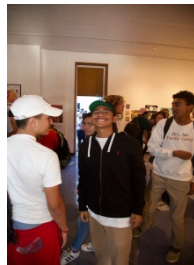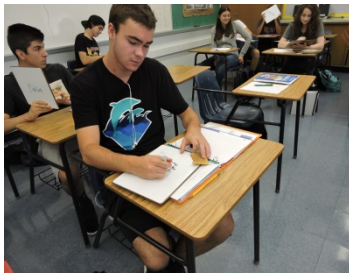# Santa Monica High School Self Study Report

CHAPTER 4

CATEGORY E

SCHOOL CULTURE AND SUPPORT FOR STUDENT AND ACADEMIC GROWTH

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion
Regular Parent Involvement
E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.
E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Principal sends out weekly newsletters. Blackboard connect emails and voicemails when information needs to be communicated.	Invitations to families by phone, email and newsletter to yearly events such as Back to School Night, Freshman Interviews, four year planning meetings, College and Career Fair At Back-to-School Night and in IEP meetings, parents of special needs students meet both general education and special education teacher. Blackboard Connect logs.
Parent and community members are provided opportunities to be part of committees. There is a "coffee with the principal" where parents have the opportunity to meet with the principal.	Parents are part of School Site Council and regularly contribute to decisions about the teaching/learning process. Agenda and notes from "Coffee with the Principal." Parents are voting members of the Site Facility Improvement Project Committee.
The school also uses social media to communicate with students, parents and the community. The Principal regularly posts news and photos on Twitter. While the Associated Student Body uses Instagram as a form of communication. Many of Samohi's Programs, such as Athletics, Journalism, Yearbook, Team Marine) use one form of social media. The district has an app to notify all stakeholders.	Twitter/Instagram feed. School Website—Main Page SMMUSD app.
Information is shared with families and the community through the Samohi newspaper, Blue Bulletin announcements, Viking Voice	Announcements, mailers, emails, social media feeds.

quarterly, weekly advisors' newsletter, Facebook groups, etc.	
PTSA works with teachers on yearly Reflections contest. Performances are open to the public – music, dance, film festival, drama	Invitations to Reflections luncheon. Posters, emails, announcements on Blue Bulletin. List of winners.
Teachers and staff send emails or make phone calls to families to indicate concerns about tardies, performance, etc.	Communication Logs
In many cases, these stakeholders are encouraged to be active partners in the teaching process and students' learning.	Career Day, Career Panels, Freshman interviews, AP Project panels.
Santa Monica High School works towards inclusion of non-English speaking parents and parents of special needs students.	ELAC/AAPSSSG/PTSA parent groups meet monthly. Bilingual services are available for all parent meetings. Each House has at least one advisor or administrator who speaks Spanish and is available for any meeting.
Businesses and the local community partner with the school through organizations such as the Samohi Alumni Association, and Educational Foundation.	Sports and music teams, Freshman interviews, summer internships, Career Day, community service opportunities, and ROP/CTE.

Use of Community Resources
E1.2. Indicator: The school uses community resources to support student learning.
E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
Santa Monica High School provides opportunities for local community members and businesses to share their expertise with students and staff. Guest speakers from the community are invited to make presentations in classrooms or at assemblies. Community members also volunteer to interview Freshmen students at the end of first semester,	Career Day brings in dozens of adults from businesses and the local community. Some clubs are supported by members from community organizations (i.e. Human Rights Watch Student Task Force). Special needs students are offered work/internships in the community [workability]. Companies offer internships for students [Dun and Bradstreet].

as part of a common-assessment in Freshman Seminar.	Master Classes offered in music by guest artists. Classes work with community organizations such as Heal the Bay. Filming on campus and other community use of our facilities sometimes employs or provides shadowing for students. Yearbook has bimonthly meetings with the publisher, Herff Jones.
In addition, local businesses host student field trips and employment opportunities. Courses such as ECHO Entrepreneurship and Career and Job Readiness give students real-world training that often leads to jobs on campus and in the community.	Some classes take field trips to local businesses or venues (i.e. The Broad Stage, local restaurants, the pier, art studios, Bergamot Station and local hotels).

E2.   School Environment Criterion
Safe, Clean, and Orderly Environment
E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.
E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
Santa Monica High School has implemented policies and committed resources to promote a safe, clean and orderly campus environment that promotes learning.	Restorative Justice practices such as community circles and harm/conflict circles Programs or clubs such as Project Safe Zone, Building Bridges, Circle of Friends, Gay Straight Alliance, Teen Court, Junior States People of America and POPS the club. Students are placed on a substance abuse contracts when they break our drug policy, including required counseling. Administrators and advisors use a discipline

	matrix to have consistent discipline practices.
	Community service projects by students in Freshman Seminar, Ethnic Studies, etc.
To ensure a safe campus, security officers regularly patrol the campus and restrooms. The school maintains fences and locked gates for added security.	Work rotations document
A few times a year, drills occur to practice different emergency protocols, such as whole-school evacuation, lock-down drills and fire.	Logs, photos, reflections documents sent to district as part of protocol.
Three years ago, gender neutral bathrooms for both staff and students were created, to support our LGBT and Transgender community members.	Locations, sign changes.
Grade-level assemblies go over school rules, definitions of sexual harassment, and provide education about the dangers of drug use. Freshman Seminar classes include units about bullying, healthy relationships, suicide prevention (including online bullying), drug and alcohol abuse, race and membership, and stages of genocide.	PowerPoints, observations, sign ins.
Improved emergency preparedness.	Every classroom is supplied by donations from community. Lockdown kits, first aid kits, emergency notebooks, lanterns. Supplies for infants in case of an emergency, ie. Clothing, blankets, baby food. Emergency food bars, gate banners. Student emergency information form collected in Illuminate.
District protocols established for active shooter on campus.	PowerPoint presentation, discussions in classrooms.

High Expectations/Concern for Students
E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.
E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
Santa Monica High School is proud of its diversity. We offer many programs that celebrate individual differences and achievements. Our programs testify to the school's emphasis on creating an equitable and supportive community.	OUT for Safe Schools badges. Providing lunch for students during lunchtime activities, to increase access for Free and Reduced lunch population, Renaissance Program, Dia de los Muertos annual exhibit, Ethnic Studies course, Building Bridges program, general neutral bathrooms, Project Safe Zone, Freshman Seminar, Collab Classes Clubs that celebrate heritage/identity/equity such as BSU, La Sociadad, Irish club, GSA, and Young Collegians. Course offerings that cater to a variety of interests and strengths (i.e. Journalism, AVID, auto tech, Project Lead the Way, Project Echo).
More recently, we have focused on student engagement strategies through professional development to insure that all students feel recognized and valued at school.	PowerPoint presentations, observations, student survey
Our school has made a multi-year commitment to Restorative Justice. Four years ago, all teachers received training in Restorative Justice practices and new teachers are trained each year. Student conflict is often referred to harm and conflict circles led by the Restorative Justice Coordinator.	Observations of RJ circles, academic circles, and restorative practices.

Administration and advisors use an evolving discipline matrix to ensure all students are receiving appropriate and consistent consequences.	Discipline Matrix
Collaborative classes provide the same curriculum to special needs and general education students.	Curriculum guides, observations, class rosters.
Freshman Seminar uses Social Justice standards to guide curriculum. The course also focuses on celebrating individual identity.	Curriculum guides
Freshman seminar class is explicitly teaching the social justice standards as part of the spring semester.	Curriculum guides, course syllabus.

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
The leadership of Santa Monica High School works to build trust, respect and professionalism among the school's stakeholders.	Principal's newsletters to faculty and staff, and meeting agendas
Administrators and faculty work together regularly in IPC and SLT meetings to plan PD and address school-wide needs.	IPC and SLT meetings' agendas and rosters
Staff, students and parents are on the School Site Council and therefore contribute to decisions about the Single Plan for Student Achievement and the District's Local Control and Accountability Plan.	SSC's rosters and agendas
Community Building circles and activities at meetings.	Agendas

E3.   Personal and Academic Student Support Criterion
Adequate Personalized Support
E3.1. Indicator: The school has available and adequate services to support student's personal needs.
E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Our school has a low student-to-advisor ratio. As much as possible, students stay with the same advisor all four years.	Advisors meet with ninth and tenth grade students and their families to create an individualized 4-year plan.
APEX, dual-enrollment SMC courses	Master schedules, transcripts, class lists.
Tutoring both during the school day and after school is provided by many teachers and by volunteer groups (i.e. Xinachtli, AP Writing Center, etc.). Many school clubs offer academic or personal support (i.e. Spanish conversation club, GSA, Coding, AP Pals etc.)	Tutoring matrix, teacher availability, club list and Blue Bulletin announcements.
The school also has a full-time nurse, health clerk and three school psychologists.	Staff list
Student Outreach Specialists, Community Liaison and speech therapists work one-on-one or in small groups to support students' academic and mental health needs.	Meeting logs
Community Liaison supports parents in various way. When translation is needed by attending IEP or counseling meetings; Liaison also trains ELAC cabinet, and helps coordinate all ELAC meetings, and stays current with community resource in order to inform our parents.	Emails, meetings notes.
Venice Family Clinic on campus two days a week to offer healthcare services	Appointment logs
The district's Mental Health Coordinator is housed at Samohi to coordinate the community mental	Appointment logs

health professionals who run individual and counseling groups on campus. Advisors and school psychologists refer students to outside agencies when needed.	
Santa Monica High School has three full-time college and career counselors.	Staffing list
Teachers and staff offer assistance to meet students' needs through courses such as AVID, Freshman tutorials, and special education tutorials.	AVID and Tutorial classes target students' academic and personal needs
Restorative Justice coordinator works one-on-one and in small groups to respond to students' behavior and train staff.	List of trainings, observations, budget
The school continues to evaluate ways to increase the effectiveness of the services we provide, as well as make sure all students feel supported.	Surveys and personal interactions

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
Santa Monica High School created collaborative classes in many subjects and at all grade-levels; these classes provide special education students access to and progress in a rigorous standards-based curriculum in the least restrictive environment.	Classroom practices of differentiated instruction and options for assessments in collaboration classes
Modified assignments and curriculum for students with disabilities (i.e. in photo class)	Observations
The high school also offers alternative instructional options beyond the six period day for students to get-ahead or to make up credits.	Master schedule, APEX class list, and course syllabi for collaboration classes
Teachers work in subject-alike Professional Learning Communities to develop and implement an equitable, rigorous standards-based curriculum. Working together, some teachers	Handouts for projects and essays that offer personalized learning choices

create assessments that allow personalized approaches to learning and alternative instructional options.	
All teachers are trained to use EL strategies to provide equity and access to a rigorous curriculum.	EL PD for entire staff and support for teachers of EL cohorts

Support Services – Interventions and Student Learning
E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.
E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
Entering at-risk ninth graders are identified by the middle schools and placed in ninth grade tutorials. Some general classroom teachers coordinate with the tutorial teachers to support students' progress.	Tutorial rosters: special education and ninth grade. Proof of coordination between regular classroom teacher and tutorial teacher
For all grade levels, advisors and faculty convene for Student Study Team meetings when there is concern about a student's progress.	SST meetings notes
To support special education students, many have a tutorial period. IEP/504 notifications are sent to classroom teachers within the first few weeks of the semester.	IEP/504 notifications
EL students are placed in cohorts in their regular education courses and the cohort teachers receive extra support from the Teacher-Leaders.	EL cohort rosters and EL cohort PD agendas
To increase the success of underrepresented students in advanced classes, students who struggle in English 11 AP are	AP support program documentation of tutoring

identified by teachers and given one-on-one or small group tutoring by retired AP teachers.	

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum
E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.
E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
Several efforts over the past six years have resulted in more equitable demographic distribution of students in upper -level course offerings. For example, identifying likely students, hosting parent/student information sessions and offering open enrollment in AP classes.	Agendas and data from schoolwide and department meetings focused on examining disproportionality of demographic distribution. EOS survey helped identify students to support. EOS night invited parent and students to hear about the AP classes. Illuminate sort capability; Advisor discussions (meeting notes). Longer passing periods allow students to talk to teachers in-between classes. Honor society tutoring before finals. Extra AP study sessions. APEX credit recovery classes. SMC dual and concurrent enrollment classes. ROP/CTE classes. AM and 7th periods. AP tutoring and writing center
To increase the retention of underrepresented students in advanced classes, students who struggle in English 11 AP are identified by teachers and given one-on-one or small group tutoring by retired AP teachers. In previous years, retired AP teachers also worked with AVID juniors.	AP exam rosters
To increase equitable preparation, teachers	PTSA Mini Grant proposals and letters. Master

volunteer their time to administer AP full-practice tests during spring break, Saturdays, and after school. Teachers write grants so that there is no cost for students to take these practice tests.	calendar.
In addition, in October the PSAT is given for free to all tenth grade students and twelfth grade students can take the SAT for free.	Exam scores

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
Santa Monica High School offers a wealth of curricular and co-curricular activities. Many of them link to academic standards and schoolwide learner outcomes. The school's Activity Director assesses the level of participation in clubs by collecting the club rosters.	Mock trial, Model UN, Yearbook, performances in music, drama, dance, student newspaper, drives, photography of campus events by photo students, flyers for campus events by digital design students.
	Over 100 student club list. 50% of students join at least one club
	There are 32 sports teams to select from. 30% of students are enrolled in sports
	Running with Speakers does AV support for campus events
	ASB sponsored events
	Class steering committees
	House advisories
	Summer reading selection committee
The music department is working on tracking which students continue their music electives as they transition from middle school to high school.	Class rosters and longitudinal data

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth

Summary, Strengths, and Growth Needs

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

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

Summary (including comments about the critical learner needs)

Santa Monica High School has increased communication and outreach to parents and the community. In the past few years, the school has added social media outreach to complement the more traditional communication tools of phone calls and mail. The school website has been updated and is more appealing, comprehensive and easier to navigate. The PTSA has become more diverse. The PTSA hosts several parent education events, in addition to the yearly Back-to-School Night, College Fair, and Open House. The Chamber of Commerce recruits speakers for our Career Day. The school continues to seek ways to engage all stakeholders and to increase parent participation. We continue to survey our parents and community members about better ways of foster communication.

Santa Monica High School is proud of its diverse student population and relatively safe campus. Due to a reinstated tardy policy, there are fewer students arriving late to school and fewer students "wandering" during class. Furthermore, a recently revamped "Super Saturday" program gives students academic support as they serve time for disciplinary infractions. The school continues to standardize the consequences for infractions so that they do not vary among Houses. There have been faculty complaints about inconsistencies among custodians and inequities between classrooms with and without air conditioning. The school and district are working to address these issues. Beginning in December, the infrastructure is being installed to bring air conditioning to 80% of the school by next summer.

By expanding school leadership, trust and professionalism are spread across a wider cross-section of the faculty and staff. For many years, IPC [Instructional Planning Committee]--made up of administrators, department chairs, teacher-leaders, and program directors--has met every other week to address curricular and campus issues. Starting last year, a sub-committee of IPC--SLT [School Leadership Team]-- has addressed the need for a more comprehensive school-wide professional development plan. Meeting during the school year and over the summer, the SLT attended trainings, developed a year-long plan, and leads all-staff professional development. In addition, a group called FAC [Faculty Advisory Committee] acts as a liaison between the faculty and the administration. The principal communicates high expectations for all. Beginning in October 2016, the principal instituted more all staff-meetings to unite the school and sends out weekly "Principal's Note" emails.