and the staff is feeling the loss. The math department began using district benchmark assessments with standards-aligned questions for each of its courses. Additionally, the department worked in conjunction with UCLA to administer the Mathematics Diagnostic Testing Program (MDTP) that is given annually to each freshman to verify correct math placement. The EL cohort uses CELDT scores, course assessment data, and in-class observations of the students to most effectively monitor and support these students.

Assessment results are also used by Samohi to make additions and changes to professional development. PD has been based on the needs of the PLCs in each subject rather than on the needs of the school or district as a whole in an effort to provide targeted, specific improvement. Some PLC teams have been provided with pull-out days to continue their collaborative work that is usually limited to Wednesday morning meeting times or the use of the teachers' personal time. Additionally, advisors and college counselors are now being trained by the American School Counselors Association on how to be more data-driven in an effort to provide a more comprehensive school counseling program.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

1. The school has numerous instruments in place from the federal, state, and school level to assess and measure student achievement and learning.
2. Many subject-alike teams are consistently engaging in PLC-based work to develop common curriculum and assessments to improve student achievement.
3. Claims-evidence writing is occurring in all subjects and is having a positive impact on student literacy and CAASPP ELA scores.
4. House Advisors are attending training provided by ASCA on strategies for collecting and using performance data to better support the needs of their students.
5. Teachers use an assortment of strategies to check for understanding during classroom lessons,

which provides them with real time feedback.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

1. A schoolwide system for collecting, analyzing, and using student achievement data is needed.
2. PLC teams should create a schoolwide protocol to guide their collaborative work to align their curriculum, share best-practices, develop and analyze common assessments (formative and summative)
3. Curriculum, instruction, and assessments should be aligned to the schoolwide learner outcomes and/or core beliefs.
4. Samohi should develop common grading categories and grade weight percentages within departments and/or subject-alike teams.
5. More professional development time is needed for collaborative PLC work.
6. Samohi should work to develop a procedure for assessment data analysis within PLC teams that promotes transparency and accountability among the team members.
7. Staff members have indicated that they need to implement a schoolwide intervention program for students that is embedded into the school day.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Evidence gathered from the self-study, classroom observations, informal conversations with staff members, leadership group meetings, and the focus group D discussion includes:

- Illuminate is a valuable tool for students and parents to monitor progress.
- Wednesday morning professional development time is used for department and PLC meetings.
- PLC teams are working towards aligning their curriculum, instruction, grading, assessment, and analysis to improve student achievement schoolwide.
- House Advisors hold yearly academic planning meetings with all 9th-11th students to advise them on their course of study and post-high school options.
- www.tumitin.com is used by the English and History departments to assess student writing.
- Spanish 3 PLC common assessment analysis form
- US History AP common assessment analysis
- Math department diagnostic and interim common assessments.
- Claims/Evidence writing in all subjects.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

Principal sends out weekly newsletters. Blackboard connect emails and voicemails when information needs to be communicated. Parent and community members are provided opportunities to be part of committees. The school also uses social media to communicate with students, parents and the community. Information is shared with families and the community via the Samohi newspaper, Blue Bulletin announcements, Viking Voice quarterly, weekly advisors' newsletter and social media. Staff send emails or make phone calls to families to indicate concerns about tardies, performance. Staff communicates to parents via apps like REMIND, Google Classroom and class websites.

Santa Monica High School provides opportunities for local community members and businesses to share their expertise with students and staff. Guest speakers from the community are invited to make presentations in classrooms or at assemblies. Community members also volunteer to interview Freshmen students at the end of first semester, as part of a common-assessment in Freshman Seminar. In addition, local businesses host student field trips and employment opportunities. Courses such as ECHO, Entrepreneurship, and Career and Job Readiness give students real-world training that often leads to jobs on campus. Project Lead the Way works with scientists in the community as mentors.

E2. School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Santa Monica High School has implemented policies and committed resources to promote a safe, clean and orderly campus environment that promotes learning. To ensure a safe campus, security officers regularly patrol the campus and restrooms. The school maintains fences and locked gates for added security.

Grade-level assemblies go over school rules, definitions of sexual harassment, and provide education about the dangers of drug use. Freshman Seminar classes include units about bullying, healthy relationships, suicide prevention (including online bullying), drug and alcohol abuse, race and membership, and stages of genocide.

Santa Monica High School has made a multi-year commitment to Restorative Justice. Four years ago, all teachers received training in Restorative Justice practices and new teachers are trained each year. Student conflict is often referred to harm and conflict circles led by the Restorative Justice Coordinator.

Feedback from focus groups stated that there is a great need for expanded mental health services on campus. They reported that students with anxiety, depression, and substance abuse are being seen by mental health professionals but there is a waiting because the demand is not being met.

Collaborative classes provide the same curriculum to special needs and general education students. The report states that these collaborative classes have shown success with students with disabilities academic progress.

Freshman Seminar uses Social Justice standards to guide curriculum. The course also focuses on celebrating individual identity. Freshman seminar class is explicitly teaching the social justice standards

as part of the spring semester.

The leadership of Santa Monica High School works to build trust, respect and professionalism among the school's stakeholders. Administrators and faculty work together regularly in IPC and SLT meetings to plan PD and address school-wide needs.

Staff, students and parents are on the School Site Council and therefore contribute to decisions about the Single Plan for Student Achievement and the District's Local Control and Accountability Plan.

E3. Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success.

To what extent do students with special talents and/or needs access to a system of personal support services, activities, and opportunities at the school, and how are they enhanced by business, industry, and the community?

Santa Monica High School offers a wealth of curricular and co-curricular activities. Many of them link to academic standards and schoolwide learner outcomes. In response to parent concerns several years ago, students at Santa Monica High School are enrolled in houses. These houses have about 600 students which allow for more personal relationships with the student's advisors and administration during their 4 years. As much as possible, students stay with the same house all four years.

Tutoring both during the school day and after school is provided by many teachers and by volunteer groups. Many school clubs offer academic or personal support. Tutoring opportunities are posted online and in classrooms.

Santa Monica High School created collaborative classes in many subjects and at all grade-levels; these classes provide special education students access to and progress in a rigorous, standards-based curriculum in the least restrictive environment. To further support their students with special needs, there is also a full-time nurse, health clerk and three school psychologists, therapists, language therapists and mental health services on campus.

There is a Community Liaison to support translation needs on campus. The Community Liaison also trains ELAC cabinet, and helps coordinate all ELAC meetings, and stays current with community resources in order to inform our parents.

Santa Monica High School has three full-time college and career counselors in addition to counselors in each house. These counselors concentrate on informing and transitioning students to their chosen post-secondary options.

Teachers and staff offer assistance to meet students' needs through courses such as AVID, and Freshman Seminar. The school continues to evaluate ways to increase the effectiveness of the services we provide, as well as make sure all students feel supported.

In order to assist with credit retrieval, the high school also offers alternative instructional options beyond the six period day for students to get-ahead or to make up credits, such as APEX.

Students entering ninth grade who are identified as at-risk may be placed in ninth grade tutorials to help build skills.. Students that are struggling will also be helped through the RTi process.

In order to better support EL students, they are placed in cohorts in their regular education courses and the cohort teachers receive extra support from the Teacher-Leaders. As stated in SLT meetings, this is a

work in progress in discussing ways to support their LTEL students.

Efforts over the past six years have resulted in more equitable demographic distribution of students in upper -level course offerings. For example, identifying likely students, hosting parent/student information sessions and offering open enrollment in AP classes. Staff has recognized the need for support to increase the retention of underrepresented students in advanced classes, therefore students who struggle in few selected AP classes are identified by teachers and given one-on-one or small group tutoring by retired AP teachers or peer mentors. As stated in SLT meetings, this is an area of growth. Staff shared that a change of school schedule incorporating a built in time for intervention and support of the struggling all students might be helpful.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

1. Samohi has a diverse student population and it is considered a strength and embraced by staff and students.
2. Samohi has supportive parent organizations and community groups that enhance the educational programs for the students.
3. Samohi has numerous clubs and organizations that are available to connect with their diverse population with common interests.
4. Samohi has established a full range of collaborative classes to assist the students with special needs in receiving a rigorous education and fulfill their IEP requirements. These classes feature both a general education and special education teacher in the class.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

1. Samohi should discuss viable methods for promoting cleanliness in bathrooms and common areas.
2. Samohi should begin monitoring of programs including interventions and support programs to ensure all students are being served in an equitable manner and programs are congruent with the needs of the students.
3. Samohi should research ways to increase mental health services available to students on campus.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Student Meetings
- SLT meetings
- Teacher conversations
- Focus Groups meetings
- FOL Report
- Parent Meeting

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

The Visiting Committee identified and reported back to the school the following schoolwide areas of strength:

1. Samohi has an inclusive, diverse population with access to numerous clubs and organizations connecting students to common interests promoting a positive and proud school culture.
2. Samohi students experience personal support and connections from their house advisors and career counselors with academic and post-secondary planning.
3. Samohi's SLT and PLC teams are engaging in collaborative work to develop common curriculum, grading standards, assessments, and analysis protocols to improve instruction and student achievement.
4. Samohi implemented claims-evidenced-based writing in all subjects schoolwide, which has resulted in a significant positive impact on student literacy and CAASPP scores.
5. Samohi is providing the student body with increased academic opportunities such as increasing AP courses and enrollment, as well as the accessibility to Santa Monica Community College course offerings.
6. The implementation of Collaboration classes within the general education setting has enhanced rigor and student learning outcomes for Special Education students while expanding collaborative opportunities among the general education and SPED departments.
7. Samohi has a thriving and supportive PTSA, SMMUSD Educational Foundation, school-connected community groups, and other partnerships that enhance educational programs for all students.

Schoolwide Critical Areas for Follow-Up

The Visiting Committee identified and reported back to the school the following schoolwide critical areas for follow-up:

1. Samohi would benefit from more professional development time to fortify curriculum maps, develop common assessments, and continuously analyze student data to enhance learning and achievement for all students.
2. Samohi should use multiple metrics to drive instruction and decision-making processes when analyzing data through the lens of transparency and accountability among team members.
3. Samohi leadership and faculty should consider expanding academic support and tutoring structures, within a bell schedule that can accommodate this intervention, to ensure there is equitable and accessible support for all students.
4. Samohi should continue to support the development of claims-evidenced-based writing in all subjects, with a Literacy Coach or support specialist, as a way to promote literacy and writing across content areas.
5. Samohi students would benefit from the expansion of career pathway options leading to viable employment opportunities within existing industry sectors.

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Evaluate the effectiveness of current support programs, and add or modify programs as necessary to meet the needs of all students.
2. Address and formulate a tangible plan to deal with the significant achievement gap that exists for African American, Latino, English Learner and Special Education students.
3. Dedicate time and energy to implement, monitor, and adjust the Action Plan.

Other Critical Learner Needs not listed within their top three included:

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

These were addressed by the Visiting Committee within the 5 Schoolwide Critical Areas for Follow-Up after careful review of the school's Self-Study, conversations with the Focus Groups, and meetings with the Site Leadership Team. This was also substantiated by the notion that the school could produce evidence indicating it was effective in ensuring these two needs were being met by the school at the present time.

Chapter V: Ongoing School Improvement

The schoolwide action plan provided in the Self Study is based on the 3 goals that Samohi established for the 2017-18 school year. These 3 goals are also the major goals that appear in the LCAP and the school's SPSA. The goals are as follows:

Goal 1: All students are ready for college and careers.

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

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

The action plan provides for each goal a rationale statement, critical learner needs (which are not any of the three critical learner needs the school established for the WASC Self Study and are really action steps/strategies/critical area needs towards meeting that goal) and objectives to be executed towards meeting that goal.

The 3 *critical learner needs* that Samohi established below are really *critical area needs*:

CLN #1: Evaluate the effectiveness of current support programs, and add or modify programs as necessary to meet the needs of all students.

CLN #2: Address and formulate a tangible plan to deal with the significant achievement gap that exists for African American, Latino, English Learner and Special Education students.

CLN #3: Dedicate time and energy to implement, monitor, and adjust the Action Plan.

The WASC process is focused on learning in order to identify areas of growth related to improving student learning. This plan is more focused on critical areas for follow-up aligned with the three goals. When examining the Schoolwide Action Plan, there are objectives established that do address completing steps to enhance student learning. This is particularly evident with the utilization of common assessments and using data to drive instruction in Goal 1; English Learner instructional practices and intervention strategies as outlined in Goal 2; the school's philosophy of having a safe campus which engenders learning by all as entailed in Goal 3.

Samohi's Professional Development Plan is a separate plan that does address opportunities its staff has in addressing the three goals and particularly critical learner needs #1 and #2. Over the past 4 years, professional development has been targeted to address the following areas: AVID, Differentiation through Academic Discourse, Educational Technology, English Language Development, Mathematics Instructional and Leadership Capacity Building, and Project Lead The Way.

At this time, Samohi's schoolwide action plan, as it appears in Chapter V in their Self-Study, is written as follows for each of its three goals:

- Rationale
- Critical Learner Needs to support the Rationale (different than the 3 CLNs alluded to above)
- Objectives
- Strategies/Actions
- Person(s) Responsible
- Timeline to Accomplish each Task
- Assessment and Evidence
- Means to Assess Progress

Although there are "Means to Assess Progress", there are no signs of measurable goals indicated or targets they wish to achieve in 1 year, 2 years or 3 years from now.

The action plan is feasible within the existing resources available to Samohi. The various funds allocated to Samohi have been increasing over the last three school years (from \$5,827/pupil expended in 2014-15 to \$7,057/pupil expended in 2016-17). These expenditures have averaged almost \$18.7M annually each school year during this span for the school. Samohi also receives funds through its PTSA, Santa Monica-Malibu Education Foundation, and Samohi Alumni Association.

The school will also be experiencing significant facility improvements made to the campus over the next 30 years through two separate bond measures that were passed in 2006 and 2012. The learning goals of the Samohi campus plan are to:

- Improve learning by replacing undersized and inflexible facilities with larger spaces that accommodate diverse learning styles.
- Provide enhanced support spaces (such as libraries, cafeteria, labs, and other student services) that promote whole child development.
- Upgrade technology needs such as Wifi access, classroom equipment (projector and screen, interactive whiteboard, document camera, DVD player, and a sound system with wireless microphones) and student equipment (laptops) in order to facilitate 21st century-based instruction.