



Santa Monica High School Self Study Report



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CHAPTER

STUDENT/COMMUNITY PROFILE-OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA AND PROGRESS

Chapter III: Student/Community Profile

Overall Summary from Analysis of Profile Data and Progress

As part of Samohi's Self-Study we engaged in a discussion around equity. During department meetings, teachers created a set of core beliefs they felt were necessary for school unity and student success. These were narrowed down to six in a subsequent schoolwide meeting. Throughout the Self-Study process, focus groups were set up in department, house and schoolwide meetings in order to collect evidence as well as obtain feedback and input for each area of the report.

A comprehensive review of the data revealed the following overall findings:

- Demographic data over the last three years:
 - White population: has increased 7% in the city of Santa Monica yet the school population has maintained between 36-38%
 - Hispanic population: has decreased 1.5% and the school population has decreased by 5%
 - African American population: has decreased by 0.9% and the school population maintained at 9%
 - Asian population: has maintained its numbers the city population at 9% and school at 7%
- Total enrollment has been on a relatively slow decline, with an outlier of an increase of 20 students in 2015-16. The following year, student enrollment was down 129 students.
- The ELD population has been steady, averaging about 141 students, but has decreased from the year 2012 to 2013 by 35 students.
- Students applying for free and reduced lunch has decreased 2.6% between 2014 and 2016.
- Student participation in the Immersion Program has nearly doubled in the last three years.
- Over the last three years, the number of students who scored a three or higher on AP tests has increased 7.8% for our Hispanic population, decreased 11.5% for our White population, and has been steady for the African American population at around 2.5% and 12% for the Asian population.
- From the 2014-15 to 2015-16 school year, there was a 61% increase in African American student AP participation and a 31% increase in Hispanic/Latino AP participation.
- Over the last three years, Project Lead the Way enrollment has almost doubled as the program built from one grade level to four.
- Homeless youth has more than doubled, going from 12 to 28 students.
- The number of socioeconomically disadvantaged students decreased by 118 students over three years.
- For CAASP overall ELA, between 2014 and 2016, there was a 32% increase in the number of students that either met or exceeded standards. This improvement existed in all demographics. The percent increase in the number of students who either met or exceeded standards are as follows: 27% African American, 58% Hispanic and 23% White and 20% English Learners.

- For CAASP overall Math, between 2014 and 2016, there was a 0.08% increase in the number of students that either met or exceeded standards. The increase in the number of students who either met or exceeded standards are as follows: 0.3% African American, 0.1% Hispanic and 0.07% White students.

Critical Learner Need #1

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

Focus Group Discussion:

After examining test scores, there is an evident need to evaluate effectiveness of programs designed to help the underrepresented populations and add other programs in order to close the achievement gap. It is imperative to establish a network of support programs funneled in an appropriate manner that have the most potential for closing the achievement gap and increasing under-enrolled groups in honors and AP classes. Additionally, there is a worry that Samohi lacks the sufficient amount and appropriate types of programs necessary to support students with varying needs. There is also a concern that there are no overall programs that support students within the school day.

Related Questions:

- ☐ Who has access to the programs currently available and do they provide support for all the targeted groups who are under-represented?
- ☐ Are tutorials worthwhile? Are GPAs improving? Where is the data? Is it possible to offer subject-based tutorials?
- ☐ What supports are there in middle schools that ensure students are ready for high school academics?
- ☐ How can families play a role in the success of support programs?
- ☐ What kind of vertical collaboration is currently occurring?
- ☐ How can we better prepare and train faculty in working with diverse populations with diverse needs?
- ☐ What professional development or seminars can we offer to help better prepare our teachers to provide greater support to underrepresented groups in advanced classes?
- ☐ Suspensions are not conducive to learning as they take students outside of the learning environment. Are there other measures that can be taken? Does restorative justice data provide proof?
- ☐ Why were previous support programs such as Summer Bridge, AP English Writing Support, etc. cut?
- ☐ How are the decisions made on what programs to keep, to stop and who is teaching them?
- ☐ How can we meet the needs of every student represented in collaborative classes (special education and ELL)?

Critical Learner Need #2

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

Focus Group Discussion:

There is a persistent and pervasive achievement gap, as seen in the CAASPP test scores, between underrepresented students and white/Asian students. We cannot begin to claim a socially just approach without addressing this achievement gap. Furthermore, students are being placed in HP and AP classes knowing they lack some skills and need additional support. Plans need to be set in place to ameliorate the disparities in skills and give all students equal access to higher-level classes.

Related Questions:

- ☐ Are there supports put in place before students arrive at Samohi? Are they effective? If so, can we continue those same or similar supports here?
- ☐ Is there a way to get data that shows students' growth over time? Is there a way to establish baseline to see student growth?
- ☐ How can Samohi make sustained, verifiable progress?
- ☐ How does the socio-economic disparity within SMMUSD influence the achievement gap?
- ☐ How is the achievement gap measured aside from state testing?
- ☐ Is it important to teach standardized test taking skills?
- ☐ Is there a way to measure progress without standardized tests?
- ☐ How does the implementation of Social Justice Standards facilitate the closing of the achievement gap?
- ☐ How many Samohi students are still attending college after two years?
- ☐ What role do teachers play in closing the achievement gap? What supports can be given to teachers in order to utilize strategies in the classroom with large disparities in student skills and performance?
- ☐ How can we distinguish the needs of each group and not have the supports lumped under one category?
- ☐ How can we get more support for ELL students in collaborative classes?
- ☐ How are we supporting within the school day, during summer and after school?
- ☐ Can we get better support for the students that are performing poorly with a support period throughout the day so that students can get support during the school day? Can we modify the schedule so that we can incorporate a support period?

Critical Learner Need #3

Dedicate time and energy to implement, monitor, and adjust the Action Plans.

Focus Group Discussion:

Action plans are generally not well disseminated or understood by all staff members. A schoolwide focus on common areas will create unity and accountability. However, there needs to be time allocated to follow through on these goals. It is critical to have this time to investigate, collect, and analyze data as well as properly train for and understand current and new support programs.

Related Questions:

- ☐ Who writes the action plans and is responsible for sharing it out to the stakeholders?
- ☐ How can we get more PLC time to plan, reflect and adjust?
- ☐ How can we add unity, structure, consistency, and predictability to our instructional programs?
- ☐ Who will be monitoring the action plans for effectiveness?
- ☐ How do we know if we are making progress on our action plans? How is progress measured?
- ☐ How can we establish better schoolwide communication to ensure all staff is adequately trained and aware of all the necessary parts of each program?

Other Critical Learner Needs not listed within top three:

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