

**Santa Monica-Malibu Unified School District
Board of Education Meeting
MINUTES**

**UNADOPTED
March 9, 2006**

A special meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Thursday, March 9, 2006 at SMMUSD District Offices, 1651 16th Street, Santa Monica, CA. The Board of Education called the meeting to order at 4:10 p.m. in the Board Conference Room of the Santa Monica-Malibu Unified School District Administrative Offices and moved to Closed Session for the reasons listed under section III. The public business meeting reconvened at 5:47 p.m. in the in the Board Room.

I CALL TO ORDER

- A. Roll Call
- B. Pledge of Allegiance

II PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY

No speakers

III CLOSED SESSION:

- Public Employee, to consider appointment, employment, performance evaluation, or dismissal of employee pursuant to GC §54957 as cited in the Brown Act.
- Elementary School Principal
- Superintendent Search

VIII PUBLIC COMMENTS

Public Comments is the time when members of the audience may address the Board of Education on items not scheduled on the meeting's agenda. All speakers are limited to three (3) minutes. When there is a large number of speakers, the Board may reduce the allotted time to two(2) minutes per speaker. The Brown Act (Government Code) states that Board members may not engage in discussion of issues raised during "VIII, Public Comments" except to ask clarifying questions, make a brief announcement, make a brief report on his or her own activities, or to refer the matter to staff. This Public Comment section is limited to 20 minutes. If the number of persons wishing to address the Board of Education exceeds the time limit, additional time will be provided in Section XVI, **CONTINUATION OF PUBLIC COMMENTS.**

- Coco Gallegos addressed the Board of Education on behalf of Eddie Lopez's family. Eddie was her nephew. She expressed appreciation on the part of the family for the outpouring of support following Eddie's death. She stated that Eddie never felt safer than when he was on the Santa Monica High School campus.
- Jim Jaffe addressed the Board of Education with regard to the Superintendent Search and questioned whether a national search was necessary. Mr. Jaffe submitted a list of seven questions to the Board of Education.

If you will require accommodation to participate in the Board meeting, please notify the Superintendent's Office at least one day prior to the meeting.

Board of Education Meeting MINUTES: March 09, 2006

- Margarita Gonzalez addressed the Board of Education regarding the tension at Santa Monica High School. She thought that all discipline cases in 2004-05 were going to be reviewed. Ms Gonzalez also asked about the procedures and parameters regarding transfers from Santa Monica High to Olympic High and who makes the final decision . Lastly she requested a coordinator to work with students at Santa Monica High School.
- Marlene Herrera supported the comments by Ms. Gonzalez. She spoke in support of community liaison positions formerly at Santa Monica High School. She also requested that Santa Monica High have bilingual staff to be able to speak with the parents in order to help them. Ms. Herrera stated that because concerns she has expressed have not been addressed, she has filed a report in Sacramento. She further stated that she does not agree with the District's response to the report.

XII DISCUSSION ITEMS (These item were postponed from March 2, 2006)

These items are submitted for information (FIRST READING) and discussion. Action will generally be considered at the next regularly scheduled meeting of the Board.

- D.1 Update on Redesign at Santa Monica High School 1
- D.2 Creation of a New Position: Assistant CEO of Student Life and Access at Santa Monica High School 2
- D.2 Response to Board of Education Request for Information Concerning Samohi Safety Issues and Related Policies 3
- D.4 Analysis of Mathematics Data and Framework for the Improvement of Mathematics Teaching and Learning 4-5
(This item was postponed to another meeting, date to be determined)

XIX CLOSED SESSION

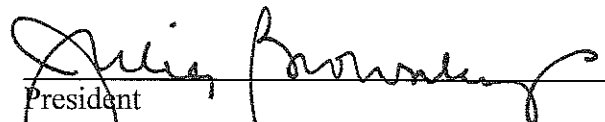
The Board of Education will, if appropriate, adjourn to CLOSED SESSION to complete discussion on items listed for CLOSED SESSION following the regular business meeting.

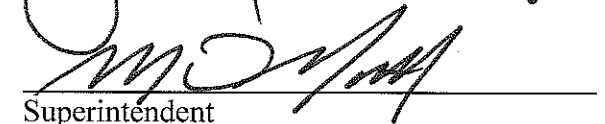
At 11:55 p.m. the Board of Education recessed to Closed Session to complete its discussion from earlier in the evening.

XX ADJOURNMENT

At 12:15 a.m., it was moved by Oscar de la Torre, seconded by Ms. Leon-Vazquez and voted 6/0 to adjourn the meeting. The next regularly scheduled meeting will be held on Thursday, March 23, 2006 at 5:30 p.m. **THE LOCATION OF THE MEETING IS: MALIBU CITY COUNCIL CHAMBERS, 23815 STUART RANCH ROAD, MALIBU, CA.**

Approved: May 4, 2006


President


Superintendent

If you will require accommodation to participate in the Board meeting, please notify the Superintendent's Office at least one day prior to the meeting.

Meetings held at Santa Monica City Hall are broadcast live - City TV2, Cable Channel 16.
 Meetings held at the District Office and in Malibu are taped and rebroadcast
 in Santa Monica on CityTV2, Cable Channel 20 - Check TV listing.
 Meetings are rebroadcast in Malibu on Government Access
 Channel 3 every Saturday at 8 PM

Board of Education Meeting Schedule Public Meetings will begin at 5:30 p.m.					
July through December, 2005					
Month	1st Thurs	2nd Thurs.	3rd Thursday Discussion Mtg.	4th Thursday	Special Note:
July				7/28 DO	
August			8/18 SM		
September		9/8 DO		9/22 DO	
October	10/6 M		10/20 SM		
November	11/3 DO		11/17 SM		
December		12/8 DO			
January through June, 2006					
January	1/5 M		1/19 SM		
February	2/2 DO		2/16 SM		
March	3/2 M School Dist. Office	3/9 DO		3/23 DO Malibu City Hall	Stairway 3/16-17
April	4/6 DO		4/20* SM		*Spring Break: 4/10-21
May	5/4 M	5/11 DO	5/18 SM		5/11 in lieu of 4/20
June	6/1 DO		6/15 SM	29 DO	Last day of School 6/23 Budget Approval (6/29)

District Office (DO) 7/28,9/8, 9/22,11/3,12/8,2/2,3/23,4/6, 5/11 and 6/1

Malibu City Council Chambers (M): 10/6,1/5,3/2, and 5/4

23815 Stuart Ranch Road, Malibu, CA

Santa Monica City Council Chambers (SM): 8/18,10/20,11/17,1/19,2/16, 4/20*, 5/18 and 6/15

1685 Main Street, Santa Monica.

Agenda Distribution:

A copy of the Table of Contents is posted 72 hours in advance of regularly scheduled Board of Education meetings and is also accessible to the public 24 hours/day at the District Office entrance, 1651 16th Street 16th Street, Santa Monica. Complete Board of Education agendas are available in *pdf* format, on the District's website:

www.smmusd.org.

Adopted 5/19/05

Revised 2/02/06

If you will require accommodation to participate in the Board meeting, please notify the Superintendent's Office at least one day prior to the meeting.

Board of Education Meeting MINUTES: March 09, 2006

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**Santa Monica-Malibu Unified School District
Board of Education
March 9, 2006**

I CALL TO ORDER

**4:10 p.m.
Moved to Closed Session: 4:11 p.m.
Reconvened Public Meeting: 5:47 p.m.**

- A Roll Call
 Julia Brownley -President (out from 5:40-7:10 p.m.)
 Kathy Wisnicki - Vice-President - excused absence

 Emily Bloomfield
 Oscar de la Torre
 Jose Escarce
 Maria Leon-Vazquez
 Shane McLoud

Student Board Members

 Alon Nachshon - Santa Monica High School
 Sarah Paxton - Malibu High School
 Malie Huffman - Olympic High School

- B Pledge of Allegiance

 Lead by Ms. Leon-Vazquez

II CLOSED SESSION

 There was no action to report out of Closed Session.

TO: BOARD OF EDUCATION

DISCUSSION

03/09/06

FROM: JOHN E. DEASY/ILENE STRAUS

RE: UPDATE ON REDESIGN AT SANTA MONICA HIGH SCHOOL

DISCUSSION ITEM NO. D.1

Staff (teachers and administrators) from Santa Monica High School will provide an update on redesign and its impact as of March 2006. Among the areas of focus for this presentation will be the following:

- (1) Organizational redesign and staffing
- (2) Current intervention and support efforts at the school and the house level.
- (3) Curriculum, instruction, and professional development work through, for example, banked time, Principles Of Learning, and collaboration with Facing History and Ourselves
- (4) Balancing the tensions that often derail restructuring efforts, such as support for electives, the fine arts and sports programs
- (5) Student perspectives about Samohi
- (6) Outreach to the community and parent involvement in the school
- (7) Discipline data
- (8) Achievement data
- (9) Findings from the WASC review and the Small Learning Community review
- (10) Expanding academic options and contexts for students
- (11) Plans for Summer School 2006
- (12) Next steps to further redesign and continue efforts to help all students succeed at high levels.

* * * * *

Santa Monica High School, CEO, House Principals, faculty and students presented the update report. A full copy of the report is attached to the Permanent Minutes. Staff participants are listed on the cover page of the report. Student participants included: Roy Baker, Debbie Afar, Vianney Moran, Elvira Vivanco, Jesus Contreras, Rio Bonney, Sandra Lopez, Lauren Myman, Kelly Snyder and Jasmin Vielman

District staff is to place an item on a future agenda regarding the resolution adopted by the Santa Monica High School Associated Student Body.

PUBLIC COMMENTS

Louise Jaffe
Maria Rodriguez

Barry Snell
Jules Bagneris

TO: BOARD OF EDUCATION

DISCUSSION

03/09/06

FROM: JOHN E. DEASY/BOARD OF EDUCATION

RE: CREATION OF A NEW POSITION: ASSISTANT CEO OF STUDENT
LIFE AND ACCESS AT SANTA MONICA HIGH SCHOOL

DISCUSSION ITEM NO. D.2

It is recommended that the district immediately create a new management positions entitled: Assistant CEO of Student Life and Access at Santa Monica High School.

The job description should include the expectation that this administrator be responsible for student services across the entire school (all six houses) including: access, community relations, external partners providing student support, direct support to students where appropriate, and the coordination and management of internal support services to Santa Monica High School.

COMMENT: This position is specifically designed to respond to the needs of historically underrepresented youth and their families.

* * * * *

PUBLIC COMMENTS

Margarita Gonzalez
Marlene Herrera
Louise Jaffe
Jerry Rubin
John Petz
Jerry Blatt
Lori Williams
Marjorie Allen
Jules Bagneris

AMENDMENT: Moved by Mr. de la Torre and seconded by Ms. Leon-Vazquez to schedule a closed session to discuss personnel matters related to Santa Monica High School.

AYES: (2) Mr. de la Torre and Ms. Leon-Vazquez

NOES: (4) Ms. Bloomfield, Ms. Brownely, Dr. Escarce,
and Mr. McCloud

AMENDMENT FAILS

The Board of Education directed staff to bring back a job description for this position.

TO: BOARD OF EDUCATION

DISCUSSION
03/09/06

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: RESPONSE TO BOARD OF EDUCATION REQUEST FOR INFORMATION
CONCERNING SANTA MONICA HIGH SCHOOL SAFETY ISSUES AND
RELATED POLICIES

DISCUSSION ITEM NO. D.3

The Superintendent and staff will be responding to the Board's request for information and to the Public Request made at the meeting of February 16, 2006.

* * * * *

PUBLIC COMMENTS

Jerry Rubin
Anna Maria Jara

The Board of Education directed that staff prepare a report detailing the efforts made by the District to address the points listed in the Unity Coalition's Ten Point Plan.

With regard to the request for information concerning Santa Monica High School safety issues and related policies, Dr. Matthews provided the following update:

Item #2. The letter from Mr. Bagneris (attached for informational purposes) included six points. Staff has requested documentation/notes from the City of Santa Monica regarding events on April 15, 2006.

Item #3. Written declarations from Santa Monica Police regarding protocols used during the April 15 incident have been requested.

Item #4. Staff has received a report from the CEO, Santa Monica High School, regarding the events on February 3, 2006.

Item #5. Policy will be returned to the Board for further consideration.

Item #6. The District has committed to additional training and development of a Districtwide procedural manual.

Further, Dr. Matthews noted that:

- The Intercultural Advisory Council will address the Ten Point Plan (Item #1) at it's May meeting.
- The Board of Education will be provided with a report regarding weapons found on campus(es) over the school year.

- Suspensions and Expulsions at Santa Monica High School will be clarified.
- Staff will provide an explanation of the discipline rubric and the relevance of how the offenses relate to one another.
- Staff will provide an explanation of procedures when police are notified to come on campus.

This information will be provided at an upcoming Board meeting.

Unity Coalition

Ten Point Plan for Student Success

The Unity Coalition is a group of African-American and Latino Parents, Students and Community Residents that have come together to model behavior of unity for our youth and to provide solutions to address the root cause of the disconnection that leads to poor academic performance and youth violence. Through shared accountability and community & parent participation we will ensure that the solutions that have been laid out are implemented. Instead of allowing our youth to be used as scapegoats, let us call to the table those that are responsible for the environment, educational system and overall welfare of our children.

Ten Point Plan To Achieve African American and Latino Student Success

1. The Board of Education must hold itself and the administration of Santa Monica High School accountable and engage in **much greater efforts to address** the persistent patterns of institutionalized racism in our district. Years of meetings, committees, task forces, strategic planning reports etc. have produced many bold ideas for change but **the district has not institutionalized anti-racist procedures and practices. Nor has it held itself accountable for achieving results.**
2. Ensure that administration, staff and faculty hiring practices reflect the diversity of the student body. Increase outreach and recruitment of faculty of color who can relate to students' background and life experience. Develop a plan to support faculty of color, especially in their first year of teaching. Faculty Recruitment and Hiring practices are done at individual campus, this must change. The Intercultural Advisory Council should be given responsibility and annual reports to enable it to monitor procedures, practices, and results and make an annual report to the Board. The Board must then act on the results.
3. Develop a restorative justice approach to student discipline so that we focus less on punishment and more on transformation. In-house suspensions should be the norm and mediation, workshops, community service and non-violence training should constitute the curriculum of in-house suspensions.
4. Increase student and community engagement by celebrating the culture, history and accomplishments of African Americans and Latinos through assemblies, student theatre, murals, cultural celebrations, and events that

teach the common social struggle of both Latino and African American communities. Declare Unity Day and support MEChA and the Black Student Union in their efforts to bring both cultures together.

5. **Ensure that the curriculum itself and the manner in which it is taught is culturally respectful and relevant.** Create a new course that teaches the history of social struggle of both Latino and African American people. Ensure that every student that graduates from **any of the SMMUSD high schools** takes a course that addresses racism **and other forms of** bias and expands their knowledge of the various cultures that make up our society.
6. Develop a new protocol on addressing intercultural conflict that includes parental and community involvement, mediation, teaching on the practice of non-violence and cultural awareness.
7. Ensure that all of these reforms are coordinated with every middle school reform effort.
8. Direct district staff to review every document and strategic plan that has been developed to prioritize an action plan that will serve as a “master plan” for African American and Latino student achievement. District staff should solicit community input in developing this “master plan” and the superintendent should provide an annual report to assess implementation and effectiveness. The Intercultural Advisory Council could be given the responsibility for receiving the information annually, making a report to the Board, and monitoring the Board's actions.
9. Bid for competitively for outside experts to conduct a study of the residency patterns of youth who experience academic failure and assess if these neighborhoods suffer increased levels of unemployment, crime and violence.
10. Develop an administrator, teacher, staff and parent-training model with community input to train school staff and parents on how to create an empowering learning environment for students. We will not tolerate bias or racism in our schools and we should educate every parent to follow the same practices in their homes.

We offer this 10-point plan to guide the school district's efforts in making the education process relevant and empowering for our students. We stand ready to work with the leadership of the school district to implement the plan we set forth today. Our support of the school district with our tax dollars, volunteer time should not be taken for granted.

TO: BOARD OF EDUCATION

DISCUSSION

03/09/06

FROM: JOHN E. DEASY/DONNA E. MUNCEY

POSTPONED

RE: ANALYSIS OF MATHEMATICS DATA AND FRAMEWORK FOR THE
IMPROVEMENT OF MATHEMATICS TEACHING AND LEARNING

DISCUSSION ITEM NO. D.4

Mathematics instruction and student achievement are hotly contested topics, not simply in the State of California but both nationally and internationally as well. International comparisons suggest that U. S. students at each level (elementary, middle and high school) tend to lag behind many of their counterparts in the other leading industrial countries. Much has been made of these international comparisons and there are many competing theories about how best to teach essential mathematics concepts to children.

In the Santa Monica-Malibu Unified School District, we have had sustained increases in elementary mathematics achievement over the past four years. In 2005, just under 75 percent of our second and third graders tested at the proficient or advanced level on the California Standards Tests (CSTs). Fourth and fifth grade scores, too, have improved, with fully 67 percent of fourth graders and 62 percent of fifth graders testing at the proficient or advanced level. Middle school mathematics achievement has trended upward as well, with 54 percent of sixth graders and 55 percent of seventh graders scoring at the proficient or advanced levels on the 2005 CSTs.

A quick look across these scores, however, tells the tale that has been of concern to teachers, administrators and members of the Board of Education for some time. While our achievement is admirable, there is reason to be concerned about the readiness of many of our eighth graders to undertake Algebra as the eighth grade curriculum. At best, a longitudinal look at the data (assuming some degree of vertical articulation among mathematics tests at the state level) suggests that about 50 percent of our students are ready to undertake Algebra as eighth grade students.

In addition to concerns about student readiness to undertake Algebra at eighth grade, there are also concerns about the proper sequencing of, and options for, high school mathematics. The Board of Education has supported implementation of a third year of required mathematics for all high school students, and beginning with the Class of 2007, all students will be required to take three years of high school mathematics. The expectation

is that many more students will engage in UC/CSU approved coursework as a result of this change. There is also a need to discuss additional course offerings for the third year of mathematics for those students who prefer a non-algebra third year option. (The typical sequence for UC/CSU approval is Algebra I, Geometry and Algebra II.)

We have been offering increasing opportunities for students to engage in accelerated mathematics instruction, particularly at the middle school level. This year, there is one section of geometry for eighth grade students at each of our middle schools. Preliminary results from two geometry classes last year indicated that these students will learn and achieve at high levels. These and other opportunities for acceleration of the "traditional" mathematics sequence also will create a need for additional mathematics options at the high school level.

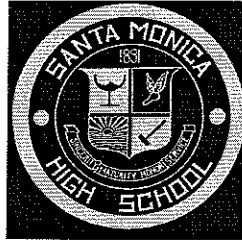
An additional topic of concern is the achievement of students with special needs in the area of mathematics. Students with special needs who take the CSTs perform significantly below their peers -- with 50 percent proficient or advanced at 2nd grade, 30 percent at fourth grade, 21 percent at fifth grade and 16 percent at seventh grade. Overall 40 percent of the students with special needs pass the California High School Exit Examination the first time they take the test as sophomores. This CAHSEE pass rate is roughly half of the district's overall pass rate for first time test takers in mathematics.

In this presentation, we will discuss analysis of data that staff have been engaged in concerning the long-term enrollment of students in, and success at, mathematics coursework between fourth grade and high school graduation. Additionally, we will present a preliminary draft of a framework for the improvement of mathematics teaching and learning districtwide. One component of this framework will include the incorporation of mathematics and mathematics-focused instructional technology that will occur as part of our implementation of the Enhancing Education Through Technology grant that we recently received. Other components will address the various issues outlined above.

While disappointed that our initial search for a mathematics coordinator did not yield a final candidate, staff believe that we must discuss the shape of mathematics teaching and learning in advance of the appointment of a mathematics coordinator, so that potential cost implications can be factored into budget planning, appropriate professional development can be determined, and ongoing work furthered or rethought before the start of the 2006-2007.

This item was postponed to a future meeting.

Santa Monica High School Redesign Update and Improvement Efforts



March 9, 2006

Presentation to the
Santa Monica-Malibu Unified School District
Board of Education

Overview of Samohi



- 3300 students
 - 7% Asian, 10% African American, 33% Latino, 50% Caucasian
 - Over 40 languages spoken
 - 75 – 120 clubs on campus
 - 24 sports programs (boys and girls, all levels to varsity)
 - 6 Bands, 5 Orchestras, 7 Choirs
 - 92% of graduates have plans for post secondary education
 - 54% to a 4-year institution
 - 38% to a 2-year institution

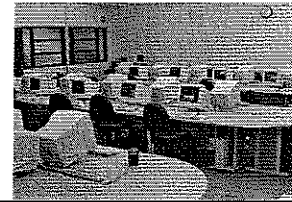
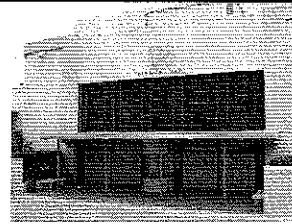


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Overview of Samohi

- 33 acre campus
- 13 buildings
- 3 athletic fields
- 2 gyms
- swimming pool
- Barnum Hall
- dance studio
- 15 science labs
- 3 performance venues
- 3 music rehearsal spaces
- ceramics studio
- art gallery
- darkroom
- 5 computer labs
- library



IS

Overview of Samohi

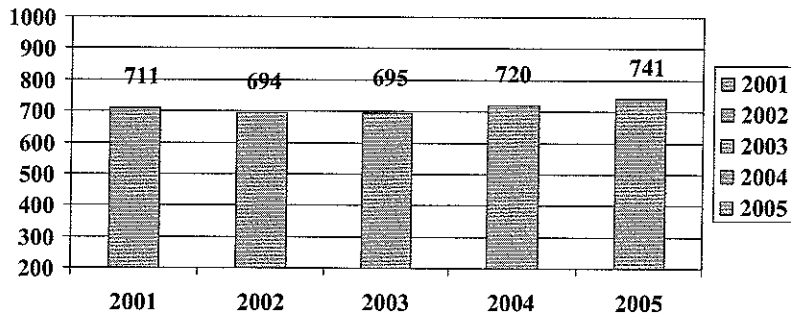
- Staff on campus
 - 8 administrators
 - 182 certificated staff, including
 - 12 student support advisors
 - 11 ROP teachers
 - 2 school psychologists
 - 1 speech pathologist
 - 1 full time school nurse
 - 2 library-media teachers
 - 15 special education teachers
 - 2 college counselors
 - 75 classified staff, including
 - 6 student outreach specialists
 - 7 campus security officers
 - 10 custodians



~~TK~~ TK

Achievement Data

Samohi API 2001-2005

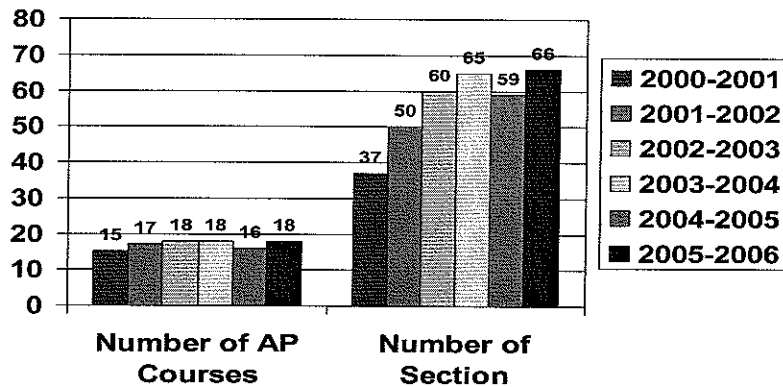


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Achievement Data

Advanced Placement Data

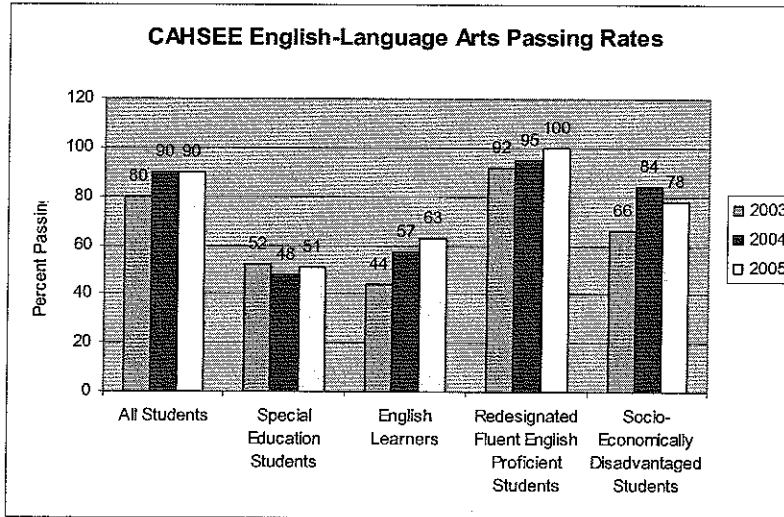
Growth in Advanced Placement Courses and Number of Section



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Achievement Data

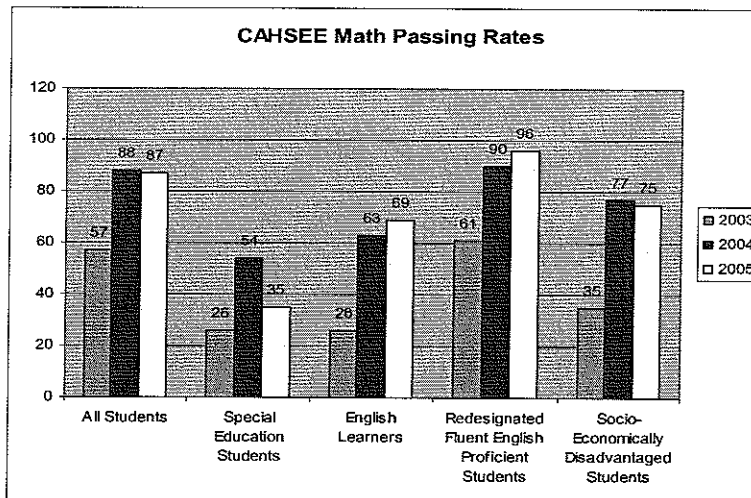
CAHSEE Data



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Achievement Data

CAHSEE Data



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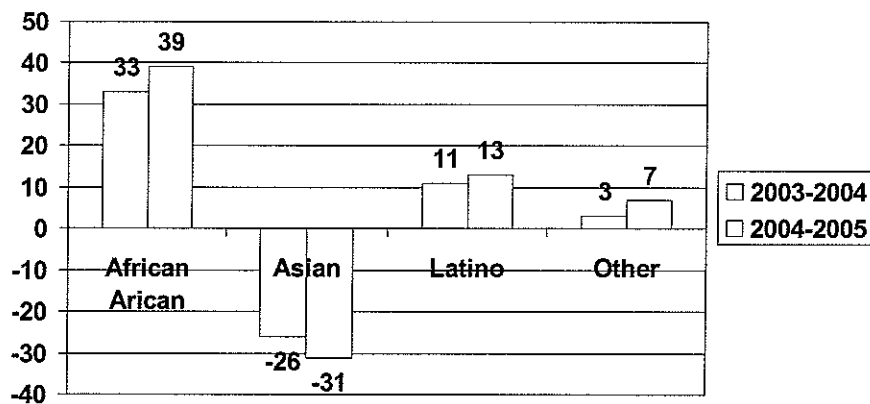
Achievement Data

- Seniors needing to pass CAHSEE
 - 16 special education students qualify for the one-time exemption
 - 2 will need to take the ELA section in March to qualify
 - 24 needing to pass ELA
 - 13 are English Language Learners
 - 20 needing to pass Math
 - 4 are English Language Learners

TK

Achievement Data

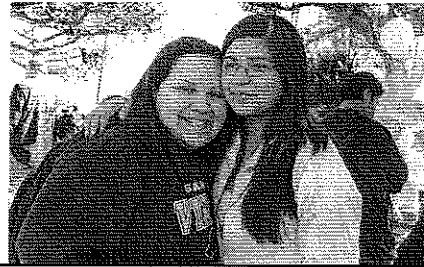
The difference between percent Caucasian students with below 2.0 GPA's and other sub-groups 2003-2005



GR

Discipline Data

- Discipline Rubric
 - Development
 - Implementation
- Suspension Data
- Alternatives
 - Adult contact (advisors, outreach specialists, house principal)
 - Detention
 - Saturday School
 - In-School Suspension
 - Suspension
 - Expulsion



GR

Organizational Redesign

- House structure
 - Six small "houses"
 - House offices within areas where house is located
- House profile
 - Grades 9-12
 - 550 students
 - 25 teachers assigned to each house
 - Random selection process, except for siblings already in house who request same house assignment
- House classes
 - Goal is for house students in grades 9-10 to have 3 or more of their core classes "in house" (taught by house teachers)

GR

Organizational Redesign

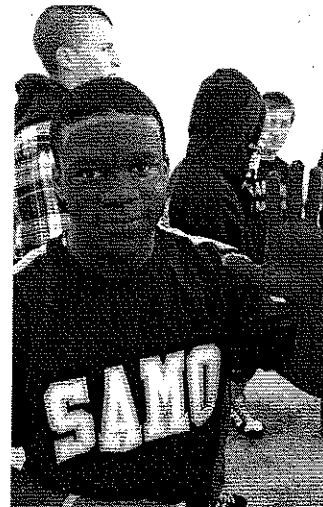
- Leadership Team
 - Chief Educational Officer
 - House Leadership Teams
 - House Principal
 - Two House Student Support Advisors
 - House Teacher Leader (Meredith Louria)
 - Professional development
 - Support new teachers
 - Teach three (3) classes
 - Campus wide support
 - House Administrative Assistant
 - Student Outreach Specialist
 - Dean of Administrative Services



GR

Maintaining Exceptional School Programs

- Visual and Performing Arts
- ROP support
- Dual Enrollment
- Athletics
- Santa Monica-Malibu Education Foundation
 - Classroom Mini-Grants
 - Kiln
 - Dance
 - Drama



RE

Communication

- Faculty communication structures
 - SCORE
 - Faculty Advisory Council
 - Instructional Planning Council (department chairs)
 - Emails from CEO, House Principals, and Faculty
 - Samohi This Week
 - Blue Bulletin
- Communication structures
 - Pinnacle on-line grading system
 - Samohi web site
 - Viking Voice (translated into Spanish)
 - Email notices for attendance and school / house updates
 - Information sent home via students (translated into Spanish)
 - Dialer messages in both English and Spanish

RE

Communication

- Parent involvement groups / structures
 - PTSA
 - ELAC
 - AAPSSSG
 - Governance
 - House groups
 - Parent Center on campus
 - Coffee with the Principal
 - Grad Nite committee
 - Athletic Booster Club
 - Music parent groups



RE Curriculum



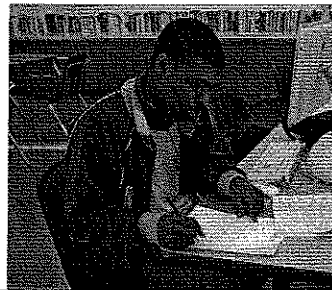
Departmental Use of Banked and Release Time for Curricular Development

- Biology
- Chemistry
- Freshman Seminar (Daniel Braunfeld)
- English (Carol Jago)
- District Wide Common Formative Assessments Based on California State Curriculum Standards (Amy Beeman-Solano)

RE

Instruction

- Transition to Evaluation System Based on California Standards for the Teaching Profession (CSTP)
 - Use of CSTP Rubric to allow for *Clear Expectations* for teachers, as well as for evaluation beyond the confines of classroom observation (i.e., artifact submission and discussion)
- House Principals Dedicate Instructional Leadership Time with Teachers
 - Pre-Observation Conferences
 - Period Long Observations
 - Post-Observation Conferences
 - "Pop-ins" classroom visits



RE

Professional Development

- Use of Collaboratively Developed House Banked Time
 - Student intervention
 - Improved instruction using faculty experts
 - Instruction focused on the CSTP
 - Commitment to Principles of Learning
- Learning Walks
 - House
 - Content Areas
 - Differentiated Instruction
- Academic Conferences
 - Algebra / Biology Block
 - World History
- Anti-Defamation League diversity and anti-bias training



WG

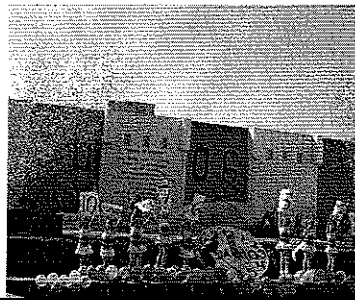
House Support Systems

House Administrative Assistants

- First contact for parents, students, and teachers within House office

Student Outreach Specialists

- Work with 25 identified 9th and 10th grade students within House
- Facilitate school wide groups
- Coordinate parent engagement
- Mediate student conflict
- Supervise students on campus

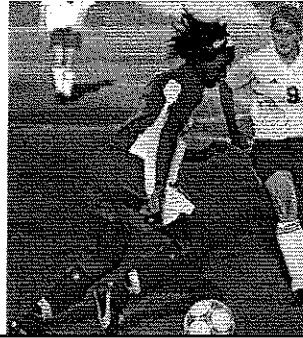


W6

House Support Systems

Student Support Advisors

- Approximately 275 students over 4 years
- Academic advisement / schedule changes / 4 year plans
- Emotional support and / or referrals
- Contact with parents and teachers
- Serve as IEP and 504 administrative designee
- Campus supervision
- Low level discipline
 - Mediations/conflict resolution
 - Contracts
 - Detentions
 - Saturday school
 - Conferencing
 - SST referrals
 - SARB



W6

House Support Systems

Academic Intervention

- Individual family connections
- Mentoring component: Student to student mentorship and / or adult to student mentorship
- Student / Faculty / Family gatherings
- Workshops for students and / or families
- Common planning time within Houses for 9th and 10th grade teams across curricular areas in order to have collaborative time to talk about students, teaching, and learning

WG

School Wide Support Systems

Academic Support

- Literacy class
- Broad range of Special Education services
- College Center Counselors
- Range of ELL offerings
- Volunteer tutors
- Student Study Teams within House and school wide



WG

School Wide Support Systems

Academic Support

- Algebra-Biology Block
- AVID (tutoring partially supported by Equity Fund)
- ROP options (for a school to work focus)
- AP Support class (students taking AP classes for the 1st time and not in the AVID program)



RE

School Wide Support Systems

Academic Support

- Summer School Intervention Plan
 - Component One: Credit Recovery
 - English 9, 10, 11, and 12
 - Algebra
 - Geometry
 - Physical Science
 - Economics
 - Government
 - Health



RE

School Wide Support Systems

Academic Support

- Summer School Intervention Plan
 - Component Two: Bridge / Access Program
 - 8th grade English to 9th Grade English Honors
 - 8th grade Algebra to 9th Grade Geometry Honors
 - 10th Grade English and World History to 11th Grade AP English and AP U.S. History (Pete Barraza)
 - Component Three: 8th to 9th Grade Intervention
 - Literacy Skills
 - Mathematics Skills
 - Other Components:
 - an ELD/SE program
 - a CAHSEE intervention program
 - Extended School Year program



RE

School Wide Support Systems

Mental Health Supports

- Counseling agencies and interns (funded by the City of Santa Monica)
- Student Groups as needed (bereavement, divorce, anger management, or other critical issues affecting students' lives)
- Two School Psychologists with interns
- Full-time school nurse



VI

School Wide Support Systems

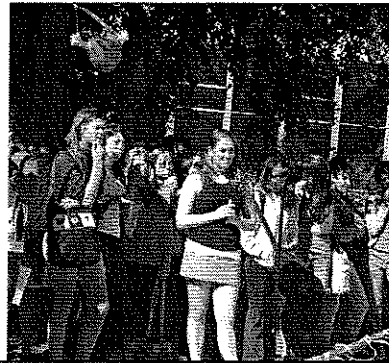
After School Academic Support

- Faculty office hours
- Extended library hours with teacher support before and after school (funded by the PTSA)
- UCLA Xinachtli Tutorial (supported by the Equity Fund)
- CAHSEE Intervention
 - Before each offering of the CAHSEE
 - Parents and students informed about required assistance
 - Targeted instruction in English-Language Arts and Math
 - Teachers volunteer for the paid after school workshops



Support Systems Beyond Samohi

- Olympic High School
 - Continuation High School
 - Independent Study Program
- Community Day School
(14th and Olympic)



Student Perspectives

- School and House Advisory Boards
(Jose Iniguez)
- ASB on campus
(Cathy Flores Marsh, Samohi Students)
 - Social Consciousness Raising
 - Values Campaign
 - Resolution
 - Hurricane Katrina Fundraising
 - AIDS Awareness Education
 - Invisible Children lecture and film screening



Resolution 0306

A Resolution Expressing the Opinion of Santa Monica High School's Associated Student Body on the Topic of Respect and Tolerance on Our Campus

We, the Associated Student Body of Santa Monica High School, advocate unity, respect, and peace. Therefore, we have drafted this resolution to express the need for positive change on our campus.

- **Whereas**, neither the Santa Monica-Malibu Unified School District nor Santa Monica High School has a policy addressing the topic of respect;
- **Whereas**, by respect, we mean, the willingness to show consideration, appreciation and tolerance as it pertains to student, faculty, and administrative conduct;

Resolution 0306

- **Whereas**, the students of Santa Monica High School deserve a learning environment free of harassment, bias, ignorance, hate and discrimination;
- **Whereas**, an environment without basic respect and tolerance has been shown to negatively affect student's academic and social development, self-esteem, and personal feelings of efficacy;
- **Whereas**, it is the duty of everyone, including the students, to provide a setting that is characterized by respect for the individual;

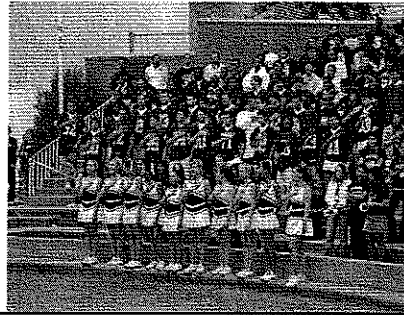


Resolution 0306

- **Whereas**, our school has become an environment littered with vulgar language and violence;
- **Whereas**, a sense of animosity lingers on our campus, prohibiting an environment of respect towards students, faculty, and administration;
- **Whereas**, our actions have caused the police to survey our campus in order for the school community to feel safe;
- **Whereas**, too many members of the student body, faculty and administration exhibit an aura of complacency, satisfied with self-imposed segregation and small acts of intolerance.

Resolution 0306

- **Therefore, Be it Resolved That**, students, faculty, parents and administration each do their part in cultivating a community of respect and tolerance;
- **Be it Further Resolved That**, students, faculty, parents and administration each work to create an environment that values individuals as equal members of the human race;
- **Be it Further Resolved That**, we, as Santa Monica High School, strive for a campus free of police, ID checks, and unwanted surveillance procedures;



Resolution 0306

- **Be it Further Resolved That**, we take a stand against the unfair and negative portrayal of our campus community in the media;
- **Be it Further Resolved That**, we encourage an investment of time, energy, and funding into more student activities, including clubs and community events which promote unity on our campus;
- **Be it Finally Resolved That**, we realize our actions directly reflect how we are perceived as a new generation of adults in our community.

Passed on February 28, 2006

Student Perspectives



- Fun-Raising Events
 - Kanye West concert
 - Pep Rallies
 - Quad Rallies

TK

SCORE

- SCORE
 - Samohi Committee on Redesign Efficacy
- Members
 - 6 teachers appointed by SMMCTA (one from each House)
 - 4 administrators
 - 1 classified staff member
- Meetings
 - Monthly for three (3) hours
 - Two full day meetings
- Role
 - Review data, findings, recommendations, literature, visitations to advise the next steps for implementation for redesign

TK

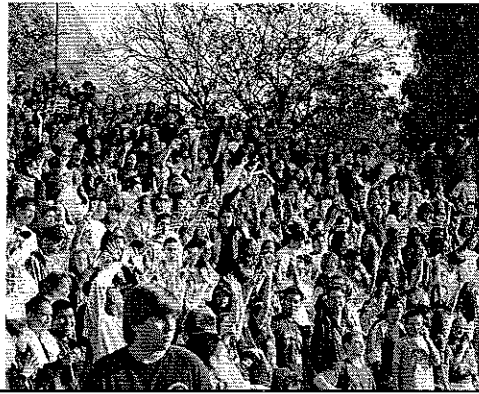
SCORE

- Reviews the external evaluations such as WASC, WestEd, and SLC, with their findings and recommendations.
- Prepare and modify teacher survey, administer and analyze data.
- Determine surveys for students, such as the new High School Study of Student Engagement that will be administered shortly.

TR

SCORE

- Determine parent survey instrument to use.
- Analyze data presented to the SCORE committee relating to redesign implementation and make recommendations.
- Present yearly updates on the work of redesign to the School Board.



TK

SCORE

- Review the progress of implementation and advise on next steps as we continue to meet the goals of improving academic achievement for all while knowing our students well.
- Score will present a detailed report to the Board of Education later this year.



IS

External Reviews and Validation Visits During 2004-2005

- WASC Accreditation
- Small Learning Community
WestEd Site Validation Visit
- External Evaluation
of Year Two of
Implementation



IS

Key Findings

- Implementation of smaller learning communities in the format of houses allows for better communication between students, parents, and the school so stakeholders have the opportunity to work together to meet the academic needs of students.
- The house system provides for a low advisor to student ratio, which allows for greater personalization and access to services.

IS

Key Findings

- Samohi has a strong support system of on-site counseling and community resources available to assist students and families.
- There are a variety of opportunities for parents and the community to become involved with Samohi.
- The district supports the restructuring effort to meet their vision.
- In 2004-2005 there has been easing of faculty resistance to redesign.



IS

Key Recommendations

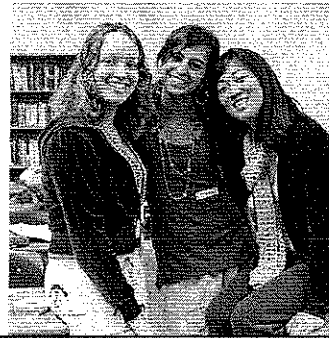
- Implementation of common semester assessments, benchmarks, and pacing plans in subject-alike classes will provide assessment information, in addition to CAHSEE and STAR data, for analysis and to drive curricular change.
- Increase communication between all stakeholders in the decision making process to promote student achievement.



IS

Key Recommendations

- Develop and implement strategies to accurately assess disaggregated school data and distribute it to staff in ways that may be used effectively by teachers to guide instruction.
- The district should continue to provide support in financial, personnel and other resources to sustain the implementation of the program and provide increased data support to the school to allow all teachers and houses to use specific student data to inform instruction.



IS

Key Recommendations

- Develop a specific plan to expand the SLC implementation to grades 11 and 12 in a way which meets the goals and objectives of the SLC grant and overall school redesign focus.
- Develop and implement an action plan to increase student voice in decision making which reflects the diversity of the student population.



IS SLC Year Two Recommendations from External Evaluation

- Improve inter-house and campus wide communication.
- Establish consistent school wide discipline policies and ensure that the guidelines are followed.
- Focus on building student community and house identity.
- Take lessons from all house forays into academic interventions and begin refining the programs to bring academic achievement up.

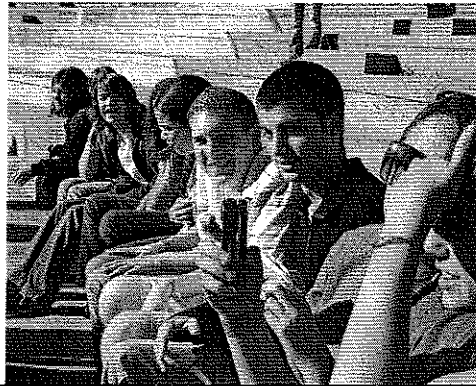
IS SLC Year Two Recommendations from External Evaluation

- Reduce class sizes and number of teacher "preps".
- Encourage the growing cross-disciplinary collaboration amongst house teachers.
- Continue focusing on developing small learning communities for 9th and 10th graders.



IS SLC Year Two Recommendations from External Evaluation

- Disaggregate data to the House level.
- Review data regarding disciplinary action, attendance and truancy, as these are all well accepted indicators of student engagement.
- Work to ensure proper balance of redesign focus among teachers, students and their families.



Next Steps

- Continue to work on:
 - ↳ • Understanding diversity and tolerance and how this impacts teaching practices and curriculum
 - ↳ • Establishing consistency with discipline consequences
 - ↳ • Developing a sustainable school wide tardy policy
 - ↳ • Communication with parents and staff
 - ↳ • Providing intervention and support for struggling students
 - ↳ • Addressing campus safety issues

Next Steps

- Continue to work on:
 - J* • Common assessments in core curricular areas
 - J* • Reducing the achievement gap that exists between our Caucasian and Asian students and our African American and Latino students
 - R* • Broadening the role of student advisory groups in playing a part in campus decision making



Ilene



Summary of Events
Santa Monica High School
February 3, 2006

- Samohi Custodians and Grounds crew noticed the graffiti at 6:00 AM. The graffiti contained racial slurs aimed at African Americans.
- School personnel called the district immediately, requesting that painters be on campus as soon as possible.
- District painters arrived on campus at 6:30 AM.
- Security personnel arrived at 6:30 AM, and immediately began taking photos of graffiti.
- House Principal Greg Runyon arrived at 6:30 AM, and also began assisting in the removal of the graffiti.
- Teachers who arrived early asked how they could assist, and began covering the graffiti with butcher paper.
- Around 7:00 AM, students began to arrive. The painters had run out of paint and had not yet finished the job of covering the graffiti. Students observed it, and many were visibly upset.
- Mr. Runyon called Sergeant Vega of SMPD at 8:00 AM, reporting that Santa Monica High School had been tagged with racially offensive graffiti.
- Officer Vega arrived at 8:30 AM. Mr. Runyon provided him with photographs of the graffiti. Officer Vega told Mr. Runyon that an SMPD officer would come out to take a report.
- In the next few hours, work continued on removal of the graffiti.
- Meanwhile, other graffiti began to appear on campus, this time aimed at both Latino and African-American students.
- Officer Dave Rynsky arrived on campus to take the report at approximately 10:00 A.M.
- At 11:00 AM, Santa Monica High School administrators were informed that African-American students might be organizing a walkout at 12:00 PM to protest the events. Administrators worked to make that a safe event if it were to occur. Additional resource officers from SMPD were requested to campus, and four additional officers arrived on campus. The protest did not materialize.
- At lunch, twelve African-American students went over to a larger group of Latino students, expressing anger and asking who did the graffiti.
- SMPD, upon observation of noticeable tension on campus, did call for additional support, and additional officers did arrive, for an estimated total of twelve.

- After lunch, Santa Monica High School administrators, advisors and Student Outreach Specialists approached students who were visibly upset and invited them into Barnam Hall to try to mediate differences and “talk things out.”
 - Approximately 30 students and 10 staff members sat on the stage at Barnam Hall for about an hour and forty-five minutes. Students were respectful but very angry, especially at first. The first thirty minutes were spent getting feelings out and making statements about the impact of the graffiti. Students were upset at other students, at faculty, and at whatever outside influences may have been at work. After thirty minutes, staff began to insert their guiding questions and reflections into the discussion, and the conversation turned to finding out the truth, to finding ways to prevent misunderstandings, and to prevention. After over 100 minutes of discussion (at about 2:45 PM), all participants agreed to end the session and continue to find solutions.
- At the end of school, additional officers were located just off campus, ensuring a safe dismissal. There were no incidents upon dismissal.

Santa Monica High School

Redesign Update and Improvement Efforts

Presentation to the Santa Monica-Malibu Unified School District
Board of Education

Thursday, March 2, 2006

Selected Background Information

Single Plan for Student Achievement 2005-2006
WASC (Western Association of Schools and Colleges) Final Report – March 2005
WASC Action Plan – Spring 2005
SLC (Smaller Learning Communities) Federal External Evaluation – April 2005
SLC Site Evaluation – December 2005
SLC External Evaluation, Year 2 – February 2006
Discipline Rubric 2005-2006
Student Suspension Data 2003-2006
Discipline Procedures
Smaller Learning Communities Visit Agenda – January 2006
Administrative Duties 2005-2006

Presented by:

Ilene Straus, Ed.D., Chief Educational Officer/Principal	
Catherine Baxter, Dean of Administrative Services	
Gregory Runyon, S House Principal	José Iniguez, O House Principal
Wendy Wax Gellis, A House Principal	Ruth Esseln, H House Principal
Tristan Komlos, M House Principal	Eva Mayoral, I House Principal

Pete Barraza, M House, Summer Bridge to Advanced Placement Program
Amy Beeman-Solano, O House, Teacher Leader
Daniel Braunfeld, A House, Freshman Seminar
Carol Jago, A House, English Department Chair
Meredith Louria, S House, Teacher Leader
Catherine Flores Marsh, M House, Literacy, Student Activities Director

**Santa Monica High School
January 2006**

**Single Plan for Student Achievement
Reflections on 2004-2005 School Year**

Samohi's API has increased a total of 46 points over the past two years. In addition, Samohi met its API growth targets set for each of its sub-groups: African-American, American-Indian, Asian, Filipino, Hispanic, Pacific Islander, White, and Socioeconomically Disadvantaged.

Samohi's CAHSEE data shows that for the past two years, Samohi's has reached the district's goal of an 85% pass rate for first-time takers of the English / Language Arts portion and the math portion of the CAHSEE. Specifically, 90% of Samohi students passed the ELA portion of the CAHSEE the first time in 2004, and again in 2005. 88% of Samohi students passed the math portion of the CAHSEE for the first time in 2004, and 87% passed in 2005. While we are pleased with these results, it should be noted our Special Education students have a pass rate of only 35% for the math portion of the CAHSEE and a 51% first time pass rate for the ELA portion of the CAHSEE.

Samohi's CST ELA data also reflects growth. In our 2004-2005 CST data, 49% of our 9th grade students were Proficient or Advanced in the ELA portion of the exam, whereas in our 2005-2006 CST data, 63% were Proficient or Advanced. There were gains in our 11th grade ELA CST data, also, with 37% of 11th graders Proficient or Advanced in 2004-2005, and 46% in 2005-2006. Samohi's 9th grade Economically Disadvantaged students also showed gains over the past year moving from ELA 24% Proficient and Above in 2004 to 39% Proficient and Above in 2005; this same trend can be seen in the 9th grade data for students with Disabilities who showed a 14% increase (3% to 17%) and 11th graders in this same category who demonstrated a 13% gain (7% to 20%).

While Samohi has experienced remarkable growth in many of its measurement categories, we are committed to continued improvement all of our student populations. Samohi has for two years been striving towards the Single Plan for Student Achievement Goals (listed below), the Smaller Learning Communities' Goals (listed below), and as of this past spring, has been working towards the WASC goals, articulated during our visit last year. Samohi is re-embracing these goals, as they are still appropriate to our growth needs.

Samohi's Goals—Three Distinct Sources

I. Single Plan for Student Achievement Goals 2003-2004 and 2004-2005

- Goal 1: Increase overall achievement for all students in English Language Arts and Mathematics.**
- Goal 2: Increase achievement for Socioeconomically Disadvantaged Students in English Language Arts and Mathematics.**
- Goal 3: Increase achievement for English Learners in English Language Arts and Mathematics.**
- Goal 4: Increase achievement for Students with Disabilities in English Language Arts and Mathematics.**
- Goal 5: Increase student achievement in English Language Arts and Mathematics by using culturally responsive practices.**

II. Smaller Learning Communities' Goals -- Revised Fall 2004

The deliverables for the Santa Monica High School Learning Community will be:

- 1) The implementation of structural designs to facilitate the transformation of the current traditional comprehensive high school structure to the formation of six autonomously functioning small high schools.
- 2) Over the next 3 years student endorsement of "most of the time" or greater on the following Hi Places survey items:
 - a. sense of belonging in this school
 - b. teachers take a personal interest in students
 - c. students feel like they can talk to a teacher or other staff member to seek help with academic problems or personal/family problemswill increase 10 percentage points in each of the following three years.
- 3) A 5 percentage point increase in each of the following 3 years of parents agreeing (or strongly agreeing) that they feel comfortable at the school and believe the school considers collaboration with them to be important, as revealed by the Hi Places Survey.
- 4) A 5 percentage point increase in each of the following 3 years of teachers endorsing House leadership adequately meets (or more than adequately meets) professional development and individual learning needs of teachers based on the needs of their students.
- 5) Academic achievement is improved across all major and minor subgroups as revealed by standards-based test scores, CAHSEE, and GPA. Specifically, in each of the following 3 years student measures of achievement will show a:
 - a. 3 percentage point increase in STAR testing
 - b. 1 percentage point increase in student pass rate on the CASHEE ELA and Math tests.
 - c. 5 percentage point decrease in students with a GPA below 2.0.

III. WASC ACTION PLAN FROM SPRING 2005

COMPONENT A

RATIONALE: To increase the enrollment in advanced level courses in order to more accurately reflect the school's diverse population.

1. Increase recruitment of underrepresented students into Honors/AP classes.
2. Expand summer school "Bridge Program" for underrepresented students in order to prepare them for success in AP or Honors classes for English, math, and science
3. Increase support services to underrepresented students in AP and honors classes, such as AP tutorials, AVID, summer bridge classes, and clustering underrepresented students in AP classes.
4. Establish ties with middle schools to identify students for increased bridge or waiver options and proper placement of special ed students in advanced courses.
5. Provide professional development for honors and AP teachers on instructional strategies that support diverse groups of students with these classes.

COMPONENT B

RATIONALE: To implement common semester assessments, benchmarks, and pacing plans in subject-alike classes in order to provide assessment information, in addition to CAHSEE and STAR data, for analysis and to drive curricular change.

1. Develop and administer common 1st semester assessments in English, Algebra, Geometry, Biology, Chemistry, French 1 and 2, Spanish 1 and 2, World History, US History
2. Analyze results of common 1st semester assessments in order to revise curriculum and instruction for following year
3. Develop and administer common benchmark assessments in English, Algebra, Geometry, Biology, Chemistry, French 1 and 2, Spanish 1 and 2, World History, US History
4. Analyze results of common benchmark assessments in order to revise curriculum and instruction for following year
5. Continue to develop, evaluate, and revise, house-based interventions based on assessment data

COMPONENT C

RATIONALE: To enhance school culture at Samohi by increasing the involvement of students in the decision-making process

1. A diverse school-wide student group participates in decision-making by meeting once a month with CEO.
2. House-based student groups participate in decision-making by meeting once a month with House leadership.
3. Schedule regular meetings between House adult leadership and elected Student House Reps.
4. Research and explore the creation of a school-wide advisory period for all students
5. Gather House-specific data, in particular in the areas of safety, personalization, and House connectedness

COMPONENT D

RATIONALE: Develop and implement strategies to accurately assess disaggregated school data and distribute it to the staff in ways that may be used effectively by teachers to guide instruction.

1. Improve site access to data
2. Analyze data regarding success of any and all intervention programs, such as: Literacy, Alg/Bio Block, Math support systems, and Summer Bridge Program
3. Train teachers how to interpret and apply student standardized test data to evaluate and modify curriculum and instruction.

COMPONENT E

RATIONALE: Increase communication between all stakeholders and involve in the decision-making process to promote student achievement.

1. Develop and make public Samohi's discipline rubric in order to clarify discipline across Houses
2. Create and publicize guidelines of House operations to promote clarity and set clear expectations within and among Houses
3. Gather evaluations from House teachers at every meeting to inform House practice
4. Re-establish Faculty Advisory Committee (FAC)
5. Members of school leadership groups (IPC, House teacher-leaders, Governance, SCORE, FAC) act as active two-way liaisons between their constituents and the administration, communicating proposals, concerns, suggested agenda items, decisions, and minutes from each side to the other, and likewise communicating in both directions the responses to these proposals, concerns, etc.
6. Increase communication with all parents
7. Design support systems for non-English speaking families at events such as Open House and Back to School Night and ensure that translations are provided for dominant languages as needed

REPORT OF THE VISITING COMMITTEE

Western Association of Schools and Colleges
And
The State of California Department of Education

“FOCUS ON LEARNING”

March 7-9, 2005

SANTA MONICA HIGH SCHOOL

Santa Monica-Malibu Unified School District

Visiting Committee Members

Mrs. Cheryl Cornejo
Program Facilitator
Lakewood High School

Mrs. Sylvia Lockett-Jackson
Principal
Adolfo Camarillo High School

Mr. Martin D. Griffin
Principal
San Pasqual High School

Mr. Tracy Marsh
Assistant Principal
Victor Valley High School

Mr. Mark LaPorte
History/Department Chair
Temescal Canyon High School

Ms. Marilyn M. Saucedo
Assistant Principal
Riverside Polytechnic High School

Mr. James Sefton – Chair
Principal – Retired
Arroyo High School

Ms. Kathryn Waterman
Assistant Principal
South High School

Chapter I: Student/Community Profile

Santa Monica High School (Samohi) is a large, four-year, comprehensive public school, located in the city of Santa Monica, an urban, beachfront community of approximately 86,000 in the West side of Los Angeles County. Samohi's student population (3,363) reflects the multi-cultural community surrounding the school. The surrounding community has a majority population of middle to upper-middle class (60% employed in management and professional occupations) with a median household income of \$50,700 with 12% of the households having an annual income of \$150,000.00 or higher. The population is highly educated with 91% having at least twelve years or more of education with 54% earning a B.A. or higher degree. The city of Santa Monica is a balance of commercial districts and surrounding residential communities. There are approximately 16,000 businesses in the community and the median home price is \$631,000.

Samohi is one of two comprehensive high schools in the Santa Monica-Malibu Unified School District (SMMUSD). The district serves approximately 12,500 students in grades K-12. The SMMUSD also includes ten elementary (K-5) schools and three middle (6-8) schools. Furthermore, the district supports one alternative K-8 school, a continuation high school and an adult learning school. Samohi's student population of 3,363 is considerably larger than the district's other high school (Malibu), which has a population of approximately 1,200 students. Two of the three middle schools (population approximately 1,400) feed into Samohi.

Samohi's student population is reflective of the community demographics. The population is bi-modal in many respects. Most of the population is characterized by either privilege or disadvantage. Those residents living North of Wilshire Boulevard tend to enjoy wealth and privilege, while those South of Wilshire tend to struggle with poverty and disadvantage.

The ethnicity of the 3,363 Samohi students differs from that of the district as a whole. Samohi has a greater percentage of minority students than the district as a whole. Samohi has 49% Caucasian (57.3% district), 31% Hispanic (27.1% district), 12% African American (8.0% district), 8% Asian (5.9% district) and .3% American Indian/Alaska Native. There are 982 (2.9%) members of the student population classified as Limited English Proficient. Of those 29.5% are English Learners, 29.4% Fluent English Proficient and 40.8% are Redesignated Fluent English Proficient. The predominate language sub-groups speak the languages of Spanish (637), Farsi (102), Korean (34), Russian (29), Mandarin (20) with the remaining language groupings having less than 10 students. There are 289 students with special needs; 189 in Resource Specialist Program (RSP), 88 in Special Day Classes (SDC) and 12 receiving other special services. An AVID program has been in place for 3 years. It began with 232 students in 8 sections and has dropped slightly to 215 students in 7 sections. There are currently 681 students (20.3% of the population) that are GATE identified, of which 86 are not participating in the program. Those receiving services are being served through the Advanced Placement and Honors programs. Over the past three years the Average Daily Attendance (ADA) has fluctuated. In 2003-04 it dropped 1.2% (91.6% to 90.4%) from the previous year. However, for the first four months of this year, there has been an increase to 94.8%. Two hundred forty

students were suspended during the 2003 school year with two being expelled. Over the last four years the drop out rate has fluctuated. In 2000-01 it was 0.8%. The following two years the drop out rate decreased, but for 2003-04 it rose back to 0.8% again. It is noted that this is still far below the statewide average drop out rate. During this same period, the graduation rate has grown from 97.6% in 2001 to 98.3% in 2004. This rate is considerably above the statewide average. 23% of the students participate in the Free and Reduced Lunch Program. Over the last three years the mobility rate has remained fairly constant but is decreasing. In 2002-03 it was at 18.9% and for this year it is 17.1%. Of the 856 seniors that graduated last June, 694 reported their future plans. 40.2% of those intend to attend a two year school, 54% a four year school, 1.4% a technical school, 1.2% going to the military, 2.6% to the workforce and 0.5% have other plans.

Santa Monica High School's Academic Performance Index (API) decreased each year from 2001 to 2003 (712 down to 689). However, with the reorganization into Smaller Learning Communities (SLC) being credited for the gain, the API rose to above the 2001 level to 715 in 2004. From 2003 to 2004 all significant sub-groups increased, however, the white population did not meet or exceed it's target growth. The growth for the most impacted sub-groups showed the greatest gains. The Socio-Economically Disadvantaged sub-group showed the greatest growth (47), the Hispanic sub-group was next (44) and the African American sub-group third (22). All of these sub-groups far exceeded their target growth of 4. Cohort data for SAT9/CAT6 for the graduating class of 2005 show an increase of 8 percentage points in Science, a decrease of 13 percentage points in Reading, a 12 percentage point decrease in Language and a 7 percentage point decrease in Mathematics. The class of 2006 showed similar decreases in Science, Reading and Language, but remained constant in Mathematics. The CAT6 results from 2004 showed that only 39% of Hispanics and 40% of African Americans while 77% of Whites and 80% of Asians scored at or above the 50% NPR. This illustrates the "achievement gap" at Samohi that the school has made a commitment to close.

The California Standards Test (CST) results in English/Language Arts (ELA) for all grade levels (9-11) indicate a slight decrease in the percentage of students at the proficient and advanced levels over the last three years. The same trend exists for the CST results in Mathematics (Algebra I, Geometry and Algebra II), Science (Biology and Chemistry) and Social Science (World History and United States History). The data for the California High School Exit Exam (CAHSEE) indicates there was significant growth in the pass rate for all students, especially in the area of mathematics. The pass rate for ELA grew from 80% to 90% and for mathematics it grew from 57% to 88%. This same growth pattern is found in all sub-groups (English Learner, Redesignated Fluent English Proficient, Socio-Economically Disadvantaged and Special Education), with the exception of the Special Needs students who showed a decline in pass rate in both ELA and Math. Samohi has satisfied the Adequate Yearly Progress (AYP) criterion of the *No Child Left Behind* law.

From 2000-01 to 2003-04 the enrollment in Advanced Placement (AP) courses has dramatically increased. The number of specific courses offered has remained relatively static, but the number of sections has increased from 37 to 65 and enrollment has increased from 1,075 in 2000-01 to 1,738 this year. Of the 1,671 students enrolled in AP courses in 2003-04 only 1,481 (88.7%) actually took the AP examination for their subject. 72% of those taking an AP examination pass

with a score of 3 or higher. The number of students taking the Scholastic Aptitude Test (SAT) has remained constant over the past three years (just above 60%). Over that same period, the verbal, math and total scores have increased slightly and remain above the state average. The percentage of students taking the ACT test is more than twice the statewide average with their average score being between 21 and 22, which closely approximates the statewide average score. In regards to the University of California/California State University (UC/CSU) entrance requirements, approximately 66.2% of the members of the graduating class of 2004 completed those requirements. The "achievement gap" at Samohi is again illustrated by looking at the ethnic sub-group data for meeting the UC/CSU requirements. 78% of White students completed the requirements and 84% of the Asians did also. However, only 45.5% of the African American and 49% of the Hispanic students completed those requirements.

The Certificated Staff at Samohi currently consists of 8 Administrators, 12 Support Advisors (Holistic Counselors), 2 College Counselors, 143 teachers, 2 full time Library Media Specialists, 1 full time nurse, 2 Psychologists, and 2 one semester Literacy Coaches. The staff also includes 75 Classified Staff members of which two are Community Liaisons. 84% of the teaching staff is considered "highly qualified" according to the criteria of *No Child Left Behind*. 119 of these have a full credential and 24 have an emergency credential. Approximately 4% of the staff has earned a Doctoral Degree, while 24.5% have obtained a Master's Degree. There are also ten teachers who have been Nationally Board Certified. The ethnic make-up of the certificated staff somewhat approximates that of the student body with 60.8% White and 22.3% Hispanic. With 4.1% of the certificated staff being African American, this is under represented when compared to the student body. The remaining 12.8% represent Asian and other ethnic groups.

The ethnic composition of the classified staff is 38% White, 28% African American, 23% Hispanic, 8% Asian and 3% Filipino. This differs from the ethnic make-up of both the certificated staff and the student body.

Over the last three years, with the financial backing of the District, the Hi Places survey has been administered to parents, students and staff. 294 parents, 2526 students and 144 staff members participated in the survey during the 2003-04 school year. Some of the generalizations the school staff made from the results are:

- teachers expect 46% of the Samohi graduates to graduate from a four year college/university and 23% of them to attain a post-graduate degree
- A and B students were almost twice as likely to be White or Asian. Students of African American or Hispanic ethnicity were more than twice as likely than others to obtain C's. The African American and Hispanic students were three to four times more likely than others to obtain D's and F's
- African American and Hispanic students earning A's and B's has dramatically increased in number over the three years of the survey
- since the reorganization into smaller learning communities, there is an upward trend of teachers discussing problems of specific students and arranging help for them, as well as, increasing strategies to gain parent involvement
- many teachers do not feel they participate in decision making

- 61% of teachers feel that the lack of support from some staff has been a barrier to implementation of the Smaller Learning Communities redesign
 - 25% of students reported they had not met this year with a guidance counselor in a one-to-one setting
 - most students thought that meeting with a guidance counselor was very helpful
 - 66% of teachers (down from 76% two years ago) report they have regularly scheduled parent-teacher conferences
 - 47% of teachers (down from 52% two years ago) report no parent conferences to discuss student needs or concerns
 - 46% of teachers (up from 40% two years ago) report one or two conferences per week to discuss student needs or concerns
 - teachers express a need for professional development that supports teaching to standards
 - parents report that since the redesign into Smaller Learning Communities, efforts have been made by the school staff to involve parents in conferences with staff, reports regarding student progress have been more frequent and there has been a greater effort by the school to explain how parents can check their student's homework.
- Parent and student surveys have illustrated that the parent population is highly educated. The average parent education level is 3.63 where 1 represents "not a high school graduate" and a 5 represents "graduate school".

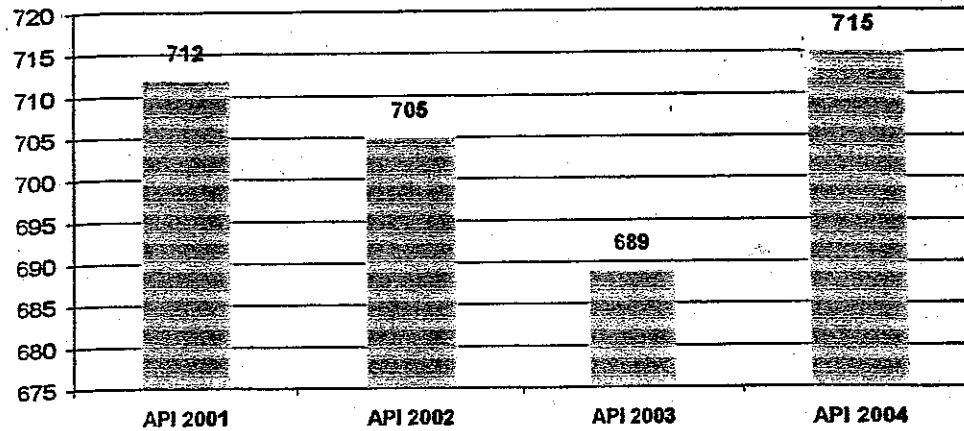
The physical plant at Samohi has undergone recent modernization and construction. In 2001, Proposition X was passed giving the school \$20 million to complete the infrastructure work begun by the passage of Proposition ES in 1993. These modernizations and the expansion of the Language and Music buildings was the target of Proposition X. Seven classrooms and one computer lab were added to the Language building, three large practice rooms were added to the Music building and the renovation of Barnum Hall (the 1,400 seat auditorium originally built by the WPA) was completed. With the redesign into Houses, construction has also taken place to create office space within each House building for the House Principal, the 2 House Advisors and their clerical assistant. Proposition X dollars also helped upgrade lighting and electrical, technology wiring in each classroom and provide access to the internet for all classrooms. In addition, locker room floors and sound systems were modernized in both the boys and girls areas. Repair of the swimming pool, recondition of the North athletic/physical education field, modernization of the student cafeteria and Science Quad landscaping were also included.

The biggest change at Santa Monica High School has been the redesign into Smaller Learning Communities. During the 1990's, with assistance of a grant from the Annenberg Foundation and the help of an outside facilitator, the school and District staff met to explore the issues of the "achievement gap" and the lack of connectedness experienced by students at a large, diverse high school. In the 2001-02 school year the school, supported by the Board of Trustees and the District staff, was awarded a \$60,000 Smaller Learning Communities (SLC) Planning Grant. This began deep conversation and exploration by the staff. In 2002-03 the Stupski Foundation funded the implementation of a SLC design under the direction of the Chief Educational Officer (designation of the Principal to distinguish the position from that of House Principal) and a redesign team consisting of students, staff and parents. During this process, a blueprint for SLC implementation was prepared to go into effect in the 2003-04 school year. A \$500,000 SLC Grant was awarded for the 2003-04 year and remains in effect through Fall of 2006. In January

2005 an external evaluator assessed the success of the redesign and found the staff had accomplished 20 of the 24 goals set out in the original SLC Grant Application. As a part of this process, Samohi established new, measurable goals for the next year. The redesign into SLCs began with three purposes in mind. Those three were to increase personalization, to increase achievement for all students and to eliminate the "achievement gap". The first two are ahead of the third in realization, however, the attainment of all these goals is being positively addressed by all stakeholders in the school community.

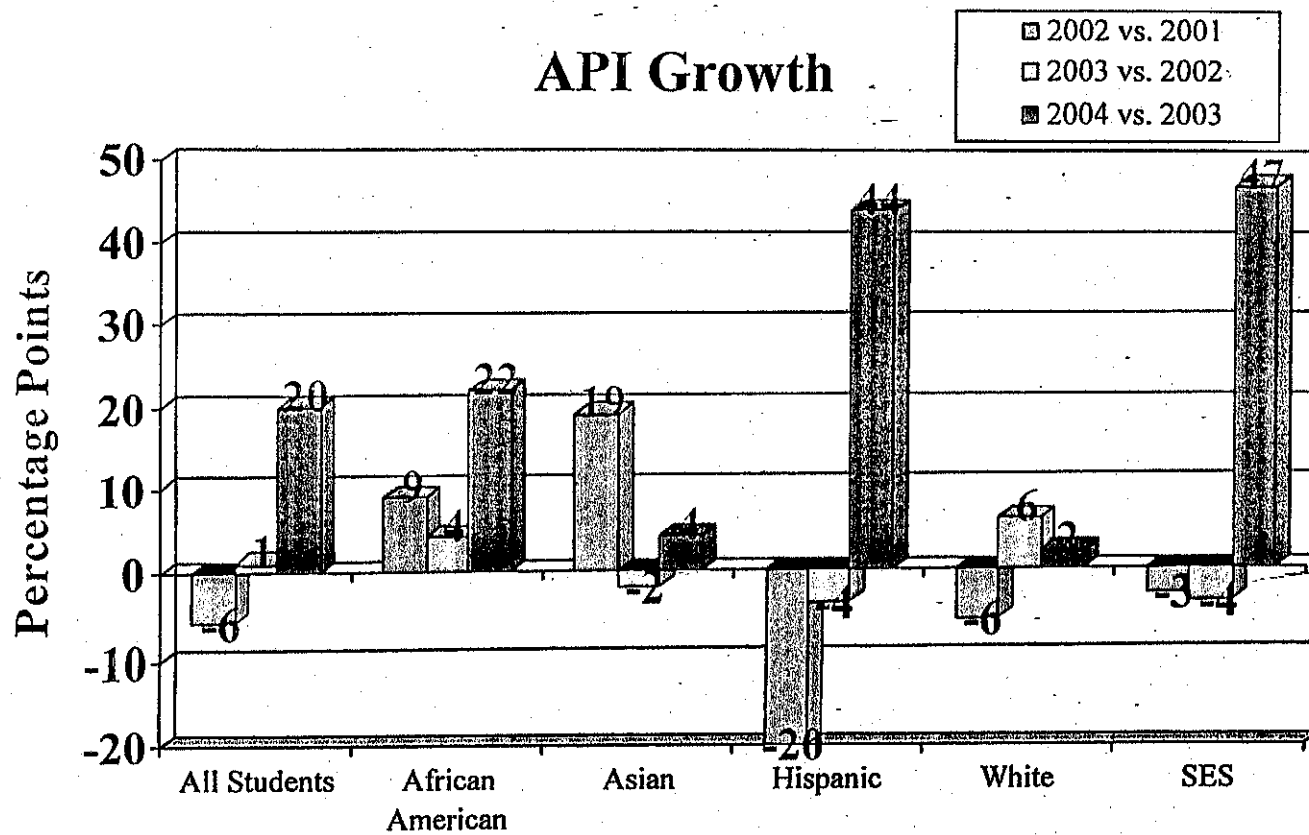
It is important to note that at the end of the Student/Community profile, the school report contained an expansive series of graphs, with analysis, summarizing the data examined by Focus Groups and Home Groups during their self-study process. Because of the combination of the *Focus on Learning* process and the SLC evaluation, the staff has spent a great deal of time on study, analysis, discussion and drawing conclusions regarding what a Samohi graduate should know and do, and what the student work should look like to gain the achievement of the standards.

Santa Monica High School Growth API, 2001-2004*

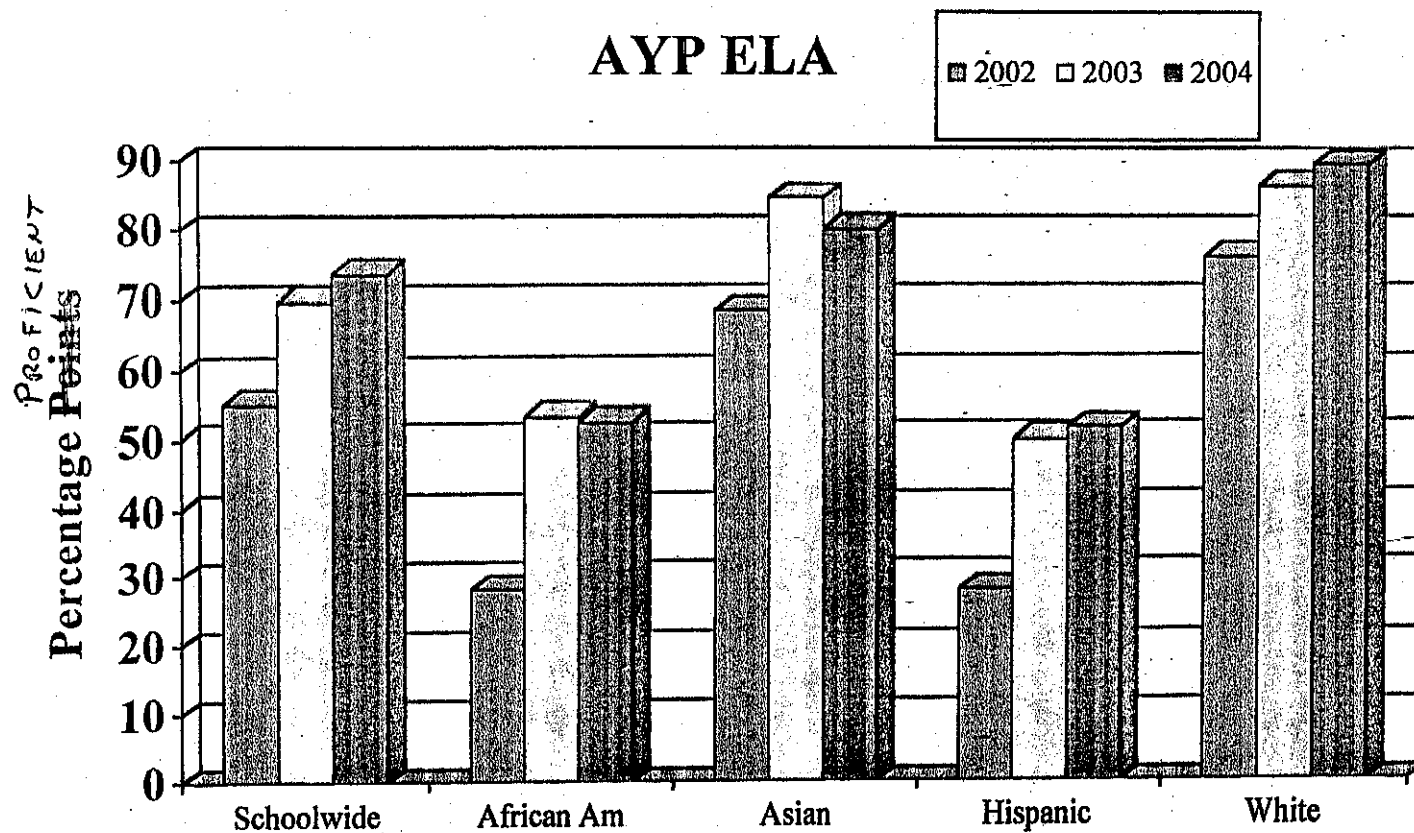


*Note that Growth APIs are based upon non-constant variables and therefore are not directly comparable year-to-year

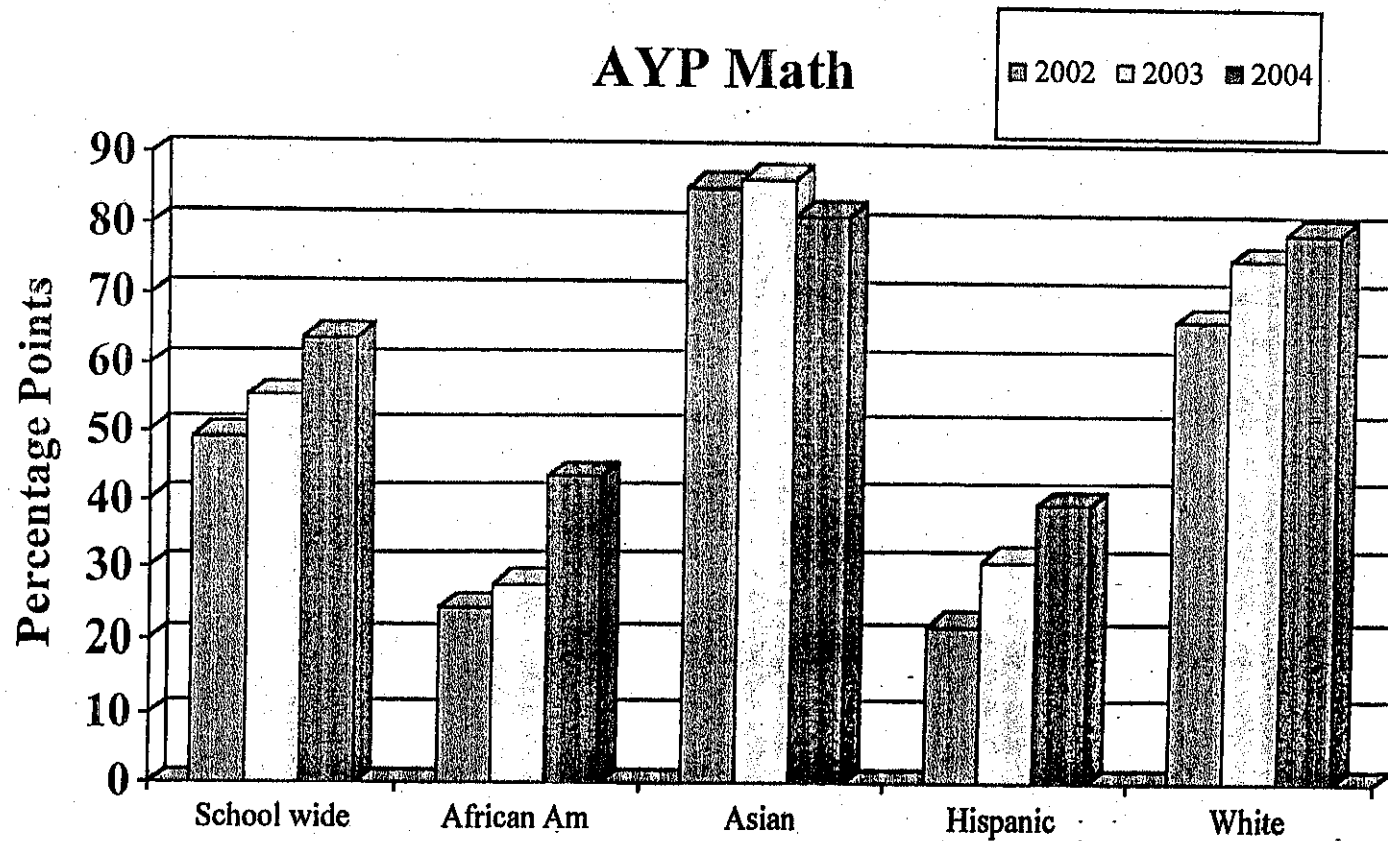
Students API Growth



AYP ELA Yearly Comparison

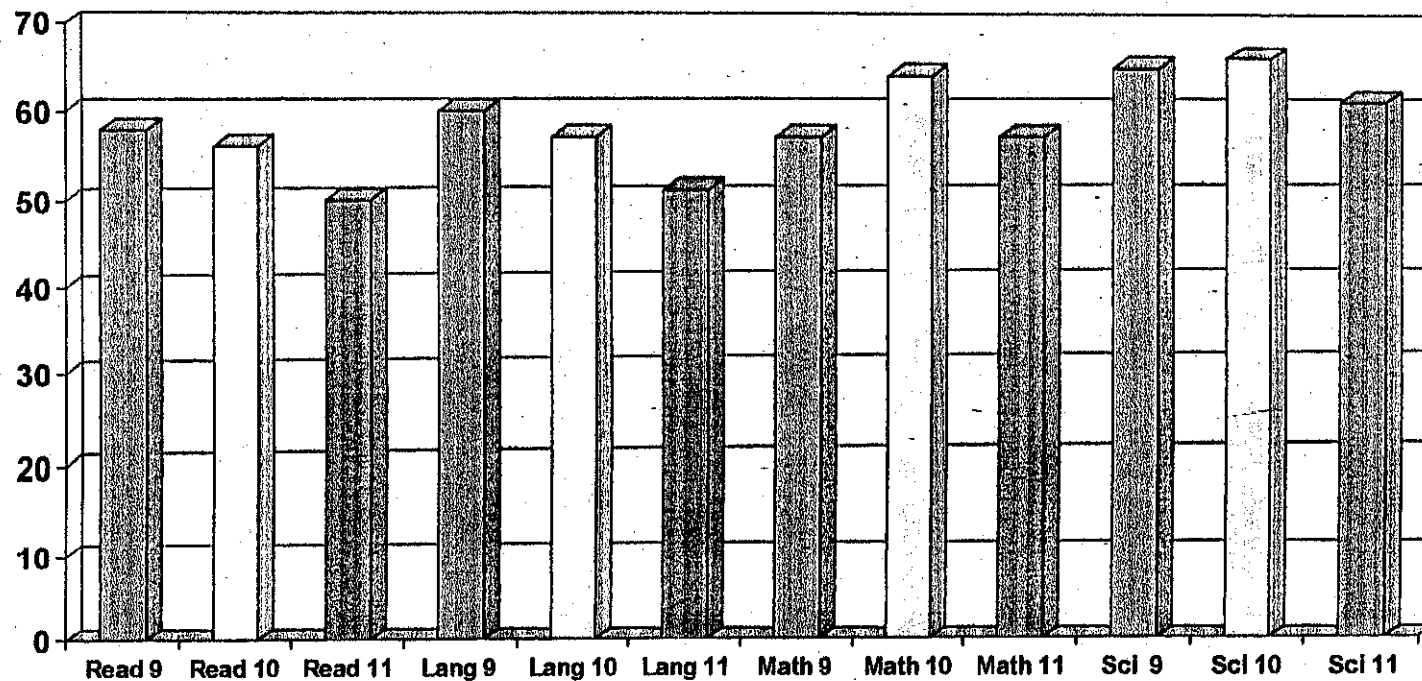


AYP Math Yearly Comparison

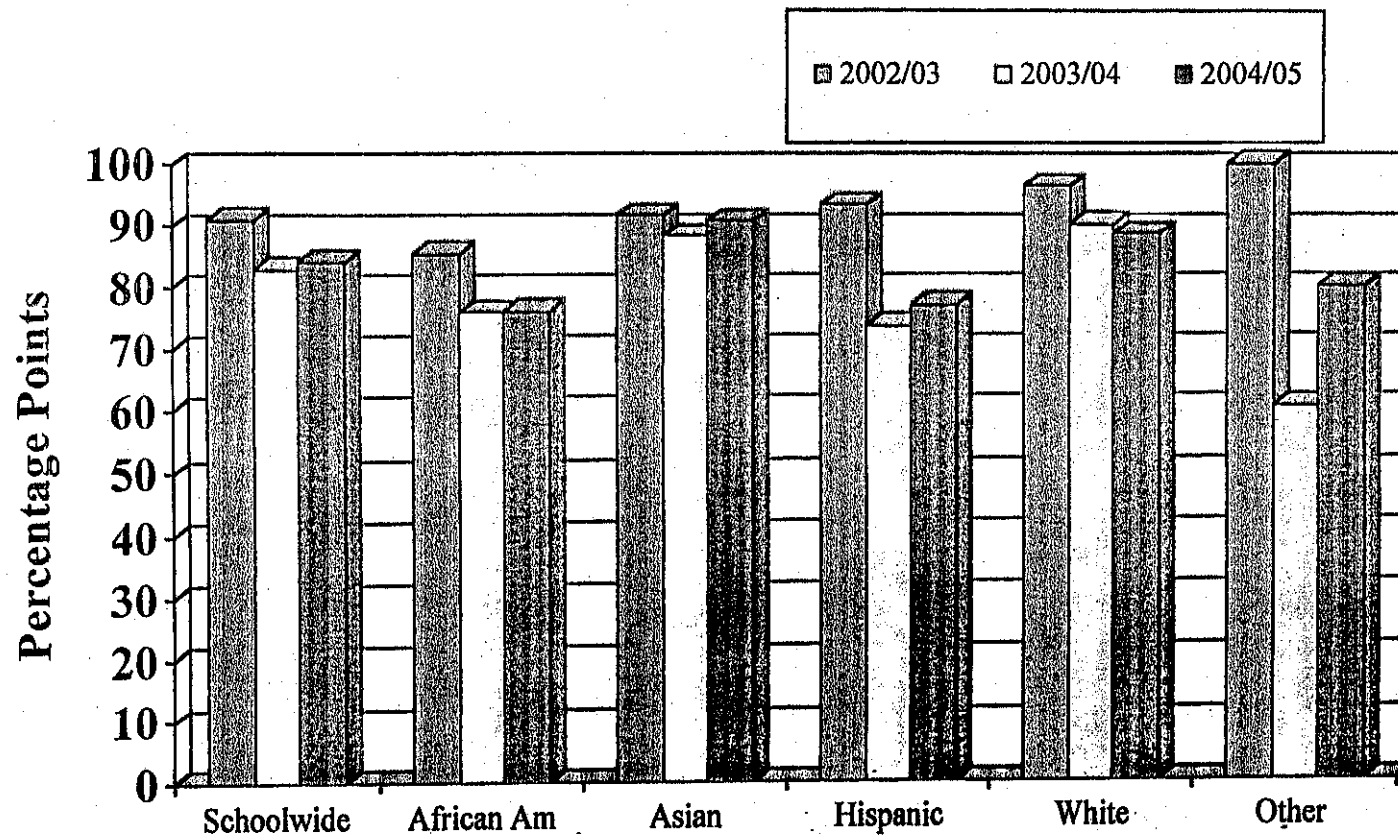


CAT/6 Survey Test Scores 2004

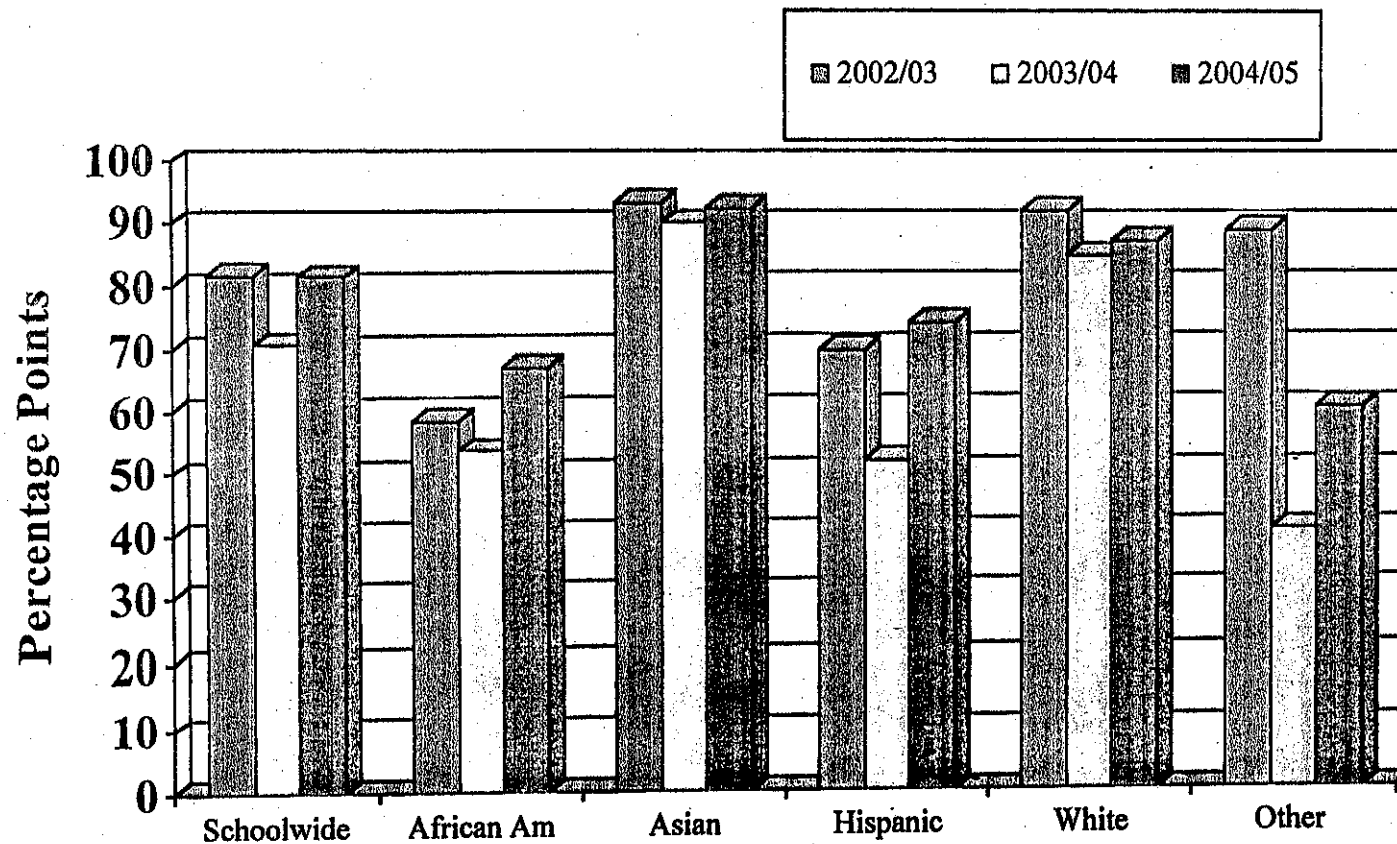
All Students



CAHSEE Language Arts Yearly Comparison



CAHSEE Math Yearly Comparison



CHAPTER II: PROGRESS REPORT

As was mentioned in the School/Community profile, the school underwent a Smaller Learning Communities (SLC) redesign during the period of time since the last WASC accreditation visit in 1998. As a result, not all recommendations from that visit were directly addressed, but the intent of each was addressed in the process of study and implementation of the redesign model.

Progress on the 1998 Visiting Committee recommendations:

1. **"A more supportive, comprehensive, cohesive and sensitive guidance program to insure that all students have equal access to all classes and programs."**

In the 2001-02 school year the District Board of Trustees and the Superintendent worked with Santa Monica High School (Samohi) to drastically overhaul the counseling department. As a result, the counseling job description changed and all the presently employed counselors were given an opportunity to apply for the newly defined position of advisor. This new job description included a reduced caseload (increasing the number of counseling staff from 9 to 12), increased supervision, level one discipline support and a caseload that included all students whether GATE, college prep, special needs or other classification. To begin the 2003-04 school year five of the original nine advisors returned, two as college counselors and three as academic advisors. Nine newly hired individuals filled the remainder of the twelve academic advisor positions.

In addition, the beginning of the 2003-04 school year included the implementation of the SLC redesign. Within this model, each of the six Houses is assigned two academic advisors. Each advisor supports two grade levels (nine and eleven or ten and twelve) and advise a student through all four years at Samohi. The House Principal, Teacher Leader and the two Academic Advisors work as a team to support students within their house. Advisors are the central personnel monitoring a students' progress toward the achievement of the standards necessary to meet the graduation requirements.

2. **"The development of a centrally located and staffed College/Career Center to which all students have access."**

The "Future Center", as it is now called, has undergone drastic change in the past several years. The college and career counseling formerly was spread out over three areas on the campus. Scholarship information was in the cafeteria, college advising in B building and career help in the ROP Office. These three entities have been merged and Proposition X dollars were used to build a specialized space for the Future Center. This center serves the students' needs with regards to scholarships and college and career information. The changes were geared toward creating a coordinated program that meets the needs of all students.

With the redesign to the SLC model, it was decided that all services not related specifically to one House would be centralized in the administration building. Parents had presented the idea of this centralization to create more visibility and student access. As a result, the center is now located in the administration building. The Future Center organizes college visits to the campus (four year, two year and technical), coordinates study abroad programs, provides career information and organizes military visits to the campus. The goal of the Future Center is to meet any and all post-secondary needs of Samohi students.

3. **"A close examination by staff and district personnel of the use of technology as it relates to schedule and..."**
4. **"A schoolwide effort to build the master schedule based on what is in the best interest of the student population."**

Since 1998, master scheduling challenges have intensified at Samohi. A primary goal of the leadership team over the past two years has been to schedule each ninth and tenth grade student into his/her House for all core academic classes. Due to a loss of staffing because of recent budget constraints, master scheduling has not allowed for this concept to be realized in all six Houses. In addition to creating the master schedule to include the House concept, the administration and Teacher Leaders have eliminated, modified or added classes to strengthen the master schedule to encompass rigor and a standards based curriculum. These changes were made for one of three reasons: to align to UC/CSU requirements, to create successful redesign transition or to respond to students' academic needs.

The changes to the master schedule can be summarized as follows:

TO ADDRESS UC/CSU REQUIREMENTS: eliminated ninth grade Physical Science/Tech Core – added yearlong Art Foundations and Chemistry in the Community

TO ADDRESS REDESIGN: Modified Health and tenth grade physical education - added Freshman Seminar/Health

TO RESPOND TO STUDENTS' ACADEMIC NEEDS: Added Honors Biology, Algebra/Biology block and Literacy Support classes.

To ease second semester master scheduling problems, the leadership team has decided not to schedule "repeat courses" for second semester for students who failed the first semester of a yearlong course. The mathematics department has instituted second semester courses for students who fail first semester Algebra and Geometry. This class is taken in conjunction with the second semester of the course. This will impact the summer school master schedule. As a result, "get ahead" classes will not be offered during summer school which the school feels will favorably impact the 2005-06 master schedule.

In the past, the Samohi master schedule was not completed until just prior to the beginning of the school year. This impacted the ability of teachers to adequately prepare for the new school year. Revisions occurred even into the first semester in some cases. The administrative team has put a high priority upon having the master schedule in place by the

end of the second semester so that teachers will know their assignments before summer break. With the exception of necessary changes due to summer staff changes or an emergency situation, the commitment is to not make master schedule changes after the end of second semester.

Another positive impact upon the master schedule has been the increase of Advanced Placement (AP) and Honors sections. Previously, students were only enrolled in AP and Honors classes by rigid entrance requirements, with few exceptions. In response to parent and student requests and the fact that California State law requires that all students have access to the curriculum, the school established a waiver process whereby students who do not qualify upon the criteria can enter these higher level courses. Despite the continued existence of the criteria (grades, assessments and teacher recommendation) many students' parents have chosen to place their student into AP and Honors courses through the waiver process.

The Quintessential School System (QSS) was implemented during the 1999-2000 school year. This system allows for computerized scheduling, as well as, providing valuable student reports and accommodates individual testing. The registration process has also been streamlined to allow students to be processed more efficiently and to meet with an academic advisor about scheduling issues. Prior to the registration process, the advisors have examined the students' computer generated schedule to attempt to fix any obvious problems. Parents are invited to participate in this process. The meeting with the advisor allows for sharing of information and fixing any scheduling problems.

For the period 2004-06, the Parent Teacher Student Association (PTSA) produced and distributed a Samohi Course Catalog. This document includes a listing of course offerings with accompanying course descriptions and an indication if the course meets UC/CSU requirements.

5. "Continued discussions involving all stakeholders that focus on reducing perception of the "two schools" concept with increased focus on all students succeeding."

During the 1990's the staff of Samohi began an inquiry into the culture of the school. During this process the issue of race as it relates to the achievement gap was explored. 90% of the staff participated in these discussions. This began the intensive examination of the "two schools" problems at the school and the achievement gap that exists between minority and other students. This achievement gap is well documented at the school.

In 1994, the school with backing from the District, created the position of Community Liaison to assist parents in navigating the school system. The focus of these liaisons is the academic achievement of minority students. A second effort to address the achievement gap and "two schools" problems was the study, planning and implementation of SLCs. It is well documented that a student that feels more connected to the school and the staff will achieve at a higher level than a student who does not feel that connection. The school believes that

over time the SLC concept will help create the connectedness and produce the academic achievement to close the gap.

6. "Improved connections between students and existing services and staff to support students' academic and personal development."

The structure of Samohi was redesigned in 2003-04 into six Houses of approximately 550 students each. Each House has an articulated geographic location on the campus, a House Principal, a Teacher Leader, two Advisors, a classified staff member and approximately 25 teachers. This SLC approach, instituted in a collaborative effort of parents, teachers, district and site administrators, students and school board members, emphasizes personalization for students to address closing of the achievement gap while also still maintain high standards for those who have been achieving at an acceptable level.

The staff is using their banked minutes to meet and discuss as a House the needs of all students in addition to discussions regarding specific House students. Each House is becoming its own learning community. Formal and informal strategies are being developed within each House to best serve their student population. This House structure allows for more collaboration between teachers to better serve student needs. Teachers, Advisors and administrators work as a team to help insure success for all students in the House. The smaller, concentrated grouping of students enhances personalization and guarantees that House teachers, Advisors and administrators will know each student early in their high school career. There can be early intervention for those coming from the feeder schools identified as at risk and for early assessment and identification of any other needy students.

The transition from middle school to high school is eased by visits to the high school and by advisor visits to the middle schools. There are two summer "access" programs that assist in transition. These access programs assist targeted students in the transition from regular English to Honors or AP English. The targeted students are selected through teacher recommendation with emphasis placed upon the population of students who are underrepresented in the advance courses and are being encouraged by staff to enroll in those classes. The school has instituted a yearlong Freshman Seminar course to ease the transition of the ninth graders to the high school setting, as well as, to teach the required Health Education components of the curriculum. In this class the students learn research, oral presentation and organizational skills. A School Resource Officer from the Santa Monica Police Department routinely visits these classrooms. In addition, the school has an Advancement Via Individual Determination (AVID) program to give support to aspiring first generation college bound students.

Support has been increased through the Student Study Team (SST) approach being slightly modified. Each House now uses a "mini SST" as a first intervention for students who are really struggling. This SST involves the students' advisor, the House administrator and the students' teachers. The purpose is to address attendance, behavior and rate of academic success. If this first level of intervention does not succeed, the advisor will refer the student to the schoolwide SST process. Each House generally has three student study team meetings per month and there is a schoolwide SST for approximately two students per week.

Samohi offers support for students who have failed classes by offering repeat courses during summer school. It also allows a student to, regardless of his/her grade, retake a class to obtain a C or better for the purpose of college admission. The summer program also includes courses to assist students in preparation for the ELA and Math sections of the CAHSEE. The school has used grant money to institute an after-school tutoring program for students who are struggling in summer school. To assist special needs students, the House structure assists with individualized attention. IEPs are done at the House level and include the advisor, a teacher of record and the House Principal. As an additional means of support, two full time psychologists serve the special needs population. The EL students are supported through regular meetings of the department's teachers to discuss individual student needs.

7. "Guidance and evaluation of student work by learning standards and achievement rubrics that are consistent in focus and rigor throughout the curriculum."

Samohi has strived since 1998 to implement learning standards and achievement rubrics. The curriculum is currently aligned to Content Standards and rubrics are beginning to be utilized to help teachers evaluate student work and to allow students to understand how their work is evaluated and how to evaluate their own work. Professional development has focused upon strategies for better instruction through Lauren Resnick's *Principles of Learning*. This training focused upon the principles of Clear Expectations, Accountable Talk and Academic Rigor. Release time has been given to department members and course alike teachers to align curriculum and assessment and to insure that all standards are being taught to all students. During this time power standards, common assessments, consistent rigor, rubrics and textbook alignment were explored.

At the end of last school year, the District offered teachers professional development called "Making Standards Work" presented by the Center for Performance Assessment. Teachers from Math, Special Ed, English, ELD and Foreign Language participated. The District has dedicated funding and time for teachers to meet as middle school/high school departments to develop common districtwide assessments. At this time there are common assessments in place in English, Biology and Algebra I (also used at the middle school level to guarantee consistency for attainment of the standards regardless of what grade the student is in when taking the course).

Rubrics have been developed by the English department to assess a common ninth grade persuasive essay requirement. The department also uses a standardized study guide at the tenth grade level to prepare students for the CAHSEE. With the belief that writing is everyone's business, the English department has developed rubrics for literature based and persuasive writing that are used schoolwide. The Social Science department uses a common writing assignment in all United States History classes after the completion of the unit of study about the Progressive Era. The Foreign Language department has developed a pacing plan for Spanish I. In Spanish I, II and III and all levels of French there are common

assessments for the end of the course. The district Library Media Specialists are meeting to write library standards so that expectations will be consistent from grade level to grade level.

The alignment of the curriculum to the Content Standards is complete in all departments. The development and use of rubrics is beginning to shape the assessment of those standards in some departments. As is common with change, some departments are further along in the process, but it can be said that the school as a whole has an understanding of the import of rubrics to student achievement. The use of pacing plans and common assessments is similarly being addressed on the campus.

Additional Recommendations from the 2001 Re-visit

- 1. "The school, with district support and resources, establish a collaborative time for faculty, within the school day, to provide staff development training in instructional practices and strategies that will enable and empower teachers to bring about student achievement of the school's ESLRs."**

Starting in 2003-04 the District started "banking of minutes" as was negotiated with the teachers association. Samohi voted to have this time allotted on Wednesday morning from 7:30 to 9:00 with a late start for students. This contracted banked time must be equally split into four equal time blocks. These areas are; professional development by Houses, professional development that could be in Houses or as an entire staff, department time and personal professional time. Many of the bi-weekly House professional development banked minutes are used by teachers to plan strategies for working with specific students who are not achieving at the necessary level.

- 2. "The site and district administration, staff, parents and students develop, implement and provide constant assessment for an action plan that will support and provide systemic change over times so that all students will be able to accomplish the ESLRs."**

Over the past seven years, Samohi has seen tremendous change. Many of the changes are a direct result of the recommendations of the 1998 WASC Visiting Committee Report. The counseling department has been revamped, the campus now consists of six Houses (Smaller Learning Communities), curriculum has been aligned to Content Standards and the development of rubrics, pacing plans and common assessments has begun. This coupled with the on-going professional development to strengthen standards based instruction will result in more of the student population attaining the ESLRs.

Chapter III: Self-Study Process

At a meeting in September 2004, the Santa Monica High School (Samohi) ESLRs, established during the last accreditation process, were examined by the staff. This meeting was after school and therefore, by teacher contract, was voluntary. This meeting also included examination of sample ESLRs from other schools. The ESLRs were revamped and extended. These changes were discussed further at a second meeting of the faculty and were then finalized as a draft by the Leadership Team. This draft was presented to the Instructional Planning Committee (IPC - Samohi's department chairs) and they in turn presented them to their departments. The draft was then approved as final by the IPC and also by the school governance body.

Students of Santa Monica High School will be:

Effective Communicators who:

- Read, write speak and listen effectively
- Use technology as a presentation tool and communication device

Responsible Citizens who:

- Deal with other human beings honorably, and collaborate with them productively
- Work democratically to improve school, community and society
- Develop the habits necessary for success in the world of work

Life Long Learners who:

- Use higher level thinking skills
- Apply effective strategies to achieve personal goals
- Use technology to manage information and construct knowledge

Creative and Critical Thinkers who:

- Understand and manage a complex and diverse body of knowledge
- Use reason, information and creativity to solve problems
- Apply learned skills and knowledge to new situations.

The self-study process, due to the upheaval created by the implementation of the Smaller Learning Communities (SLC) redesign, was delayed in its beginning related to the process as outlined by WASC. The Home Groups and Focus Groups did not begin formal meetings until September, 2004. However, it must be added that a great deal of discussion and review of data and student work took place during the previous three years in the planning and implementation of the SLC concept.

1. *The involvement and collaboration of all staff and other stakeholders to support student achievement.*

Samohi made a concerted effort to involve all staff in the Focus Group process. The involvement of the students and the parents was delayed due to lack of proper training and WASC experience of the site leadership team. Each Focus Group examined student work and data submitted by the Home Groups. This process was facilitated by the ability of groups to meet during a late start day once per week. The parents and students participated by reviewing drafts of the report, giving suggestions for revision and addition and, by consensus, approving the final self-study report.

2. *The clarification and measurement of what all students should know, understand and be able to do through expected schoolwide learning results and academic standards.*

The Visiting Committee feels that the actual analysis of the attainment of the ESLRs specifically over the past seven years has been lacking. However, in the school's move toward redesign, all aspects of ESLR attainment have been addressed. The school has consistently strived to ensure that all students are working toward attainment of the academic standards. A standards based curriculum is in place with assessments based upon rubrics beginning to emerge in many classrooms.

3. *The gathering and analyzing of data about students and student achievement.*

The Student/Community Profile information provided in the self-study was, for the most part, effectively organized and presented in a clear format. It appears to the Visiting Committee that this information was effectively analyzed and utilized by all stakeholders to fully understand what the school is and is not accomplishing. It may not have formally been done in the WASC *Focus on Learning* process, but certainly was done professionally and was a major part of the SLC redesign planning, implementation and evaluation process.

4. *The assessment of the entire school program and its impact on student learning in relation to the expected schoolwide learning results, academic standards and WASC/CDE criteria.*

The overall assessment of the total school program has been done in a systematic and complete manner. The Visiting Committee feels confident that Samohi has a clear picture of the overall impact the current educational program is having upon student learning in relation to the academic standards and the WASC/CDE criteria. It is not as clear that a formal understanding of all stakeholders similarly exists with respect to the ESLRs.

5. *The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.*

The action plans encompass the major needs for growth as self-identified by the Focus Groups. However, the Visiting Committee feels that action plan number 1, support, is

lacking in specific implementation actions. Furthermore, the Committee finds action plan number 3, collaboration, is greatly lacking in meaningful actions. For all three parts of the action plan it is not clear to the Visiting Committee that there is adequate responsibility for the oversight of the action plans to insure that the plans will be implemented as the timelines indicate. It appears that the leadership of the school has placed tremendous effort into the redesign goals and evaluation, but far less time into the action plans to accomplish the growth as outlined by the Focus Groups during the self-study process. It is obvious that there is a commitment to achievement of the goals of the SLC concept and the improvement of student achievement at Santa Monica High School. The SLC external evaluation, completed in December 2004 with site input, includes specific actions for years two and three (2004-05 and 2005-06) of the grant. Those goals are a part of the site action plan to achieve the school's three stated goals; improve student achievement, know students (personalization) and narrow the achievement gap. It is not as clear that the action plans coming from the self-study process are equally sustainable.

In conjunction with Visiting Committee members, members of the Santa Monica Staff worked on restructuring of the action plans to accommodate the Committee's concerns. These new action plans will be submitted by mid-June to the Commission. It is the belief of the Visiting Committee that the school will then have a plan of action that will move the school to the desired goals and that the school will have the capacity to sustain the action plan over the term of the accreditation.

Chapter IV: Quality of the School's Program

- *Part A: Summary of the analysis of what currently exists and its impact on student learning.*

A. Standards-based Student Learning: Curriculum and Instruction

What currently exists

- *A1 To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?*
- *To what extent are the expected schoolwide learning results accomplished through standards-based learning?*

Most courses taught at Santa Monica High School are consistent with academic standards and expected schoolwide learning results. Notable increases in significant subgroup Academic Performance Indexes and California High School Exit Exam pass rates are indicators of Santa Monica High School's successful improvements in providing a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results. Summer classes are in place to support and prepare underrepresented students who want to take Honors and AP English classes. In 2005, similar classes will be added in mathematics and science. AVID and Literacy classes are examples of interventions implemented to increase the success of all students. The Reader's Writer's Workshop is a senior level course to assist students in preparation for college entry level English after graduation. The establishment of small learning communities in the form of Houses is an effective means of addressing the curricula and instructional needs of all students.

Santa Monica High School students have the option of enrolling in academic courses that prepare them for college eligibility. This is evident by an increase in the number of students taking SATs, an increase in overall SAT scores, an increase in the number of students taking AP classes, and the numerous college and universities that Santa Monica High School students attend.

Early identification of students struggling with meeting the requirements of the California High School Exit Exam allows Santa Monica High School to provide additional support in the form of tutorial classes. Although there are many strategies in place to provide standards based instruction, in some instances it is unclear as to the level to which students and parents are made aware of the various content standards addressed for each lesson.

- *A-2 To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?*

The newly instituted Freshman Seminar course creates an opportunity for Santa Monica High School students to develop personal learning plans. Plans will be reviewed yearly. Opportunities will be provided to parents and students to review students' personal learning plans and provide input into course selections and school-to-career goals. Extended library hours, tutorials, Student Study Team meetings, Exit Exam summer school classes, Freshman Seminar, and 10th Grade Parent/Student/Advisor meetings are examples of strategies used by Santa Monica High School to provide access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals.

- *A-3 To what extent are students able to meet all the requirements of graduation upon completion of the high school program?*

A 98.3% graduation rate is a strong indicator that Santa Monica High School has successful strategies in place, which enable students to meet the requirements for graduation. A high CAHSEE pass rate and high percentages of students meeting University of California "a-g" requirements are also strong indicators of success in this area. The AVID program, tutors from UCLA, and ROP are good indicators of school/community collaboration that offer students a variety of post-secondary options. The Freshman Seminar course requires students to develop a 4-year plan of learning and small learning communities (Houses), also enhance students' ability to meet graduation requirements.

- *A-4 To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?*
- *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?*

The large number of students enrolled in college prep, Honors and AP courses is a good indicator of the extent to which many students are involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results. However, the continuing but decreasing achievement gap is an indicator that providing a challenging learning experience which ensures that all students achieve academic standards continues to be a growth area for Santa Monica High School.

Some teachers use innovative strategies and resources, including technology, that are used to actively engage students, emphasize higher order thinking skills, and help students succeed academically. Such strategies include PowerPoint presentations by students and teachers, use of science computer lab to study molecules, and online discussion groups in AP U. S. History and Government. Several computer labs are available to students so that they are able to complete research for various classes and do multi-media presentations. In addition, the Pinnacle on-line program is available to parents and students so that students' academic progress may be monitored.

Although significant subgroups have shown impressive improvements in their performance on the CAHSEE and STAR assessments, there is evidence that additional strategies are needed for at-risk students to succeed in advanced level courses and to meet graduation requirements.

Areas of Strength

- Implementation of smaller learning communities in the format of Houses allows for better communication between students, parents and the school so stakeholders have the opportunity to work together to meet the academic needs of students.
- The Pinnacle program is a useful tool for communicating assignments and academic progress to parents, students, and school.
- Santa Monica High School has made significant progress toward standards based instruction especially in the areas of Mathematics, English and Science.
- Assessment results are used to identify students who need additional support and tutorial classes are in place to support these students' learning needs.

Key Issues

- Instructional programs need to be monitored on an ongoing basis to ensure a consistent instructional program that is challenging, satisfying, rigorous and aligned with academic standards.
- The enrollment in advanced level courses needs to more accurately reflect the school's diverse population.

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

- Self-study document
- Dialogue with focus groups and key stakeholders
- Student achievement data
- Classroom observation

B. Standards-based Student Learning: Assessment and Accountability

What currently exists

- *B-5 To what extent do teachers employ a variety of strategies to evaluate student learning?*
- *To what extent do students and teachers use assessment results to enhance the educational progress of every student?*

Santa Monica High School is in the process of making efforts to employ a variety of strategies to evaluate student learning. These efforts are evident by the increase in API and AYP scores.

District-wide assessments are in place within the Mathematics and English departments. Samohi has implemented semester assessments in Biology. Other departments are in the infancy stages of developing and implementing common assessments. Teachers from various schools within the district are developing these assessments, as an additional measure of student attainment of the standards. In addition, Samohi receives student data from middle schools to determine ninth grade student placement.

Disaggregated data is analyzed monthly by most departments and some Houses during departmental or House meetings. This data includes standardized tests scores, grade point averages, attendance, student demographic information, and common assessment data where available. Some departments are utilizing rubrics as a means of assessing student learning.

In addition to the state and district required tests, teachers use a variety of methods to check for understanding, such as quizzes, tests, portfolios, performance-based assessments, and written assignments. Along with these are less formal methods of evaluation such as oral presentations, technology demonstrations, Socratic Seminars, and using the Costa's method of questioning found in English and AVID classes.

In the 2002/2003 school year, Samohi failed to make their growth targets. In response to that and in order to enhance the educational progress of every student, the school initiated a redesign plan that included an intensive literacy program, Algebra/Biology block, Algebra and Geometry tutorial classes and various support activities by Houses. These targeted activities include after school tutoring, targeted mini-lessons and practice tests.

Students also receive progress reports six times a year that include grades, attendance, and citizenship marks for all classes. Students and parents can access this information, as well as classroom assessment data, not only via mail but also through the school's website using the Pinnacle on-line program.

- *B-6 To what extent do the school, district, community regularly review student progress toward achievement of the academic standards and the expected schoolwide learning results and report to the parents and other stakeholders of the community?*

The school regularly examines disaggregated standardized test data, grades, dropout and college entrance rates, and teacher, student and parent survey data to determine overall school effectiveness. There is some evidence of analysis of student's attainment of the standards to guide instruction.

The district generates information, data, and reports to inform schools and community. The Board of Trustees reviews this information and uses it to guide them in decision-making. An example of this is the structural change with the redesign that includes definitions of administrative and guidance roles to allow each House to have a leadership team, which includes House Advisors, a House Principal, and a Teacher Leader.

School performance data are reported in the local and school newspapers, school newsletters, and through the State Department of Education website. In addition, the school's website offers a variety of information about school performance on standardized tests, department information, individual student grades (through Pinnacle software), as well as other important information concerning school events, meetings, and policies.

Various parent groups are actively involved at Samohi. These group meetings, as well as Back to School nights, Open House, a PTSA produced course handbook, a bilingual parent handbook, a detailed PTSA newsletter and the community newspapers inform the community about the status of Samohi.

- *B-7 To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program and resource allocation and use? (i.e., To what extent are the human, material, physical, and financial resources sufficient and utilized effectively to support students in accomplishing the academic standards and the expected schoolwide learning results?)*

In recent times there has been an increased focus on closing the achievement gap among subgroups. The most recent effort is in a schoolwide redesign of how Advisors and Houses are setup for Samohi's smaller learning communities. Samohi has seen growth and some increase in diversity in areas such as its AP/Honors courses and tutoring programs. The school created the Freshman Seminar class to assist students, in part, in the transition to a large high school.

Due to budget constraints, resources are becoming limited. Some staff members report a lack of understanding about what resources are still available both internally and externally to address students' academic needs.

Internally, through the Smaller Learning Community grant, teachers have utilized funding for release time to focus on student literacy needs, an Algebra/Biology block, and House-based intervention programs. In addition, English Language Learner funds have been used to provide

an additional support class for English Learners. Many classrooms have a supply of current textbooks and resource materials aligned to the standards.

In response to the need to close the achievement gap, the district has allocated additional resources to Samohi to assist in the school redesign process. House Principals, Advisors, and Teacher Leaders all have a role within the Houses. This new structure allows for a more holistic approach to student advisement.

Externally, parents and community members are seen as an important part of student success. The PTSA has supplied funding to offset district budget cuts. These include after school tutoring, extended library hours, a course outline book, additional progress report mailings, and professional development. The city of Santa Monica has been supportive through a joint-use agreement with the district, a parcel tax for the next seven years, and the passage of a bond measure.

With two full time college counselors and one part time ROP career counselor, Samohi is providing students with post-educational options. The passage of the bond measure has enabled the school to make some physical changes by adding more classrooms, expanding the music building, and restoration projects. House offices have necessary resources to enhance their facilities to fit the goals expressed in the Smaller Learning Communities Grant.

Areas of Strength

- Through Pinnacle, student information is easily available to student, parent, teacher, and school.
- Targeted interventions within Houses concerning CAHSEE are effective: especially within the ELD and Special Education subgroups.
- Community parent groups are valued assets to Samohi by not only being supportive and cross-cultural, but also by being financially supportive.
- Within the House structure, the House Principal and Advisor have increased personalization and communication with teachers, students, and parents.

Key Issues

- More staff development is needed in the analysis of standards-based assessments.
- Implementation of common semester assessments, benchmarks, and pacing plans in subject-alike classes will provide assessment information, in addition to CAHSEE and STAR data, for analysis and to drive curricular changes.
- Communication and awareness of how assessment results lead to allocation of resources.

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

- Self-study document
- Dialogue with focus groups and key stakeholders
- Student achievement data

- Classroom observations

C. Support for Student Personal and Academic Growth

What currently exists

- *C8 To what extent do all students receive appropriate support to help ensure academic success?*

Students at Santa Monica High School take standards-based college preparatory courses. There has also been an increase in the number of students taking and passing advanced placement courses. Samohi has identified that there is an achievement gap and is attempting to lessen this disparity through various interventions, such as after school tutoring, literacy courses, Algebra/Biology block, AVID, summer AP bridge, English Learner support classes, and adult mentoring. ROP classes are available for students to explore career options. In addition, the Library has extended hours to assist students with research and technology support. Samohi has identified a need to systematize the process of identifying struggling students within each House and referring them to appropriate interventions.

Several of the Houses have developed mentoring programs to support students who are struggling academically. These programs are in their infancy stage and are continuing to be expanded. In addition, Samohi has the Alliance Program for a limited number of students who have personal and academic needs. These students receive academic and social service support through on-campus and off-campus organizations.

As part of the Freshman Seminar course, students develop a four-year plan, which is reviewed annually with their House Advisor. Additionally, the PTSA course description book is a valuable resource for parents and students to independently review course options.

- *C9 To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?*

The most recent and most successful intervention has been the Redesign project that has divided students and faculty into smaller learning communities to give students more academic support. This program has allowed House Advisors to have smaller caseloads and give students more access to Advisor support services. A strong Student Study Team (SST) exists throughout the six Houses. Each House has mini-SSTs to support students. The House mini-SST can refer students to the schoolwide SST for special education testing, counseling, and other issues. The Freshman Seminar is offered within each House to assist students in the transition to high school.

Counseling services are available to students, both on and off-campus. Some of these services include support groups, career counseling, house mentoring, alcohol/drug support groups, individual and group counseling with college interns, and a teen parenting program.

Students at Samohi also have access to many clubs, sports, and musical offerings. Samohi has over 100 student created clubs, an athletic program, a music program, and club sports. Families can access support services through parent groups, newsletters, English/Spanish phone messages,

Advisors, and Community Liaisons. The faculty handbook is updated annually with support services included.

Areas of Strength

- The House system provides for a low advisor-student ratio, which allows for greater personalization and access to services.
- Many support programs are available to Samohi students.
- Samohi has a strong support system of on-site counseling and community resources available to assist students and families.

Key Issues

- Systemize the in-House process of identifying struggling students, intervening to help them, and evaluating the success of the intervention.
- Create and/or strengthen programs that provide adult support and mentoring for students who are at-risk.

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

- Self-study document
- Dialogue with focus groups and key stakeholders
- Student achievement data
- Classroom observation

D. Culture

What currently exists

- *D-1 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?*

With the implementation of the smaller learning communities last year, each House now has a climate that promotes a safe, clean, and orderly environment. Santa Monica High School, as one of its primary goals, is focused on maintaining a positive learning environment for all students inside and outside of the classroom. Most teachers work to develop classroom environments that are welcoming, nurturing and conducive to learning.

Samohi has several systems in place to maintain a safe and orderly campus. The school has security guards, a school resource officer, twelve Advisors, a school nurse and administration enforcing school guidelines, health and safety regulations. Some staff members have direct access to administration and security via radio. The school has in place a phone line dedicated to handle school emergencies (ext. 511). Staff indicates that security and administration respond quickly to safety needs. They also conduct regular safety and security drills to help maintain a safe school environment. Staff indicates that steps are being made towards a more consistent approach concerning discipline among the Houses.

The school reports that there is consistent effort being made by all stakeholders to maintain a clean learning environment. Despite budget cuts and staffing reductions, attempts are being made to keep restrooms clean, classrooms neat and orderly and the school grounds maintained.

A hallmark of the school's culture is the "dynamic, creative, professional and nurturing" character of the faculty and staff. The school reports that the entire school community works together to provide a safe and clean campus.

Through the smaller learning communities process attempts are being made to create an atmosphere that brings all stakeholders together for the purpose of improving the school and academic success. Teachers and staff work collegially and in a professional manner. There is evidence that professional relationships between the staff is good and that continuous work is being done to improve and enhance communication between houses, departments, classified staff, students and parents. The school continues to include more stakeholders in its efforts to improve and assist students in attainment of the school's schoolwide expected learning results and academic standards.

Although there are six Houses, there are schoolwide efforts being made to enhance school culture. Activities such as club days, multicultural activities, pep rallies, performing and fine arts programs, and athletics help to build and maintain Samohi's long cultural history. Academic success is also recognized and validated through awards and achievement ceremonies, the posting of honor roll in various Houses, and the graduating senior Medallion award.

Areas of Strength

- Faculty and staff demonstrate professionalism, creativity and the nurturing of students.
- The community supports a safe and clean campus.
- Under the House concept there is a low student to advisor ratio.
- The new House structure provides opportunities for all stakeholders to maintain and develop the culture of the school.

Key Issues

- School safety protocols are not clearly understood and addressed.
- Increase communication between all stakeholders to promote student achievement.
- The lack of involvement of students in the decision-making process limits the enhancement of school culture at Samohi.

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

- Self-study document
- Action Plan
- Classroom observations
- Focus Group Meeting
- Student, teacher, staff interviews
- Campus visit

E. Leadership and Staff

What currently exists

- *E-11 To what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving schoolwide learning results and academic standards, based on student achievement data?*

Santa Monica High School has a defined infrastructure for decision-making. This structure includes the Site Governance Council which implements the School Plan; Samohi's Committee on Redesign Efficacy (SCORE) which reviews the school's new redesign model of six Houses; the Instructional Planning Committee (IPC) which is comprised of the department chairs and meets regularly with the CEO to discuss academic, disciplinary and budget concerns; and the school's administrative team meets twice a week to discuss daily and weekly concerns from each House, schoolwide issues and professional development topics.

These governing bodies work together to provide leadership, direction and development of new programs and activities that allow students to work towards achievement of the ESLRs and state standards. The Redesign project was implemented to eliminate the achievement gap, to improve community, and to increase achievement for all students. Students have access to the following programs to increase learning: Xinachtli tutoring, AP tutoring, AVID program, Algebra/Biology Block, English Learner Support class, and the Intensive Literacy Support class. Each House develops incentives and activities to acknowledge students who have improved academically. The governing bodies and the CEO have continued to respond to school wide needs by providing release time for teachers within departments to develop standards based curriculum, to provide support for new teachers, to meet with parent groups to communicate the school's vision and to respond to their concerns.

- *E-12 To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?*

With the implementation of the Redesign Program, Samohi has developed positive ways to improve teacher instruction. The House Teacher Leader is available to observe and support new and veteran teachers, and to give peer-coaching support. Teachers are beginning to work in subject-alike areas to align courses of study and to develop common assessments. House Principals formally evaluate the teachers within their House.

Santa Monica High School does an effective job of having qualified staff facilitate achievement of the academic standards and the Expected Schoolwide Learning Results through a system of preparation and induction. Ongoing professional development is evidenced by the implementation of teacher led professional development within Houses, House collaboration,

district facilitated training for Literacy teachers, and meetings to align curriculum. Beginning Teacher Support and Assistance (BTSA) is available for new teachers.

- *E-13 To what extent are the leadership and staff involved in ongoing development that focuses on identified student learning needs?*

Leadership and staff are involved in ongoing staff development that focuses on identified student learning needs. Examples include training for the implementation of the principles of the Institute for Learning and AVID. New teachers are provided with support and assistance through the BTSA program. Additional staff development includes training in technology, Pinnacle, and Making Standards Work. Staff benefit from House Teacher Leaders who are readily available to give peer support and coaching to improve instruction. Learning Walks are an example of this benefit.

Site, district and outside trainers provide professional development activities for teachers and administrators. Staff development opportunities focus on aligning curriculum to state standards, reviewing of assessment data, using technology, and increasing literacy.

- *E-14 To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement?*

Samohi has numerous opportunities for parents and the community to actively invest in the school. Such opportunities include the PTSA, a Latino Parent Group (SOL/ELAC), an African American Parent Group (AAPSSSG), AVID, choir, band, and athletics. In addition, communication between the school and home includes the PTSA Viking Voice newsletter, e-mail, school and district websites, and the Pinnacle access. The community offers services to support students through counseling, tutoring, and ROP internships. Examples of services provided to the school by the community include individual and group counseling provided by Venice Family Clinic, Jewish Family Services, and UCLA interns.

The perception of some parents of color is that their concerns are not being heard and addressed.

Areas of Strength

- The school leadership and staff offer numerous programs and interventions to help students succeed academically based on the ESLRs and the state standards.
- The school leadership provides varied staff development to improve instruction and student academic performance.
- There are a variety of opportunities for parents and the community to become involved with Samohi.

Key Issues

- Develop and implement strategies to accurately access disaggregated school data and distribute it to staff in ways that may be used effectively by teachers to guide instruction.

- Increase communication between all stakeholders in the decision-making process to promote student achievement.
- Establish consistency between Houses for addressing disciplinary issues.

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

- Self-study document
- Action Plan
- Classroom observations
- Focus Group Meeting
- Student, teacher, staff interviews
- Campus visit

F. Vision and Purpose

- *F-15 To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high levels?*
- *To what extent is the school's purpose defined further by expected schoolwide learning results and the academic standards, supported by the governing board and the central administration? (The expected schoolwide learning results stress attainment of the academic standards.)*

The school, after a series of stakeholder meetings and discussions, adopted the Santa Monica-Malibu Unified School District vision statement. The vision statement incorporates the desire of the school and district to meet the needs of the diverse community that it serves by providing a nurturing and challenging educational environment for all of its students. "We exist to assist all students in their pursuit of academic achievement..." summarizes their belief that all can achieve at high levels.

The restructuring of the school into smaller learning communities is moving the school towards this vision. While this restructuring is clearly a work in progress, the school leadership and faculty are creating solutions that move towards the achievement of the vision. Students are exposed to a rigorous curriculum with students in college preparatory classes.

The House structure allows for improved communication between students, teachers, and parents with one Advisor for each 280 students. This structure provides a high level of support to students and parents. The six individual Houses have also developed corollary vision statements that make the schoolwide vision more concrete to the needs of the House.

The schoolwide vision statement reflects schoolwide learning results and the academic standards. Community, staff, parents, students and administration participated in the development of the ESLRs. The school is in the process of restructuring to better meet the needs of their clientele through the creation of smaller learning communities. The effort is based upon current research and is supported by the governing board and central administration and reflects the district vision of a nurturing learning environment.

The district has provided support for the restructuring with the creation of the House Principals, House Advisors and Teacher Leaders. The district has also supported a variety of interventions and instructional supports. These include CAHSEE sample examinations, summer tutorial classes, and on-line lessons. Six week SAT preparation classes are also provided to students at no cost. Teachers and departments are supported through summer 5 day workshops where teachers were provided with a grounding in the use of standards based instruction.

The ESLRs incorporate achievement of academic standards in a global manner. For example, "Effective communicators who read, write, and listen effectively" infers mastery of numerous content standards as does "Creative and Critical Thinkers who understand and manage a complex and diverse body of knowledge, use reason, information, and creativity to solve problems..."

The school departments are working to align curriculum with relevant state and national standards as part of a district-wide effort. Time for this is supported by the use of late-start days that are made possible by the extension of the teacher day. Course offerings and course outlines are being modified to meet the California Content Standards.

Areas of Strength

- Stakeholders exhibit a high level of enthusiasm for the improvement of student learning.
- District supports the restructuring effort to meet their vision.
- There is improved communication with parents, students and teachers with the support of the House Advisors and the use of programs such as Pinnacle, e-mail, and the school website.
- Time has been allocated for curriculum alignment and planning instruction.

Key Issues

- Department and schoolwide communications are perceived to be more difficult as a result of the House structure.
- It is unclear how the full implementation of smaller learning communities will affect the 11th and 12th grades.
- Safety and school cleanliness continue to be areas of concern.

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

- Self-study document
- Action Plan
- Classroom observations
- Focus Group Meeting
- Student, teacher, staff interviews
- Campus visit

Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

General Comments

The stakeholders are commended for the thoroughness in the preparation of the *Focus on Learning* document. All stakeholders assisted the visiting committee in the collection and clarification of data that was needed in order to analyze the existing status of the school. The

district office administration provided training and other resources to the school. The visiting committee found that the staff and students were extremely congenial and appreciative of the efforts made to improve the quality of educational opportunities available to them

Schoolwide Areas of Strength

1. Implementation of smaller learning communities in the format of Houses allows for better communication between students, parents and the school so stakeholders have the opportunity to work together to meet the academic needs of students.
2. The Pinnacle on-line program is a useful tool for communicating assignments and progress to parents, students and school.
3. The House system provides for a low advisor-student ratio, which allows for greater personalization and access to services.
4. Samohi has a strong support system of on-site counseling and community resources available to assist students and families.
5. Faculty and staff demonstrate professionalism, creativity and the nurturing of students.
6. There are a variety of opportunities for parents and the community to become involved with Samohi.
7. The district supports the restructuring effort to meet their vision.

Schoolwide Critical Areas for follow-up

1. The enrollment in advanced level courses needs to more accurately reflect the school's diverse population.
2. Implementation of common semester assessments, benchmarks and pacing plans in subject-alike classes will provide assessment information, in addition to CAHSEE and STAR data, for analysis and to drive curricular change.
3. The lack of involvement of students in the decision-making process limits the enhancement of school Culture at Samohi.
4. Develop and implement strategies to accurately assess disaggregated school data and distribute it to staff in ways that may be used effectively by teachers to guide instruction.
5. Increase communication between all stakeholders in the decision-making process to promote student achievement.

Chapter V: Ongoing School Improvement

The school's action plan was developed as a part of the self-study process and focuses on three major components. These components and rationale are:

1. Support for students and teachers to increase achievement by establishing and maintaining support mechanisms for under performing / economically disadvantaged students and to align instruction to state standards.

Rationale: Self-study Focus Groups identified a need to increase the modes of support for our students and to evaluate the success of support programs.

2. Communication to increase achievement by establishing and maintaining support mechanisms for under performing / economically disadvantaged students and to align the instruction to state standards.

Rationale: Self-study Focus Groups identified a need for increased communication between all stakeholders in order to support students and their families.

3. Collaboration to increase achievement by establishing and maintaining support mechanisms for under performing / economically disadvantaged students and to align instruction to state standards.

Rationale: Self-study Focus Groups identified a need for increased opportunities for collaboration around student achievement.

- ***Comments on school improvement issues***

- *Adequacy of action plan in addressing the critical areas for follow-up*
- *Enhancement of student learning*
- *Integration of all major school initiatives into action plan*
- *Feasibility of action plan within existing resources*
- *Degree of commitment to action plan schoolwide and system-wide*
- *Existing factors to support school improvement*
- *Impediments to improvement that the school will need to overcome*
- *Soundness of the follow-up process*

The Visiting Committee is in concurrence with the school with respect to the critical areas chosen for the focus of the action plan. However, the action steps, in many cases, do not directly or indirectly relate to student achievement as currently written. The use of actions such as "gather", "analyze" and "evaluate" do not give direction or next steps to implement programs for the attainment of academic standards by all students. Following these evaluations, the action plans must address necessary changes or strengthening of program to attain the goal so clearly articulated by the school in the self-study process: closing the achievement gap.

There is a high degree of enthusiasm, support and professional commitment by a vast majority of the staff, especially the leadership, to create a better learning environment for all students and to close the aforementioned achievement gap. The time and energy put into the redesign effort has been tremendous. However, that time and energy has been at the expense of a well-designed action plan to work in conjunction with the redesign effort. The Visiting Committee met with members of the Leadership Team and a restructuring of the action plans will take place to address the issues raised by the Visiting Committee. With these rewritten action plans in place, the Visiting Committee believes the site will be able to build upon their early successes in improving student achievement through the redesign process.

The capacity of the school to follow-up on the restructured action plans is viewed by the Visiting Committee to be outstanding. The structure of the current leadership at the school is such that working toward the accomplishment of their goals will happen. The action plans, when rewritten, will place less emphasis upon the Administrative Team for oversight and spread that duty to other leadership groups on the campus. With this being accomplished, the school has tremendous capacity to accomplish their goals.

The school will need to allow the action plans to work hand-in-hand with the redesign effort. A great deal of time and energy has been placed into making the mechanics of the redesign work correctly. It is clear to the Visiting Committee that the redesign is likely to move the school to its goal of closing the achievement gap. This need to "work out the kinks" must not stand as an impediment to the implementation of the action plans for the increased student achievement desired.

In summary, the intent of the action plans speaks to the critical needs on the campus. As is evidenced by the first year gains in academic achievement under the redesign, the staff has the capacity to make changes needed to advance all students toward the goal of achievement of the academic standards. Furthermore, the specific subgroup gains the minority subgroups, Latino and African American, made speak to the capacity of the staff to narrow the achievement gap. The staff is dedicated to making needed changes for the betterment of all stakeholders. With this mind-set, the campus will succeed in continuing the hard work of closing the achievement gap.

**Santa Monica High School
ACTION PLAN**

Spring 2005

Component A

RATIONALE: To increase the enrollment in advanced level courses in order to more accurately reflect the school's diverse population.

EXPECTED SCHOOLWIDE LEARNING RESULTS ADDRESSED: All

ACTION STEPS	PERSON(S) RESPONSIBLE/ INVOLVED	RESOURCES	ASSESSMENT PROCEDURES	TIMELINE	REPORT OF PROGRESS
1. Increase recruitment of underrepresented students into Honors/AP classes.	House principals, advisers, dept chairs, teachers	District technology support to target appropriate audience	Increased percentage of underrepresented students enrolled in Honors/AP English, math, and science classes.	June 2005 and ongoing	Written report to all stakeholders, including teachers, administrative team, district, and school board

ACTION STEPS	PERSON(S) RESPONSIBLE/ INVOLVED	RESOURCES	ASSESSMENT PROCEDURES	TIMELINE	REPORT OF PROGRESS
2. Expand summer school "Bridge Program" for underrepresented students in order to prepare them for success in AP or Honors classes for English, math, and science	Summer school principal, advisers, impacted department chairs, identified summer school teachers.	Summer school funds, summer school district supervisor, admin team, and AP and honors teachers	Increased enrollments in summer Bridge Program. Increased percentage of underrepresented students enrolled in Honors/AP English, math, and science classes. Increased percentage of end-of-year C grades or higher in Honors/AP classes among underrepresented students. Increased percentage of underrepresented students passing AP exams (3,4,5). Decreased percentage of underrepresented students dropping Honors/AP classes at semester or opting out in following year. Conduct exit interviews with bridge students at end of school year in which they took Honors/AP class(es).	June 2005 English (8 to 9 and 10 to 11), Math (Alg to Honors Geo), and Science (Bio to Honors Chem) June 2006 Math (Alg to Hon Geo) and Science (8 th grade to Hon Bio)	Written report to all stakeholders, including administrative team, district, and school board

ACTION STEPS	PERSON(S) RESPONSIBLE/ INVOLVED	RESOURCES	ASSESSMENT PROCEDURES	TIMELINE	REPORT OF PROGRESS
5. Provide professional development for honors and AP teachers on instructional strategies that support diverse groups of students with these classes.	Teachers, Teacher-Leaders, and Department Chairs	Admin Team, Ed Services	Increased enrollments in summer Bridge Program. Increased percentage of underrepresented students enrolled in Honors/AP English, math, and science classes. Increased percentage of end-of-year C grades or higher in Honors/AP classes among underrepresented students. Increased percentage of underrepresented students passing AP exams (scores 3,4,5). Decreased percentage of underrepresented students dropping Honors/AP classes at semester or opting out in following year. Conduct exit interviews with bridge students at end of school year in which they took Honors/AP class(es).	Sept 2005	Written report to all stakeholders, including teachers, administrative team, district, and school board

Component B

RATIONALE: To implement common semester assessments, benchmarks, and pacing plans in subject-alike classes in order to provide assessment information, in addition to CAHSEE and STAR data, for analysis and to drive curricular change.

EXPECTED SCHOOLWIDE LEARNING RESULTS ADDRESSED: All

ACTION STEPS	PERSON(S) RESPONSIBLE/ INVOLVED	RESOURCES	ASSESSMENT PROCEDURES	TIMELINE	REPORT OF PROGRESS
1. Develop and administer common 1 st semester assessments in English, Algebra, Geometry, Biology, Chemistry, French 1 and 2, Spanish 1 and 2, World History, US History	Dept chairs, core subject area teachers, and district instructional personnel	District funded training and time for development, district instructional personnel	Assess the number of classes that complied with administration of assessments and number of teachers involved in developing the assessments	July 2005 through January 2006	Written report to department chair committee (IPC) and all stakeholders
2. Analyze results of common 1 st semester assessments in order to revise curriculum and instruction for following year	Dept chairs, core subject area teachers, district instructional personnel, administrative liaisons to departments	District instructional personnel, dept chairs, teachers, and department meeting time	Curricular and instructional changes based on findings	January 2006 and ongoing	Written report to department chair committee (IPC) and all stakeholders

ACTION STEPS	PERSON(S) RESPONSIBLE/ INVOLVED	RESOURCES	ASSESSMENT PROCEDURES	TIMELINE	REPORT OF PROGRESS
3. Develop and administer common end-of-year assessments in English, Algebra, Geometry, Biology, Chemistry, French 1 and 2, Spanish 1 and 2, World History, US History	Department chairs, core subject area teachers, and district instructional personnel	District funded training and time for development, district instructional personnel	Assess the number of classes that complied with administration of assessments and number of teachers involved in developing the assessments	July 2005 through January 2006	Written report to department chair committee (IPC) and all stakeholders
4. Analyze results of common end-of-year semester assessments in order to revise curriculum and instruction for following year	Department chairs, core subject area teachers, and district instructional personnel, administrative liaisons	District instructional personnel, department chairs, teachers, and department meeting time	Curricular and instructional changes based on findings	January 2006 and ongoing	Written report to department chair committee (IPC) and all stakeholders

ACTION STEPS	PERSON(S) RESPONSIBLE/ INVOLVED	RESOURCES	ASSESSMENT PROCEDURES	TIMELINE	REPORT OF PROGRESS
5. Develop and administer common benchmark assessments in English, Algebra, Geometry, Biology, Chemistry, French 1 and 2, Spanish 1 and 2, World History, US History	Department chairs, core subject area teachers, and district instructional personnel	District funded training and time for development , district instructional personnel	Assess the number of classes that complied with administration of assessments and number of teachers involved in developing the assessments	July 2006 through January 2007	Written report to department chair committee (IPC) and all stakeholders
6. Analyze results of common benchmark assessments in order to revise curriculum and instruction for following year	Department chairs, core subject area teachers, and district instructional personnel, administrative liaisons	District instructional personnel, department chairs, teachers, and department meeting time	Curricular and instructional changes based on findings	January 2007 and ongoing	Written report to department chair committee (IPC) and all stakeholders
7. Continue to develop, evaluate, and revise, house-based interventions based on assessment data	House Leadership	SLC Grant, House meeting time	Each House has an intervention program that targets particular students	April 2005 and ongoing	Written report to House and Administrative team

Component C

RATIONALE: To enhance school culture at Samahi by increasing the involvement of students in the decision-making process

EXPECTED SCHOOLWIDE LEARNING RESULTS ADDRESSED: All

ACTION STEPS	PERSON(S) RESPONSIBLE/ INVOLVED	RESOURCES	ASSESSMENT PROCEDURES	TIMELINE	REPORT OF PROGRESS
1. A diverse school-wide student group participates in decision-making by meeting once a month with CEO.	CEO, Mecha and BSU student leadership, ASB leadership, and other representative student groups.	District support staff, admin team, and CEO clerical support	Meetings on calendar Record of meetings. Student surveys, interviews, etc. reflect that students have more impact initiating and shaping student activities and policies.	May 2005 and ongoing	CEO will report development of meetings and relevant survey results with superintendent and all staff and students
2. House-based student groups participate in decision-making by meeting once a month with House leadership.	House Principals, Teacher-Leaders, Advisers, classroom teachers, students	District support staff, admin team, and house assistants	Student participation guides House activities and House meetings. Record of meetings Student surveys, interviews, etc. reflect that students have more impact initiating and shaping student activities and policies.	May 2005 and ongoing	House Principals report to admin team and to House teachers & students. Student leadership reports survey & interview results.

ACTION STEPS	PERSON(S) RESPONSIBLE/ INVOLVED	RESOURCES	ASSESSMENT PROCEDURES	TIMELINE	REPORT OF PROGRESS
3. Schedule regular meetings between House adult leadership and elected Student House Reps.	Asst Principal in charge of activities, House Principals, Teacher-Leaders, Advisers	Asst Principal in charge of activities, House Principals, Teacher-Leaders, Advisers, classroom teachers and House assistants	Monitoring by admin team Record of meetings Student surveys, interviews, etc. reflect that students have more impact initiating and shaping student activities and policies.	September 2005 and ongoing	House Principals will report development of meetings with admin team and House teachers will use student input to guide House activities and House meetings
4. Research and explore the creation of a school-wide advisory period for all students	House Principals, Teacher-Leaders, Advisers, teachers, students, union representative s, and district personnel	Other school sites where advisory is in place, district personnel, students, supt, CEO, and training	Updates will be sent to staff	September 2005-June 2007	Committee presents formal findings to staff, students, and families

ACTION STEPS	PERSON(S) RESPONSIBLE/ INVOLVED	RESOURCES	ASSESSMENT PROCEDURES	TIMELINE	REPORT OF PROGRESS
5. Gather House-specific data, in particular in the areas of safety, personalization, and House connectedness	House Principals, Teacher-Leaders, Advisers	Student groups, House Principals, House assistants, Freshman Seminar teachers, and advisers	Evidence of student responses to questions about safety, personalization, and House connectedness	June 2006 – 2007	House Principals and teacher-leaders will share data with House teachers and students and will incorporate data into House meetings

Component D

RATIONALE: Develop and implement strategies to accurately assess disaggregated school data and distribute it to the staff in ways that may be used effectively by teachers to guide instruction.

EXPECTED SCHOOLWIDE LEARNING RESULTS ADDRESSED: All

ACTION STEPS	PERSON(S) RESPONSIBLE/ INVOLVED	RESOURCES	ASSESSMENT PROCEDURES	TIMELINE	REPORT OF PROGRESS
1. Improve site access to data	Administrator assigned to district IT department, district IT services, dept chairs	Admin team and teachers	Staff receive needed data	June 2005	Dept chairs, House Principals, and teachers report improved access to data
1. Analyze data regarding success of any and all intervention programs, such as: Literacy, Alg/Bio Block, Math support systems, and Summer Bridge Program	District technology support personnel, pupil services personnel, House Principals, and teachers	District support	Review data and compare yearly data	2005 and ongoing	Written report to teachers, administrative team, and school board

ACTION STEPS	PERSON(S) RESPONSIBLE/ INVOLVED	RESOURCES	ASSESSMENT PROCEDURES	TIMELINE	REPORT OF PROGRESS
2. Train teachers how to interpret and apply student standardized test data to evaluate and modify curriculum and instruction.	District technology support personnel, Ed Services personnel, House Principals, and dept chairs	Teacher-leaders, District technology support personnel	Review of House and department agendas will demonstrate reflection on instruction based on student data.	Fall, 2005	House meeting evaluations

Component E

RATIONALE: Increase communication between all stakeholders and involve in the decision-making process to promote student achievement*.

EXPECTED SCHOOLWIDE LEARNING RESULTS ADDRESSED: All

ACTION STEPS	PERSON(S) RESPONSIBLE/ INVOLVED	RESOURCES-	ASSESSMENT PROCEDURES	TIMELINE	REPORT OF PROGRESS
1. Develop and make public Samohi's discipline rubric in order to clarify discipline across Houses	Administrative team, teachers, and Pupil services personnel	Students and parents	All teachers will have a copy of the rubric in the Staff Handbook	September 2005	Rubric made available to all stakeholders and available and will be discussed in House meetings
2. Create and publicize guidelines of House operations to promote clarity and set clear expectations within and among Houses	House Principals, Teacher-Leaders, and House Assistants, and teachers	Students and parents	All teachers will have a copy of the House procedures in the Staff Handbook	September 2005-June 2006	Guidelines made available to all stakeholders and discussed in House meetings
3. Gather evaluations from House teachers at every meeting to inform House practice	House Principals, Teacher-Leaders	House Assistants	Evaluation forms are distributed at every House meeting	September 2005	Content of evaluations impact House agendas

***See also Component C for other action steps that increase stakeholder role in decision-making.**

ACTION STEPS	PERSON(S) RESPONSIBLE/ INVOLVED	RESOURCES	ASSESSMENT PROCEDURES	TIMELINE	REPORT OF PROGRESS
4. Re-establish Faculty Advisory Committee (FAC)	Union representative s teachers	Administrativ e team	Regularly scheduled meeting between FAC and CEO	September 2005	Minutes of FAC meetings with CEO disseminated to staff
5. Members of school leadership groups (IPC, House teacher-leaders, Governance, SCORE, FAC) act as active two-way liaisons between their constituents and the administration, communicating proposals, concerns, suggested agenda items, decisions, and minutes from each side to the other, and likewise communicating in both directions the responses to these proposals, concerns, etc.	Leadership group members; dept chairs; admin team; teacher- leaders; committee chairs.	Clerical support	Agendas and record of meetings; Administrative evals, SCORE and FAC surveys will reflect improved staff response	June 2006	Multiple formats used to communicate regularly and to solicit input from staff

ACTION STEPS	PERSON(S) RESPONSIBLE/ INVOLVED	RESOURCES	ASSESSMENT PROCEDURES	TIMELINE	REPORT OF PROGRESS
6. Increase communication with all parents	Administrative team, teachers, SOL/ELAC, AAPSG, and community liaisons	Parents, students, Pupil Services personnel, District IT Services, district dialer, and email lists	HiPlaces survey results will reflect parent perception that communication has improved.	May 2005 and ongoing	Bi monthly communication btwn House and families, timely response to parents by House leadership/ teachers, regular comm btwn Houses, Liaisons, and parent groups.
7. Design support systems for non-English speaking families at events such as Open House and Back to School Night and ensure that translations are provided for dominant languages as needed	Administrative team, teachers, SOL/ELAC, and community liaisons	Parents, students, Bilingual staff, Pupil Services, dialer, translation system, email lists	HiPlaces survey results will reflect parent perception that bilingual communication has improved.	September 2005 and ongoing	Bilingual support services connected with each House connect families with translators at school events.

8. Assign to each House the responsibility for creating and implementing a process for autonomous House decision-making regarding instructional programs, activities, and resources, where those decisions do not negatively impact other Houses.	Administrative team, faculty and staff of each House.	Clerical staff	"By-laws" from each House describing new decision making system. Minutes of House meetings.	September 2005 and ongoing.	Admin team and House leadership report to all staff.
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Site Visit Report for Smaller Learning Communities

**Santa Monica High School
Santa Monica-Malibu Unified School District**

Santa Monica, CA

Grant# V215L032249

**Presented to
John Deasy, Superintendent
Dr. Ilene Straus, Principal and Project Director**

Site Visit April 26, 2005

**Prepared by
Ralph Baker
Jerry Wolfe
WestEd**

Introduction

As part of the on-going effort of the U.S. Department of Education to study the process of implementing Smaller Learning Communities (SLCs) and to identify needs for technical assistance, a site visit of the Santa Monica-Malibu Unified School District implementation site was conducted on April 26, 2005. The purpose of the site visit was to help Santa Monica High School identify strengths and weaknesses in their implementation process. The district and the school can use the findings and data presented here to "study themselves," and make important decisions regarding their SLC efforts.

To fully understand the progress each school is making, the site visit team collected information from the following activities:

- Interviews with administrators and project evaluator
- Focus groups with students and teachers
- Classroom observations
- A document review of the proposal and self-study tools

These sources of data provide a snapshot of how the school operates its strengths and the challenges it faces as they work on their SLC implementation.

In our role of site reviewer, we tried to bring an outside perspective to the school, based on the analysis and triangulation of the various data elements. This outside perspective is based on a brief visit and does not necessarily represent the many dimensions that comprise a school and its context. This report is not intended as a summative program evaluation nor is it a comprehensive study of all facets of the school. Rather, it is a critical friend review that can produce new insights for the leadership team as it plans the next steps in its SLC implementation. The report is organized around the responses to the interviews and focus group questions.

Summary of Findings

Program Overview: Santa Monica High School (SMHS) is located in the city of Santa Monica, CA in western Los Angeles County. It is part of the Santa Monica-Malibu Unified School District and has an enrollment of approximately 3,500 students. The school serves a diverse student community comprised of 50% white, 33% Latino, and 11% African-American students. The SLC program at SMHS is a complete redesign of the comprehensive high school into six small schools each serving students in grades 9-12.

<i>SLC Proposal Goals</i>	<i>Successes</i>	<i>Challenges</i>
Goal 1: The implementation of structural designs to facilitate the transformation of the current traditional comprehensive high school structure to the formation of six autonomously functioning small high schools.	<ul style="list-style-type: none"> • Wall-to-wall implementation of six SLC houses (grades 9-12). • The assignment of lead administrators (House Principals) for each house to oversee and manage the day-to-day operations of each SLC. • The selection of teacher leads for each house and the allocation of grant resources to fund daily release time for teacher leads. • The allocation of two advisors (counselors) per house. • The assignment of an administrative assistant and community liaison for each house. • Each house has its own location on the campus to facilitate identity, and house administrative offices are located within that area. 	<ul style="list-style-type: none"> • To develop an organizational plan to guide the implementation of SLC activities, academic scheduling, house responsibilities, and professional development for teachers. • To provide house principals with support and professional development in the areas of instructional leadership, time management and group facilitation skills to address issues of administrative continuity across the houses. • To maintain a balance between the large traditional high school with a strong historical community connection and school-wide activities <i>with</i> the six SLC houses. • To establish better coherence with the new administrative and staff structure of CEO, house principals, teacher leaders, advisors and the teaching staff.
<p>Goal 2: Over the next three years, student endorsement of "most of the time" or greater on the following HiPlaces survey items:</p> <p>a. Sense of belonging in this school</p>	<ul style="list-style-type: none"> • Ninth and 10th grade students expressed a strong sense of belonging in their house programs and seemed to value having some classes with the same group of students. 	<ul style="list-style-type: none"> • How to better connect 11th and 12th grade students who express a strong lack of connection or involvement with their houses. Most 11 and 12 grade students take very few if any classes in their house. • How to provide teacher common prep time for collaboration in the areas of student support, and curriculum development and interdisciplinary teaching.

<p>b. Teachers take a personal interest in students.</p> <p>c. Students feel like they can talk to a teacher or other staff member to seek help with academic problems or personal/family problems.</p> <p>Will increase 10 percentage points in each of the following three years.</p>	<ul style="list-style-type: none"> • The assignment of two advisors to each house to work with the same students for four years has shown the potential for increased personalization for students. 	<ul style="list-style-type: none"> • To develop activities within each house to foster student engagement and a positive sense of identity and connection to the house for both students and staff. • To develop freshman seminar to provide additional student support. • How to implement house-based professional development for staff in the areas of personalization, house identity and teacher-to-teacher communication. • For the school community to determine what autonomy and identity characterize each house within the large school structure.
<p>Goal 3: A five percentage point increase in each of the following three years of parents agreeing (or strongly agreeing that they feel comfortable at the school and believe the school considers collaboration with them to be important, as revealed by the HiPlaces Survey.</p>	<ul style="list-style-type: none"> • All houses have conducted parent meetings. Some houses have held faculty, parent and student dinners and academic workshops. • Some houses regularly communicate with parents via emails and newsletters. • HiPlaces survey data between 2003 and 2004 showed an increase from 82% to 90% of parents endorsing that they agreed or strongly agreed that they feel welcome at the school. The baseline taken in 2002 was 76%. 	<ul style="list-style-type: none"> • How to increase the percentage of parents (from all student sub-groups) who attend house meetings and participate in house activities. • How to improve communication with parents who do not have email access.
<p>Goal 4: A five percentage point increase in each of the following three years of teachers endorsing that house leadership adequately meets professional development and individual learning needs of teachers based on the needs of their students.</p>	<ul style="list-style-type: none"> • Houses have conducted learning walks to engage teachers in dialogue concerning areas such as: principles of learning, focus on clear expectations, academic rigor, the thinking curriculum, accountable talk, AVID strategies, standards-based curriculum and scaffolding strategies. • Some Houses have polled teachers to determine their teaching strengths and weaknesses and which strategies would have the greatest impact on increasing student outcomes. 	<ul style="list-style-type: none"> • How to decrease the level of teacher and administrative turn-over. • How to balance professional development time between house and departmental needs. • How to increase teacher input into the professional development agendas in all houses and school-wide. • How to develop reliable benchmarks on professional development utilization in the classroom.

	<ul style="list-style-type: none"> • One House has taken the lead in developing a professional development series on “differentiated instruction.” • The district has provided literacy and math coaches who provide demonstration-teaching sessions and work with teaching staff. • Public display of student work for other teachers and members of the community. • Teacher leads have provided support through the BTSA (Beginning Teacher Support and Assessment) program. 	<ul style="list-style-type: none"> • How to develop periodic measures to determine the impact of professional development on student success.
Goal 5: To improve academic achievement across all major subgroups as revealed by standards-based test scores, CAHSEE, and GPA.	<ul style="list-style-type: none"> • Met AYP target scores in all three areas. • Met API growth targets school-wide and for all sub-groups except white students. • Houses have developed a variety of intervention strategies aimed at improving student achieving across all academic areas. • Academic improvement is illustrated by increases among the student subgroups, including students with disabilities (from 9% to 16% from proficient to advanced in English language arts [ELA]), economically disadvantaged students (from 13% to 21% from proficient to advanced in ELA), 10th grade students (from 13% to 21% from proficient to advanced in ELA), 9th grade African-American students (from 21% to 24% from proficient to advanced in ELA and 24% to 36% from proficient to advanced in geometry), English learners (from 1% to 17% from proficient to advanced) and 10th grade Latino students, (from 21% to 24% from proficient to advanced in ELA). • Innovations in instructional approaches such as algebra/biology three period block, honors options, AP, AVID and tutorial programs. 	<ul style="list-style-type: none"> • To continue to decrease the achievement gap among significant sub-groups. • To develop additional periodic assessments in math, reading and writing aligned to state standards and California high school exit exam standards for all houses. • To evaluate strategies across houses, which are being used to provide intervention support for identified students. • To ensure that smaller achievement gaps and student academic improvement is maintained in all six houses.

Findings for Progress of Implementation in SLC Domains of Practice

<i>Santa Monica-Malibu Unified School District</i>	
District support of SLCs	The district is to be commended for its level of support for the implementation of the SLC grant. The superintendent has provided strong leadership and vision in his commitment to the SLC model. The central office has allocated resources (both financial and personnel) to support the structures and strategies needed for effective implementation.
<i>Santa Monica High School</i>	
Building-level support	<ul style="list-style-type: none"> There is a high level of school-wide support for the high school redesign at SMHS. The assignment of house principals, advisors (counselors), teacher leads and clerical staff exemplifies the commitment on the part of leadership and staff to the implementation of SLC. There is a need to continue to develop stakeholder understanding and meaningful participation in the expansion of the SLC program to upper grades.
Teaching and learning teams	<ul style="list-style-type: none"> All core subject area teachers have been assigned to one of the six houses. There is some teacher teaming and collaboration, though the levels vary greatly from house to house. There has been some site- and house-based professional development that needs to expand into areas of teacher teaming and interdisciplinary instruction. Teachers expressed the need to focus on this area of teaching and learning teams in year three of the grant.
Rigorous, relevant curriculum and instruction	<ul style="list-style-type: none"> Standards-based instruction is the core of all subject area curricula. The houses are not theme- or career-oriented. Advanced Placement and AVID courses are in place. In upper grades, students do not take a majority of their classes in the house they are enrolled in. Higher house participation occurs in core courses at the lower grades.
Inclusive programs and practices	<ul style="list-style-type: none"> All six houses are balanced with regard to student demographic data. Students do not make self-selection for house placement. The staff rated itself a three out of five in the area of teachers using a variety of instructional strategies, and offer alternative assignments to give students a choice.
Continuous program improvement	<ul style="list-style-type: none"> The school is to be commended for the use of the five domains of practice tool as part of their continuous improvement plans. The school is in the process of increasing its evaluation process and protocols. The school and district are working together to secure a new external evaluator.
Evaluation	

Recommendations

Santa Monica - Malibu Unified School District

- Continue to provide support in financial, personnel and other resources to sustain the implementation of the program.
- Provide increased data support to the school to allow all teachers and houses to use specific student data to inform instruction.
- Focus central educational services office on providing professional development to the school both for individual houses on request and schoolwide.

Santa Monica High School

- Focus resources on increasing personalization for students and teacher teams.
- Design the master schedule to support common planning time for all teacher teams and all houses.
- Develop a specific plan to expand the SLC implementation to grades 11 and 12 in a way which meets the goals and objectives of the SLC grant and overall school redesign focus.
- Develop and implement additional assessment and benchmark tools to regularly evaluate student achievement.
- Provide data to all teacher teams and provide professional development for all teachers and support staff in how to use data to inform instruction.
- Hire an external evaluator and develop a plan for continual evaluation as part of the continuous improvement plan.
- Develop and implement an action plan to increase student voice in decisionmaking which reflects the diversity of the student population.

Project Status Narrative
Executive Summary

While we recognize the importance of connecting our 11th and 12th graders into our House system (whether by classes offered or rite of passage project work), we have made a deliberate decision to confine our focus to 9th and 10th grade students for another year. We will, however, continue to monitor personalization and achievement of our upper classmen in order to pull them into intervention programs as needed, as well as to longitudinally determine the effectiveness of a single adviser and principal tracking students all the way through their high school experience. This is of vital importance as we embark on year 3 of our Small Learning Communities work, meaning 9th graders who began with a particular advisor are transitioning into 11th grade and importantly their 3rd year with that adviser and principal. It should be noted, however, that in many cases such longitudinal data will not be available as turnover has undermined the connection. The good news is between the past two years such turnover has been drastically reduced with House principal turnover moving from 4 of 6 lost as we moved into the 2004-2005 school year, to only 1 out of 6 lost moving into 2005-2006, and Adviser lost going from 7 of 12 lost to only 3 of 12 lost during the same time period.

The 2004-2005 school year saw some improvement in personalization, although not to the extent we had hoped for. While the disappointment may have been largely a function of the turnover described above, it was most likely also due to the fact that several students were not scheduled into many classes with the teachers within their own house, undermining our sense of "small community" and the impact of House-wide decisions on our own students. Large class size was also a major impediment to our goal of personalization, as it is in the classroom where students spend the lion's share of their time and from whence they will form a large proportion of their perspective. While 2005-2006 has seen a reduction in some class size, we still struggle with increasing the number of students who are being taught by teachers within their own house. In fairness to each House's master scheduling team, however, the decision by each House to create common planning periods for each House's 9th and 10th grade teams added a very difficult variable to overcome. Lastly, we are gravely concerned with the validity and reliability of our Hi-Places survey instrument due to its incredibly long and cumbersome,

a. Executive Summary

structure, as well as its failure to disaggregate data by House (thus negating our ability to determine which [if any] House practices are functioning effectively). Several students (and members of all other stakeholder groups) have voiced their overwhelm with the instrument, as well as admitted their tendency to "just bubble whatever" if they complete it at all (note we have very few parents submit a survey at all). We are currently exploring other survey instruments in hopes of finding one of high validity, reliability, and directness with respect to our objectives.

Although House principals participated in biweekly professional development geared at improving their presentation of staff development, we did not attain our objective of a 5 percentage point increase in teachers believing they were being provided with professional development that at least adequately met their needs or those of their students. On a positive note, however, we did collectively improve, with the statistical differences between Houses not being significant. At least 2 factors could have affected the degree of improvement observed: 1) WASC, 2) The fact that the SCORE (Samohi Committee On Redesign Efficacy) allowed only for endorsement of valuable professional development during House meeting time, invalidating the professional development provided by at least one House as "classroom pull out time". WASC, to be sure, severely diminished House time available for not only professional development, but also for talking about students. This was even more severe than for most schools as we chose to do all our WASC work during one year rather than two, having focused the year before on our first full-fledged work on small learning communities (Houses).

Academic achievement for our school in general has shown some tremendous gains, and some disappointing stagnations. On the positive side, our API scores are up by an incredible 46 points over 2 years (25 in 2003-2004, 21 in 2004-2005). CAHSEE pass rates continue to inch ever closer to 100%, with our greatest gains showcasing our Latino, African American, and economically disadvantaged groups (thus providing some evidence of a diminished achievement gap). On the disappointing side, we did not achieve our goals in either STAR testing or diminished number of students with GPAs lower than 2.0. At this point, however, it is our contention that what is most needed is a bit of patience to allow for maturation of intervention programs. As we begin to more quickly have access to data involving struggling students within each House, House

a. Executive Summary

leadership and teachers can more quickly evolve to tailor and alter programs based on the needs of those individual students. At this point everyone recognizes the importance of developing benchmarks for student progress that more efficiently and effectively provides House leadership and teachers with the information they need to monitor programs and practices. While it is the burden of the House to develop benchmarks for their own intervention programs, the district has moved to support the development and implementation of district-wide common assessments across all academic domains. These standards-based assessments will be administered to students at the end of each semester beginning in the 2005-2006 school year. It is hoped that such assessments will more tightly align teacher practice and curriculum with the California State Standards, and that such alignment (and clarity of learning expectations) will enhance STAR testing scores and overall achievement.

b. Program Objectives – District Level

<u>Program Objectives/Milestones</u>	<u>Changes</u>	<u>Status</u>	<u>Comments</u>
Implementation of the structural designs to facilitate the transformation of the current traditional comprehensive high school structure to the formation of six autonomously functioning small high schools.	None	<p>With respect to buildings, teachers, administrators, and advisors, the structure of six Houses is in place. Furthermore, consensus between school-wide and house leadership was reached to allow houses to effect any change they deem necessary to meet the needs of House learning communities as long as such change does not negatively impact the school at large or any other houses.</p> <p>Continued struggle to increase the number of 9th and 10th graders scheduled into classes within their respective houses.</p> <p>As yet, no scheduling or programmatic changes effected for 11th and 12th grade students at large.</p>	<p>We have made a deliberate decision to improve house structures and services for 9th and 10th graders before venturing into programs geared solely for the benefit of 11th and 12th graders. We are concerned with thinning resources before solid and effective structures/programs are in place for our initial 9th/10th focus grade groups.</p>

b. Program Objectives – District Level

<u>Program Objectives/Milestones</u>	<u>Changes</u>	<u>Status</u>	<u>Comments</u>
Over the next 3 years, student endorsement of “most of the time” or greater on the following Hi-Places survey items: sense of belonging in the school, teacher taking a personal interest in students, students feeling like they can talk to a teacher or other staff member to seek help with academic problems or personal/family problems will increase 10 percentage points in each of the following 3 years.	None	Some school-wide improvement in these areas, although not to the 10 percentage point level.	<p>Significant problem in interpreting Hi-Places data for several reasons:</p> <ol style="list-style-type: none"> 1. Data not disaggregated by House 2. Since 11th and 12th graders are not included in most meaningful House programs, nor taught by House teachers, it is not currently realistic (or valid) to map their responses onto SLC goals. 3. The overwhelming and cumbersome length of the Hi-Places survey (for all stakeholders, including students) may be compromising the instrument’s validity and reliability.

b. Program Objectives – District Level

<u>Program Objectives/Milestones</u>	<u>Changes</u>	<u>Status</u>	<u>Comments</u>
A 5 percentage point increase in each of the following 3 years of parents agreeing (or strongly agreeing) that they feel comfortable at the school and believe that the school considers collaboration with them to be important as revealed by the Hi-Places survey.	No changes	Guarded success in attaining this objective. Did reach the objective, but see comments.	High concern with relatively few parents who participate in the survey. Must implement changes to increase percentage of respondents. Length of instrument and language may be problematic. Will discuss with parent focus groups.

b. Program Objectives – District Level

<u>Program Objectives/Milestones</u>	<u>Changes</u>	<u>Status</u>	<u>Comments</u>
A 5 percentage point increase in each of the following 3 years of teachers endorsing House leadership adequately meets (or more than adequately meets) professional development and individual learning needs of teachers based on the needs of their students.	No changes	Some small improvements in this area as indicated by the SCORE (Samohi committee On Redesign Efficacy) committee survey. Improvements, however, did not gain the benchmark 5 percentage points.	WASC work severely impacted House meeting time. This was especially a problem because WASC work was not spread over 2 years, but rather consolidated into one single year. Furthermore, the SCORE data gathering instrument did not allow for endorsement of the fact that at least one House conducted Professional Development outside of House meeting time (but within the school day).

b. 1. Program Objectives – District Level

<u>Program Objectives/Milestones</u>	<u>Changes</u>	<u>Status</u>	<u>Comments</u>
<p>Academic achievement is improved across all subgroups (whether or not they are deemed significant by the state of California). Scores will demonstrate improved achievement on standardized tests such as CAHSEE and standards based tests such as STAR, as well by improvements to the schools' overall GPA. Specifically, in each of the following 3 years, student measures of achievement will show a</p> <ul style="list-style-type: none"> • 3 percentage point increase in STAR testing • 1 percentage point increase in the student pass rate on CAHSEE ELA and Math. • 5 percentage point decrease in students with GPA below 2.0 	No changes	<p>Review of available data reveal that several subgroups did not meet the 3 percentage point increase target on STAR testing.</p> <p>All subgroups made (and exceeded) the growth target for CAHSEE, with Latinos, African American, and economically disadvantaged groups showing the most significant gains.</p> <p>API for the school at large has increased an astounding 46 points over the past 2 years (25 +21), with again greatest gains being amongst the groups described above.</p> <p>GPA data reveal we have not yet met our goal of decreasing the number of students with GPA less than 2.0.</p>	<p>School-wide and House specific programs geared at addressing the most resistant problems at our school (low STAR and low GPA amongst under-represented groups) are still in their infancy. Houses are continuing to develop intervention programs and appropriate benchmarks to gage progress. A school-wide commitment to creating a master schedule with common planning periods for 9th grade and 10th grade core teachers within each House was effected for the 2005-2006 school year. The fruits of such efforts have yet to be harvested.</p> <p>Furthermore, the district has supported teacher-authored creation of district-wide common assessments in each high school academic domain.</p>

b. Program Objectives – District Level

<u>Program Objectives/Milestones</u>	<u>Changes</u>	<u>Status</u>	<u>Comments</u>
			These State Standards aligned instruments will serve as benchmarks to inform teacher and House practice as we move toward improving student achievement. Common assessments will be implemented in conjunction with, or in replacement of, all finals for the 2005-2006 school year.

c. Lessons Learned and Planned Adjustments (District Level)

1) What lessons have you learned about your project from the data collected for this report?

- We must attend to our data collecting methods. Even under the best of conditions, there is confounding of data due to the nature and complexity of schooling and education. We do not need to add to the problem by using instruments that are too complex and lengthy for our survey population to easily and reliably negotiate. Furthermore, if the instruments do not allow us to disaggregate our data set by House, they are of only very limited value. They may tell us whether we are succeeding or failing as a school, but will never be able to inform us regarding the particular success a House has enjoyed, thereby eliminating our ability to purposefully co-infect one another with strategies known to be effective and evolve with mindful directionality.
- There are no quick fixes. Orchestrating changes in the achievement gap (that is, increasing STAR testing outcomes and minimizing the number of GPAs lower than 2.0) will take deliberate, thoughtful, reflective, and patient work on the part of all stakeholders. It is also critical that additional short-term benchmarks be established along smaller steps so that we can determine change at least toward our long-term goals.
- We must begin work on master schedule early in the Spring semester so that we can maximize the number of 9th and 10th grade students scheduled within House.
- House principals must continue to work together and with School and District level administrators in order to move toward providing more effective and meaningful professional development within House meetings.

2) Describe the adjustments, if any, that you plan to make to your project, based on the information collected for this report.

- Data gathering adjustments as described above
- Focus on establishment of short-term benchmarks and other methods of short-term monitoring of movement toward long-term goals.
- Continue moving toward knowing struggling students better so that we can create and implement more effective and efficient programs and courses of study
- Continue to hold off on any 11th and 12th grade programmatic focus until we are better meeting the needs of struggling 9th and 10th grade students.

d. Budget Information (District Level)

Describe the current status of your budget expenditures as shown in the financial expenditures section of the cover page to this report. If you are not expending funds at the rate expected, explain why. Describe any significant changes to your budget resulting from modifications of project activities. Do you expect to have unexpended funds at the end of the budget period? If you do, explain why and provide an estimate.

Expenditures for the budget include the following areas:

Professional Development, utilizing teacher hourly and substitute release time to:

- Focus on the development and implementation of an Advisory/Freshman Seminar course
- Collaboratively plan and ensure course alignment to established State standards/professional teaching standards
- Develop collaborative, coaching and instructional leadership skills of teacher leaders
- Develop SLC skills of house principals
- Develop skills of house advisors in supporting students in the SLC setting
- Develop the leadership team of each house to include house principal, teacher leader, advisors
- Provide High School Redesign coaching support including professional development, team planning, training of instructional skills, planning of house community professional activities, consultancies, short and long term planning to meet goals of the grant, intervention/student support strategies
- Determine intervention/student support strategies, with a focus on 9, 10
- Extend knowledge and skills through conference/travel focused on improvement of instruction for all students and attendance at SLC training
- Provide books and resources for SLC and high school improvement to the leadership team of the SLC Houses

Teacher Leader role in the Small Learning Communities

- Support Collaborative planning
- Support of newly hired and more experienced teachers
- Enhancing skills to lead professional development activities
- Providing communication among all stakeholders in the house
- Working with Student Advisory groups in each house

Direct/indirect costs

The grant was received in October, 2003. Therefore the teacher leader positions were not funded by the grant during the first year, due to the arrival of the funds after the opening

of the school year. This funded item of teacher leader time is increased in year 2 and 3 of the grant to fund the role and part of the time of teacher leader for each house. The funds not expended during year one are intentionally carried over to allow a 4th year of implementation, per Federal guidelines, since the grant was received after the school year had begun.

The Redesign (SLC implementation) coach was funded fully during year one at \$50,000 by a grant the District received to implement a redesign of the large comprehensive high school. This was established prior to applying and subsequently receiving the SLC grant. It funded the year prior to year 1 of the grant, and year 1 (2003-04). During year 2 (2004-05), the District grant only supported \$15,000 for the Redesign coach. Therefore, the new contract/time commitment for the redesign/SLC coach was reduced to \$39,000/year, and \$24,000 is being supported by the SLC grant for the 2004-05 school year. In the third year of the grant, the Coach is available by telephone and email for continuing support, but will not be on site to provide coaching support, unless time becomes available.

There has been a change in the professional development funding of the grant from year one to years 2 and 3. As a result of funding available, due to less funding of the teacher leader positions in the early years of the grant, additional funds have been directed to professional development, to focus on student support for academic achievement for all and the development of an advisory program implemented first for all ninth grade students. It also supports continued training and development for the leadership team of each house

The external evaluator for this grant is funded at \$5200/year, a change from the previous year when the work was completed pro bono.

It is anticipated that all of the funds will be expended at the culmination of the grant. Focus will be on Teacher leader, House Principal and Leadership team training and support; Student Support strategies: Professional Development and Coaching and support of the Redesign/SLC process.



Small Learning Communities at SAMOHI Evaluation of Year II

Hilary Rhodes
February 21, 2006

Background

- Fall 2003, SAMOHI began its transformation into six small learning communities.
- Grant from U.S. Department of Education requested evaluation at the conclusion of first three years.

Research Questions

- To what extent did SAMOHI achieve its SLC goals during the second year?
- What facilitated SAMOHI's redesign efforts?
- What impeded SAMOHI's redesign ability to meet these goals?

Data Sources

- **Qualitative Data:**
 - Ten focus groups (faculty and administrators)
 - Three surveys
 - HiPlaces (students and parents)
 - SCORE (teachers)
 - House self evaluations (house committees)
- **School Records:**
 - GPAs
 - Standardized tests (API, AYP, CAHSEE, CSTs)
 - AP enrollment and exam results

Results—the SLC Goals

- Transformation of school structure
- Student engagement
- Parent involvement
- Teacher support
- Academic achievement

Deliverable 1: School's Transformation

- Structural reorganization completed in Year 1.
- For year 2, majority of 9th and 10th graders in house classes at least 75% of the time.
- House office appreciated as the community hub by some.
- Having the same students for multiple years has both pros and cons.

Deliverable 1: Autonomy

- Issue of **autonomy** of houses raised during Year 2.

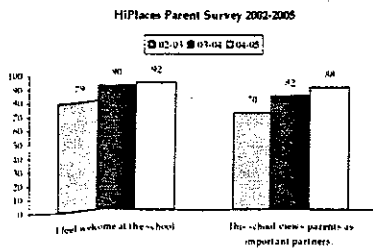
"We wanted to be the loose caboose. We'd have all these **great** ideas that we'd like to do as a house **but** we couldn't do them because we're not **really** a separate school. So people can have **great** ideas but unless you're going to break **free**, you couldn't really do it."

—Teacher

Deliverable 2: Student Engagement

- Little change in students' perception of a positive school climate by major sub-grouping.
- Little change in students' perception of teachers providing support by major sub-grouping.
- Improvement in students' sense of ability to seek help from SAMOH's adults.

Deliverable 3: Parent Involvement



Deliverable 3: Parent Involvement

"I feel like [parents] know that it is easy to get a hold of counselors now and so they do it. They pick up the phone and say that this is going on or I'm concerned and want to fill you in. I think that everyone pretty much knows that we are more accessible and [that] they [can] call or email us at any time."

--Adviser

Deliverable 4: Teacher Support

- Teachers attitudes appear to have improved, albeit with substantial variation of results across houses.
- 3 percentage points more report house leadership provides quality professional development (33% vs. 36%)
- 6 percentage points more report house meetings provide meaningful collaboration (48% vs. 54%)
- 5 percentage points more report their ideas are valued by house leadership (58% vs. 63%)
- 3 percentage point more report house meetings provide effective teaching strategies (27% vs. 30%)
- No reported change in job satisfaction

Deliverable 4: House Leadership

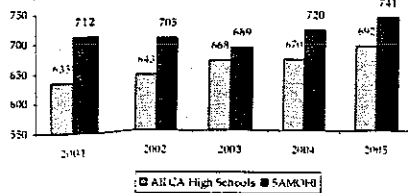
- Some houses feel that their house principal is a strong leader
- Effective teacher-leaders
- More advisers better for students

Deliverable 4: Stumbling Blocks

- Communication
- Consistency of enforcement of school-wide policies
- Opportunities for subject specific professional development
- Tension between houses and departments

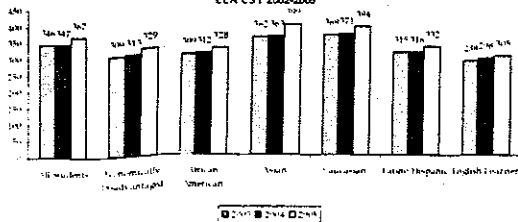
Deliverable 5: Academic Achievement

Median API Scores
All California High Schools vs. SAMOHI 2001-2005

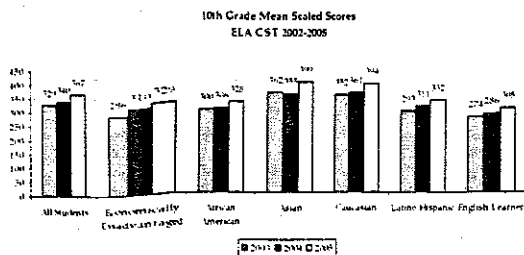


Deliverable 5: Academic Achievement

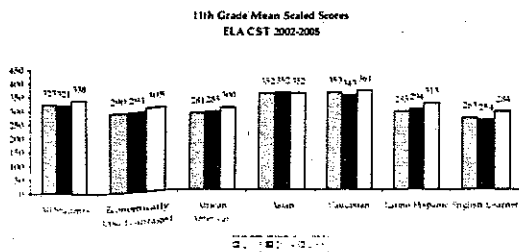
9th Grade Mean Scaled Scores
ELA CST 2002-2008



Deliverable 5: Academic Achievement



Deliverable 5: Academic Achievement



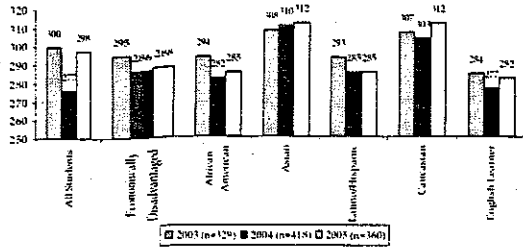
Deliverable 5: Academic Achievement

• CAHSEE First Time Test Takers

- Pass rates for E-LA exam declined one percentage point to 89%
- Pass rates for Math exam remained steady at 87%

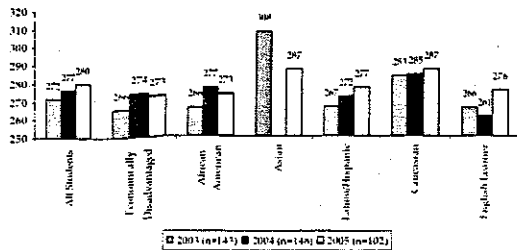
Deliverable 5: Academic Achievement

9th Graders Algebra I CST Mean Scores 2003-2005



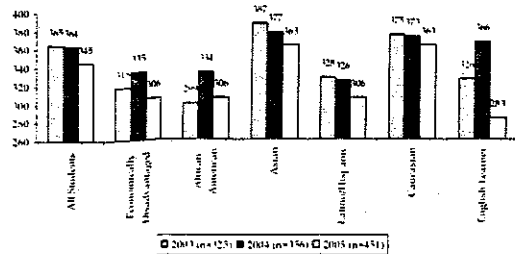
Deliverable 5: Academic Achievement

10th Grade Algebra I CST Mean Scores 2003-2005



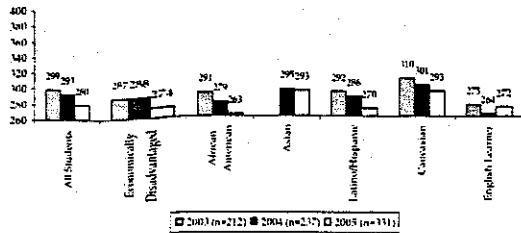
Deliverable 5: Academic Achievement

9th Grade Geometry CST Mean Scores 2003-2005



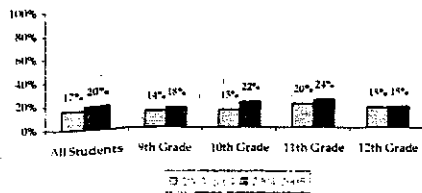
Deliverable 5: Academic Achievement

10th Grade Geometry CST Mean Score
2003-2005



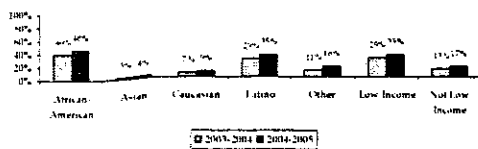
Deliverable 5: GPA Results

Percent of Students with GPAs Below 2.0
by Grade, 2003-2005

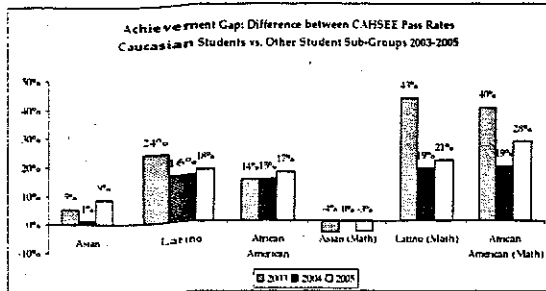


Deliverable 5: Academic Achievement

Percent of Students with GPAs Below 2.0
by Major Student Sub-Groups, 2003-2005

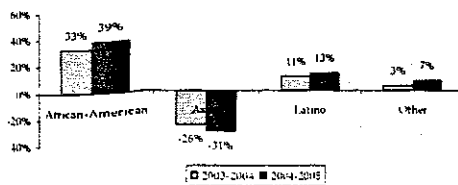


Deliverable 5: Achievement Gap



Deliverable 5: GPA Gap

Achievement Gap: Difference Between Percent Caucasian
Students with Below 2.0 GPAs and Other Sub-Groups
2003-2005



Achievement Support in Early Stages

- Experimentation with house intervention programs
- In-house, cross-disciplinary collaboration

"It really helps if you are struggling with a student and somebody isn't, and they can go on well, try this...it seems like it might potentially cut down on behavioral problems because the kids are kind of caught. They know that you're upstairs and that you're across campus and that we all talk. So I can say why aren't you doing your chemistry homework? I talked to your teacher and she's concerned. They don't really have an out whereas if we were all only in department buildings and there's a hundred other teachers here, the kids can more easily fall through the cracks."

--Teacher

Barriers to Growth

- Several large barriers impeded second year of redesign
 - WASC
 - Turnover in house principals, advisers and faculty
 - Class size

Highlights of Year II

- Progress, nonetheless, was made
 - Easing faculty resistance
 - Increased house leadership planning time
 - In-house, cross disciplinary collaboration to help individual students
 - Experiments in student interventions

Opportunities for Growth

- Much work left to be done
 - Inconsistent enforcement of school-wide policies
 - Unreliable inter-house communication
 - Need more subject specific professional development
 - Lack of connection between house and student

Recommendations

- Improve inter-house and campus-wide communication.
- Establish consistent school-wide discipline policies and ensure that the guidelines are followed.
- Focus on building student community and house identity.
- Take lessons from all house forays into academic interventions and begin refining the programs to bring academic achievement up.
- Reduce class sizes and number of teacher "preps."

Recommendations Cont'd

- Encourage the growing cross-disciplinary collaboration amongst house teachers.
- Continue focusing on developing small learning communities for 9th and 10th graders.
- Disaggregate data to the house level.
- Review data regarding disciplinary actions, attendance and truancy, as these are all well accepted indicators of student engagement.
- Work to ensure proper balance of redesign focus among teachers, students and their families.



Samohi Discipline Rubric

At Samohi, we are guided by progressive discipline. This means that consideration must be given to the nature of the incident, the frequency of the violation, and the student's overall behavioral record before disciplinary action is taken. The degree of discipline imposed must be in proportion to the severity of the behavior and take in to account the previous discipline history of the student and other relevant factors, while ensuring that each student receives the due process mandated by federal and state law. Depending on the violation, academic consequences may also occur.

Student Action	Potential Disciplinary Consequences
Forgery of readmit note, hall pass forgery, etc	Call home, Saturday School
Possession/ production/use of school documents (passes, readmits, etc.)	2 – 3 days ISS
Cheating, plagiarism, copying homework, etc.	Saturday school or 1 – 3 days ISS
Truant	Saturday School
Found to be cutting class while on campus	Saturday School, or immediately brought to ISS if multiple offense
Failure to attend Saturday School	1 day ISS
Smoking or in possession of tobacco products	Saturday School; police contact (after first offense)
Repeatedly violating school rules (documented)	ISS if Saturday School not effective
Profanity – conversational	Detention
Damages/ defaces/ school and/or personal property, including graffiti	Restitution (minimum \$25 repair cost) & Saturday School OR ISS ****Graffiti – contact police as well
Leaves campus without permission	1 day ISS
Gambling	1 – 3 days ISS
Profanity – directed towards another	1-3 days suspension (either ISS or out of school suspension)
Arranging or encouraging a fight between students	2 days suspension
Threatening language to staff or another student	1-5 days suspension (either ISS or out of school suspension)
Defies School authority; fails to follow directions of staff member; or disrupts the educational environment	Suspension (discretion – either ISS or out of school suspension)
Fighting	5 days suspension (option to have 3 days out of school; 2 days return to ISS for mediation)
Possession of drug paraphernalia	2-3 days ISS
Possession of a “dangerous object”, weapon, or replica	1-5 days suspension or ISS
Use of, threatened with, or possession with intent to use of a “dangerous object,” weapon, or replica	2-5 days suspension; police contact
Steals/ possesses stolen private or school property	3 days ISS and police referral
Discriminates and/ or uses hate speech	3 – 5 days ISS; possible police contact
Sexually harasses another student or staff member	3 – 5 days ISS; possible police contact
Possession, use, selling, etc. of drugs & alcohol	See district drug policy (5 days suspension, 40 hours community service, 24 hours student counseling, 12 hours parent counseling) Notify police within 24 hours.
Persistent, documented serious misbehavior that repeated intervention fails to change (repeated fights, inciting violence, etc.)	Possible recommendation to district for expulsion
Brandish (not just possessing) a knife or weapon Possess or furnish a firearm • Possess an explosive device • Sexual assault and/ or sexual battery • Sell a controlled substance	Immediate police contact with the exception of drug sales, which require police notification within 24 hours. Recommend to district for expulsion

SAMOHI STUDE SUSPENSIONS

	2002-2003	2003-2004	2004-2005	First Semester of 2005-2006
48900(a) Cause/Threaten Bodily Harm/Fighting	73	52	102	28
48900(b) Dangerous Weapons	8	4	19	3
48900(c) Controlled Substance	41	41	58	32
48900(c) Alcohol	1	9	11	3
48900(c) Robbery or Extortion	8	1	3	4
48900(f) Damage-School Property	23	14	16	1
48900(f) Damage-Private Property			1	
48900(g) Stealing	12	6	5	2
48900(h) Smoking	4	3	8	
48900(i) Obscenity/Profanity	13	16	11	1
48900(k) Disobedience	51	88	155	40
Firecrackers		3	1	
Forgery				
Setting Fire Alarm				
Assault-Student		27	29	20
Assault-Teacher	1	7	7	3
Sexual Harassment	5	6	7	2
TOTALS	240	277	433	139

I. Discipline

A. How do we identify students most likely to cause extreme problems?

1. The police department will share information with administrators regarding violent acts by students on an ad hoc basis. Additionally, the police department will share information at Serious or Habitual Offenders meetings (SHO) regarding individuals/students deemed to be a threat.
2. When a student is involved in a disciplinary matter and an administrator is unfamiliar with student, she/he will contact administrators at student's former school to learn more about student background and possible solutions. Additionally, administrator will collaborate with other administrators and staff, including safety officers to determine whether anyone else is familiar with student and pertinent conduct.
3. We maintain an open door policy to encourage students to share incidents of concern that impact our learning community.

B. What preventive measures are taken when there is possibility of misbehavior?

1. Administrators and advisors maintain an open door policy to encourage students to share information.
2. Administrators attempt to maintain communication with parents regarding students.
3. Administrators and safety officers are assigned supervision positions before school, during school hours, during the nutrition break, during lunch, and after school. One safety officer remains on campus until 6 pm every day.
4. If there is a report, rumor, or rumblings of possible misbehavior (by students, staff members, or parents), administrators will:
 - i. Attempt to confidentially corroborate reports with other staff members including safety officers.
 - ii. Contact parents.
 - iii. Summon student(s) in question individually and confidentially for preliminary investigation.
 - iv. Student witnesses are called as a last resort.
5. If an administrator discovers or believes, based on preponderance of evidenced, that a report, rumor, or rumblings of pending misbehavior are merited, she/he will:
 - i. Counsel pertinent student(s).

- ii. Depending on the incident/issue, mediation will be initiated between involved students. Mediation may be facilitated by the administrator, advisor, student outreach specialist, or a combination thereof.
- iii. If individual counseling/advising is ineffective or inappropriate, parents are contacted and informed.
- iv. Notify other administrators, safety officers, and staff to take more assertive preventive measures such as actively monitoring the main quad area.
- v. Depending on severity of possible misbehavior, the administration may contact the police department.

C. What are intervention options for repeated misbehavior?

- 1. Counseling/warning- As an initial intervention step, a student is counseled and/or warned about inappropriate behavior.
- 2. Parent contact- Administrator will contact parents and notify of student misbehavior.
- 3. Student study team- Depending on behavior and/or incident, a student may be referred to a student study team
- 4. Behavior support plan- If student has an IEP, a BSP may be formulated.
- 5. Mediation-If administrator believes the situation merits it, she/he will attempt to facilitate mediation between involved students. Mediation may be facilitated by the administrator, advisor, student outreach specialist, or a combination thereof.
- 6. Possibly mediation between parents- At times, administrators have requested voluntary mediation between parents of involved students.
- 7. If misbehavior persists, the administrator will initiate discipline.

D. What are discipline consequences?

- 1. **Zero Tolerance/Self Defense Policy-** Any student(s) involved in a physical altercation will be suspended for 5 days. A suspension may be assigned to be served at home, in "in school suspension", or a combination of both. Each incident is evaluated and addressed on an individual basis by gathering information:
 - ix. Administrators attempt to confidentially corroborate reports with other staff members including safety officers.
 - i. Student(s) in question are summoned individually for preliminary investigation.
 - ii. Student witnesses are called as a last resort.
 - iii. Parents are called.
 - iv. If an investigation reveals, by a preponderance of the evidence, that a student was hit without provocation,

verbal or otherwise, and did not hit back, an administrator will not discipline that student.

- v. If an investigation reveals that one student hit another student, that student will be suspended. Thus, even if the student hit another as a result provocation, verbally or physically, she/he will nevertheless be suspended.
- vi. If a House principal cannot determine the nature of the provocation or fight due to lack of adult witnesses or otherwise, both students will be suspended.

2. Discipline consequences- all House principals adhere to a common discipline rubric that has been shared with teachers and includes the following action steps:

- i. Warning- if merited, a student may be warned about behavior.
- ii. Parent contact- parents are contacted and notified of student behavior as soon as possible.
- iii. Referral- depending on incident, teachers will refer students to House principal for misbehavior.
- iv. Behavior Support Plan (BSP)- if student has an IEP, a BSP may be initiated.
- v. Saturday school- minor infractions are referred to House advisors who may assign Saturday school.
- vi. Suspension- major transgressions including battery on another student are referred to House principals for a suspension. A suspension may be assigned to be served at home, in "in school suspension", or a combination of both.
- vii. Police contact/arrest- House principals may contact police egregious transgressions including possession of a weapon on campus.
- viii. Transfer to another site- If previously mentioned discipline steps fail to rectify behavior, an alternative site is recommended including the community day school, Olympic high school, or the L.A. County day school.
- ix. Pull permit- If previously mentioned discipline steps fail to rectify behavior and student is enrolled with permit, the permit may be pulled.
- x. Expulsion- If previously mentioned discipline steps fail to rectify behavior and students continues to present a danger to themselves and/or to others, he/she is recommended for an expulsion.

Santa Monica High School
Smaller Learning Communities Visit
January 24 – 25, 2006
Agenda

1. **Welcome**
2. **Introductions**
3. **Needs** of each school
4. **Overview** of Santa Monica High School redesign process
 - a. Rationale
 - b. Design team, coach
 - c. Data
 - d. No theme, no choice strategy
5. **Implementation** steps
6. **Specific Roles**
 - a. House Principal
 - b. Student Support Advisor
 - c. Teacher Leader
 - d. Outreach Specialist
7. **New Courses**
 - a. Freshman Seminar
 - b. Biology for All
 - c. Chemistry for the Community
 - d. Elective PE
8. **New Interventions**
 - a. Algebra/Biology Block
 - b. Literacy courses
 - c. House interventions – discussion
9. **Roles**
 - a. Superintendent
 - b. The Board
 - c. School Coach
10. **Community communication**
 - a. Coffee with the Principal
 - b. Newsletters
 - c. Website
11. **Problems - Everywhere**
 - a. Time
 - b. Funding
 - c. Professional Development
 - d. Certificated
 - e. Classified
 - f. Students
 - g. Facilities
 - h. Equipment
 - i. Large school vs Small School vs Department
 - j. Communication
12. **Key learnings** to consider from our implementation
13. **Tour of House Offices**
14. **Discussion**

SANTA MONICA HIGH SCHOOL ADMINISTRATORS

Administrator	School-Wide Responsibility
<p style="text-align: center;">Ilene Straus</p> <p style="text-align: center;">Principal Chief Educational Officer</p> <p style="text-align: center;">Department Liaison Physical Education</p>	<ul style="list-style-type: none"> • Activities Supervision • Administrative Team Professional Development • Budget • Campus Supervision • Classified Staff Meetings • Community Media Relations • Evaluation Procedures • Faculty Advisory Council • Governance • House Leadership Teams • Instructional Program • IPC • Parent Groups • Program Evaluation • Redesign and SLC Grant Program Director • School Vision • School-wide Professional Development • Staffing • Student Advisory • Student Expulsion Recommendations
<p style="text-align: center;">Catherine Baxter</p> <p style="text-align: center;">Dean of Administrative Services</p> <p style="text-align: center;">Department Liaison Visual & Performing Arts Athletics Activities Facilities</p>	<ul style="list-style-type: none"> • Academic Records • Activities Supervision • Administrative Supervision Schedule • Audio Visual • ASB Financial Office • Back to School Night • Campus Supervision • College & Career Center • Custodial Services • Emergency Plan/Drills • Field Trips • Foreign Transcripts • Grad Nite • Graduation • Music Parent Groups Liaison • Nurse's Office • Open House • Opening Day • PTSA Publications • Registration • School Safety Plan • School Surveys • Staff Handbook • Substitute Supervision • Transportation • Vikes' Inn • Website Liaison • Yearbook

SANTA MONICA HIGH SCHOOL ADMINISTRATORS

Administrator	House Responsibility	School-Wide Responsibility
<p>Greg Runyon</p> <p>S House Principal</p> <p>Department Liaison Math</p>	<ul style="list-style-type: none"> • Activities Supervision • Attendance • Campus Supervision • CST/STAR House Testing • Custodial Evaluation • Grading/Data Analysis • House Communication • House Leadership Team • House Meetings/Professional Development • House Parent Outreach • House Student Study Team • Instructional Leadership • Locker Assignments • Student Advisory Group • Student Discipline • Student Interventions • Teacher Evaluation 	<ul style="list-style-type: none"> • Advising Department • AP Support • CBEDS • Community Agencies • Course Catalog • Enrollment Counts • Independent Physical Education • Master Schedule • NCAA Master Course List • Opening Day • Police Liaison • Report Cards • SCORE • Serious Habitual Offenders • Student Study Team 2nd Level • UC/CSU Master Course List
<p>Wendy Wax Gellis</p> <p>A House Principal</p> <p>Department Liaison Special Education</p>	<ul style="list-style-type: none"> • Activities Supervision • Attendance • Campus Supervision • CST/STAR House Testing • Custodial Evaluation • Grading/Data Analysis • House Communication • House Leadership Team • House Meetings/Professional Development • House Parent Outreach • House Student Study Team • Instructional Leadership • Locker Assignments • Student Advisory Group • Student Discipline • Student Interventions • Teacher Evaluation 	<ul style="list-style-type: none"> • Attendance Office • Caregivers/Affidavits/Guardianship • Checkout • Enrollment • Hiring Support • Literacy Intervention • Permission to Leave Campus • Permits • SARB Coordinator • Summer School Support • Teacher Attendance

SANTA MONICA HIGH SCHOOL ADMINISTRATORS

Administrator	House Responsibility	School-Wide Responsibility
<p>Tristan Komlos</p> <p>M House Principal</p> <p>Department Liaison English</p>	<ul style="list-style-type: none"> • Activities Supervision • Attendance • Campus Supervision • CST/STAR House Testing • Custodial Evaluation • Grading/Data Analysis • House Communication • House Leadership Team • House Meetings/Professional Development • House Parent Outreach • House Student Study Team • Instructional Leadership • Locker Assignments • Student Advisory Group • Student Discipline • Student Interventions • Teacher Evaluation 	<ul style="list-style-type: none"> • ACT • STAR/CST Support • CAHSEE Intervention • CAHSEE Testing • Campus Tours • Detention • Freshman Seminar • Hiring Support • Immersion • In-School Suspension • PSAT • SAT • SCORE
<p>Jose Iniguez</p> <p>O House Principal</p> <p>Department Liaison History and ELL</p>	<ul style="list-style-type: none"> • Activities Supervision • Attendance • Campus Supervision • CST/STAR House Testing • Custodial Evaluation • Grading/Data Analysis • House Communication • House Leadership Team • House Meetings/Professional Development • House Parent Outreach • House Student Study Team • Instructional Leadership • Locker Assignments • Student Advisory Group • Student Discipline • Student Interventions • Teacher Evaluation 	<ul style="list-style-type: none"> • AVID Program • CAHSEE Support • ELAC-SOL/BAC • Olympic/Independent Study Referrals • SARB • Security • STAR/CST Testing • Summer School Support • Tutoring - Xinachtli

SANTA MONICA HIGH SCHOOL ADMINISTRATORS

Administrator	House Responsibility	School-Wide Responsibility
<p style="text-align: center;">Ruth Esseln</p> <p style="text-align: center;">H House Principal</p> <p style="text-align: center;">Department Liaison Modern & Classical Languages</p>	<ul style="list-style-type: none"> • Activities Supervision • Attendance • Campus Supervision • CST/STAR House Testing • Custodial Evaluation • Grading/Data Analysis • House Communication • House Leadership Team • House Meetings/Professional Development • House Parent Outreach • House Student Study Team • Instructional Leadership • Locker Assignments • Student Advisory Group • Student Discipline • Student Interventions • Teacher Evaluation 	<ul style="list-style-type: none"> • Governance • Grant Writing • Library • Redesign Implementation/Development • ROP • SARC • SCORE - Alternate • Single Plan - Student Achievement • Student Newspaper • Student Teachers • Summer School • Textbooks • WASC Action Plan Monitoring
<p style="text-align: center;">Eva Mayoral</p> <p style="text-align: center;">I House Principal</p> <p style="text-align: center;">Department Liaison Science</p>	<ul style="list-style-type: none"> • Activities Supervision • Attendance • Campus Supervision • CST/STAR House Testing • Custodial Evaluation • Grading/Data Analysis • House Communication • House Leadership Team • House Meetings/Professional Development • House Parent Outreach • House Student Study Team • Instructional Leadership • Locker Assignments • Student Advisory Group • Student Discipline • Student Interventions • Teacher Evaluation 	<ul style="list-style-type: none"> • AP Testing Program • GATE Program • Hiring Support – Math & Science • Interventions - Algebra/Biology Block • IPC • Master Schedule Assistance • New Teacher Orientation • Pinnacle Grading • Saturday School • SCORE Co-Chair • SLC Grant – Evaluation & School Self-Assessment • Technology Training