

**SELF-STUDY VISITING COMMITTEE REPORT**

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

**Santa Monica High School**

**601 Pico Blvd.**

**Santa Monica, CA 90405**

**Santa Monica-Malibu Unified School District**

**February 12-14, 2024**

**Visiting Committee Members**

Dr. Eugene Kwong  
Assistant Principal, Corona del Mar High School

Dr. Nina Glassen  
Assistant Principal, Costa Mesa High School

Ann E Kerr  
Vice Principal of Special Education, Palmdale High School

Kellee Lyons  
Teacher, Walnut High School

Orla Murphy  
Assistant Principal, San Clemente High School

Jason Umansky  
Assistant Principal, Moorpark High School

## Introduction

**Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.**

Santa Monica High School (SAMOHI) has been an integral part of Santa Monica since 1891, situated in an urban beachfront city on the westside of Los Angeles County. As a flagship school in the Santa Monica-Malibu Unified School District (SMMUSD), SAMOHI serves a diverse community with over 8,000 students from PreK to 12th grade. The 28-acre campus has undergone construction, with new buildings Innovation (2015) and Discovery (2021), and upcoming additions include the Exploration building and Gym complex, set to open in the fall of 2024.

SAMOHI is committed to social justice standards and strives to be culturally responsive in teaching and learning. The school community comprises nearly 2600 students, speaking various languages and actively engaging in social justice issues. The rich curriculum caters to diverse student needs, offering support classes for English Learners, Specialized Academic Instruction (SAI), College Preparatory, Honors, and Advanced Placement programs. Most students are college-bound, meeting A-G requirements for the UC System.

The House system at SAMOHI, with House Principals, Advisors, Teacher Leaders, and administrative assistants, provides support to approximately 560 students who remain in the same house through graduation. The school offers a wide range of curriculum options, clubs, activities, and sports to inspire and engage its Viking family. SAMOHI fosters academic success, musical talent, athletic achievement, intellectual growth, and emotional support, creating a unique and unparalleled experience for its students.

Santa Monica High School (SAMOHI) provides a diverse range of programs to cater to the varied interests and academic needs of its students. These include:

**Academies:** SAMOHI offers academies in Project Lead the Way, Engineering and Computer Science, Health and Wellness, and Media Arts, integrating English instructions to meet standards for English 12.

**CTE Pathways:** The Career and Technical Education (CTE) pathways at SAMOHI equip students with academic and technical skills for postsecondary education and high-demand careers. Pathways include Automotive Technology, Computer Science, Engineering Design, Film & Television Production, Graphic Design, and Photography.

**Project Based Learning:** The experiential Project Based Learning program fosters student-driven, authentic learning experiences with connections to fieldwork, skills development, and professional networks. Students showcase their learning through prototypes and models.

**Visual and Performing Arts Program:** SAMOHI's award-winning Visual and Performing Arts (VAPA) program provides world-class instruction in music, art, and theater, beginning at elementary schools and culminating in challenging high school curricula.

**Dual Enrollment:** The longstanding partnership with Santa Monica College enables students to take courses on the SAMOHI campus, earning both high school and college

credits in subjects such as Early Childhood Education, Technical Theater, and Sociology. **Immersion:** Building on the Dual Language instruction in Spanish from kindergarten through middle school, SAMOHI's Immersion program continues Spanish language education in subjects like Spanish for Spanish Speakers classes and social studies taught in Spanish.

**Advanced Placement:** SAMOHI offers 22 Advanced Placement courses with an open access policy, promoting enrollment and success in AP-level courses for a diverse student body.

**AVID (Advancement Via Individual Determination):** SAMOHI provides five sections of AVID, with AVID 9 combined with the required Freshman Seminar Course to support individual determination and academic advancement.

The school places a strong emphasis on nurturing the complete well-being of students, recognizing that both mental and physical health are essential for unlocking their full academic potential. Efforts to enhance mental health and wellness programs are ongoing, demonstrating a commitment to providing comprehensive support at the school sites. This dedication to diversity, equity, and inclusion permeates the school environment, influencing programs both inside and outside the classroom. The overarching goal is to empower students with the knowledge, attitudes, and skills required to thrive in a pluralistic democratic society. Initiatives focus on fostering interactions, negotiations, and communication among students from diverse backgrounds, contributing to the creation of a civic and moral community that works towards the common good. This academic year marks the initiation of a commitment to classrooms where each student feels a sense of belonging, curiosity, and empowerment. The Restorative Justice program, an integral part of this approach, offers specific strategies to build community, prevent conflict escalation, and restore unity post-conflict. Comprehensive training, provided at various levels, ensures that teachers, paraprofessionals, and administrative/counseling staff are well-equipped to implement these practices. Additionally, the presence of trained Community Outreach Specialists adds an extra layer of support through drop-in and intentional Restorative Justice assistance, along with monitoring student attendance.

In alignment with their commitment to diversity and inclusion, the school has strategically structured its curricula to guarantee access for all students. This includes restructuring core subjects like English, Physics, Biology, Algebra, and Geometry to create smaller, more heterogeneous classrooms that reflect the racial diversity and varied ability levels of the student body. Noteworthy advancements have also been made in the aftermath of the pandemic, facilitated by a partnership with Community Schools. This collaboration, supported by grants from the Los Angeles County Office of Education and other local agencies, provides resources to teachers on effective approaches, including trauma-informed methods and LGBTQ+ training. Simultaneously, students gain access to vital resources such as group counseling, individual counseling, drop-in counseling, and substance use counseling. The combined impact of these initiatives has led to discernible shifts in the diversification of the curriculum and the enhancement of mental health and wellness support, marking a positive trajectory for the school community.

**Summarize the involvement and collaboration of stakeholders/educational partners in the**

**self-study process.**

During the self-study process initiated in the Spring of 2023, Santa Monica High School (SAMOHI) conducted a thorough examination of its progress and areas for improvement. This collaborative effort involved faculty, staff, students, and parents in mixed departmental and House-based focus groups, utilizing banked time to analyze various data sets, including CAASPP, Healthy Kids, SARC, A2A, and Star Renaissance. The evaluation extended into the Fall of 2023, assessing the school program's quality based on WASC/CDE categories. Educational partners, including students and parents, actively participated through meetings, surveys, and input sessions, ensuring a comprehensive and inclusive assessment of the school's strengths, challenges, and action plans. The Site Leadership Team (SLT), comprising Teacher Leaders and a Site Professional Development Leader, collaborated with the WASC Coordinator, overseeing the coordination and monitoring of the self-study process through regular meetings and check-ins.

**The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

School instructional staff, administration, and support staff were involved in data review, analysis and dialogue about the school's effectiveness and perceived strengths and growth areas. Some additional educational partners, parents, students, and community members were involved in analysis of the school's effectiveness. The self-study occurred in an environment of continuous improvement and analysis of school effectiveness.

**Chapter 1: Progress Report**

**Synthesize any significant developments since the last full visit and their impact on student learning.**

**LEADERSHIP CHANGES**

Significant developments at Santa Monica High School (SAMOHI) since the last WASC Self-Study in 2017 include a change in leadership, with a new principal joining in July 2022. The school has experienced some administrative shifts, impacting stability and bandwidth, but most hires have been internal or from the district level.

Impact: Despite the changes, SAMOHI's faculty and staff continue to function at an appropriate level.

**DIVERSITY, EQUITY, AND INCLUSION WORK**

A key focus has been Diversity, Equity, and Inclusion (DEI) work, particularly in the intentional efforts of the English Department, initiating changes to de-track certain classes and diversify curriculum. Ongoing professional development opportunities have been provided district-wide, resulting in noticeable shifts in curriculum diversification, grading policies, and mental health and wellness supports. The district's goals through the lens of DEI is to help all students feel a sense of belonging, curiosity, and empowerment.

Impact: There are noticeable shifts occurring such as detracking, equitable grading practices, incorporating community liaisons and additional mental health and wellness supports.

### FLEX-TIME

Under the new school day schedule implemented in 2019, Flex-Time at Santa Monica High School (SAMOHI) has emerged as the primary Tier II academic intervention. This initiative occurs twice a week, providing a variety of activities, such as test retakes and collaborative study spaces. However, the central focus of Flex-Time is targeted academic intervention, aiming to reinforce core concepts for students requiring additional support with specific standards or skills. The school utilizes Enriching Students, an online scheduling tool, for teachers to post Flex-Time offerings and students to register for sessions. This platform also enables tracking of student attendance and intervention trends, facilitating data-driven approaches to tiered intervention. Both students and teachers overwhelmingly perceive Flex-Time as one of the most positively impactful outcomes of the transition to a modified block schedule.

Impact: Flex time is overwhelmingly viewed by students, parents, and teachers as one of the most positively impactful byproducts of the implementation of the new school day schedule.

### COMMON ASSESSMENTS

In response to recommendations from the previous WASC report, SAMOHI initiated a district-wide common assessment initiative to address inconsistencies among teams and sites. The focus is on developing benchmark assessments and sharing best practices. Currently, all freshmen classes across four sites are implementing district-wide common assessments in ELA, math, science, and social studies. The long-term goal is for course-alike teams at each site to utilize these assessments for guiding instruction and intervention. The implementation plan spans two years, from 2022 to 2024, with the aim of providing actionable data for teachers to intervene appropriately during Flex-Time.

Impact: With the data from classroom assessments, teachers can intervene appropriately during Flex Time.

### LACOE COMMUNITY SCHOOLS INITIATIVE

The Los Angeles County Office of Education's (LACOE) Community Schools Initiative was implemented at SAMOHI in September 2019 as one of the initial sites. This initiative aims to strengthen the school community by creating a more equitable and socially just system, empowering all students, families, and staff to thrive. The transformation to a Community School involves dedicated staff coordinating support, providing multiple resources to meet diverse needs, adopting a whole-child perspective, establishing a cohesive system of care, and fostering increased school and community engagement. Collaborative leadership is emphasized, with active involvement from students, teachers, parents, community members, and partners. The LACOE Community Schools Initiative collaborates with various departments and organizations, including House Advisors, the Special Education Department, the District Mental Health coordinator, the Health Office, and community-based organizations. The initiative offers individual and group counseling, family support, classroom presentations, and school-wide events aimed at developing resilient, health-conscious students. This aligns directly with district, site, and WASC goals, contributing to the normalization of seeking support and creating a schoolwide climate of care. Notably, the tracking of student access to resources and the review of Social and Emotional Health questions on the California Healthy Kids Survey (CHKS) indicate an increase in students feeling they have a trusted adult on campus and someone they can talk to

if needed, reflecting positive impact.

Impact: The school community at large views this initiative as a positive addition to the school as it provides needed resources to support students and families.

### CARPE COLLEGE ACCESS NETWORK

A dedicated team of teachers actively participates in the CARPE College Access Network, focusing on enhancing college access for traditionally underrepresented students. The team engages in learning and applying evidence-based strategies to increase FAFSA completion and Cal Grant awardance, improve the college application and selection process, foster a sense of belonging, and reduce "summer melt." Through intentional recruiting, Saturday sessions, and teacher mentorship, the CSAC/FAFSA/CADAA reporting data has significantly increased from 55% to the current level of 70% with the class of 2022, showcasing successful efforts to support students in navigating the college application process.

Impact: Great strides are being made in preparing students to be college and career ready.

### **Briefly describe the action plan/SPSA implementation process and how the school monitors progress.**

Santa Monica High School's action plan implementation involves collaborative efforts among key educational partners, including the principal, house principals, Teacher Leaders, Site Leadership Team (SLT), teachers, and other educational partners. The process initiates with a comprehensive review of the Action Plan, student learner needs, and growth areas for continuous improvement. Schoolwide data is shared and evaluated in the fall, followed by ongoing analysis throughout the year within Department Professional Learning Communities (PLCs) through a sustained Cycle of Inquiry.

Faculty and staff actively engage in the implementation and monitoring of the Schoolwide Action Plan and Single Plan for Student Achievement (SPSA) through data collection, analysis, and interpretation. Regular Wednesday morning meetings and monthly full-school community gatherings provide platforms for collaborative discussions and procedural topics related to school improvement. The School Site Council and English Learner Advisory Committee (ELAC) play essential roles in monitoring, reviewing, and making recommendations to ensure community engagement.

### **Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.**

WASC Self-Study Goal Area #1: Continue to evaluate the effectiveness of current support programs (e.g. Flex-Time), and add or modify programs (e.g. CTE Advisory Board) as necessary to meet the needs of all students. **The VC confirmed** that the school has made acceptable progress on this goal, as evidenced by expanding course offerings, providing support during the school day with Flex-Time, and expanding mental health supports.

Current Action Steps:

- Flex-Time: adapted its traditional bell schedule to a modified block schedule, incorporating Flex-Time during the school day. This modification allowed for the

inclusion of enrichment opportunities within the schedule.

- Tutoring in the Library: student peer tutoring four days a week, providing support for students while also creating volunteer opportunities for the tutoring students. Additionally, teachers are available for tutoring on various days in some areas.
- Project Based Learning (PBL): an experiential and challenging student-driven learning experience. Situated on the SMC Campus, this program fosters authentic relationships between students, teachers, and community mentors. Students in the PBL pathway connect their interests to real-world fieldwork, develop essential skills, and build a professional network.
- AVID: elective for students to receive knowledgeable guidance on preparing for academic success in high school and college along with assistance in completing college and financial aid applications.
- Mental Health Supports: Multiple layers of support including walk-in counseling daily.
- Academies + Pathways: Engineering, Digital Design/Photo, Automotive Technology, Health and Wellness, Project Based Learning

Impact on students: VC confirmed the majority of students, parents, and staff find tremendous value in the use of flex-time and staff continues to refine and expand Flex-Time to enhance support for all students academically and socially-emotionally. SAMOHI is very proud of the course offerings, CTE/Academy pathways, and PBL to meet the needs of students.

WASC Self-Study Goal Area #2: Continue to address and formulate a tangible schoolwide action plan to deal with any significant achievement gaps that exist for African American, Latinx, EL, and SE students. **The VC confirmed** that the school has made acceptable progress on this goal, as evidenced by detracking of classes, implementing equitable grading practices, engaging more parents through their Bilingual Community Liaison, and expanding their initiatives.

Current Action Steps:

- Trauma-informed engagement strategies training
- Access to rigorous curriculum
  - Detracking in English 9 and 10: making classes more diverse and smaller
  - Detracking in Geometry, Biology, and Physics
  - Pushing marginalized students into higher levels of learning
- Grading policy:
  - Minimum F (50%)
  - PLC Common Grading distributions
  - Late work policy
  - Reassessment opportunities required
- Community Engagement
  - Bilingual Community Liaison conducts outreach and supports BIPOC families and supports ELAC committee
  - Parent groups for African-American families, Latinx families
  - Immersion Program parent meetings for Spanish-speaking families
- Initiatives
  - CARPE (college access support FAFSA/CADAA completion)
  - Ethnic Studies/ACES
  - SAT school day

- Restorative Justice
- Bridge / AP Boot Camp summer programs for AP English and Pre-Calculus
- Flex-Time provides tutoring opportunities for struggling students
- Open enrollment for all AP classes
- Young Collegians (partnership with SMC and a cohort of students t finish high school with close to an AA degree)
- AVID
- EL Cohorts to help with support for clusters of EL students
- Freshman Seminar incorporates AVID techniques (annotations, time management, skills based strategies)

Impact on students: VC confirmed with students and parents the addition of the Community Liaison has increased parent participation and the equitable grading practices have helped more students to improve their academic achievement. The same students and parents shared a desire for the school to continue to refine their equitable grading practices to have consistency across the site.

WASC Self-Study Goal Area #3: Continue to dedicate time and energy to systematically (e.g. Cycle of Inquiry) implement, monitor, and adjust the Action Plan on a periodic basis as opposed to one-time per year. **The VC confirmed** that the school has made some progress on this goal, as evidenced by limited use of common formative assessments, inconsistent use of the Cycle of Inquiry, and continuing to expand learning walks across the site.

Current Action Steps:

- Regular department meetings
- Professional development sessions
- PLC work following the cycle of inquiry
  - Analyzing 2-3 common assessments
  - Identifying areas of growth
  - Implementing changes (e.g., reteaching, test-taking strategies) at least three times yearly
- Implementation of common assessments across PLC groups
- Two cycles per semester within department PLCs
- Learning walks for teachers to observe instructional strategies and Depth of Knowledge levels in each other's classrooms
- Emphasis on grading for equity strategy implementation

Impact on students: VC confirmed limited use of Cycle of Inquiry with some learning walks occurring in a few departments. Some departments are using common formative assessments to drive teaching and learning.

WASC Self-Study Goal Area #4: Consider a formalized multiple metrics approach utilizing benchmark assessments, common formative assessments or interim assessments in order to check for mastery of content in order to drive instruction and decision-making processes when analyzing data through the lens of transparency and accountability among team members. **The VC confirmed** that the school has made acceptable progress on this goal, as evidenced by numerous metrics available to the staff that measure student outcomes.

Current Action Steps:



- AP classes use practice tests via AP Classroom
- English assessments include Star Renaissance, CAASPP, IABs, District Interim Writing Assessments with vertical alignment from K-12th grade
- Math assessments involve Star Renaissance, CAASPP, IABs
- EL assessments include ELPAC and EL teacher feedback
- SPED assessments consist of Triennial Assessment
- Test corrections and reassessments are part of the evaluation process
- Cycles of inquiry focus on incorporating more interim/common assessments, especially in social studies and science
- Departments align assessment percentages
- Utilization of the same rubric across all levels

Impact on students: VC confirmed some metric measures are being used to monitor and place students in pilot reading intervention programs. Data is being used to monitor student academic growth.

WASC Self-Study Goal Area #5: Continue examining grading systems that are consistent with instructional outcomes, student mastery of content, and providing fairer grading bands as research-based grading practices can serve as a lever for systemwide efforts in promoting equity and accurate outcomes for all students. **The VC confirmed** the school has made acceptable progress on this goal, as evidenced by minimum failing grade, reassessment opportunities, and department collective agreements on grading practices.

Current Action Steps:

- Minimum F set at 50%
- Department common grade and category distributions
- Reassessment opportunities available in all departments
- Grace period policy for assignments implemented across all departments
- Some classes adopt mastery-based grading (English pilot of standards-based grading)
- Ongoing conversations around the Grading for Equity framework

Impact on students: VC confirmed all educational partners are benefiting from the equitable grading practices initiative.

**The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**

**Visiting Committee Rating (select one):** Highly Effective    Effective    Somewhat Effective    Ineffective

**Narrative Rationale:**

Prior accreditation findings are reviewed and contribute to continuous school improvement and the school reviews action plan/SPSA progress and shares with the school community. The school annually reviews student profile data, achievement and demographics in relation to schoolwide action plan/SPSA progress and shares with the school community.

## Chapter 2: School and Student Profile and Supporting Data

**Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.**

Enrollment Data: Santa Monica High School has experienced a decline in enrollment by slightly

over 10%, resulting in a student body of 2,574. While the demographic breakdown has remained consistent, with White (42%) and Hispanic (34.7%) students being the two largest racial groups, there has been a slight increase in students qualifying for the National School Lunch Program. The three largest subgroups are Hispanic/Latino (36%), Multiple (10%), and African American/Black (7%). Notably, 31% of the student population is socioeconomically disadvantaged, 5% are English Learners, and 12.8% are identified as students with disabilities, a rate higher than comparable schools. The understanding of these data trends emphasizes the school's commitment to providing a culturally responsive and rigorous curriculum, as well as creating inclusive spaces for all students. The decline in enrollment may impact future Full-Time Equivalent (FTE) allotments, requiring strategic hiring decisions.

**CAASPP ELA:** Over the past two years, Santa Monica High School has maintained strong performance on the ELA CAASPP, with at least 81% of students meeting or exceeding standards and a notable 55% exceeding standards in 2023. However, the persistent "achievement gap" remains, as White and Asian students consistently outperform Latinx and African American students. English Learner (EL) students face challenges, with only 34% meeting standards. Despite overall proficiency, the school is actively addressing disparities through initiatives such as streamlining 9/10 English classes, aiming to enhance performance and close the achievement gap. The placement of students into 12th-grade English classes based on CAASPP scores is a contributing factor to the school's consistently high passing rates. Additionally, efforts are underway, including a new Reading Improvement program, to provide targeted support for struggling readers before their junior-year CAASPP assessments, with the hope of sustaining positive trends in 2024.

**CAASPP Math:** Over the past two years, approximately 51% of students at Santa Monica High School met or exceeded standards on the Math CAASPP. Notably, disparities persist among ethnic groups, with Latinx and African American students performing less favorably compared to their White and Asian counterparts. In 2021-2022, 32% of Latinx and 22% of African American students met/exceeded standards, while 60% of White and 86% of Asian students achieved the same. Similar trends were observed in 2022-2023. English Learners face challenges, with only about 10% meeting/exceeding standards in Math CAASPP. Efforts to address these disparities include targeted professional development for teachers, emphasizing inquiry-based learning and sense-making tasks in math. The school's implementation plan has shifted focus towards improving Math CAASPP scores, particularly for Latinx and African American students, and there is optimism that these initiatives will contribute to increased achievement. However, challenges remain, including finding effective incentives for junior students in the Math CAASPP.

**Renaissance English:** In the STAR Reading assessments administered three times a year (Fall, Winter, and Spring), the data trends show that 75% of 9th-grade students, 77% of 10th-grade students, 77% of 11th-grade students, and 76% of 12th-grade students are at or above benchmark levels. The assessment results are utilized by teachers during Professional Learning Community (PLC) times to guide book choices for students based on their reading levels and to tailor instruction to individual needs. Additionally, the scores serve as a metric for 11th-grade students to demonstrate proficiency in reading, influencing their eligibility for senior elective courses. In

response to identified struggling readers, a Reading Intervention Program was initiated, targeting around 24 students in 9th and 10th grades. This program, aligned with the Science of Reading research, operates during Flex-Time, and students have the opportunity to progress out of the program by showcasing growth on the STAR reading assessment.

English Learner Data: Data trends and analysis for English Learners (ELs) at SAMOHI reveal several key points. Initially, 80% of the 26 students who took the Initial English Language Proficiency Assessments for California (ELPAC) in the 2021-2022 school year tested as Initially Fluent in English, a trend consistent over the past two years. Despite the majority of SAMOHI's EL population being Spanish-speaking, only around 30% or lower of new enrollees speak Spanish. Summative ELPAC scores for Spring 2022 improved, with 25% of ELs achieving scores of 4, and this increased to 32% in Spring 2023. While many EL students consistently have ELPAC scores of 4, but Star Reading scores hinder redesignation rates, which are below 38%. Redesignation rates have increased significantly, with 20% of the EL population at SAMOHI being redesignated in the 2022-2023 school year. The first cycle of redesignations for Fall 2024 included 15 students out of a current EL population of roughly 105. Notably, 5 of the 25 students redesignated during 2022-2023 were Special Education students, and currently, 26 out of 105 EL students are in Special Education. SAMOHI utilizes the Ellevation program to track EL and Redesignated Fluent English Proficient (RFEP) student progress and collect feedback from teachers on interventions. The school has increased the number of trained teachers to administer the summative ELPAC and Alternative ELPAC and has seen lower chronic absence rates for EL students compared to other high schools in the district. SAMOHI's efforts include targeted meetings during Flex Time, reminders about test score importance, and increased parent participation in committees, contributing to the significant progress made in redesignating EL students. Plans for the future include further use of Ellevation and professional development to enhance teacher feedback and accommodations.

College and Career Preparation: The Career Technical Education (CTE) program at SAMOHI demonstrates continued growth and quality improvement, aligning with opportunities in the "Silicon Beach" region. Approximately 20% of SAMOHI students engage in seven CTE pathways, including Automotive Technology, Computer Science, Engineering, Film/TV, Graphic Design, Photography, and Sports Medicine, with an additional law-related pathway in development. CTE serves a diverse group of students, with 14% receiving special education and 30% classified as socio-economically disadvantaged. The completion rates for English Learners and students with disabilities in CTE have increased over the past two years, particularly as measured by state CAASPP scores versus the Star Renaissance reading test.

In the Advanced Placement (AP) program, passing rates have been consistent over the past five years, averaging a 78% pass rate. In the Spring of 2023, students surpassed the 80% mark for earning a score of 3 or more on an AP test. The number of students taking AP courses and exams has increased, from 864 to 1,041 students and 1,654 to 2,075 exams from 2019 to 2023, indicating a growing interest and participation in rigorous courses. Based on students' AP scores in Spring 2023, SAMOHI has earned Gold Status according to the AP Honor Roll criteria. Overall, the College and Career measures, while challenging to track consistently due to varied state reporting, show promising trends, with growing Pathways and Academies contributing to

increased college and career readiness.

**Graduation Report:** The data trends for graduating classes from 2021 to 2023 show a decline in the number of students attending 4-year colleges or universities, with 425 in 2021, 412 in 2022, and 399 in 2023. Concurrently, there is an increase in the number of students opting for community college, vocational education, or other post-secondary paths, with variations in each category over the years. Notably, there's a consistent number of students choosing military service or straight-to-career options, and there is a rise in the number of students taking gap years, with 18 in 2021, 32 in 2022, and 12 in 2023. The data suggests a dynamic shift in post-graduation plans over the years, reflecting diverse choices among the student population. The current data trends indicate positive outcomes in various aspects of the educational system. The graduation rate has consistently exceeded 95%, reflecting a commendable achievement. While class sizes have experienced fluctuations, there is an overall downward trend. Notably, the GOALS group, designed to support student success, has grown from 63 students (9%) in 2022 to 72 students (11%) in 2023. Over the period of 2019-2023, students from the school have demonstrated a broad interest in post-secondary education, applying to 786 different institutions nationally and internationally. The Top 10 Colleges Applied, Admitted, and Attending consistently fall within California, particularly the UC and CSU systems. The analysis emphasizes the school's efforts to enhance post-secondary support services, catering to the diverse needs of the high-achieving student population. Initiatives such as international college fairs, targeted programs, and increased one-on-one advising sessions contribute to the overall goal of boosting the number of students applying to 4-year universities and expanding opportunities in various career paths.

**Attendance Data:** The school has observed a positive trend with a 25% reduction in students falling into the Severely Chronically absent category (missing more than 20% of the school year). Despite improvements, seniors remain a concern as the grade level with the highest attendance issues. The pandemic-induced distance learning and quarantine measures have affected school-going behaviors, contributing to challenges in attendance. However, there has been a notable 10% increase in students categorized as Excellent, Satisfactory, and Manageable (less than 10% absence). Ethnic populations have shown consistent attendance patterns, with little fluctuation among chronically absent students. Notably, there is a 2% rise in absenteeism among male students since 2017-18. The school partners with A2A for attendance monitoring, resulting in actionable data. While progress is evident, the focus remains on addressing severe chronic absences, with advisors and Student Outreach Specialists actively engaging in attendance meetings and mental health services to support students facing barriers. The school acknowledges the need to explore and enhance current systems to incentivize student attendance.

**School Climate:** The current data trends highlight a mixed picture of student well-being and engagement. Approximately 64% of students feel they have a caring adult at school, and 72% indicate having someone who listens to them. However, while 64% feel connected to school, only 28% report meaningful participation, emphasizing the need for increased student engagement in classrooms. Mental health concerns persist, with an increase in feelings of chronic sadness or hopelessness from 24% to 38% from 9th to 11th grades. Alcohol or other drug use also doubles from 10% to 20% during the same period. The overall suspension rate is 3.6%,

but certain subgroups, such as African American students, those with disabilities, and homeless students, experience higher suspension rates, mainly for drug-related offenses. The analysis underscores the importance of addressing these issues through increased student engagement strategies, mental health support, and policy adjustments related to drug and alcohol use. Partnerships with LACOE Community Schools and district resources are crucial in implementing initiatives to improve student well-being and create a more collaborative and supportive learning environment. The integration of wellbeing resources through a coordinated services team approach is a positive step towards streamlining support for students, parents, and staff, ensuring easier access to necessary resources and services. Ongoing assessments and intentional efforts to elevate student voices contribute to the development of short-term and long-term goals, fostering a sustainable shift towards a community schools model.

**Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.**

Mission & Vision SMMUSD - Extraordinary achievement for all students while simultaneously closing the achievement gap.

Mission SAMOHI to have students actualize their passions through a variety of experiences.

Santa Monica High School has clearly established schoolwide goals:

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

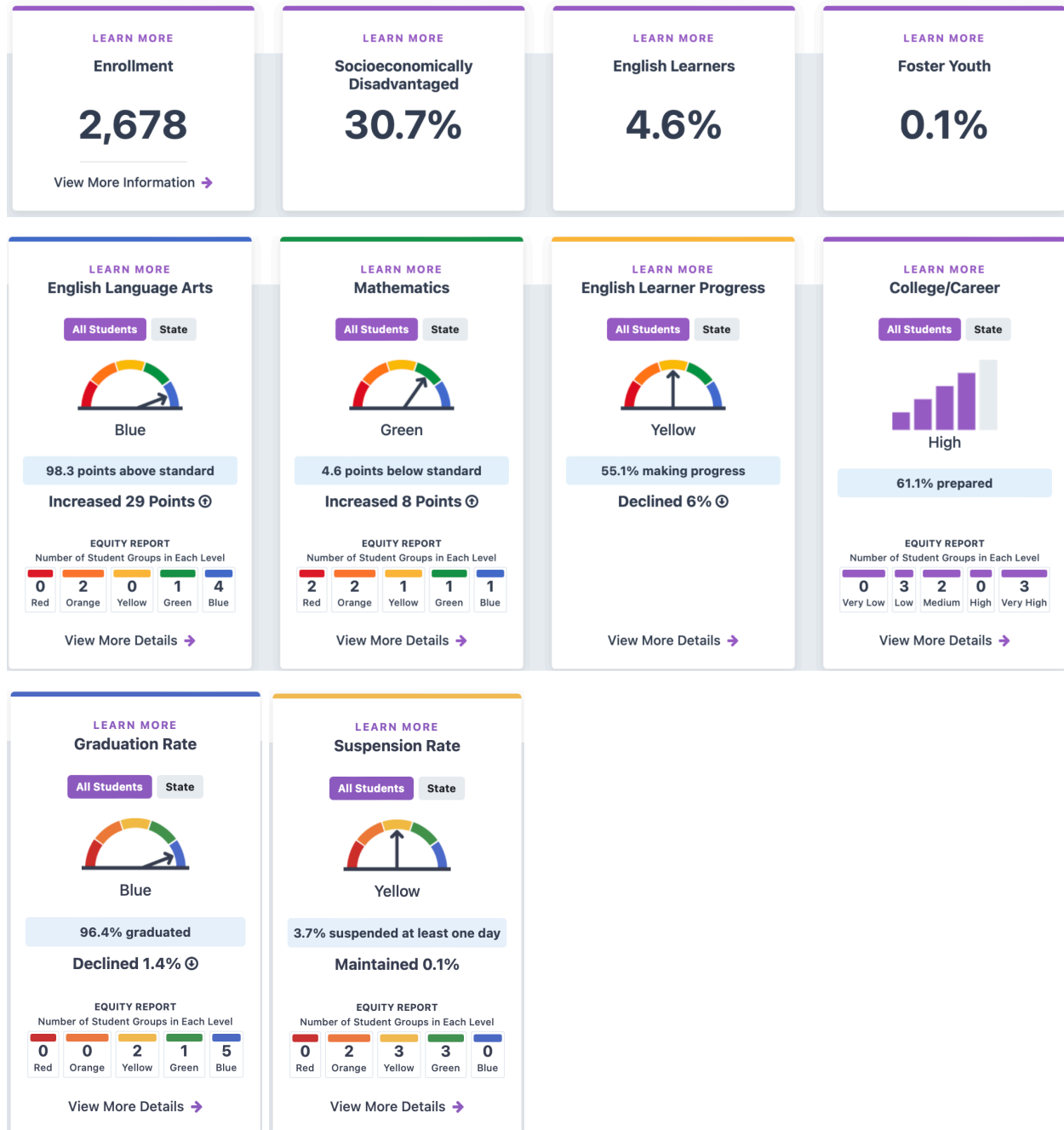
Santa Monica High School (SAMOHI) maintains their schoolwide learner outcomes are: (1) every student will read, write, speak and listen effectively, (2) think critically and independently, (3) identify and use available resources, including technology, to manage, research and synthesize knowledge, and (4) develop the habits of mind necessary to meet the challenges of the 21st century.

**Through analysis of the data, the school has identified the following as their Major Preliminary Student Needs:**

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

**Include the CDE CA School Dashboard School Performance Overview data for the school in the**

report along with other relevant local measures from the school profile as applicable



Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

From the data provided, Santa Monica High School identified achievement gaps with Latinx, African-American, English Learners and Students with Disabilities not performing as well as

their Asian and White counterparts in ELA and Math. The school's continued focus on equitable grading practices and equitable course offerings with detracking English 9/10 classes, Physics, Biology, Algebra, and Geometry is hopeful it will lead to the closing of their achievement gaps. The staff was reflective and aware of their needs. Multiple measures show growth targets being reached for some identified student groups based on major student learner needs, the academic standards and the schoolwide learner goals.

### Chapter 3: Quality of the School's Program

#### **CATEGORY A. ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

##### **A1: Vision and Purpose**

To what extent a) has the school established a clearly stated vision and purpose reflecting students' needs, current educational research practices, with a focus on diversity, equity, and inclusion and a belief that all students can achieve?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

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

#### **Visiting Committee Comments**

SAMOHI's Mission, Vision, and Schoolwide Learner Goals were initially established and refined to match the District's vision to focus on diversity, equity, and inclusion. While the mission, vision and learning goals are identified in the report, the VC did not observe school wide or classroom postings of the mission, vision or student learning goals during their campus and classroom visits. During Leadership and Teacher Focus Groups, some staff were able to identify the school's mission, vision, and student learning goals.

The District Office (DO) staff provided insight into the current transition that the school is experiencing due to administrative changes at the district level, and shared that the DO is currently reviewing and refining the district and all schools' Mission and Vision Statements as well as student learning outcomes. SAMOHI also focuses not only on academic achievement but also the social and emotional well being of all students.

To promote a more equitable environment, SAMOHI recently eliminated honors classes in English, Math and Science (except Chemistry), and implemented a "Physics First" model requiring freshmen to take physics, and juniors to take biology. Both parent and teacher groups

agreed that the elimination of the honors classes has helped create a more equitable environment. Teachers confirmed that the shift has been beneficial, and that English class size was reduced and more collaborative classes were added as a result.

Counselors, students and parents confirmed that various clubs and events allow for student subgroups to have more opportunity for inclusion and belonging. Various mental health services and contracted groups have been addressing students' social and emotional needs. SAMOHI communicates with families through admin emails, website updates, and weekly advisor updates, as well as communicating through Freshman Seminars, Flex Time, presentations, tutorials and assemblies.

**Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.**

**Visiting Committee Rating (select one):** Highly Effective    Effective    Somewhat Effective    Ineffective

**Narrative Rationale:** There are limited communication processes in place to ensure understanding of the vision, purpose and schoolwide learner goals/graduate profile. SAMOHI is still in the process of developing and communicating the mission, vision and SLO's which is considered an area of growth.

## A2: Governance

To what extent is school's purpose aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**A2.1 Relationship between the Governing Board and the School:** The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

### Visiting Committee Comments

SAMOHI's family and community have opportunities to be involved through SMED Foundation, ELAC, PTSA, SSC, where they are able to be a part of school decision-making. The Parent Focus Group shared that they felt connected to SAMOHI, and felt the school communicates well through Coffee with the Principal, PTSA, Aeries Portal emails, and Advisor emails. Parent groups shared that teachers generally respond to emails quickly, and receive ongoing support from advisors.

The Board meeting minutes are available to all stakeholders and are a matter of public record. Staff complaints are also supported through the Faculty Advisory Committee (FAC), teachers' union, and the Williams Complaint Process (not visible in all classrooms). The school continues its commitment to improve school connectivity in the areas of diversity, equity, and inclusion through collaborative partnerships and community resources. The school shared the internal and contracted supports the school offers to support social and emotional growth through push in lessons from local community groups, connectivity with house advisors, and continuous communication from advisors to students and parents.



**Governance that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

SAMOHl's school policies align with district board policies and bylaws, and the board approves SAMOHl's Single Plan for Student Achievement. The school community has a clear understanding of the role of the governing board, and how the decisions, expectations, and initiatives guide the work of the school and are communicated effectively to all educational partners.

**A3: Leadership for Learning**

To what extent do the school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students needs and achievement?

To what extent is there evidence of accountability through implementing practices, programs and providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**A3.1 Broad-based and Collaborative:** The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

**A3.2 Leadership Role in Accountability:** The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

**A3.3 School Action Plan/SPSA Correlated to Student Learning:** The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

**Visiting Committee Comments**

SAMOHl uses the PLC model which allows faculty and staff to collaboratively examine data to respond to student needs and develop interventions for improvement. In addition, the self-study reports the use of CAASPP data to place seniors in English classes and STAR data to place students in the Reading Intervention Program. SAMOHl, through the detracking of 9th and 10th grade English classes, aims to create a more equitable learning environment, and has created smaller class sizes and collaborative classrooms as reported.

SAMOHl established the Site Leadership Team (SLT), which fosters a culture of collective responsibility, and allows teachers to actively participate in the decision making process. SLT ensures the diversity of all teachers' perspectives before making decisions and changes. Additionally the SSC plays an important role in reviewing decisions, and providing a budget to support resources and programs to improve student achievement. PLC time is used for collaborating, reflection and improving instructional strategies.

SAMOHl's school wide action plan as well as their SPSA is directly correlated to and driven by the analysis of student achievement data. Many teachers use the Cycle of Inquiry (Analyze, Define, Implement and Refine) to improve and document collaboration with other teachers in the departments, set goals, identify areas of improvement and develop strategies to ensure students

are learning the objectives. There is inconsistent evidence of the use of the Cycle of Inquiry and its effectiveness on improving student achievement and ensuring mastery of content objectives. SAMOHI uses the LCAP as a crucial component of the school's broader framework for educational improvement, enabling the school to focus on addressing the disparities and meeting the needs of all students, especially those facing socio-economic challenges, English Learners, and foster youth (BIPOC). SAMOHI also uses the results of the California Healthy Kids Survey (CHKS) to identify areas of need and growth focusing on student well-being and school culture.

**Leadership for Learning that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

SAMOHI's leadership, faculty, staff and parent/community analyze data to determine student needs. The school's leadership and staff demonstrate shared decision-making and responsibility, and there is some evidence, mostly anecdotal, that various sources of data are used to make decisions and initiate actions to improve instructional outcomes and increase student achievement.

#### **A4: Qualified Staff and Professional Development**

To what extent do qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development?

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

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

#### **Visiting Committee Comments**

SAMOHI demonstrates understanding of district and school procedures that ensure that leadership and staff are qualified based on their background and preparation. They have implemented targeted learning walks in the areas of science, math and social science to assess the qualifications and instructional practices of staff members in each discipline. Teachers reported that learning walks have been done in the past, but are not a regular practice, and when the learning walks took place, the feedback was inconsistent. Additionally, SAMOHI has a robust evaluation and professional development framework. Teachers reported that the

evaluation process is a valuable process and focuses on strengths and, if needed, professional development. The frame is structured, CSTP standards based, specific, and is designed to provide all teachers, at all levels (temp, prob, perm) guidance on the expectations of evaluations. The implementation of a specific and well-planned Professional Development Calendar demonstrates the school's commitment to ongoing professional development.

SAMOH I supports continued professional development by allocating dedicated sub-out professional days in various subjects to allow teachers the necessary time to collaborate with teachers in their subject area, share best practices, and explore new instructional strategies. SAMOH I also implements common assessments and most departments follow similar grading practices to ensure consistency in evaluating student performance as well as developing a shared responsibility. Guaranteed and Viable Curriculum (GVCs) are used by some departments to provide a structured foundation across various subjects.

SAMOH I utilizes a technology platform to communicate administrator and faculty written policies, procedures and handbooks. All faculty are able to access this information in a shared Google Classroom. Teachers also use an electronic document titled Week-at-a-Glance (WAG) to post weekly agendas, relay important deadlines, and dates of unit assessments. WAGs are posted in the Google Classroom as well as shared with parents and community members. Board Agendas are used to communicate policies, procedures, and decision making processes. Aeries is also used by administrators and faculty to access student data, grades, and attendance records. Grades are published bi-weekly on Aeries so parents and students can be aware of student progress.

***Qualified Staff and Professional Development that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

SAMOH I has a qualified staff that meets credentialing requirements. The staff works collaboratively to refine and improve their practice to increase student achievement of the academic standards and the school goals, mostly through PLCs and the Cycle of Inquiries, instructional leadership, and learning from one another. While many teachers take advantage of the professional development provided by the district and site house teacher leaders, there is still a need for a systematic approach to continuous improvement through professional development based on immediate student performance data, student needs and research.

## **A5: Resources**

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

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**A5.1 Resource Allocation Decisions:** School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and goals of the schoolwide action plan/SPSA and the LCAP.

**A5.2 Practices and Procedures:** Transparent district and school procedures are in place to develop an

annual budget, conduct audits and follow quality accounting practices.

**A5.3 Instructional Materials:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

**A5.4 Facilities Conducive to Learning:** The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

### Visiting Committee Comments

SAMOH is dedicated to professional development by allocating resources for Project Based Learning (PBL) training and support. PBL training supports the school's commitment to promote best practices that align with the schoolwide action plan/SPSA and LCAP. The Out for Safe Schools Program is a schoolwide program that demonstrates SAMOH's dedication in creating a safe and inclusive environment for all students. Funding for a Bilingual Instructional Assistant additionally demonstrates the school and district's commitment to supporting English Language Learners, school to home communication and participation in ELAC. Teachers offer reassessments on tests where students performed poorly or just need to make a few mastery of skill corrections. Each departments' commitment to agree on content team norms regarding grading and assessments, and the use of Flex time provides transparency to all staff of the commitment to ensure all students are learning.

SAMOH demonstrates a commitment to its practices and procedures related to budget development, audits, and accounting practices. Restorative Justice Training for all teachers is an example of the school's dedication to fostering an equitable learning environment. The allocation of resources dedicated to a robust counseling program additionally reflects the school's commitment to providing comprehensive support for students' academics and careers. The collaboration with Los Angeles County Office of Education (LACOE) demonstrates a commitment to utilizing external resources to enhance student learning and achievement.

SAMOH provides Chromebooks for all students in order to allow students access to technology to enhance their learning experience. The English department has developed a reading intervention program for 9th and 10th grade struggling readers to target specific students to improve reading skills during Flex Time. Programs like Delta Math and Summer AP Boot Camps allow students to receive additional opportunities to access advanced course work and enrichment opportunities.

SAMOH prioritizes safety, functionality, and maintenance of facilities to ensure that their campus is supportive of student achievement and implementation of various educational programs and services. SAMOH uses a work order system to swiftly expedite work requests ensuring timely and efficient maintenance. SAMOH uses a log to track visitors' access to the school, and has implemented a key card system to increase security when accessing specific areas. SAMOH uses digital learning platforms like Clever and Naviance to streamline access to digital learning resources, which ensures that students have the necessary tools for academic success. Facility upgrades, including the Bond building, have contributed to the improvement of facilities resulting in modern and functional spaces that align with the school's educational needs. SAMOH also hosts a series of academies, Gold gym, childcare facilities, and health services. SAMOH facilities are not just buildings or physical spaces, but an intentional enriching educational environment.

**Resources that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

All resources (e.g. human, material, physical, and financial) are sufficient and are utilized effectively and appropriately in accordance with the district LCAP and site SPSA.

SAMOHI's facilities are safe, functional, well-maintained, to support student achievement and the education programs, including technology use, digital learning, and project-based learning.

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

**Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

- Data-Driven Decision Making
- Equitable Education Practices
- Leadership and Faculty Collaboration
- District Resources and Support

**Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

- Santa Monica High School acknowledges a need for a more organized approach for students to access campus resources for student mental health & wellbeing, improving the organization and distribution of resources.
- The school will continue to develop and communicate the mission, vision, and SLOs in all classrooms and with staff and students.
- The school has a need for improvement in fostering greater balance and emphasis on career readiness, despite the presence of Career Technical Education (CTE) pathways.
- The school highlights a need for increased professional development specifically focused on collaborative courses within the special education department as well as time to create curriculum maps across the curricula.

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

Self-study report

Focus groups

Student, Parent, and Staff meetings

Classroom visits

SPSA

WAGs

CHKS

Professional Development Calendar

SMMUSD website

SAMOHl website

FLEX TIME

Evaluation Process

## CATEGORY B. CURRICULUM

### B1: Rigorous and Relevant Standards-Based Curriculum

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**B1.1 Current Educational Research and Thinking:** The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

**B1.2 Congruence with Schoolwide Student Goals:** There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness indicators.

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

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

**B1.5 Community Resources and Articulation and Follow-up Studies:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

#### Visiting Committee Comments

SAMOH uses educational rigorous and relevant strategies to ensure the schoolwide learning goals are met. Through the use of digital school programs, lessons, and curriculum guides, teachers are able to create meaningful instruction for all students. Most teachers grade student work based on a schoolwide standardized equity grading practice, which is still in its infancy. The new grading practice is struggling with consistency among the teachers. This new practice has shown its effectiveness in student morale and increasing student communication with teachers by attending Flex Time for further academic support. Google Classroom is utilized to clearly communicate with all students and teachers are required to post their Week at a Glance (WAG), which is a calendar of upcoming skills, assignments, and assessments for the week. Teachers meet weekly with their departments and monthly as a staff. Weekly meetings are used to discuss data and future PDs. Monthly staff meetings help keep the campus cohesive and engaged in supporting all students.

Teachers consistently use a cycle of inquiry to make instructional decisions and to drive PDs. The cycle of inquiry is ongoing throughout each school year. These cycles are also embedded in the Guaranteed and Viable Curriculum (GVC) or curriculum maps. Oftentimes, the departments focus on similar cycles of inquiry to drive further development of the department curriculum maps. Most of the departments have created, or are in the process of creating, GVCs. In addition to making significant changes in the classroom, the school has continued to prepare the ELs to be proficient in English using the same GVCs and co-collaboration courses. The EL program continues to warrant additional para-educators to fully support all EL students.

The school's curriculum is aligned to the state standards. Students are identified through state tests results, department & district benchmarks, and various other teacher-created assessments to

identify struggling readers. The school also uses various other platforms to meet the needs of all students. From the AP Bootcamp, which monitors and supports students wanting to take college-level courses, to the transition plans and support for students with IEPs, the school continues to look for more ways to support all learners.

The school boasts an active College and Career Center with qualified college counselors who meet with junior and seniors in a one-on-one setting to help with college applications, trade school fairs, FAFSA, scholarships, letters of recommendation, and various other college and career needs. The CARPE College Access Network grant, which focuses on senior enrollment in college, also targets first generation students, students of color, and socio-disadvantaged students to ensure they are receiving necessary guidance in the college and career process. In addition to supporting the upperclassmen in decision making after high school, SAMOHI's ASB hosts a mostly student-led freshman orientation, which includes pep, band, and choir performances. ASB connects incoming freshmen with upperclassmen to ensure a connection is made among the student body. SAMOHI's counseling staff continues to provide concrete and required information regarding the school to support the feeder schools as well.

***Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

The school provides a rigorous and coherent curriculum for many students based on current educational research and continues to work towards supporting the schoolwide learner goals, which are a work in progress.

## **B2: Equity and Access to Curriculum**

To what extent do all students have equal access to the school's entire program and to what extent does the school prioritize opportunity and advancement for all students? To what extent do students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**B2.1 Variety of Programs — Full Range of Choices:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

**B2.2 Access to Curriculum, including Real World Experiences, by All Students:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

**B2.3 Student-Parent-Staff Collaboration:** Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

### **Visiting Committee Comments**

The school provides many opportunities for all students to participate in extracurricular classes and programs. Students and parents learn about the programs and classes through incoming 9th grade orientation, the school paper, and Back to School Night, and Open House, which is now



called “The SAMOHI Experience” and is more of a showcase evening for incoming students. Counselors provide curricular support through meetings with students in the 9th through 11th grades. They also meet with all students on their caseload one on one to connect students to campus resources. They spend time with each student on their transcripts and configuring their GPA to give students ownership in decision-making around their education. Students also complete a Career Exploration in Freshman Seminar. In addition to the academics, the school boasts student-driven clubs, which include community service opportunities. Students also have the ability of adding courses to the master calendar based on need by creating proposals and presentations of proposals to school administrators and district leadership. Student interest is tallied via surveys, student conversations with staff, and student leadership.

The school continues to offer real world experiences in its curriculum and to also ensure all students have access to educational opportunities and classes. Several subject areas eliminated their honors courses to streamline the rigor for everyone from the struggling student to the student who is thriving academically. Also, to allow more time in the school day for electives, students have the option to enroll in extended day classes. Many of the core classes are taught collaboratively with a special education teacher and a general education teacher to ensure access to A-G courses. The ELD students are taught in cohort classes where they receive core content instruction. Para-educators are utilized in SPED and ELD courses and they are a valuable asset to the learning environment. There is a need for more support, specifically paraprofessionals and paraeducators, as new classes are being added with the additional construction of numerous classrooms. In addition to real world experiences in the core classes, many elective courses annually take students to various countries for language and cultural immersion. Students are also taken into the school’s community to participate in hands-on activities and experiences within the elective course content.

Teachers are expected and encouraged to enter grades biweekly into Aeries where parents and students can access the feedback. Teachers also keep an updated Google Classroom as well as WAG, which is shared with parents online. Teachers and staff respond within 48 hours of a parent email and parents are also notified via email of any student in danger of failing a semester. Students and parents can also access the school’s and district’s websites to obtain information pertaining to the school, students, programs, classes, staff, calendar, and administrative updates. The PTSA also works closely with students and staff to provide additional support where needed. All teachers have participated in PD training with equitable grading practices to continue an open dialogue among the departments to ensure grading consistency on campus. The grading changes are still a work in progress and the school continues to identify best practices.

***Equity and Access to Curriculum that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

Most students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Most parents, students and staff experience a sense of value and belonging within the school community.

## **CATEGORY B: CURRICULUM**

### **Areas of Strength for Curriculum:**

- Students have access to diverse academic opportunities through academies offered on and off campus.
- Students have access to a wide variety of enrichment opportunities, which are embedded into the school day.
- The school effectively communicates with parents, students, and its community in a timely manner via email, text messages, social media.
- The school boasts a collaborative teaching environment which continues to provide quality instruction for all students.

### **Growth Areas for Continuous Improvement for Curriculum:**

- There is a continued need for departments to utilize similar curriculum maps and equitable grading practices.
- The school needs more academic intervention and support for the BIPOC students, students with IEPs and EL students.
- All classes will benefit from increased funding for paraprofessionals and paraeducators.

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

WAGs

Google Classroom

PD Calendars

Club listing

Collab class teacher training

Coffee with the Principal

Classroom observations

Focus group discussion

## CATEGORY C. LEARNING AND TEACHING

### C1: Student Engagement in Challenging and Relevant Learning Experiences

To what extent do all students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college- and career-readiness indicators?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**C1.1 Results of Student Observations and Examining Work:** All students are involved in challenging and relevant work in an equity-centered learning environment.

**C1.2 Student Understanding of Learning Expectations:** All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

#### Visiting Committee Comments

SAMOH students experience challenging and relevant learning experiences in an equity-centered environment. The VC confirmed that teachers reinforce the equity-centered learning environment by assigning Flex-Time to students in need of additional support. In addition, teachers use equity centered grading practices that involve retakes, the minimum F policy, and grace periods for late work.

Teacher leaders engage in professional development opportunities that emphasize diversity, equity, and inclusion. The VC confirmed that all staff participated in the following professional development training: Restorative Justice Practices, LGBTQ+, Collaborative Teaching, and Grading for Equity. The VC confirmed in the Focus Group that teachers participate in a variety of learning opportunities based upon their specific areas of expertise. Some examples include grade level articulations days, Project Based Learning, Facing History and Ourselves, and the Alliance for Constructive Ethnic Studies (ACES).

The Flex Time Reading Improvement Program was introduced during the 2023-2024 school year to address the needs of 9th and 10th grade students reading below grade level. The VC confirmed that twelve 9th graders and twelve 10th graders participated in the pilot with plans to expand the program to involve more students in the future.

The self-study stated that students understand the standards/expected performance levels of each area of study to demonstrate learning and college and career readiness. The VC observed a few statements of learning targets/objectives explicitly stated in classrooms.

***Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

Most students experience an equity-centered learning environment and are involved in challenging learning experiences. Learning and teaching priorities reflect some school wide goals, academic standards, and college and career readiness indicators. Some students understand the standards/expected performance levels for each area of study in order to demonstrate learning.

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

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking skills, problem solving, and application of learning?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**C2.1 Teachers Facilitate Learning:** Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

**C2.2 Student Voice and Agency:** Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking and problem solving.

**C2.3 Digital Learning and Problem Solving:** Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

**C2.4 Career Preparedness and Applied Learning:** Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

### Visiting Committee Comments

SAMOHl engages in student-centered instruction using evidence-based instructional strategies and resources throughout the school. Teachers enable by empowering students with voice and agency, utilizing digital learning tools, and fostering career readiness through applied learning programs. Student voice and agency is highlighted in the following instructional programs: AVID, non-tracked English course pathways, PLTW, and PBL. The VC noted that student agency is emphasized through choice boards, rubrics, and checklists utilized in English, history and Project Based Learning (PBL).

The self-study noted that digital learning is emphasized campus-wide. The VC observed many teachers utilizing educational technology tools such as Google Slides, Kami, Jamboard, and Desmos. The VC observed many classrooms with multiple projectors used to display course content. Furthermore, students use Chromebooks to access course content, assignments, and digital resources.

Career preparedness and applied learning is emphasized at SAMOHl using houses with the advisor model. House advisors meet one-on-one with students. College and career counselors review course requirements and pathways to facilitate an individualized approach for future planning within and beyond the campus. There are many course offerings beyond the course lists within each grade level. Counselors present information on CTE Pathways, Academies, and Dual Enrollment. A network program recruits students from diverse backgrounds and underrepresented populations of students are recruited - in the AVID program too- to address the achievement gap. Students take courses at Santa Monica College through Dual Enrollment or the Young Collegians Program. The VC confirmed the consistent use of the house advisor model to support college and career preparation for SAMOHl students.

***Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective   Effective   Somewhat Effective   Ineffective

**Narrative Rationale:** Some teachers use a variety of strategies and resources to create an equity-centered learning environment. There is some evidence of active engagement in learning by students in some departments. Teachers use technology and digital learning tools to enhance and support student learning. Some teachers provide opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

## **CATEGORY C: LEARNING AND TEACHING**

### **Areas of Strength for Learning and Teaching:**

- Staff provides a multitude of opportunities for students to participate in academic and extracurricular activities.
- Flex-Time is a widely supported structure that supports the diverse learning needs of students.
- Teachers participate in a variety of professional learning opportunities based on departmental interests.
- Career Technical Education programs provide relevant learning experiences to students in a variety of pathways.

### **Growth Areas for Continuous Improvement for Learning and Teaching:**

- Identify a menu of evidence-based instructional strategies to support closing the achievement gap for subgroups of students.
- Refine equity centered grading practices to support consistent schoolwide implementation.
- Using site and district professional development resources, create a system of intervention that addresses achievement gaps using the Cycle of Inquiry.

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- School clubs list
- Google Classroom
- Website resources
- CTE class visits and campus tour
- GVCs
- Collective commitments for grading practices & Google Slide presentations
- Google Slide PD presentations
- Flex-Time online app

## CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

### D1: Reporting and Accountability Process

To what extent do the school leadership and instructional staff use effective and equitable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders/educational partners?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

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

#### Visiting Committee Comments

SAMOHl teachers adjust learning based on assessment data. The staff indicated that PLCs develop common assessments, and review the assessment results as a group. Counselors work with students on their post secondary goals, and the skills/interest inventories are stored in Naviance. In the M/S classes, students work on individualized goals through Unique, and progress on goals is tracked for each student on an individualized basis.

English, Math, and Social Science teachers reported that for some assignments students may have choice in how they demonstrate their mastery of skills, but not for all assignments. Each teacher or department develops their policies for grades and retake policies. There are non-negotiables, such as no D/F grade if the family has not been notified prior, the 50% F, retest, and a very flexible schedule for homework completion. Students reported that the inconsistency of grading practices between subjects/teachers made it difficult for them to plan/prioritize assignments. Many students focus on a grade, and few reported working towards mastery of a subject area.

**Reporting and Accountability Process that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

The school leadership and instructional staff use an equitable assessment process to collect, disaggregate, analyze, and report student performance data to all educational partners. The school leadership and instructional staff are developing agreements on the basis of students' grades, growth, and performance levels to ensure consistency across and within grade levels

and content areas. Some school staff use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process. School leadership partners with district or agency leadership to periodically assess programs.

## **D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress**

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

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**D2.1 Monitoring Student Growth:** Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college- and career-readiness expectations.

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

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

### **Visiting Committee Comments**

SAMOHl noted that all students create a digital portfolio of exemplary work within their English class, demonstrating growth and strengths as writers. Teachers use rubrics to grade projects at times, and they provide multiple avenues for students to demonstrate mastery of the subject matter. Parent focus groups confirmed that the counseling department meets with students to plan their high school path and to discuss post secondary plans. The school discusses the support provided through a collaborative teaching model that helps students with special needs access the general education core curriculum. Students receive immediate feedback through technology based formative assessment tools such as Kahoot, Google Forms, Unique, Quizlets, etc.

School to home communication is reported by parents to be effective, citing that the school will respond to calls or emails within a day usually. Teachers, students, and parents all speak highly of the individualization features of AERIES, citing its ability to notify parents of changes in student performance.

***Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

Some teachers determine and monitor all students' growth and progress toward meeting the individual student/teacher goals/graduate profile, academic standards, and college and career readiness expectations. Some teachers use feedback and dialog to monitor progress and learn

about the degree to which learning experiences are understood, relevant, and prepare students for college and careers. Many teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

## **CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**

### **Areas of Strength for Assessment and Accountability:**

- PLC cycle of inquiry allows teachers to work in collaborative groups analyzing student work and determining what and how to reteach. The PLC model also allows teachers to collaborate on grading practices as well as develop goals to promote student mastery of skills.
- Common assessments within departments/subject specific areas allow departments to gather as a PLC to analyze student mastery of learning, and also as a team work on developing strategies to develop skills in areas of challenge for students.
- Flex Time Reading support group to address the specific needs of general education students with low reading comprehension levels
- AERIES system of notifying families of changes in student grades based on individualized customization features is an important communication tool between SAMOHI and families

### **Growth Areas for Continuous Improvement for Assessment and Accountability:**

- Continuity in grading systems between subjects/teachers
- Continued movement towards mastery of learning system
- Integration of work samples across subject areas, including samples of progress made in counseling towards post high school transition

### **Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Classroom visits
- Focus Groups
- Google Slide PD presentations
- Flex-Time online app
- PLC slides
- Digital Portfolio
- WAG
- Syllabi



## CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

### E1. Family and Community Involvement

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

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

#### Visiting Committee Comments

SAMOH I employs a range of culturally sensitive strategies and processes to involve families and the community in the learning and teaching process. The school organizes many events such as the SAMOH I Experience (formerly, Open House), Soon to be Sophomore Night, and Back to School Night, providing opportunities for families to engage with the educational environment.

Leadership and teachers value the cultures of students and adults, as evidenced by the inclusive learning opportunities and materials provided. The commitment to the district's Diversity, Equity, and Inclusion (DEI) mission, along with DEI training for all district members, underscores the school's dedication to developing an inclusive cultural understanding. DEI components utilized through student badges, inclusive posters around campus, the PBL program, and the detracking of some 9th and 10th grade classes to promote more inclusion.

The school leadership actively develops rapport and trust with students, staff, families, and the community. The staff confirmed the various initiatives, including monthly Coffee With the Principal gatherings, parent group meetings like PTSA, Puente, AAPSSSG, and ELAC, and the provision of Spanish language translation at major parent group meetings, contribute to a sense of inclusion and trust amongst the school and community. Parents are also kept up to date through weekly newsletter from their student's House Advisor. The emphasis on Diversity, Equity, and Inclusion (DEI) is also evident in the training provided to all district members and the integration of DEI principles into schoolwide professional development.

***Family and Community Involvement that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

SAMOH I consistently implements a variety of culturally sensitive strategies and inclusive processes, fostering family and community involvement in learning and teaching for a significant portion of students. The commitment to valuing the cultures of both students and adults is evident through inclusive learning opportunities and materials, creating a supportive

and culturally aware environment that aids student learning. Additionally, SAMOHI's leadership actively develops rapport and trust with a substantial number of students, staff, families, and the community, valuing individual identities and contributing to a positive school culture.

## E2: School Culture and Environment

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning?

To what extent does the school leadership develop a culture that is characterized by trust, inclusivity, professionalism, equity, and high expectations for all students?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

### Visiting Committee Comments

SAMOHI demonstrated a commitment to maintaining a safe, clean, and orderly environment that nurtures learning for all students. The school is implementing various policies and practices to ensure safety, including limited access points to campus, ID checks, and visible safety posters. Face masks are readily available in every building, and there is hand sanitizer access in every classroom.

The school culture reflects a genuine commitment to caring, concern, and high expectations for all students. The focus on individual differences, social-emotional needs, and a conducive learning environment contributes to a culture of trust, respect, and equity. The comprehensive approach to student well-being, including mental health support, partnerships with outside groups like Margaret's Place, and a commitment to creating safe spaces for LGBTQ+ students, underscores the school's dedication to meeting diverse student needs. The SEL structure continues to be a work in progress.

Teachers are in the process of a cultural shift in grading policies, such as the "Minimum F policy," however there are still inconsistencies in practices school wide. The implementation of Flex-Time, and the move to detrack some honors classes showcase the school's commitment to equity, ensuring that all students have equal access to support and opportunities. The ongoing reflection and continuous improvement highlight a commitment to creating an environment that meets the evolving needs of the student body.

The school community exudes an atmosphere of trust, respect, equity, and professionalism. The continued emphasis on social-emotional learning, and are indicators of a culture focused on growth and improvement. Initiatives, such as the Renaissance Student of the Year Awards and "I See You" Staff Recognitions celebrate the diverse strengths and contributions of both students

and staff, fostering a positive and appreciative school culture. The use of social media platforms, the Week-at-a-Glance (WAG) system, and ongoing communication through weekly Principal Notes demonstrate a commitment to open communication and community building, enhancing the overall school culture.

***School Culture and Environment that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

SAMOH I understands and implements policies, regulations, and resources to ensure a safe, clean, and orderly environment. The majority of the school community fosters an atmosphere of trust, respect, inclusivity, and equity, contributing to a caring school culture. Many students experience a supportive learning environment at SAMOH I, characterized by high expectations, recognition of individual differences, and a commitment to addressing social-emotional needs, fostering a conducive atmosphere for learning.

### **E3: Academic, Social-Emotional, and Multi-tiered Supports**

To what extent do all students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at the school and in the community?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

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

#### **Visiting Committee Comments**

SAMOH I exhibits a commitment to providing personalized, academic multi-tiered support to meet the diverse needs of its student population. Initiatives, such as the Reading Improvement Program, expanded APEX program, and dual enrollment offerings, showcase a comprehensive approach to address academic challenges. The commitment to reducing class size in 9th and 10th grade English classes, along with detracking classes, further emphasizes the dedication to personalized support. The heightened focus on socio-emotional learning, facilitated by a dedicated Social-Emotional Learning TOSA and the presence of the Student Wellness Advisory Group (SWAG), reflects the school's commitment to holistic student development. Continuous reflection through programs, like the Healthy Kids Survey and responsiveness to emerging needs post-Covid lockdowns demonstrate an adaptive and student-centric approach.

SAMOH I not only implements multi-tiered support but actively assesses its effectiveness,

particularly in addressing students' social-emotional learning needs. The collaboration with the SWAG, along with regular assessments such as the Healthy Kids Survey, exemplify the school's commitment to ongoing evaluation and improvement.

The school ensures a high level of student involvement in curricular and co-curricular activities aligned with schoolwide goals, academic standards, and college- and career-readiness. The student participation in extracurricular programs, sports teams, performing arts, and visual arts programs showcase a vibrant student engagement. The emphasis on alternate learning opportunities, including Independent Study, Project-Based Learning Pathway, Dual Enrollment, and Academy programs, reflects a commitment to diverse educational experiences.

The school's effort to involve students in their learning process through Academic Planning Meetings, presentations, and events like the College & Career Night reinforces the importance of student engagement in shaping their educational journey.

SAMOHl actively supports students in developing a sense of self and making meaningful connections. Initiatives, like the Gender Support Plan, Out for Safe Schools Program, and drug counseling services reflect a commitment to creating a safe and inclusive environment. The involvement of students in planning and brainstorming during SART and SARB meetings, the ability to select courses, and engagement in various programs foster student self-advocacy.

Student-run clubs, participation in civic action projects, contribute to an environment where students can express themselves, find their passion, and advocate for their success and well-being. The PBL program at Santa Monica College demonstrated a high sense of student self advocacy.

***Academic, Social-Emotional, and Multi-tiered Supports that support high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

SAMOHl's leadership, along with the majority of staff, comprehends the implementation of appropriate academic, social-emotional, and multi-tiered supports for student success. Additionally, most students with special talents and/or needs have equitable access to a comprehensive system of personal support services, activities, and opportunities both within the school and the broader community. This commitment to diverse support mechanisms ensures that SAMOHl effectively addresses the varied needs of its student population.

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**

**Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Strength:**

- SAMOHl has comprehensive student support, including varied support services for academic, social, and mental well-being, including immediate assistance available for students facing mental health challenges.
- SAMOHl has a diverse student engagement, as evidenced by the abundant opportunities for involvement in sports, arts, service, and 150+ clubs.

- SAMOHI has demonstrated a clear focus on Language Arts Support, emphasized by their strong ELA support with the Writing Center and Flex-time Reading Intervention program.

**Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:**

- SAMOHI will continue to work towards creating a Centralized Support Hub to streamline various support programs into a unified space, possibly including a physical wellness center.
- SAMOHI will continue to address the challenge of students feeling overwhelmed by providing a clear starting point for accessing support.
- SAMOHI will institute with fidelity a cohesive grading policy to address the inconsistencies regarding the “Minimum F policy”.
- SAMOHI will continue working to implement an extension of subject-specific support recognizing the success of Reading Intervention and ELA supports, as there is a need for similar programs in Math and Science to ensure comprehensive academic support.

**Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Strong commitment to family and community involvement
- Culturally sensitive strategies and events
- Rapport-building initiatives.
- Safe, clean, and orderly environment.
- Academic, social-emotional, and multi-tiered supports
- personalized academic programs
- Student support opportunities

## **Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement**

### **Schoolwide Strengths**

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification:

1. Strong sense of pride and appreciation for the school's diversity, expansion of course offerings in CTE/Academies and pathways, and commitment to providing opportunities for students to learn and thrive.
2. SAMOHI embraces a collaborative school culture and teaching environment focused on diversity, equity, and inclusion through the lens of belonging, curiosity, and empowerment.
3. Staff provides a multitude of opportunities for students to participate in academic and extracurricular activities.
4. Flex-Time is a widely supported structure that supports the diverse learning needs of students.
5. Teachers participate in a variety of professional learning opportunities based on departmental interests.
6. Career Technical Education programs provide relevant learning experiences to students in a variety of pathways.
7. Project Based Learning pathway promotes an experiential learning experience beyond the traditional classroom.
8. Diverse student engagement, as evidenced by the abundant opportunities for involvement in sports, arts, service, and 150+ clubs.

### **Schoolwide Growth Areas for Continuous Improvement**

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below.

The goals identified below are from SAMOHI's SPSA and aligned with LCAP goals:

1. Action Plan Goal #1: Increase the percent of BIPOC students scoring met or exceeds by 5% on the ELA and Math CAASPP by the end of the 2023-24 school year, and close the opportunity gap by looking at diagnostic and interim assessments throughout the year, by focusing on professional development on cognitive engagement and DOK, supporting teacher collaboration for norming grading practices and providing specific students support as needed. (Areas: A1, B1, and E2)
2. Action Plan Goal #2: Increase the percent of students that reclassify by 3% utilizing the districts reclassification process by the end of the 2023-24 school year, and close the achievement gap by looking at disaggregated diagnostic and interim assessments throughout the year by focusing on providing staff with training on specific EL strategies to utilize during designated and integrated ELD and engaging students in questions differentiated by language proficiency levels. (Areas: B2 and E1)

3. Action Plan Goal #3: 64% of students have indicated that they feel connected to school and have an adult they can go to on campus. The school team would like to increase 10% by building community and culture utilizing our PLC teams in becoming more creative in approaching students' needs from a variety of perspectives, increasing people's involvement and comfort along with enhancing the respect people show for others who are different, and increasing staff members' effectiveness in working with students and families from different cultures and backgrounds. (Areas: A1, B1, B2, and E3)

In addition, the visiting committee has identified areas to be strengthened within the already identified areas that need to be addressed:

1. To improve college and career readiness as mentioned above, the leadership team works together with teachers to collaboratively develop and implement **their instructional units** with strategies including **active learning** that are engaging, relevant, rich in academic discourse, checks for understanding, and higher levels of thinking to **support the demonstration of the desired high expectations and rigor** in mastering their daily learning objectives for **all** students. Follow-up professional development on academic discourse, depths of knowledge, and equitable grading practices are the vehicle with which to achieve their school goals. (Areas: A1, C1, C2, D1, and D2 support the finding.)
2. To improve students and families engaged in schools that are safe, well maintained and family friendly, the leadership team and support services staff work together collaboratively to **refine, organize, and streamline** student **access** to mental health supports with information, various avenues to connect, and follow-up. (Areas: A5, E2, and E3 support the finding.)

## Chapter 5: Ongoing School Improvement

SAMOHl's SPSA focuses on three goals:

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

The schoolwide action plan is aligned with student needs, school and district goals, in addition to the school's LCAP and SPSA. The school has implemented multiple strategies to increase diversity, equity, and inclusion across the school campus that focus on social justice. Strategies include the Restorative Justice program, partnering with LACOE Community Schools for additional mental health supports, commitment to equitable grading practices, and detracking of some courses to allow greater diversity in racial make-up. The entire school community understands the importance of equitable access to courses and achievement and thoroughly supports the decisions of SAMOHl's leadership team. The school community demonstrates commitment to equity, diversity, and inclusion evidenced by goals and progress on the schoolwide action plan. There are members of the leadership team who are highly committed to accomplishing the goals of the action plan. **All** staff members must feel this same **urgency** and **commitment** to see the school continue to move forward, maximizing the strength of instructional leaders on campus.

**The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

Multiple measures show growth targets being reached for many student groups based on the major student learner needs, the academic standards and the schoolwide learner goals. Emphasis is evolving to ensure a diverse, equitable and inclusive environment for all students.

**The capacity to implement and monitor the schoolwide action plan/SPSA.**

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

Collaboration, shared decision making, transparency and distributive leadership are the foundation for school success. School leadership articulates a sense of urgency and the need for sustainable results of increased student learning across the entire school. Processes such as cycles of inquiry and professional learning communities (PLCs) are in place to monitor the impact of some strategies and actions on student learning.



### Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned prioritized areas of strength and growth.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.	X			
Acceptable progress by all students		X		
Vision and Purpose (A1)			X	
Governance (A2)	X			
Leadership for Learning (A3)		X		
Qualified Staff and Professional Development (A4)		X		
Resources (A5)	X			
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)			X	
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		X		
Family and Community Engagement (E1)	X			
School Culture and Environment (E2)	X			
Multi-tiered Personal, Social-emotional, and Academic Support (E3)		X		
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need	X			
The capacity to implement and monitor the schoolwide action plan/SPSA		X		