



# **Santa Monica High School**

## **Mid-Cycle Progress Report**

**Spring 2021  
February 8-9, 2021**

**601 Pico Boulevard  
Santa Monica, CA 90405  
Santa Monica-Malibu Unified School District**

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**

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Principal  
Early College High School

## **Member**

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Dean of Students  
California High School



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

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## **I: Student/Community Profile Data**

### **Description of School**

Santa Monica High School (Samohi) is a large comprehensive 9-12 high school located in the city of Santa Monica, an urban beachfront city on the westside of Los Angeles County, 16 miles west of Downtown Los Angeles. Samohi is one of three high schools in the Santa Monica-Malibu Unified School District (SMMUSD) and is regarded as the district's flagship school. SMMUSD has over 11,000 students enrolled in grades K-12. SMMUSD serves an ethnically, economically, and linguistically diverse community.

Samohi was founded in 1891. The first class, called "The Immortal Five," graduated in 1894. Initially, the high school was located on Sixth Street and Santa Monica Boulevard, but relocated to Eleventh Street and Arizona Avenue to a building called Lincoln High School in 1898 and the school moved to our current 26-acre campus in 1913. In 2015, the school opened the Innovation Building, which houses the I House Office and teachers, as well as the school's science labs. In the summer of 2018, the Science and Technology Buildings were demolished to make room for the new Discovery Building. Groundbreaking for the 263,341 square foot building was held in April 2019. The building will contain 38 classrooms, an Olympic-size swimming pool, the student cafeteria and district kitchen, and underground parking.

As of September 2020, Samohi serves approximately 2,815 students who live in Santa Monica and beyond. While Santa Monica is a relatively affluent and diverse city, the demographics of Samohi do not closely mirror the demographics of the greater Santa Monica community. About 28% of students at Samohi participate in the National School Lunch Program, from which 81.1% receive free lunch daily, and 18.5% receive reduced-fee lunch daily. In addition, approximately 30% of school-aged children in Santa Monica attend private schools and SMMUSD accepts interdistrict transfer students. A combination of these factors create a rich diversity and many opportunities for our students and school.

### **Digital Learning Program**

In conjunction with SMMUSD's Local Control and Accountability Plan (LCAP) Goals, the Digital Learning Program, adopted in September of 2018, provides equitable access to mobile devices for all students at Samohi. The program funds 1:1 Chromebook devices for all students supporting the integration of technology into instructional practices and adopted curriculum. Students are able to use digital learning content and tools that will prepare them to be global citizens that are ready for college and careers within schools that are safe, socially just, and academically rigorous. The program is funded by Measure GS/GSH that was passed by the community in November of 2016.

### **Mission Statement**

Santa Monica High School believes that all students can learn at high levels and we are willing to do what it takes to achieve this.

### **Vision and Schoolwide Learner Outcomes (SLOs)**

Santa Monica High School will offer every student experiences to grow creatively, ethically, and academically. By incorporating academic language, evidence-based writing, and implementing student engagement strategies, prepare academically productive students who:

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

Santa Monica High School prepares ethical students who are socially aware and sensitive to the needs of others; students work democratically and collaboratively to improve school, community, and society.

Santa Monica High School prepares creative students who are inspired, impassioned, and motivated while expressing a unique and perceptive vision.

### **WASC Accreditation History**

In the Spring of 2018, Santa Monica High School completed its full accreditation process. The school was granted a six-year accreditation with a mid-cycle review and a two-day visit.

The Visiting Committee made the following recommendations for Critical Areas for Follow-Up:

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

The Visiting Committee concurred with the school's identified areas that are outlined in the schoolwide action plan:

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

Two other Critical Learner needs were identified:

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 is Samohi addressing and supporting the D/F students?

### Enrollment

Enrollment has remained steady over the past 5 years. Annually, we have 4.5% of students leaving and new students enrolling. Of our students, 85% are residents of the City of Santa Monica; 15% are students with a permit. Out of our residents, 2.5% enrolled with either an affidavit of residence or caregiver authorizations, only 21 students enrolled under the McKinney-Vento Act. We keep about 95% of our students from year to year. Nineteen students in the Adult Transition Program are accounted for in Grade 12.

Enrollment by Grade Level				
Grade Level	2017-2018	2018-2019	2019-2020	2020-2021 (as of 9/16/2020)
Grade 9	733	741	703	699
Grade 10	683	740	717	690
Grade 11	697	661	727	698
Grade 12	713	715	669	728
Total	2,826	2,857	2816	2815

### Demographics

The school demographics at Samohi have changed slightly since January 2018. In 2017-2018, the student population was 39.2% White, 35.7% Hispanic/Latino, 8.1% African American, 7.0% Asian, less than 1% American Indian/Alaskan Native, less than 1% Native Hawaiian or Other Pacific Islander, and less than 1% Filipino. Currently, the student population is 41% White, 35.2% Hispanic/Latino, 6.6% African American, 5.2% Asian, less than 1% American Indian/Alaskan Native, less than 1% Native Hawaiian or Other Pacific Islander, and less than 1% Filipino. Over the time period from 2017-18 to 2019-20, the most notable demographic shifts are in the Asian subgroup, which decreased by 1.8%; the African American subgroup, which decreased by 1.5%; and in the White subgroup, which increased by 1.8%. The most notable demographic shift is the multi-ethnic group which has increased significantly.



<b>Demographics by Subgroup</b>				
	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021 (as of 9/16/2020)</b>
<b>American Indian/ Alaskan Native</b>	0.1%	0.1%	0.1%	Less than 0.1%
<b>Asian</b>	7.0%	6.6%	6.0%	5.2%
<b>Native Hawaiian or Other Pacific Islander</b>	0.3%	0.3%	0.3%	0.2%
<b>Filipino</b>	0.6%	0.7%	0.7%	0.5%
<b>Hispanic/ Latino</b>	35.7%	34.7%	35.3%	35.2%
<b>African American</b>	8.1%	7.6%	7.2%	6.6%
<b>White, not Hispanic</b>	39.2%	40.4%	40.7%	41%
<b>Multi-Ethnic</b>	1.0%	1.3%	8.8%	10.0%
<b>Unknown</b>	8.0%	8.3%	0.9%	1.1%

### English Learners

Below is the data of English Learner levels over the last three years.

<b>English Learner Levels</b>			
	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b># of English Learners</b>	136	144	164
<b># of Fluent English Proficient (IFEP)</b>	268	288	264
<b># of Redesignated Fluent English Proficient (RFEP)</b>	443	400	348
<b># of Students Redesignated During School Year</b>	17	5	17

The number of English Learners and Fluent English Proficient students at Samohi in 2017-2018 was 136 EL and 268 FEP. The EL students represented 4.8% out of 2826 students enrolled at Samohi. In 2019-2020, the number of EL students was 164 at the beginning of the year, including the students enrolled at the Project Based Learning campus. Seventeen of these students were redesignated.

### ***EL Program***

The majority of Samohi's ELs are not new enrollees but students who have been with the district for several years before arriving at Samohi. Samohi offers both a Beginning ELD and a college-prep Intermediate ELD class, with an extra hour of support for these two levels. For newly arrived EL students at the advanced level, or for ELs who need more support, an ELD composition class also exists.

Twenty-one of Samohi's ELs are identified as Special Ed (13%). Their services are managed by the teacher of record and guided by the IEP. One hundred and ten of the 164 ELs are LTELs, which is 67% of the EL population. To meet their needs, Samohi's program for 9th grade starts with an assessment from middle school staff about student placement and recommendations to advisors about fall scheduling. This assessment process is repeated each spring for students to ensure proper placement in fall and to encourage summer classes so students stay UC/Cal State eligible upon graduation. Students may be recommended for additional support, such as enrollment in classes with a cohort of other ELs. These cohort classes feature extra support from a bilingual (Spanish/English) teaching assistant. Students might also find support from the school's AVID program or enroll in Immersion program social studies classes (Spanish/English). The EL Program Lead monitors progress and coordinates services as necessary, as well as assesses new enrollees for placement. Ten of this year's 17 RFEP students are LTELs.

### ***ELPAC***

According to the 2018-2019 ELPAC summative scores reported on the state of California's DataQuest page, 47.37% of Samohi's ELs scored in the "well developed" range, with 30.08% scoring as "moderately developed." Only 7.52% of ELs scored in the "minimally developed" range.

According to the California School Dashboard, 116 of Samohi's ELs are making progress towards redesignation (2019 report). Although that represents only 62.9% of the ELs, it is higher than for 2018 (55.6%). As measured by CAASPP, the current EL students are 81.3 points below standard for ELA and 118.2 points below standard for math. While the ELA score declined from 2018 by 25.3 points, the math score has improved by 23 points.

Redesignation trends are up from last year based on expanding the number of standardized tests accepted for redesignation. Formerly, only the CAASPP was used, which limited the number of students who could be redesignated. The district expanded the criteria to include scores on the PSAT, and as of 2 years ago, paid the test fees so that all students in grades 9-11 can take the PSAT for free during a special school administration of the exam.

## Special Education

Special Education is specialized instruction that is available to students who qualify according to a set of criteria outlined in state and federal law. Special Education services are offered to eligible students from birth through age twenty-two by SMMUSD schools. Students who qualify have personalized IEPs that are designed to remediate their areas of needs given their disabilities. We have modes of instruction designed to support students with varying levels of need. Our goal is to ensure students have access to their education in the least restrictive environment, the general education classroom, whenever possible.

Special Education Population per Disability			
Disability	2017-2018	2018-2019	2019-2020
Hard of Hearing	3	2	3
Deaf	2	0	1
Speech and Language Impaired	10	4	5
Emotional Disturbance	17	20	9
Orthopedic Impairment	7	5	2
Other Health Impairment	75	68	95
Specific Learning Disability	127	118	128
Autism	34	40	51
Multiple Disability	10	11	14
Intellectual Disability	13	12	14
<b>Total Number</b>	<b>298</b>	<b>280</b>	<b>322</b>

### *Faculty/Staff Make -Up*

#### TEACHERS:

English: 5  
 Math: 3  
 Science: 2  
 Social Studies/History: 4  
 Special Programs\*: 8

Total Special Education Teachers: 22

#### PARAPROFESSIONALS:

Paraprofessional 1\*: 32  
 Paraprofessional 2\*: 2  
 Paraprofessional 3\*: 16  
 Total Paraprofessionals: 50

*\*Special Programs Includes: Positive Behavior Support (PBS); Social Skill Program; Adult Transition; Workability*

*\*Paraprofessional 1: Classroom Para Support*

*\*Paraprofessional 2: Health Support*

*\*Paraprofessional 3: Behaviorists*

### ***Collaborative/Co-Teaching Model***

Students with special needs are supported through inclusion, as appropriate per the student's IEP, into general education classes that provide teaching through a collaborative instructional model. These classes have two teachers to better support the needs of these students. The special education teacher provides push-in support into the general education classroom. We are continuing the collaborative teams implemented a "4/1" model in the classroom, where the special education teacher spends four days of each week in the classroom to support the general education teacher, and the other day is spent out of the classroom working on accommodations for students or attending IEP meetings.

### ***Positive Behavior Support***

Students who have special needs due to having Emotional Disturbance (ED) can be enrolled in the Positive Behavior Support (PBS) program for varying amounts of the school day (from one period all the way through the full day, including tutorial). We currently have two separate programs within the PBS program. The classes are separated by internalizers and externalizers, based on the type of support they require. Should the IEP team determine the student requires more intensive, personalized support, the student can be referred to the Off-Campus Learning Center (OCLC), a district school housed on the campus of the district's continuation school, Olympic HS, one mile south of Samohi.

### ***Workability1***

The district offers WorkAbility1 services which provide comprehensive pre-employment skills training, employment placement and follow-up for high school students in special education who are making the transition from school to work, independent living, and postsecondary education or training. The goal is for any interested student with an IEP, 16 and above to experience Competitive Integrated Employment regardless of their disability. There are COVID-19 restrictions on job placements at this time, however the project manager continues to support students with vocational training and workforce preparation curriculum through push in Distance Learning sessions, as well as with individualized direct support through office hours.

### ***Social Skills***

The Social Skills Program is designed to serve students with Individualized Educational Programs who require specialized instruction in prosocial skills, communication and self-regulation through specialized instructional methods (e.g. social skills instruction, applied behavior analysis). The Social Skills classroom provides a small setting with specialized instruction in academics, functional and social skills while focusing on the specific needs of each student. Each student's curriculum is designed to accommodate his or her specific academic and behavioral needs, enable his or her successful completion of the high school course of study, and facilitate his or her preparation for post-secondary options. The curriculum will be determined based on the individual IEP needs, student interests; the school district has provided research-based curriculum and elective classes available at Samohi.

Students are given individual and/or group tasks in the Social Skills class in order to gain proficiency in high needs areas defined by their IEPs. Students have opportunities to:

- Participate in core academic areas such as English Language Arts, Math, Science, and History
- Cultivate social and life skills necessary for adult living
- Experience a positive learning environment with visual, communication and behavioral modeling supports
- Develop meaningful relationships with peers and educators
- Implement a personal schedule

### ***Adult Transition***

By the age of 22, students will have participated in a variety of community-based life skills experiences to their maximum individual potential. Through varied community experiences, adult students will engage in developing personal social skills, vocational training and independent living skills, with the application of functional academic knowledge utilized in real life settings. The program emphasizes independence and communication as the pillar to student success in each functional domain:

#### **Vocational skills**

- Job availability and task research
- Interview/communication
- Participation in volunteer and vocational work placements in the surrounding community
- Practicing safety and self-advocacy in the workplace
- Application and resume/portfolio
- Meal preparation
- Safety in the work environment

#### **Social Skills**

- Self-advocacy
- Personal space
- Communication
- Develop of peer, personal and professional relationships
- Emotive expression
- Appropriate behavioral conduct
- Social behavior skills

#### **Independent Living**

- Personal information
- Technology
- Community awareness
- Personal healthcare
- Emergency response
- Mobility training/transportation
- Money management
- Domestic skills
- Self-care
- Recreation/ fitness resource awareness

#### **Education/Training**

- Functional reading
- Functional math
- Assistive technology
- Social responsibility
- Implement personal schedule
- Recognizing training opportunities in the surrounding community
- Interest awareness



### ***Designated Instruction and Services (DIS) Services***

Designated Instruction and Services are special education related services that are necessary for a student to benefit from his/her special education program. When deemed necessary, and as determined by the IEP team, DIS/related services may be provided to the student. These may include, but are not limited to, speech/language therapy, adapted physical education (APE), individual or group counseling with the school psychologist, occupational therapy (OT), and physical therapy (PT).

### ***Speech/Language Therapy***

School-based speech therapy is a related service that supports the educational program for students who have a disorder in communication in one or more of the following areas:

- Articulation: The production of speech sounds significantly interferes with communication and attracts adverse attention.
- Language: Inappropriate or inadequate acquisition, comprehension or expression of spoken language.
- Fluency: Difficulties which result in the abnormal flow of verbal expression to such a degree that they adversely affect communication.
- Voice: A voice that is characterized by persistent, defective vocal quality, pitch or loudness.

During Distance Learning (Spring 2020, 2020-21), our speech and language pathologist continue to support students through individual and group sessions as outlined in their IEPs. They continue to make consistent contact with families in meeting students' needs.

### ***Adapted Physical Education (APE)***

Adapted Physical Education is a diversified program of developmental gross motor activities, games, and sports suited to the interests and abilities of students with disabilities. Students who are unable to safely or successfully participate in general physical education programming may qualify for adaptive physical education as determined by their IEP. In order to deliver Adapted Physical Education (APE) Services, providers have developed an alternative teaching plan to meet specific student APE needs. To maximize student success during distance learning, High School APE services will be provided through a variety of methods for up to 150 minutes per week. Services offered will include Direct (live) instruction via a 35-minute Zoom meeting up to 4 times a week, individual assignments (asynchronous) activities to be completed at home, and or consultation with General Physical Education Teacher if stated so in the IEP.

### ***School Psychologist Services***

School psychologists support academic, social, behavioral, and emotional needs of students so they can make academic progress and thrive in school. Main duties include conducting assessments to help determine if students have disabilities that require special education services. Services can include providing individual or group counseling, developing and supporting programs for children with disabilities, consulting with school staff regarding diverse learning needs, social-emotional wellbeing, and behavior supports, supporting family partnerships, and collaborating with community providers. During Distance Learning (Spring 2020, 2020-21), our

school psychologists continue to support students through individual and group counseling as outlined in their IEPs.

### ***Occupational Therapy (OT)***

School-based occupational therapy is designed to enhance the student's ability to fully access and be successful in the learning environment. This might include working on handwriting or fine motor skills so the child can complete written assignments, helping the child organize himself or herself in the environment (including work space in and around the desk), working with the teacher to modify the classroom and/or adapt learning materials to facilitate successful participation. During Distance Learning (Spring 2020, 2020-20), our occupational therapist continues to work toward students' goals as outlined in their IEPs. Maintaining consistent communication with parents and families in order to best meet the needs of students.

### **504 Accommodations**

In an effort to promote consistency in 504 plan development, Samohi advisors and administrators attended training with LACOE in November 2019. A schoolwide 504 team with consistent membership was established. The team consists of an administrator, two advisors, a school psychologist, and the school nurse. Parents and the student are involved in 504 meetings. The team has a standing Friday morning meeting to which advisors bring student requests for 504 accommodation plans. An agenda for the meetings is set which is conducive to consistent application of 504 plans and accommodations.

<b>Students with a 504 Plan</b>	
<b>Grade 9</b>	38
<b>Grade 10</b>	47
<b>Grade 11</b>	33
<b>Grade 12</b>	44
<b>Total</b>	162

### **Concurrent/ Dual Enrollment**

Due to the number of programs and class offerings available during the school year and the consequent possibility for an impacted schedule, students have the opportunity to enroll in a concurrent enrollment class during the school year or the summer before to get ahead. During academic planning meetings, students discuss with their advisor the various options available. Students need to obtain prior approval when taking Concurrent Enrollment courses. The course must be taken at an accredited institute as well be A-G certified.

In addition, students have the opportunity to enroll in dual enrollment classes on our campus via Santa Monica College (SMC). These are classes taught on the Samohi campus, but by SMC professors. Although courses are semester long, students take two during the school year, one in the Spring and the other in the Fall. Students receive dual credit for taking these classes. Classes are offered during Period 1 or 6. Every year, course offerings are selected based on student requests. The following is Concurrent Enrollment data from the last 5 years.

<b>Concurrent or Dual Enrollment</b>					
<b>Year</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b># of Courses</b>	11	9	8	7	10
<b>Total Students</b>	198	159	107	139	241

For the 2020-2021 school year, the following is a list of course offerings: Sociology, Intro to Administrative Justice, Intro to Business, Early Childhood Development, Cloud Computing, Jazz Band, Counseling, and Computer Science.

### ***AVID (Advancement Via Individual Determination)***

AVID is a nationwide program designed to provide scaffolded support to students in order to foster college and career readiness. For the 2019-2020 school year, Samohi holds eight sections of AVID. The Freshman AVID sections are taught in designated sections of Freshman Seminar, a required first-year elective for all freshman. Each subsequent grade level has two sections. Students are expected to remain in AVID for all four years at Samohi. They are prepared to understand and be prepared for the process to apply for and attend college. This group of students is considered generally “at-risk” because they come from underrepresented subgroups and/or may be the first generation in their family to graduate high school and/or attend a four-year college/university. A major concern for the program is being able to sustain the need for tutor support for the students. We are working with Santa Monica College to provide us with work study students to serve as AVID tutors. In general, they will give us 5 students, but due to scheduling we generally end up with one or two. The district has also set aside an Instructional Aide for AVID in addition to the tutors. In the 2018–2019 academic year, the program received certification after 2 years of being designated an AVID affiliate school.

### **Mental Health**

At Samohi, students and their families have access to a range of mental health services including individual therapy, group therapy, family therapy, brief intervention, crisis intervention, and universal interventions regarding psychoeducation about mental health and wellness. Services focus on anxiety, depression, substance use/abuse, trauma, interpersonal distress, and more. Currently, mental health services are managed by Shuli Lotan, District Mental Health Counseling Coordinator. The school has MOU’s with a range of community mental health partners that come to the school to deliver mental health services. The primary community partners include Family Service of Santa Monica, CLARE Matrix, Edelman Westside Mental Health Center, The Social Emotional Wellness Initiative (SEWI), Insight Psychotherapy Group, Tarzana Treatment Center,

as well as private practitioners in the community that volunteer their services. Shuli Lotan also supervises MSW interns that provide mental health support at Samohi. Students are referred to mental health services primarily by academic advisors, but can also be referred by teachers, on-campus staff, the Teen Clinic that runs out of the nurses' office, their family members, and through self-referral. After school closures in March 2020, all of our community partner therapists and interns were able to successfully transition therapy services to virtual platforms, with a majority of students being able to continue. Some students who did not have confidential or private spaces at home were unable to continue, but were followed up with in fall 2020 to see if services were still needed or possible.

Due to outreach efforts led by Emily Ferro through Family Service of Santa Monica, in the 2019-2020 school year, there was a huge shift in increasing awareness and access to wellness services on campus. Furthermore, there was unprecedented coordination of universal interventions including an all school Flex-Time presentation on stress management, and Wellness Workshops delivered to all 9th and 11th grade classrooms that provided psycho-education about depression, anxiety, substance abuse, trauma, healthy coping skills, and accessing wellness resources on campus. As a result of these outreach efforts, there was an increase in students accessing and self-referring to mental health services. In the 2019-2020 school year, 119 students were connected to mental health agencies for individual therapy support on campus, with an additional 13 students on the waitlist. Moreover, 44 students participated in group therapy on campus. Groups include coping skills for anxiety and depression groups, 9th grade transition groups, healthy relationships groups, and LGBTQ+ support groups. Finally, 51 students (via mental health referrals) were contacted by therapists on campus and either connected to mental health services off campus or the student and family declined support at the time of contact. After school closures, referrals unfortunately slowed down; if schools had stayed open the numbers of students referred and served would likely have been even higher. On top of these services, therapists on campus continue to support students with crisis interventions and brief interventions on an as-needed basis. In the 2020-21 school year, the Wellness Workshops are continuing virtually for 9th and 11th graders, and additional offerings have been provided during "Featured Flex Time" such as a Mindfulness workshop, a Suicide Prevention Workshop, and one-time drop in counseling sessions for students who may not need weekly ongoing therapy. Therapists also support the overall school community by providing teacher and staff consults as well as delivering training about mental health to staff and teachers. Additionally, they provide a mental health perspective in SSTs, 504s, and IEP meetings as needed. After schools closed, a google form system was established and announced to the larger Samohi community so that any student, teacher, or parent could reach out to get a student connected to therapeutic supports. An additional support for students was created this year in the form of a "Wellness" Google Classroom, where resources on emotional wellness and stress management were posted frequently for students to access remotely. Our new partnership with the LACOE Community Schools Initiative also brought about an increased ability to seamlessly coordinate all services to students and families; the Community Schools Coordinator created a Virtual Wellness Services Center (<https://sites.google.com/view/wellness-services-center/home>) now linked to the Samohi website, which is a one-stop resource for students and families seeking support services through the school.

Within Samohi's mental health services, there is also a focus on substance use/abuse intervention and prevention. CLARE Matrix serves as the provider for students who are mandated to attend

counseling due to violating the district's substance use policy by using or possessing substances on campus; 26 students were referred for mandated counseling services in the 2019-20 school year. Again, had schools stayed open this number would likely have been higher. When a student is found in violation of the policy, they are assessed by a CLARE therapist to determine the appropriate level of counseling intervention needed (in addition to a 3-day suspension from campus and completion of online courses on substance use prevention and community service hours, also part of the district policy). A large percentage of students caught with substances are vaping, and if it is determined that it was a nicotine vape rather than a controlled substance like cannabis, students are assigned to a more restorative justice approach rather than being referred to CLARE. CLARE is also able to provide ongoing counseling to students who have completed their mandate but request to continue voluntarily, and in some cases have accepted referrals for students who are not mandated but have significant substance use issues impacting their mental health; currently they are working with an additional 7 students who are in counseling voluntarily. CLARE also provides prevention services in the form of parent presentations and were planning to conduct student education on drug abuse prevention and awareness prior to school closures in March 2020.

As mentioned above, there has been an increase in awareness of, access to, and utilization of mental health services in the 2019-2020 year. In the 2018-2019 school year, 107 total students received individual counseling at Samohi, an additional 36 students participated in counseling groups, 34 students participated in mandated substance use counseling, and 41 students who were referred either declined services altogether or were seen off campus by community agency therapists. Thus far in the 2020-21 school year, we continue to receive referrals for individual and group counseling from academic counselors, parents, teachers, and students themselves, and are currently offering counseling groups on the topics of Coping with Anxiety and Depression, Feeling through Art, a 9th grade young women's group to support transition to high school, Healthy Relationships, Grief and Loss, Racial Healing and Allyship, Substance Use prevention / Life Skills, and a general Social Emotional Learning For Youth (SELY) curriculum.

### **Project Lead the Way (PLTW)**

Project Lead the Way (PLTW) is a national Engineering pathway program. The PLTW Engineering program is a sequence of courses which include hands-on, real world problem-solving approach to learning. Throughout the four-year pathway, students learn and apply the design process and acquire strong teamwork and communication proficiency. All courses require an interest in creating and designing solutions to problems, strong math and critical thinking skills, and a willingness to work collaboratively in groups.

Students have the opportunity to enter into the pathway during any year except the fourth year. In order to take the Year Four Capstone class students will need to have taken at least two other engineering classes in the pathway. Students will need to select from one of the COURSE ADJUSTMENT OPTIONS in order to meet graduation and A-G requirements. Interested students need to submit an application via google form by Friday, March 6, 2020. Qualified students are selected by lottery into this pathway program and 35 students are selected to participate. The courses in the program do not count toward Science graduation requirements. The courses count toward elective requirements, including the "G" elective requirement for the University of California and California State University systems.



#### GENERAL RECOMMENDATIONS:

- Access to a computer outside of class time
  - All course materials are online, so students will need to access their assigned Chromebook daily
- Access to a smartphone or scanner for uploading classwork
- Interest in working collaboratively with team members
  - Willingness to spend time during lunch or after school working in groups to complete assignments
- Interest in applying math skills to solve real world problems

#### COURSE OF STUDY:

- **Year 1: Introduction to Engineering Design**
  - Students learn about the engineering design process, practice sketching and dimensioning techniques, participate in engineering design challenges, and create 3D imaging files using computer software, Autodesk Inventor. It is highly recommended that students have completed algebra and enroll in geometry or higher-level math.
- **Years 2 and 3:** Students choose from the three options listed below. Courses will be offered based on demand and teacher availability.
  - **Computer Science Principles** Students are introduced to programming (Python), the Internet, cybersecurity, and simulations. This course prepares students for the AP CSP exam in May.
  - **Aerospace Engineering** Students explore the physics of flight and bring what they're learning to life through hands-on projects like designing a glider and creating a program for an autonomous space rover.
  - **Digital Electronics** Students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry. It is highly recommended that students have completed algebra II and enroll in pre-calculus or higher-level math.
- **Year 4 Capstone Class: Engineering Design and Development**
  - During first semester students will compete in the JPL Invention Challenge. During second semester students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers. \*Students need to have taken at least 2 PLTW courses prior to enrolling in this class.

#### Career Technical Education (CTE)

Students at Santa Monica High school have the opportunity to participate in Career Technology Education pathways in four industry sectors: Arts, Media, and Entertainment (photography, film production, dance, and graphic design); and Transportation (automotive repair). Three-year sequences ending in a capstone course are supported by Perkins funding, CTEIG grant and the Strong Workforce Grant. The school aligns CTE programs with the CTE Model Curriculum standards. A school advisory team meets monthly to analyze progress toward meeting program goals. A District CTE advisory board including members of the industry and labor force, parents, and district administrators representing special student populations review and drive instructional

improvements. Third year capstone courses were approved by the SMMUSD school board in June 2020 extending the pathway sequencing and opportunities for students.

The CTE program has outlined the following system improvements to focus on:

- Formation of advisory team to include guidance counselors
- Developed partnership with local community college
- Alignment of curriculum to reflect local industry trends
- CTE course codes were updated and aligned in CALPADS
- All CTE instructors properly credentialed for current pathways
- Replaced CTSO DECA with Skills USA
- Increased professional development opportunities for CTE teachers
- Design for Work-based Learning onsite

In 2020-2021, the following data reflects student enrollment in the CTE pathways offered.

<b>CTE Pathway</b>	<b>Number of Students Enrolled in 2020-2021</b>
Photo	Photo 1 - 115 students Photo 2 - 18 students
Digital Design	Digital Design 1 - 168 students Digital Design 2 - 28 students Yearbook (Digital Design 3) - 11 students
Film	Film 1 - 49 students Film 2 - 21 students
Dance Choreography	Dance 1 - 5 students Dance 2 - 8 students Dance 3 - 9 students
Auto	Auto 1 - 58 students Auto 2 - 13 students

### **Flex-Time**

Samohi Flex-Time provides targeted educational opportunities during the school day for intervention and enrichment to best meet student individual needs. It is our goal that Flex-Time will help all students to be more successful. Students will engage in their own learning by building metacognitive and advocacy skills to promote emotional health, explore passions and grow in a focused, academic, and productive environment.

Three main areas of offerings:

1. Academic Support – Teacher Office Hours, Library Study Center, Library Math Tutoring, Math Peer Tutoring, Writing Center, etc.
2. Enrichment Opportunities – career-oriented presentations and special assemblies

3. Social Emotional Support – small group support from advisors to meet student needs

Students select one of the offerings listed above based on their individual needs. Students sign up for an offering using the link on the school website.

### **Curriculum Requirements and Expectations**

Samohi provides a rigorous and relevant curriculum to challenge students to prepare them for college and career readiness. To graduate, students must successfully complete 220 credits, which include the following:

<b>Requirements and Expectations</b>	
<b>Subject</b>	<b>Credits Required</b>
English	40
Math	30
Science	20 <i>(10 Biological and 10 Physical)</i>
History <i>(Freshman Seminar, World History, US History, Economics/US Government)</i>	40
Physical Education	20
Foreign Language or Visual/Performing Arts	10
Electives	60

### ***College Readiness (A-G Requirements; 1 paragraph; % meeting A-G)***

The percentage of graduating seniors that completed the A-G requirements for the class of 2020 is 67%. As reflected below in “Senior Survey Data”, this number contributed to 62.5% of the senior class to be four-year college bound and 27.5% to be two-year college bound. Samohi students have a wide range of class offerings for students to meet A-G requirements. In addition, the abundance of Honors, Advanced Placement, and Dual Enrollment classes enable students to have many options to choose from, not only meet college admission eligibility, but also be competitive for any university admission process.

### ***Honors and Advanced Placement***

Samohi supports a “pump not filter” approach to student selection of advanced placement courses. Students, parents and advisors carefully discuss the strengths of the student and desire to explore the content at an advanced level. The focus is on both equity and excellence- encouraging students to participate in the specific content.

<b>Advanced Placement</b>			
	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b># of Test Takers</b>	938	864	1023
<b># of Tests Taken</b>	1763	1654	1928
<b># of Students Scoring Above 3</b>	718	689	804
<b>Passing Rate</b>	76.8%	79.7%	78.6%
<b># of Subjects Tested</b>	24	23	25

### **Attendance**

On average our attendance is strong -- we maintain around a 95% attendance rate over the course of the year. We average closer to 97% in the fall, which lessens as the end of the year approaches.

<b>Average Daily Attendance</b>			
	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Number of Students</b>	2780	2784	2767
<b>Percent Attendance</b>	95.2%	95.3%	96.5%

Our truancy rate (defined by having unexcused/ cut absences for 5 or more days over the course of the year) hovers around 50%. Our chronically truant rate (defined as missing more than 10% of the school year) has decreased nearly 8% from the end of 2016-17 to the end of 2018-19 school years to around 15.3%. Our excessive excused absence rate has hovered around from 15-24% over the past 3 years.

In an effort to decrease the number of unexcused absences, we have tasked our Student Outreach Specialists to meet with all families who reach that threshold. Together they review the student's data and sign a contract pledging to improve attendance. These conferences work! Following the conference, student attendance improves by an average of 39%. Our Student Outreach Specialists conducted over 245 conferences over the course of the 2018-19 school year.

### **Discipline Conduct**

At Samohi, we are guided by progressive discipline and have a continuum of consequences in order to change student behavior. This means that we believe that consideration must be given to the nature of the incident, the frequency of the violation, and the student's overall behavioral record before disciplinary action is taken. The degree of discipline imposed must be in proportion to the severity of the behavior and take into account the previous discipline history of the student, special education status, and other relevant factors, while ensuring that each student receives the due

process mandated by federal and state law. Some interventions that can be implemented in the classroom include student conferences, parent conferences, new seating arrangements. Teachers may refer the student to their advisor and place the student on class suspension. Samohi also assigns consequences such as Breakfast club and Restorative Justice circles.

### ***Restorative Justice***

Santa Monica High School began using Restorative Justice practices in the 2015-16 school year. Restorative Justice acknowledges that inappropriate school behavior can cause injury and harm to students in school and community, it insists that justice repair those harms and that parties be permitted to participate in that process. Restorative justice programs, therefore, enable the victim, the offender and affected members of the school to be directly involved in responding to the crime. The restorative process of involving all parties—often in face-to-face meetings—is a powerful way of addressing not only the material and physical injuries caused by the harm, but the social, psychological and relational injuries as well.

When a party is not able, or does not want, to participate in such a meeting, other approaches are taken to achieve the restorative outcome of repairing the harm. In addressing offender accountability these approaches include restitution, community service and other reparative sentences. In addressing victim and offender reintegration they can include material, emotional and social support and assistance. Finally, Restorative justice measures success differently—rather than measuring how much punishment is inflicted, it measures how much harm is repaired or prevented.

Peacemaking community circles is the process that Samohi uses to address any harm inflicted on a student or staff member. This process is designed to develop a consensus plan among students, victims, victim supporters, offenders, offender supporters, and staff that addresses the concerns of all interested parties. The goals of circles include: promoting healing of all affected parties, giving the offender the opportunity to make amends, giving victims, offenders, family members and communities a voice and shared responsibility in finding constructive resolutions, addressing underlying causes of inappropriate behavior, and building a sense of community around shared school values.

### ***Breakfast Club***

The traditional "stay silent, sit still, do nothing" school detention approach is a punitive and ineffective way to change behavior. It does little to create positive school climates. For students who have been traumatized through fear, isolation, and emotional abuse, poorly managed detention can add to that trauma. A restorative justice approach is a better way. The administrators at Samohi have committed to the Restorative circles and implemented an alternative discipline approach in the fall of 2019 called the Breakfast Club. The Breakfast Club responds to the needs of children who misbehave. Rather than a retributive, penalizing approach that simply hands out punishment in the form of emotional pain (no talking, sitting away from one another, heads on the desk), Samohi works to heal and restore unity. Punitive detention systems are contrary to the core values needed to transform school systems into restorative systems. The Breakfast Club uses the following core restoration values : (1) children are rich resources who can benefit communities, (2) young people are educators' social equals, (3) children can develop problem-solving skills, prosocial character traits, and healthy self-concepts, (4) children's physical, educational, social,



spiritual, and emotional needs must be met, (5) families are the best environments for healthy development of children, but everyone can help, and (6) every child succeeds; no child fails. The Breakfast Club sessions take place one day during the week for 2 hours and they are assigned by administrators and advisors.

### ***Suspension/Expulsion Rates***

The majority of our suspensions are for violations of our drug and alcohol policy. The data shows a decline in the suspension rate over the last three years.

<b>Student Discipline Action</b>			
	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>CLARE Referrals</b>	24	23	26
<b>Suspensions</b>	4.8	3.7	2.2
<b>Expulsions</b>	0.0	0.0	0.0

### **CAASPP Data**

Samohi's CAASPP performance has improved over the last few years. We have paid close attention particularly in closing the achievement gap between the White subgroup and the Hispanic/Latino and Black/African American students. The Overall percent Met or Exceeded Standard on Math and ELA CAASPP is as follows. Samohi has worked diligently to prepare students for the English and Math CAASPP tests and we offer incentives so that students do their best on their assessments: for students who meet or exceed standards on their English CAASPP, they are allowed to select their Senior year elective; for students who meet or exceed standards on their Math CAASPP, they are allowed to opt out of their Spring Semester final exam during their junior year. The English Department implemented the incentive for the 2017 tests, which contributed to the scores rising by 20%. The Math Department implemented the incentive for spring 2019, which contributed to a 6% increase between 2018 and 2019. No data is available for Spring 2020 due to the Covid-19 pandemic.

- 2014-2015 CAASPP data: Math = 49%, ELA = 62%
- 2015-2016 CAASPP data: Math = 49%, ELA = 62%
- 2016-2017 CAASPP data: Math = 53%, ELA = 82%
- 2017-2018 CAASPP data: Math = 51%, ELA = 79%
- 2018-2019 CAASPP data: Math = 57%, ELA = 82%

Overall percent Met or Exceeded Standard on Math and ELA CAASPP:

Years	White	Hispanic/Latino	Black/African American
<b>2014-2015 (Year 1)</b>	60% Math 74% ELA	30% Math 45% ELA	20% Math 45% ELA
<b>2015-2016 (Year 2)</b>	65% Math 73% ELA	35% Math 52% ELA	21% Math 37% ELA
<b>2016-2017 (Year 3)</b>	64% Math 91% ELA	33 % Math 71 % ELA	26% Math 57% ELA
<b>2017-2018 (Year 4)</b>	65% Math 89% ELA	28% Math 64% ELA	23% Math 59% ELA
<b>2018-2019 (Year 5)</b>	66% Math 88% ELA	38% Math 71% ELA	24% Math 70% ELA

Change in Achievement Gap Between Subgroups Compared to White:

Years	Hispanic/Latino	Black/African American
<b>Year 1 to Year 2</b>	0% Math -8% ELA	+4% Math +7% ELA
<b>Year 2 to Year 3</b>	+1% Math -1% ELA	-6% Math -2% ELA
<b>Year 3 to Year 4</b>	+6% Math +5% ELA	+4% Math -4% ELA
<b>Year 4 to Year 5</b>	-9% Math -8% ELA	0% Math -12% ELA

### Failing Student Academic Intervention

Advisors play a vital role in providing support to students who have multiple Ds and Fs in their academic classes. Advisors pull D and F reports at each grading period and notify parents via email. As Tier 2 interventions, students are put on a plan which is reviewed after each grading period. Students who continue to earn Ds and Fs are put in the Tier 3 category and advisors conduct meetings with students individually to discuss a plan to improve, and interventions include referring them to tutoring, meet with the teacher(s) when necessary, and hold parent meetings as well.

Students with One or More “F” at GP3			
	2017-2018	2018-2019	2019-2020
<b># of Students</b>	362	301	257
<b>% of Students</b>	12.8%	10.5%	9.1%

Students with One or More “F” at GP6			
	2017-2018	2018-2019	2019-2020
<b># of Students</b>	379	323	151
<b>% of Students</b>	13.4%	11.3%	5.3%

Over the last three years, there has been a decline in the percent of students receiving one or more Fs. At the end of the Fall semester (GP3) in 2017, the percent of students who earned one or more F(s) was 12.8%. As of the end of the Fall semester (GP3) in 2019, the percent of students who earned one or more F(s) was 9.1%. That is a decline of 3.7%. At the end of the Spring semester

(GP6) in 2018, the percent of students who earned one or more F(s) was 13.4%. At the end of the Spring semester (GP6) in 2020, the percent of students who earned one or more f(s) was 5.3%. However, it should be noted that due to the pandemic and the sudden shift to distance learning in the Spring of 2020, students were held harmless for grades on assignments after March 13<sup>th</sup>, 2020. Additionally, students had the option to keep their letter grade or take pass/fail credit. We do expect this percent to be higher in subsequent years.

## Staff

The number of staff members has remained steady in the last three years.

Teacher Qualification Data			
Qualifications	2017-2018	2018-2019	2019-2020
# of Teachers	134	129	126
# Fully Credentialed	130	126	126
# Emergency Credentials	4	3	0
# Male/ # Female	56 / 78	56 / 73	50 / 76
#/ % White	86 / 64%	80 / 62%	86 / 68%
#/ % Hispanic/Latino	26 / 19%	19 / 15%	14 / 11%
#/ % Asian	8 / 6%	22 / 17%	20 / 16%
#/ % African American	14 / 10%	8 / 6%	5 / 4%

## Senior Survey Data

Data based on students' self-reported information on the Naviance Graduation Survey.

Outcome after Graduation (% of Seniors)			
Graduating Class	2018	2019	2020
2 Year College	36%	34%	27.5%
4 Year College	52%	58%	62.5%
Non-U.S. 4 Year College			
Employed	11%	7.5%	6%
Military			
Other (college prep year, tech career)			
Undecided / No Plans			
For-Profit Trade			
Year Off			
Unknown*	N/A	N/A	3%
Total **	680	667	617

\*due to distance learning, some student responses were not received

\*\*based on Senior survey roster pulled from Naviance early June of specific year

# CHAPTER II:

## SIGNIFICANT CHANGES AND DEVELOPMENTS





## **II: Significant Changes and Developments**

### **Significant Changes and Developments**

The past couple of years since the last WASC Accreditation visit has been a period of transition and growth for Samohi. Two new House Principals joined the team in the Fall 2018. In the Fall of 2020, one of those new House Principals left the school and was replaced internally in November. Additionally, the Dean of Students retired at the end of the 2018-2019 school year, and the position was not replaced. In addition to those changes, there is about 20% new faculty and staff members since January 2018, who were hired to replace those who left, or for growth, to meet the needs of our student population. Furthermore, there have been changes to the curriculum, interventions to support student learning, and there have been changes in access to technology and implementation of technology.

### **Curriculum and Instruction**

Continuous improvements are being made within specific departments at Samohi.

#### ***CTE***

A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Samohi hosts CTE pathways in four industry sectors; Arts Media and Entertainment, Transportation, Marketing, and Engineering. The addition of engineering as a four-year pathway is new in 2020. Arts Media and Entertainment is adding capstone programs available to students in the 2021-2022 school year.

#### ***English***

During the Fall of 2018, the English department reintroduced giving a baseline essay to all English classes at the beginning of the year. In the Fall, we used a modified version of the CSU scoring guide and each grade level was subbed out and led in a norming session with Meredith Louria, our writing specialist. After being normed, teachers scored their own student essays and we recorded the baseline data. To follow up and to track growth, for the first time we gave a “summative essay” in the Spring. Again, each teacher was subbed out and normed on the scoring guide but instead graded other teachers’ student essays. Following the scoring, again students reported their scores and reflected on their growth from the fall. Because we found this valuable for both students and teachers, we continued this practice into the 2019-2020 school year with the baseline in the Fall and the summative in the Spring. However, we have created and revised a new scoring guide that better suits our instructional practices. Again, we had students report and reflect on their scores and we plan on continuing to track student growth. This practice has directly informed our writing instruction and the focus of work in PLCs. We have also used the essay scores for Juniors as an alternative score in place of their CAASPP scores in determining what Senior Elective they are allowed to take. In talking with District personnel, it is our hope that this might become a District Writing Prompt that is done at all high schools in the District.

The English department has also put some new programs in place in order to better support our students, the AP Boot Camp and the Writing Center. We introduced an AP Summer Boot Camp

for students that needed a little extra support prior to starting the English 11AP class, our largest AP class on campus, with a special focus on students making the leap from college preparatory (P) to AP, students on free and reduced lunch, and students of color as identified by tenth grade teachers and the advisors. It is a week-long summer class, three to four hours per day, where students get an introduction to the academic vocabulary needed to succeed in the class as well as an overview of how to approach the three styles of writing that the class and test focus on. Throughout the year, the two boot camp teachers meet with the cohort of students (approximately 35 students annually) to address any needs or questions that arise. In addition, the Writing Center is staffed by our two writing coaches, Meredith Louria and Carolyn Middleton, every Tuesday and Wednesday throughout the school year, and they are also available by appointment. They meet with students in small groups and one-on-one to decode prompts, review essays, and provide support for our struggling writers. Students can sign themselves up for the writing center, or a teacher can send them during the class period or flex time as needed. While they focus on students in English 11AP primarily, they also work with all four grade levels by teacher request and run Personal Statement Workshops for our seniors in the fall.

Furthermore, the department was able to send teachers to the “With Different Eyes” conference at UCLA Center X, a conference for teachers of diverse English learners, and the California Association of Teachers of English (CATE) conference this year. Teachers who attended made presentations to the department on various topics.

### ***Math***

The Math Department has continued its commitment to work in PLC teams. The department has put more focus on the Cycle of Inquiry and using student samples to inform next steps. In 2018-2019, common assessments were created for Algebra, Geometry, Algebra II, and Pre-Calculus. In the 2019-2020 school year, those PLC teams began to re-evaluate those assessments focusing on the question styles and rigor in order to be more in line with the CAASPP test. The Algebra team has worked more intently the last two years to increase the rigor of their assessments and begin looking at normalizing their grading.

Over the last couple of years, there has been more discussions in PLC teams about grading practices and grading categories. Starting in the 2019-2020 school year, each PLC team standardized the breakdown of categories for their grades (focusing on consistent breakdown of assessments versus assignments). The teams have also had more focused conversations about practices and policies including aligning their practices about retakes and reassessing.

In addition to the work mentioned above, the department introduced a new course as a Senior elective. The department now offers Introduction to Data Science (IDS) as a fourth-year course for college-bound students that traditionally struggled in Algebra II and below. The project-based course focuses on collecting, analyzing, and displaying big data, while also exposing students to computer programming skills using computer software. Students use smartphones to engage in participatory sensing and use the collected data to conduct statistical investigations that are relevant to their lives.

### ***Physical Education***

The Physical Education department continues to create common assessments and grading scales to create a consistent experience across the department. Google Classroom is used by each teacher to share lessons and technological applications to best engage student learning. In addition, the PE department now has a cart of iPads to aid the PE teachers as they support the school's focus on implementing claims evidence writing across the curriculum by assigning various writing tasks throughout the school year.

### ***Science (NGSS)***

The Science Department is transitioning to the 3 course NGSS (Next Generation Science Standards) model that integrates Earth Science into Physics, Biology, and Chemistry. The Biology of the Living Earth course was approved by the board for implementation for the school year 2019-2020, the Chemistry of Earth Systems and Physics of the Universe courses were approved by the board for implementation for the school year 2020-2021. Starting the school year 2021-2022, the school will transition to a Physics first sequence (Freshman year), followed by Chemistry (Sophomore year), and Biology (Junior year). The freshman Physics course will reinforce Algebra concepts while introducing science and engineering skills in an engaging and inquiry-based format that students will continue to use during the three-course science sequence. Physics concepts will form a strong foundation and build skills for future success in other science courses. PLC teams have been using district professional development days (one per semester 2019-2020) to collaborate with CSUN professors to study the curriculum changes and design new course outlines to include overarching phenomena in modeling and inquiry, and the integration of models based on the phenomena. The additions will help support a successful transition to a physics first model. We have also engaged in several textbook piloting programs that offer digital platforms and NGSS relevant content. Furthermore, the science PLC's have used department meetings to develop a common unit flow, common assessments, using the Cycle of Inquiry, and continue to develop and improve text-based Claims Evidence Reasoning writing assignments and rubrics. As a science department we utilize technology daily via google classroom and other digital platforms like kahoot, quizlet, nearpod, pivot interactives, and skieslearn, Stemsopes and pHEt Simulations (physics education technology). Flex-Time has offered an impactful use of time for our students as science teachers present opportunities for test review and/or corrections, laboratory make ups, and other enrichment activities. In addition, in 2020 we offer general science peer tutoring after school hours (outside of office hours). As a science department, we are committed to improving our science and engineering practices by challenging students to think critically and by making science relevant and engaging for all students.

### ***Social Studies***

The Social Studies Department continues to work in PLC teams in content-area groupings. The World History and United States History PLC teams are participating in a multi-year professional development program to incorporate the Social Justice Standards (SJS) into the curriculum. During the 2019-2020 school year the U.S. History PLC participated in professional development under the direction of ACES Coordinator Dr. Satinder Hawkins, with the support of Facing History and Innovate Ed to incorporate the Social Justice Standards into a new curriculum guide that was then approved by the UCs/Cal States as well as the SMMUSD Board of Education. The U.S. History PLC team focused on building lessons and assessments, satisfying the SJS. In addition, the College Prep U.S. History class is now ACES certified by both the UC/Cal States and approved

by the board. In the 2020-2021 school year, the emphasis will be on developing a project-based learning final activity, completing the SJS requirements, and the Social Studies Department continues PD with Satinder Hawkins to adopt our history classes to a digital platform. During the 2019-2020 school year World History completed Project Based Learning training with PBL Works. The goal is to be completely aligned by the end of the 2021-2022 school year.

As a department we have adopted new textbooks for all of social studies/history classes for the fall of 2018 through the fall of 2020. The Social Studies Department continues to be committed to improving evidence-based critical thinking and communication skills. Our common assessments are designed to improve students' ability to analyze primary source documents, synthesize information, develop a claim and communicate both orally and in writing their findings. PLC teams analyze student work to determine where students are being successful and unsuccessful and how best to reteach or further strengthen student skills. To better support students we are committed to completing three cycles of inquiry each semester.

### ***Visual and Performing Arts***

In the Fall of 2019, Samohi Visual Arts began implementing the new 2019 California VAPA Standards that includes *Creating, Presenting, Responding* and *Connecting*. The Art Department implements these new standards in curriculum and routine writing assessments of internationally recognized art work. We agreed to implement at least four of the VAPA standards this school year in curriculum as well as writing exercises. For example, on November 22, 2019, Photo 1 and Photo 2 students wrote one page (using Chromebooks) about the "Little Rock 9" photograph. The prompts for this writing assignment referenced the "Responding" section of the 2019 VAPA standards "how do life experiences influence the way we see art?", "How do images influence our views of the world?" and "How can the viewer "read" a work of art as text?" In the Performing Arts department, teachers are striving to become more inclusive in the composers and playwrights represented in performances in terms of racial diversity and gender.

### ***World Languages***

World Languages has created common grading categories based on the CA State Standards. New State Standards were adopted two years ago and now Frameworks have been adopted this year. We are working with the district office to receive training on implementing these new State Standards and Frameworks, as well as, new textbook adoptions once the list of approved materials has been finalized.

We continue having common grading categories across languages. However, we have updated our common grading categories to reflect the new California State Standards.

In PLC groups, we continue to give common assessments. Recently, we have been able to norm the common writing assessments. Also, Middle School Spanish teachers are in the SAMO Spanish 1 PLC now. Together, we strived to balance the number of assignments in our 3 major communicative and grading categories: interpersonal, interpretive, and presentational. We also created common rubrics for world languages in formative and summative assignments for interpretive, interpersonal and presentational.

Beginning last year, we are working hard on Depth of Knowledge (DOK) levels 2 and 3. We found that students were proficient in doing level one thinking, but were lacking in level 2 and 3.

After our transition to distance learning, teachers are using new platforms such as Jamboard, PearDeck, SMART tools, and Google apps to deliver content and engage students and create formative and summative assessments.

### **Personal Project-Based Learning (PPBL) Pathway**

The PPBL Pathway launched in the fall of the 2019-20 school year with approximately 50 ninth graders. Students apply to be a part of this program. At this point, no students have been turned away. The pathway is structured to serve 100 students in each grade level for a total of 400 students in full maturity by 2022-2023. The pathway is housed in the Michelle and Barack Obama Center for Inquiry and Exploration at Lincoln and Ocean Park.

This new Samohi Pathway focuses on applied learning in real-world contexts and settings in order to motivate students to persist in their learning and engage with adults working in the student's interests. This learning is achieved through internships based on their interests and multi-disciplinary projects.

Students in the PPBL Pathway will:

- Get an individualized, interest-based learning plan.
- Learn academic content fully aligned to California state standards, through integrated and rigorous real-world projects (Social Science, Lab Science, English, Math).
- Have professional industry internships to connect interests to fieldwork, and to build skills and a professional network.
- Experience hands-on making in the Innovation Lab.
- Take community college courses in high school in lieu of AP classes.

The staff serving the PPBL students will serve both teacher and counseling roles, as well as perform internship coordination. For that reason, the current expected numbers when the program is in full maturity would be 25 to 1. This will leave the rest of Samohi students on the main campus with a better student/counselor ratio than what it currently has. The PPBL pathway will provide more opportunities for students to reach their learning potential and open doors for our school to explore learning in a more authentic, relevant, and futuristic way.

### **Career Academies**

At this point, the school has begun development of Career Academies, currently in the “visioning” and planning stage. Students at Santa Monica High School will have the opportunity to participate in one of four career academies: Engineering & Technology; Arts, Media, and Entertainment; Health & Wellness; and Law, Government, and Public Policy. Academy students in 11<sup>th</sup> and 12<sup>th</sup> grade learn through an integrated, project-based, curriculum which incorporates English language arts, writing, public speaking, and entrepreneurship paired with the specific academy area of study. Students collaborate with community mentors to complete projects centered around a yearly theme and publicly present their projects through showcase events. The academy program builds on students' interests by offering hands on, relevant, real-world experiences to produce college and career-ready graduates. Teachers representing the career academies met with architects to design new classroom space and the requirements for using space. Teachers in the Law, Government,

and Public Policy academy discussed CTE certification for existing staff members and, if necessary, assigned classes (2020-2021) to teachers based on interest in teaching in the academy.

### **Special Education**

During distance learning (Spring 2020 and 2020-2021), special education teachers continue to employ the 4/1 model by utilizing Wednesdays where periods are 30 minutes each. This minimizes the impact of their absence from classes during this time. In recent years, we worked to provide all collaboration teachers with a common planning period. Currently (2020-2021), due to an increase in the number of sections and collaborative teaching partners, we were unable to maintain the common planning period for all collaboration teachers.

In the Social Studies collaborative classes, there has been more differentiation and accommodations made during distance learning based on students' individual needs. This is helpful for students in special education to work more at their own pace. In the English collaborative classes, teachers are using sentence starters, explaining writing prompts, scaffolding information, and norming to assist struggling students and students with IEPs. Teachers are pre-loading vocabulary to assist students in pre-reading. In the Science collaborative classes, teachers are using guided notes, and sentence starters to help support students with IEPs. Lastly, in Math collaborative classes, teachers are standardizing grading practices and common assessments. The special education collaborative teachers are involved in this process during their PLCs.

### **Immersion Program**

Our Spanish Immersion program continues to support the goals established as our students enter the program in kindergarten at Edison Language Academy and through John Adams Middle School:

- Celebrate diversity & promote multiculturalism
- Be bilingual and bi-literate
- Be global citizens who are ready for 21st Century careers
- Engage in rigorous learning and critical thinking
- Build a strong, dual-language SMMUSD community

Since the last visit, we have examined the data around our immersion students and decided to focus solely on the language and social studies strands. We phased out Math Immersion classes and fully implemented a Freshman Seminar Immersion course taught entirely in Spanish for most Immersion students (some choose AVID over Immersion).

We have created a District-wide PLC with teachers representing kindergarten-12 grade to vertically align goals and practices. In the 2018-19 school year, we had 3 days of learning and classroom observations as well as participated in a visit with the preeminent researchers in dual language instruction. For the 2019-20 school year, we have 2 days scheduled to focus on the use of the target language in Immersion classes.

Freshman Immersion students were recognized by the school board and state Senate for their Civic Action Projects, inspired by their engagement with the Facing History curriculum and Social Justice Standards.

## **Instructional Technology**

In the Spring semester of 2019, all Freshman and Juniors were issued Chromebooks. Juniors used the Chromebooks for CAASPP testing in the Spring in 2019. All students checked them back in at the end of the school year. In the Fall of 2019, all students in all grade levels were issued Chromebooks to make us 1:1. Our District Technology team created an instructional video about how to care for their Chromebook and appropriate technology use. During Digital Citizenship Week, Tech Jedis emailed “tech tips” and suggested lessons from Common Sense Media. Tech Jedis are a group of teachers at Santa Monica High School across multiple disciplines who attend monthly district meetings with teachers across the district about technology and best practices to share with teachers.

Because we would be 1:1 during the fall of 2019, all teachers were required to set up a Google Classroom site for each class. The purpose of requiring all teachers to use Google Classroom was to create one centralized location for students to access content from their classes. Tech Jedis led informational sessions during Convocation in the fall and have offered support throughout the year when needed. Many teachers have also made the change to digital homework assigned through Google Classroom. Professional development for Google Classroom use has been ongoing throughout the school year.

A group of teachers piloted the use of GoGuardian to monitor student Chromebook use in the 2019-2020 school year. After board approval, GoGuardian was rolled out to grades 3-12 in the district in the fall of 2020.

## **Professional Development**

The Teacher Leaders have continued to create and deliver professional development opportunities to address EL strategies, academic language, college/career readiness, and safe learning communities within the classroom. Each quarter an Academic Talk newsletter is created and sent out to faculty. The newsletter contains academic focus words of the month (allowing us to grow a common academic word bank), an instructional technology tip, and best practices for supporting EL students. In fall 2018, teacher leaders worked with the coordinator of literacy and language in Ed Services to generate a poster containing common academic language to be used and displayed campus wide, and professional development was provided to help teachers incorporate use of the posters into their curriculum. Each poster has sentence frames that provide students the framework to communicate, both through reading and through writing, more confidently and easily in the classroom. Each room on our campus now has the poster on display, and many EL cohort and collaborative class teachers have made table top and notebook versions for their students as well.

Other professional development sessions during schoolwide meetings have included best practices for teaching in a block period to help support our new schedule, the use of Google Classroom to serve as a way to communicate with students and parents, incorporating movement in the classroom, and the use of writing tasks for formative assessment to promote academic language. Teacher Leaders also maintain a Samohi Teachers Google Classroom where faculty can access archived professional development presentations, strategies to use with English Language Learners, newsletters, and other pedagogical tools. The Samohi Teachers Google Classroom also serves as a forum to ask for and get help. In addition, the Teacher Leaders hold drop-in meetings to support new teachers with just-in-time support with posting grades, communication with

parents, and other various day-to-day needs as well meetings to help teachers of EL cohorts get their students the support and accommodations that they need.

### **Student Support**

The counseling department has initiated comprehensive counseling programs based on the American School Counselor Association (ASCA) standards. Through our district aligned Action Plan, Advisors and College Counselors have increased classroom presentations each semester, clearly focusing our efforts around college and career counseling. We hold individual academic planning meetings with our students to create a four-year plan. Using Naviance, both the program and curriculum, our department provides lessons to grade levels on graduation requirements, college eligibility, postsecondary options, and making healthy choices around balance. Our college center invites a select student group to participate in our College Admissions Retreat during summer and uses targeted outreach for CSU/UC college counseling. By collecting and analyzing data, we continue to see what knowledge and support our students need to reach the goals and standards we choose to focus on. In an effort to maintain communication with families, we email a new Advisor Weekly Updates to our families where they can learn about on and off campus opportunities and information pertaining to counseling related information.

The counseling department has widened our involvement by joining committees on and off campus. This helps to bring a “counseling perspective” to these important discussions. We are now members of the Site Leadership Team, CTE district team, AVID school-based team, MTSS school-based team, Samohi Wellness Collaborative team (now reformed as the Community Schools Advisory Council) and CARPE College Access Network. We have implemented a uniform, schoolwide 504 team; we worked with targeted, under-represented groups of seniors to assist in all aspects of the college application process, planned and executed SAMO Experience for incoming 9th grade students; facilitate a Freshman Parent presentation at freshman orientation, held 9th grade intervention meetings, invite all freshman in for introductions meetings; held Soon-To-Be-Sophomore scheduling night, created career and health related Flex-Times; work closely with Santa Monica City College to plan campus tours, including one focused on our special education and 504 students; collaborated with Santa Monica City College to have one of their counselors on campus two days a week; attending Los Angeles Trade Tech College Counselor Day, and organized College Fall Fest and Spring College Night. We continue our participation in professional development, including attending WACAC, Hatching Results, district ASCA training, as well as monthly district-wide counselor meetings. The counseling department also continues to serve as a primary source of referrals to our school based mental health support staff; these services are detailed in a prior section.

Samohi has entered year three of a five-year commitment as part of the CARPE College Access Network, a partnership with 18+ schools located in southern California looking to increase the number of Black, Latino and low-income students who apply, enroll and ultimately go to 4-year college. The Samohi CARPE team is composed of district, school admin, teacher, and counselor personnel that meet on a biweekly basis. CARPE provides professional development and strategies for the CARPE team to implement towards targeted populations, however, also implemented on a school-wide scale when applicable. Currently tracking FAFSA/CA Dream Act completion, college application completion, and predicted graduation rates, Samohi has increased our numbers exponentially across all categories.



- FAFSA/Dream Act - Financial aid completion increased from 65% to 70% overall, but more importantly Latinx students increased completion from 67% to 76% and African American students increased completion from 68% to 79%.
- College Applications - The CARPE group exceeded their aim and increased the % of students applying to 4-year college from 63% to 75% (+12 pp), with even greater gains for Latinx students (from 53% to 67%) and African American students (from 51% to 85%).
- Predicted Grad Rate (i.e. % of students likely to graduate with a degree in under 6 years) - Though the overall PGE decreased for last year's seniors (perhaps because more students chose community college given the challenges of COVID), it increased for Latinx students (from 44.4% to 47.2%) and African American students (from 45.1 to 47.7). This means that more Latinx and African American students were planning to enroll in colleges where they are more likely to graduate with a degree.

In addition to continuing with all the above, while in distance learning, Samohi's Counseling Department have also gathered data from students for a mental health and wellness check in where we used that data for outreach and connecting students to services. We host weekly office hours for student drop in. Additionally, we hosted our first Freshman Parent Evening, attended our African American Parent Group and Puente Parent Group meetings twice a semester, helped organized Wellness Presentations to our students, and created a Counseling Report that focuses on distance learning. During the month of October, we declared it "College Month" and hosted a virtual series of college related activities. In addition to this, Samohi's Counseling Department was assigned counseling duties at our continuation high school, Olympic High School, where we will continue working with students who transferred, along with supporting other students at Olympic High School, and provide academic counseling and support.

### **Community Schools Initiative Grant**

In an effort to promote equity in the educational setting, the Los Angeles County Office of Education partnered with the Department of Mental Health and 15 Los Angeles County schools, including Santa Monica High, to pilot the Community Schools Initiative (CSI). The goal of the Community Schools Initiative is to build equity for students by highlighting areas of need and leveraging community resources so that students are healthy, prepared for college, and career and civic ready. The 3 year grant funds a full-time Community Schools Specialist (Coordinator) and Educational Community Worker (Parent Liaison) who will work collaboratively with various stakeholders throughout the school community in an attempt to maximize resources, strengthen current systems, build capacity within the school, create bridges across systems at Samohi and in the surrounding community and focus on parent outreach and family engagement to support Samohi's efforts in engaging the parent population. This work will be done with the support of school admin and an advisory council, composed of key school and community stakeholders, that will work collaboratively to make data-driven decisions to help address equity at Samohi.

Prior to the school closures, Samohi's Community Schools Specialist was focused on assessing the needs of the school and priorities identified by staff, particularly vaping and mental health supports. In response to distance learning, our Community Schools Specialist supported with various efforts to respond to students and families' needs around internet access, community resources, food security and mental health supports. In collaboration with PTSA and Samohi's Community Liaison, Samohi was able to provide over 350 \$100 grocery gift cards to families in

need of financial assistance. Additionally, the Community Schools Specialist and a team of trained mental health interns contacted families who indicated a need for internet services to both connect them with low-cost internet services and/or district hot spots and to provide necessary referrals to resources available throughout the community. Upon starting the 2020-2021 virtual school year, Samohi's Community Schools Specialist created a google site to centralize all information related to Samohi's Wellness Services. The school community can access this google site through the school's homepage for the latest updates on Wellness Services (mental and physical health), necessary referrals forms and a Virtual Calming Room. Lastly, our Specialist re-introduced Featured Flex-Times during distance learning to continue providing students with virtual enrichment opportunities. In collaboration with the PTSA Enrichment Committee, mental health team and Flex-Time coordinators, the virtual workshops will include cooking demonstrations, career workshops and wellness/life skills topics.

### **Facilities**

The facilities at Samohi have continued to be upgraded since the last WASC visitation. In the summer of 2018, the Science and Technology Buildings came down to make room for the Discovery Building. Groundbreaking for the 263,341 square foot building was held in April 2019. The building will contain 38 classrooms, two physical science labs, a rooftop classroom, two house office suites, a medically fragile suite, computer lab, multiple purpose room, faculty staff center, distribution center, Olympic-size swimming pool, student cafeteria, underground parking, and district kitchen. The building is designed for 21<sup>st</sup> Century learning with movable walls, common areas, breakout and seminar rooms. The plan is to move in during the summer of 2021.

In 2018 Samohi invested in a wayfinding signage plan which included map panels, directional signage, and banners of student life. This is expanding during the fall of 2020 to define our new Freedom Walk area of the campus between the Business Building and the Discovery Building.

During the 2019-2020 school year, all classroom buildings that were not previously air conditioned had new heating, ventilation, and air conditioning installed (except the History Building, which is slated for demolition summer of 2021). A pilot project of installing electronic locks took place in the Music Building and Barnum Hall. It has expanded to all campus elevators and three gates. This project will be included in all new construction districtwide. Over the summer, the fire alarm system as well as the PA, bells, and clocks have been replaced and upgraded. Perimeter cameras have been added to all buildings to support the campus wide safety plan. They record for thirty days and have zoom in and follow functions. The Music Building flooding problems have been fixed with the band and choir rooms getting a refresh. Upgrades to Barnum Hall have included sound and light vestibules as well as acoustical sound curtains. The Library, which was built in the 1960's is in the process of getting a facelift including new furniture to be completed by November 2020.

Beginning in June of 2021 the Business Building will be under construction to form the temporary space for the Academies before moving into the Exploration Building in 2023.

Planning is currently underway for the Exploration Building and Gold Gym as phase 3 of the campus master plan. The Exploration Building will house the Academies including Arts Media and Entertainment, Engineering, Government, Law, and Policy, and Health and Wellness. The Gold Gym will replace the South Gym in addition to meeting the current campus needs by

expanding to three times the size of the current South Gym. At the completion of this phase, the following buildings will have been demolished: History, Cafeteria, South Gym, and Pool. The campus master plan includes six more phases over the next 25 years. Currently the funding is in place to complete this phase.

# CHAPTER III:

## ONGOING SCHOOL IMPROVEMENT



### **III: Ongoing School Improvement**

Since the last WASC visitation in 2018, Samohi staff have been working on the goals and areas of improvement outlined by the Visiting Committee and school leadership. Communication between the staff and stakeholders.

This work has been ongoing at Site Leadership Team meetings, Instructional Program Committee meetings, Department Meetings, as well as during our staff meetings. Administration has been strategic at reminding the school staff as well as parent groups about our school goals and areas for growth and Critical Areas for Follow up as outlined by the Visiting Committee in 2018. Furthermore, every decision made by the Site Leadership Team has been in accordance with our school goals and Critical Areas for Follow Up.

During the 2018-2019 school year, the Site Leadership Team (SLT) met four times with InnovateEd to discuss the progress Samohi was making as a school, how to strengthen our programs, and work towards achieving the school goals. Based on the recommendations made by the Visiting Committee in 2018, as a school we dedicated our energy into expanding academic support within the school day to ensure there is equitable and accessible support for all students. The SLT conducted numerous school visits during the research phase, and in 2018-2019 Samohi created a plan. The SLT along with the Instructional Planning Committee decided to name this support period, “Flex-Time,” and created the vision and expectations for students. The staff as a whole piloted sample bell schedules in November 2018 and in February 2019. The staff voted to implement the “Flex-Time bell schedule” during the 2019-2020 school year, and in February 2020 the staff voted to pass the full implementation of Flex-Time beginning the 2020-2021 school year.

At the same time, SLT worked closely with InnovateEd to improve our PLC practices and cycles of inquiry. Having a consistent approach across all departments has allowed Samohi to fortify curriculum, develop common assessments, and analyze data to enhance the learning and achievement for all students. Teacher Leaders also began providing professional development to faculty, focusing on use of technology to support their curriculum, as well as the use of academic discourse in all classes. While Samohi does not have a literacy coach, we have the support of two former teachers who help students who need support with writing.

During the 2019-2020 school year, the SLT discussed and reviewed the School Implementation Plan for the school year to address the ways in which our Action Plan and achievements are connected to the Critical Areas for Follow-Up that were identified by the Visiting Committee in 2018. In December 2019, the SLT reconvened to streamline the school focus and reported on ways in which we are addressing the needs of all students in the areas of our school goals: college and career readiness, use of academic language, and creating a safe and supportive school. The SLT continued to work on updating Chapters 2, 3, 4, and 5.

In January, the Instructional Planning Committee continued to work on updating the report. We paused the work between March and August due to the Covid-19 pandemic.

With Covid-19 and in an effort to ensure a smooth start to the 2020-2021 school year, Samohi requested to postpone the mid-cycle visit to February 2021. As Samohi worked on the Distance

Learning bell schedule, our priority has been to ensure that Flex-Time was still part of our schedule. It was important to continue to support our students socially and emotionally. Professional Development for teachers have included SEL strategies as well as in the area of mental health.

All of the updates to our mid-cycle report were made through Google Documents and thinking maps that allowed for group collaboration as a leadership team. The mid-cycle report was presented to staff at our October 28th schoolwide meeting. All teachers and staff received a copy of the report in addition to an overview of each chapter on a slide presentation. Teachers and staff then met in two different smaller groups to look at specific chapters, in which they provided feedback and commentary on Samohi's progress and future goals via two different google forms.



# CHAPTER IV:

## PROGRESS ON CRITICAL AREAS FOR FOLLOW-UP AND SCHOOLWIDE ACTION PLAN



#### **IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan**

In the Spring 2018, the Visiting Committee identified the following schoolwide critical areas for follow-up:

- 1. Samohi would benefit from more professional development time to fortify curriculum maps, develop common assessments, and continuously analyze student data to enhance learning and achievement for all students.**

In the 2019-2020 school year, we piloted a new bell schedule, which was formally adopted in Spring 2020. With our new schedule, there is more time to meet as a department, and department time has been used for common assessment development and analysis across subjects following the InnovateEd model. Schoolwide meeting time has been used to analyze school and department data as well as develop, and then analyze, claims-evidence writing tasks. Additionally, Science has partnered with CSUN professors for NGSS aligned curriculum maps, English partnered with Malibu and Olympic high school teachers to develop curriculum maps and common assessments. PE, Math, and Science teachers attended conferences for deeper professional development. Sub out days for World Languages, Science, and English were used for curriculum development, common assessments and norming.

- 2. Samohi should use multiple metrics to drive instruction and decision-making processes when analyzing data through the lens of transparency and accountability among team members.**

In addition to the formal CAASPP testing, the English and Math Departments have used data from IABs (designed by Curriculum and Assessment Team) to analyze student strengths and weaknesses. Along with IABs, the English Department has developed and administered a baseline essay in the Fall and a summative essay in the Spring at each grade level. Teachers were given sub-out days to norm and score together. Lessons were developed based on student performance. Through this process, a new scoring guide has been developed to be used at all grade levels in the English department. 11AP English teachers go through this same norming process three times a year for each of the essay questions that appears on the AP exam.

In the Math Department, each PLC team uses common assessments and common learning tasks to monitor and assess student learning. PLC teams spend departmental time creating common assessments by aligning them to course content-standards and focused learning targets as well as the mathematical practices. In addition, PLC teams analyze student work from these assessments and adjust their instruction accordingly.

California Healthy Kids Survey is used to monitor and assess student opinions about school culture and safety. These results have been used to develop engagement activities offered at the beginning of the year during Flex-Time and mental health and wellness supports on campus throughout the year. We increased the number of mental health counselors on campus based on these survey results. In 2017-2018, there were a total of 20 therapists working with our students. Through various partnerships and internships, in 2020-2021, we now have 24 different therapists working



with our students. It has also allowed us to partner with Community Schools through LACOE for continued parent engagement.

PSAT scores are used for student placement in certain classes (i.e. Honors math). CAASPP scores, in addition to summative essay scores, are used for placement into either the English elective of their choice or ERWC. CAASPP scores in Math were used to allow students to opt out of their final exams if they showed Mastery. The new AP Classroom platform is being used by teachers to track progress on skills and to identify areas of need to help inform instruction and lesson-planning.

Grades have been pulled every six-weeks and have been reviewed in Department PLCs and at after school data analysis meetings, with the focus on D/F students. This information helps to ensure that students have been placed in the correct classes and allows teachers to offer the appropriate academic support throughout the year.

Our ELPAC data is used to place students appropriately in EL cohorts or classes. Their designation determines the services they receive.

**3. Samohi leadership and faculty should consider expanding academic support and tutoring structures, within a bell schedule that can accommodate this intervention, to ensure there is equitable and accessible support for all students.**

Immediately following the previous WASC visit, SLT began researching academic support offerings within the school day. The team began with case studies of area schools that have an embedded support in their day. We looked at their bell schedules and structure for that support time. Members of the team reached out and had conversations with administrators from other schools to learn what worked for them and what they struggled with. In addition to the case studies, members of the team went to two different site visits. In May 2018, a team consisting of various stakeholders including administrators, teachers, parents, and students went to Dos Pueblos High School in Santa Barbara to see how they structured their intervention period. In September 2018, a similar team consisting of the various stakeholders visited University High School in Irvine. This information helped SLT make some informed decisions while creating a structure and bell schedule that would work for our community.

In the 2018-2019 school year, the SLT began experimenting with different bell schedules and formats that would include a period for structured intervention. Towards the end of fall semester, we conducted a two-week long pilot implementing a modified block schedule with an embedded support period. During this pilot, we were only able to offer limited sessions for students focused mainly on academic support. Following the pilot, SLT gathered feedback from all stakeholders including students, teachers and staff, and parents. After reflecting on the feedback, SLT decided to conduct a second pilot for one week in January 2019. There were some minor differences in the bell schedule for these two pilots. Following the second pilot, SLT gathered more feedback from students and staff about the two bell schedules. Additionally, there were numerous forums held with the staff, parents, and student groups to allow everyone the opportunity to share their thoughts. After refining the bell schedule, the faculty adopted a one-year pilot to fully implement the support period named Flex-Time.

For the 2019-2020 school year, the school piloted a modified block schedule with a support period offered during the day twice a week. This support period, called Flex-Time, was approximately 50 minutes on Tuesday and Wednesday. During Flex-Time, the school provided offerings in three different areas: academic support, enrichment opportunities, and social-emotional support. In the area of academic support, students were able to ask questions, catch up on missing work, retake/make-up exams, work on group projects, have a writing conference, and read/study. The majority of students elected to attend this academic support for one of their classes. For the enrichment opportunities, ASB, the PTSA and Flex-Time coordinators worked to provide career-oriented presentations, student-led seminars on civic activism, and other special assemblies. The social-emotional support offerings were organized and provided by the collective efforts of our house advisors, school psychologists, and college counselors. Prior to the Flex-Time period, students had the opportunity to sign up for a session that best supports their academic or personal needs. Additionally, during this time, the Teacher Leaders began providing professional development to the staff on effective teaching in extended period and structured intervention.

In February 2020, the school permanently adopted a modified block schedule and Flex-Time in the format described above. This decision will allow this support period to continue to be built into the school day, and it has facilitated us with providing better support to our students as we moved into distance learning.

During the start of the 2020-2021 school year, we have continued to offer Flex-Time as support during distance learning. Some modifications to the program have occurred due to distance learning. For the first month of implementation, all students were required to attend a Flex-Time session of their choosing. In the second month and beyond, students have the opportunity to continue participating in the various Flex-Time sessions or complete work independently in order to minimize additional screen time. Teachers are allowed to require students to attend Flex-Time if the student has shown evidence of struggling.

**4. Samohi should continue to support the development of claims-evidenced-based writing in all subjects, with a Literacy Coach or support specialist, as a way to promote literacy and writing across all content areas.**

English, World Languages and History Departments have developed common rubrics for writing, and all department members have gone through the norming process to increase common grading practices across the department.

Teacher Leaders have given school-wide professional development on formative writing tasks and teachers developed and implemented the assessments. In order to prepare for the formative writing tasks, we studied the different types of academic focus words that appear in CAASPP assessments. This led to a training on different strategies for administering formative assessments which included do nows, warm-ups, reflections, the “think” part of a think-pair-share, digital discussion boards, four square, and silent conversations. The teacher leaders presented several examples using each of these strategies. Training was also provided on how to administer the formative assessments digitally. Teachers from each department shared out their writing tasks in a school-wide meeting. Specifically, these teachers presented their claims-evidence writing task, their focus, how they administered the assessment, what went well, and what they would do differently in the

future. Teachers, schoolwide, were tasked with administering a formative writing task and bringing back student samples to analyze. The goal was to focus on crafting prompts that clearly articulated expectations as well as how to use the student data collected in order to inform our teaching.

In addition to the school-wide professional development, the teacher leaders share valuable PD through their monthly newsletter that include academic focus words, sentence frames, English Language Learner teaching strategies, technology tips, and more.

Science department is working on the NGSS Roll out. There is a Writing Center to help students improve writing skills, AP exams and College Essays.

The Writing Center is open twice a week to work with small groups of our students in a targeted manner during both Flex-Time and at lunch. Our writing support specialists focus primarily on providing targeted support and instruction on the various steps of the writing process for students in our AP Language and Composition class, the AP course with, by far, the largest enrollment on campus. Teachers can assign students to visit the Writing Center to address specific learning needs, and students can also enroll themselves in a session that addresses an area of concern for them. In addition, the Writing Center has held several drop-in workshops for our seniors to provide personalized guidance on the college essay/personal statement drafting process. Since the start of the 2020-2021 school year, the Writing Center has adapted to distance learning and remains accessible to students. Students are able to sign up to get support with either Writing Coach from the Writing Center during Flex-Time on Thursdays. In addition, the Writing Coaches are available to support students during lunch and office hours. Students can either ask their English teacher to arrange, or email the Writing Coaches directly to arrange a time that works.

**5. Samohi students would benefit from the expansion of career pathway options leading to viable employment opportunities within existing industry sectors.**

Samohi has expanded career pathways to now include pathways in Photography (capstone), Digital Design (capstone), Automotive Technology (capstone), Marketing, and Dance. In addition to these and in collaboration with Santa Monica College, we also have two-year programs in the areas of Computer Science, CLOUD Computing, Early Childhood Education, and beginning in the 2020-2021 school year, we have added Business Administration and Administration of Justice.

In 2020-2021, the following data reflects student enrollment in the CTE pathways offered.

CTE Pathway	Number of Students Enrolled in 2020-2021
Photo	Photo 1 - 115 students Photo 2 - 18 students
Digital Design	Digital Design 1 - 168 students Digital Design 2 - 28 students Yearbook (Digital Design 3) - 11 students

Film	Film 1 - 49 students Film 2 - 21 students
Dance Choreography	Dance 1 - 5 students Dance 2 - 8 students Dance 3 - 9 students
Auto	Auto 1 - 58 students Auto 2 - 13 students

Santa Monica High School is in the planning process to offer four career academies in the upcoming school year: Engineering & Technology; Arts, Media, and Entertainment; Health & Wellness; and Law, Government, and Public Policy. These academies will be available to students in 11<sup>th</sup> and 12<sup>th</sup> grades, and they will provide an integrated, project-based, curriculum, incorporating English language arts, writing, public speaking, and entrepreneurship paired with the specific academy area of study. Students will have the opportunity to collaborate with community mentors to complete projects centered around a yearly theme and publicly present their projects through showcase events. These academies will provide hands-on, relevant, real-world experiences to produce college and career-ready graduates.

**6. Making sure all students have access to technological resources inside and outside of school in order to aid in closing the achievement gap.**

Samohi rolled out Chromebooks to all students during the 2019-2020 school year as part of a one-to-one student to technology access model. All students now have a Google Chromebook that they check out at the beginning of the school year, and students are able to take these home as well, which has proven to be a vital key in providing an equitable education in a distance learning landscape. In addition to the Chromebooks, the district is providing internet hotspots to families in need so that all of our students are able to access our virtual education for the duration of our distance learning protocols.

Teacher Leaders and Tech Jedis have created and delivered professional development to teachers on best practices on how to use the Chromebooks for classroom instruction. In addition, Samohi earned Common Sense Media Education School Recognition in order to promote and maintain digital citizenship with regards to the new technology. Lastly, GoGuardian was recently implemented to monitor proper computer use during class time. A group of teachers piloted the use of GoGuardian in the 2019-2020 school year. Teachers on Special Assignment held training in how to use GoGuardian before the start of school 2020. GoGuardian was rolled out to grades 3-12 in the district in the fall of 2020.

Another major technological development is that all Samohi teachers created and maintain a Google Classroom for each course that they teach. The purpose of this was to ensure students have one centralized location for all of their classwork and announcements. Teacher Leaders trained and continue to create professional development for Google Classroom best practices.

Another new software addition this year was the use of Enriching Students for the use of Flex-Time sign-ups. Students and teachers were trained at the beginning of the school year on how to sign up for Flex-Time locations. Teachers were also trained on how to search for students, and also how to make sure their students are signed up for a location. Teachers are expected to make sure that their 2nd period class (homeroom) is signed up for Flex-Time locations on a weekly basis.

During the pandemic, Samohi has capitalized on its prescient digitization of our classrooms, and has provided to students in PLTW, Journalism, Digital Design, and Yearbook HP laptops loaded with specific software to aid in these students' access to the course material and skill development. Prior to the pandemic, the PE department was issued a class set of iPads so that claims-evidence writing could be incorporated into the PE curriculum.

## **7. Address and support D/F students.**

Over the last few years, we have made a more focused effort on addressing and supporting our D/F students. We have begun by identifying and defining the problem using data. As a school, we have started looking at grade distribution data within the largest departments of English, Math, Science, Social Studies, and World Languages (samples provided in appendix). These graphs have helped to launch conversations about normalizing grading practices and policies. Additionally, we have looked at the percent of students earning one or more Fs to monitor effectiveness of supports.

Over the last three years, there has been a decline in the percent of students receiving one or more Fs. At the end of the Fall semester (GP3) in 2017, the percent of students who earned one or more F(s) was 12.8%. As of the end of the Fall semester (GP3) in 2019, the percent of students who earned one or more F(s) was 9.1%. That is a decline of 3.7%. At the end of the Spring semester (GP6) in 2018, the percent of students who earned one or more F(s) was 13.4%. At the end of the Spring semester (GP6) in 2020, the percent of students who earned one or more f(s) was 5.3%. However, it should be noted that due to the pandemic and the sudden shift to distance learning in the Spring of 2020, students were held harmless for grades on assignments after March 13<sup>th</sup>, 2020. Additionally, students had the option to keep their letter grade or take pass/fail credit. We do expect this percent to be higher in subsequent years.

Flex-Time is used by many teachers to offer test corrections and test reviews to help struggling students improve class performance. Flex-Time also offers time for students to make up missing work to improve overall grades. Additionally, teachers are given time to contact students and their parents about D and F grades before progress reports are published.

Advisors play a vital role in providing support to students who have multiple Ds and Fs in their academic classes. Advisors pull D and F reports at each grading period and notify parents via email. As Tier 2 interventions, students are put on a plan which is reviewed after each grading period. Students who continue to earn Ds and Fs are put in the Tier 3 category and advisors conduct meetings with students individually to discuss a plan to improve, and interventions include referring them to tutoring, meet with the teacher(s) when necessary, and hold parent meetings as well.

In addition to what the Visiting Committee identified, the school established the following three Critical Learner Needs as areas for follow-up:

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

Following the last WASC visit, we began to look at the usage of the various after school tutoring programs including Night Owl Tutoring, Xinachtli, and Math Tutoring. We noticed that these programs were not sufficiently providing support to all students. This, along with other findings from the previous WASC visit, launched the project of modifying our bell schedule to include an embedded support period. Throughout the developmental phase of the embedded support period, called Flex-Time, the Site Leadership Team gathered feedback from stakeholders including students, staff, and parents. Through survey results following the pilots during the 2018-2019 school year, the team modified the schedule to best meet the needs of all students. During the 2019-2020 school year, additional feedback was gathered through surveying the stakeholders, to monitor the implementation of the year-long Flex-Time pilot. This feedback allowed the Site Leadership Team to make additional tweaks to the schedule and general operations of Flex-Time. Additionally, the Flex-Time coordinators used the sign-up platform, Enriching Students, to monitor trends in student sign-ups. Particular focus was given to students that were not signing up for a session during the support period. For students who were frequently not signing up, advisors met with the students to talk about the intention of the period and help guide them to access the support they needed.

As a school, we began to form committees to review other support programs. In the fall of 2019, we formalized our 504 process and included a consistent review committee to determine eligibility and develop accommodations. Additionally, in the spring of 2020, we established a Career Technology Education Advisory Board to review and recommend program improvements. This Advisory board includes special education stakeholders as well as industry partners.

After reviewing AP data from the Spring of 2018, we added a summer AP Boot Camp. This is a week-long program geared towards students who are underrepresented in our AP classes, specifically English 11 AP, Language and Composition. This program has been offered the last three summers. Throughout the year, data is gathered and evaluated for retention rate and semester grades. This data has led to some minor adjustments to the program.

During distance learning, we have tried to continually monitor the effectiveness of our support programs. We still gather feedback through surveys and forums with the various stakeholders. This feedback has driven us to look at additional ways to support our students that are not engaging, including the implementation of a Student Work Day to allow students time to catch up on missing assignments, or our most recent Extended Student Support Day. This day was designed to provide time during school hours for teachers to have one-on-one conferences or small group meetings with students that are struggling either academically or socio-emotionally.

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

To begin addressing our achievement gap, we began by looking at enrollment in our higher-level classes. We focused on English 11 AP, Language and Composition, because it is the largest AP course taken by students at Samohi. For many, it is their first experience with an AP class. Prior to our last WASC visit in January 2018, we had been identifying and encouraging students from underrepresented subgroups to try an AP course. However, we were noticing that more students were taking the class, but not necessarily being successful or staying in the class. To help address this issue, we developed an AP Summer Boot Camp program. This is a week-long program geared to students that are underrepresented in our higher-level courses, particularly English 11 AP. The intended audience for the program includes students of color, first time AP students, students with IEPs or 504s, and students on free or reduced lunch. This program is a bridge program designed to help develop some specific skills needed for a student to be successful in the rigorous course. Additionally, the program focuses on relationship building and confidence building. The goal is for the students to feel confident to enter and remain in the course throughout the year. Over the last three summers, the program has continued to develop through the analysis of retention data and grade data for the students that participate.

Our AVID program also seeks to help address our achievement gap and access to higher-level classes. Over the last couple years, we have worked to strengthen our AVID classes. We have appointed an AVID coordinator, dedicated more money to recruit and retain tutors for our AVID classes, and provided formal training for our tutors. This program is continually reviewing data including enrollment in AP courses or Project Lead the Way, GPA data, graduation requirements, and UC/CSU eligibility. The data is gathered and disaggregated to focus on special populations.

Another way we have been working to address our achievement gap is through our involvement in the CARPE College Access Network since fall 2018. This network of schools focuses on providing targeted, systematic support for African American, Latinx, and first-generation college-bound students. The primary focus of the network is the college application process. In addition, selected seniors from the mentioned subgroups are matched with a faculty member to get support with college applications, essays, scholarships, and anything else college-related. Through participation in the network and the work of our group, we have seen an increase in the percent of students in each of the mentioned subgroups who completed the FAFSA. Specifically this year, there was increased completion for Latinx students from 67% to 76% and for African American students from 68% to 79%. Additionally, through the work of the team, they increased the % of students applying to four-year colleges from 63% to 75%, with even greater gains for Latinx students (from 53% to 67%) and African American students (from 51% to 85%).

In order to support our English Learners, we continue to schedule groups of English Learners in cohorts in the core classes. In the last two years, we have increased the number of bilingual instructional aides to support the EL cohort in those core classes. The support of our English

Learners also extends outside of the classroom. This year our community liaison has been hosting reflective parenting groups, in both Spanish and English, to provide guidance for parents in how to support their students effectively.

Although we have made some gains, this is an area that we continue to focus on.

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

Starting in the Fall of 2019, all Teacher Leaders and Department Chairs have intentionally been scheduled with a common prep period. This adjustment has been instrumental in our ability to continually focus on our Action Plan. The common prep period has allowed the groups to meet regularly, providing a more focused and cohesive leadership team.

Additionally, we have structured our Professional Development schedule focused on our school goals and Action Plan. The department meetings are focused on Professional Learning Communities and the Cycle of Inquiry, while the schoolwide meetings are focused on supporting our English Learners and engaging students through establishing safe schools. The department chairs meet regularly to discuss their department's work on the Cycle of Inquiry and to support one another. The Teacher Leaders meet regularly to plan and reflect on support strategies for English Learners and all students. The consistent communication within the teams, along with regular meetings of the entire Site Leadership Team, has allowed us to actively monitor and adjust our Action Plan as needed. It has also increased the cohesiveness of the professional development and message to the rest of the staff.



# CHAPTER V:

## SCHOOLWIDE ACTION PLAN REFINEMENTS



## V: Schoolwide Action Plan Refinements

In the fall of the 2018-2019 school year, members of the Site Leadership Team designed the action plan centered on our three school goals, assigning tasks to different groups of staff members (departments, teachers, advisors, TLs, DCs, outreach specialists, admin, etc). During the spring semester of the 2019-2020 school year, we again met as an SLT to consider the ways in which we were meeting the goals set on our action plan, and we made the necessary refinements. In the fall of 2020, department chairs and teacher leaders met yet again to refine the action plan and to more fully report the scope of our school supports as well as brainstorm evidence of learning.

**Goal 1 (College and Career Readiness): Students will utilize critical thinking to make sense of problems and persevere in solving them. Students will communicate clearly, effectively, and with evidence-based reasons.**

Staff Practices	School Supports	Evidence of Learning	Timeline
(1a) Engage in the cycle of inquiry within PLC Teams, focused on problem solving, communication of ideas, and future-ready skills	Effective PLC teams	Pre/Post Assessments	Ongoing
	PD around designing lessons involving future- ready skills	Common Assessments	
	Cycle of inquiry, CFAs, analysis of data at Department Meetings	Grade analysis	
	InnovateEd teams (US History, Algebra 1)	InnovateEd meetings	2018-2020
	Counselor Training with Hatching Results	<a href="#">ACES U.S. History Curriculum Guide</a>	
		Counseling Action Plan, Pre/Post Data from presentations	2018-2020
(1b) Incorporate learning experiences with students using technology	1:1 student:technology roll out	Google classroom assessments and feedback	Ongoing
	Google classroom use in all classes	Student familiarity with google classroom navigation	
	Digital platforms such as Jamboard,	Student work	

	<p>Quizizz, EdPuzzle, Google Tools</p> <p>Virtual classroom routines, trainings, and norms using Zoom and Google Meet</p> <p>Introduction to Data Science course offering as a 4th year math elective</p>	Use of Zoom and Google Meet	Ongoing
(1c) Engaging in rigorous academic texts	<p>Science is piloting new updated NGSS texts</p> <p>Upper level science courses (AP Biology, APES, Physiology, Marine Biology) updated their textbooks 2020-2021</p> <p>Students in Social Science classes engage in the analysis of primary and secondary source documents. New adoption of textbooks in all subjects in 2018/19 and 2019/2020.</p> <p>A culturally responsive, schoolwide summer reading text is selected annually by a student, teacher, parent, and community panel</p>	<p>Students engage in both digital and paper texts.</p> <p>Student work showing annotation, close reading, and DBQ essays</p> <p>Students demonstrate critical thinking by analyzing text-based research studies using online or textbook sources.</p> <p>Common assessments and shared lessons across all four grade levels.</p>	Ongoing

(1d) PLCs will work towards creating Common Assessments	PLC time and sub out days for assessment development and norming	PLC's bring in student work of common assessments and analyze student performance to guide future curriculum planning.	Ongoing
(1e) Equitable course grades	Discussions on grading policies, structures, and common rubrics.  Engage in norming of grading rubrics and practices.	Common grading categories for most departments.  Department agendas  Grade distribution course data per grading period  Data from Baseline essay (Fall) scoring and Summative essay (Spring) scoring for all English classes	Ongoing
(1f) AVID teachers lead AVID students in weekly collaborative study groups, called AVID Tutorials.	Class time, once weekly during virtual, and twice weekly in person, with the support of college aged tutors and peer tutors.  AVID classes are given preferential Academic Tutor support in order to provide peer tutors for AVID tutorials.	Completed Tutorial Request forms, jamboards, and reflections on the learning process during tutorials (available in AVID Google Classrooms)	Ongoing
(1g) Overcoming Obstacles and Naviance in Freshman Seminar	PLC time to work on curriculum development  Access to Naviance and Overcoming Obstacles	Student work, resumes and cover letters, career research, college and college major research.	Ongoing

<p>(1h) Developing and strengthening career pathways</p>	<p>Three-year approach for CTE Pathway completion.</p> <p>Partnerships with local professionals and businesses to help inform curriculum and up-to-date resources (equipment, programs, technology, etc.).</p>	<p>CTE Pathways (Autotech, Photography, Film, Dance enrollment)</p> <p>PLTW Enrollment</p> <p>Dual Enrollment Options through Santa Monica City College- ECE, Business, Administration of Justice, CLOUD Computing, Computer Science</p> <p>Capstone development</p> <p>Naviance Curriculum</p> <p>Naviance Inventories</p>	<p>Ongoing</p>
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**Goal 2 (English Learners and Academic Language): Students will be able to use academic language to access the content area and engage in evidence-based writing (move from speaking to writing).**

Staff Practices	School Supports	Evidence of Learning	Timeline
(2a) Academic Talk Strategies	<p>Teacher Leader newsletters (sent once per grading period)</p> <p>Incorporate technology to facilitate speaking/listening activities</p> <p>Lunch/procedural meetings for targeted EL student support</p> <p>Samo-U sessions for EL teachers focusing on the four domains of language acquisition</p> <p>AVID teachers received training on a revised tutorial that focuses on inquiry and using academic vocabulary.</p> <p>Renewed focus on hiring and retaining college-level AVID tutors, who are trained in leading collaborative study groups and guiding students in inquiry-based tutorial and using academic language.</p> <p>Teacher Leaders attended EL shadowing training at</p>	<p>Learning walks to observe level of student talk time</p> <p>SBAC scores</p> <p>PSAT/SAT data</p> <p>ELPAC data</p> <p>EL Student Survey</p> <p>EL student shadowing</p>	<p>Ongoing</p> <p>2018-2019</p>

	LACOE to increase EL talk time in the classroom and provided PD to the staff.		
(2b) Strategies for supporting EL students in mainstream classes	<p>Teacher Leader monthly newsletters</p> <p>Incorporate technology to facilitate speaking/listening activities</p> <p>Lunch/procedural meetings for targeted EL student support</p> <p>Samo-U sessions for EL teachers focusing on the four domains of language acquisition</p> <p>English 11AP Boot Camp</p> <p>Intensive reading students use district created reading program</p>	<p>Learning walks to observe level of student talk time</p> <p>SBAC scores</p> <p>PSAT/SAT data</p> <p>ELPAC data</p> <p>EL Student Survey</p> <p>Student AP retention rate</p>	Ongoing
(2c) Sentence frame posters	Adoption of school wide sentence frames to help students engage in class discussions. All classrooms received a large sentence frame poster, and TLs led trainings on how to use them in the classroom.	Teachers post, refer to, and use the sentence frame posters	2018-2019



(2d) Academic word bank (including testing words, cross-curricular content)	<p>Growing word bank with cross-curricular frames in TL Newsletter</p> <p>Schoolwide PD on academic vocabulary teaching strategies.</p>	<p>Learning walks to observe vocabulary usage in the classroom</p> <p>SBAC Scores</p>	Ongoing
(2e) “Writing Coaches” during flex-time and lunch	Meredith Louria and Carolyn Middleton giving targeted help to students (11AP and Seniors) for essay help.	Student attendance during Flex-Time	Ongoing

**Goal 3 (Safe and Supportive School- Engagement and Empathy):** Students will feel safe at school and in their classes to take risks and engage in learning. Students will have a balanced workload and support for stress and time management.

[illegible]

(3c) Support during Flex-Time	<p>PD on how to use Enriching Students</p> <p>Mental Health workshops and drop-in sessions with on campus therapist</p> <p>Counselor focused sessions - organization, study skills, transcript review, college applications, financial aid workshops, career related, meditation</p> <p>Enrichment opportunities including career exploration and student-led seminars on civic activism.</p>	<p>Structured Flex-Time the first three weeks of school</p> <p>One Flex-Time dedicated to train students on how to use Enriching Students to sign up for Flex-Time sessions</p> <p>Multiple focused flex times, college application completion for subgroups</p> <p>Featured Flex-Time offerings and attendance</p>	<p>Beginning Fall 2019, ongoing at the beginning of each school year</p> <p>Beginning in Fall 2019, ongoing</p> <p>Beginning in Fall 2019, ongoing</p>
(3d) Deadlines available to students through Google Classroom	PD to support teachers	Teacher webpages through Google Classroom	Beginning 2019-2020
(3e) Discuss homework practices and grading policies		<p>Department meeting agendas</p> <p>PLC work</p> <p>Grade analysis</p>	

<p>(3f) Addressing mental health needs and recognizing and referring students in need of social-emotional supports</p>	<p>Wellness Services at Samohi Google Classroom, <a href="#">Virtual Wellness Services website</a> to increase visibility and student access</p> <p>Student Wellness Advisory Group</p> <p>Community Schools Initiative grant recipients</p>	<p>Community Schools Advisory Council meeting minutes</p>	<p>Created in spring 2020 and fall 2020, ongoing</p> <p>Ongoing since 2017</p>
<p>(3g) College Access Support Services</p>	<p>The CARPE Team (4 teachers, 4 counselors, 1 admin, and 1 district rep) works with the CARPE College Access Network to set and implement goals to support students with financial aid and college applications</p> <ul style="list-style-type: none"> <li>• College App Fest Event</li> <li>• Because Money Doesn't Grow on Trees Scholarship awarded for FAFSA/CA Dream Act completion</li> <li>• Empathy Interviews</li> <li>• College Pathways Courses</li> </ul>	<p>College application and FAFSA/CA Dream Act completion rates</p> <p>Empathy interview notes, FAFSA/Dream Act completion, balanced college lists, completed applications, college acceptances, scholarships won, College Pathways Course Data</p>	<p>Began Fall of 2018 and has expanded</p> <p>Began Fall of 2019 with class of 2020, now working with class of 2021, in the spring will begin work with the class of 2022</p>

	<p>CARPE G.O.A.L.S is run by the CARPE team with the additional support of the advisors and select teachers to provide targeted support to first generation BIPOC students in applying to colleges</p> <ul style="list-style-type: none"> <li>• Weekly meetings</li> <li>• Assistance building college lists</li> <li>• Financial aid help</li> <li>• Application assistance</li> <li>• Scholarship assistance</li> </ul> <p>Project R.B.G. - Reaching Bigger Goals</p> <ul style="list-style-type: none"> <li>• A club led by the college center that trains students to assist in increasing the college-culture at Samohi</li> </ul> <p>Peer College Counseling</p> <ul style="list-style-type: none"> <li>• A program led by the college center that provides extensive college knowledge training to</li> </ul>	<p>RBG members provide direct assistance to seniors during virtual college application workshops</p> <p>Video tutorials created by the Peer College Counselor to help peers complete college applications, FAFSA/CA Dream Act etc...</p>	<p>Ongoing</p> <p>Ongoing</p>
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	selected student(s)	Provide individualized academic advising to underclassmen	Beginning Spring 2021
(3h) Intentional discussions on Race, Identity, and Culture	Community panel  Teacher-led affinity groups for students.	Recorded video panel available on school website.  Announcements and sign ups	Beginning Fall 2020
(3i) Counseling Support Services	Student classroom presentations - focused on scheduling, mental health, and college and career  Naviance lessons surrounding career assessments and college search  Parent presentations - focused on scheduling, mental health, and college and career  Academic Planning Meetings (with family) - individual meetings to schedule courses, discuss postsecondary goals  Parent Community Bilingual Liaison  Student Outreach Support	Presentations and Implementation of Action Plan  Inventory completion and Naviance usage reports  Presentations/ outreach  Meetings, AP Enrollment, class selection, intervention meetings  Collaboration with Advisors, Parent Groups, School Staff, Families, and Students  General Education Tutorial support, Restorative Justice Circles, Collaborations with staff and families	Ongoing

# Appendix:

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**Samohi PD Calendar  
Fall 2019**

**SCHOOL GOALS:**

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

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

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

DATES	TYPE	PURPOSE
*Tues 8/20	Schoolwide /Department All Day	
*Wed 8/21	Schoolwide 90 Min	
1.Tues 8/27	Schoolwide Procedural (1)	Train Enriching Students Platform??
1.Wed 8/28	Department  *Sped Dept Mtg	<b>Cycle of Inquiry: Design (pre-assessment)</b>
2.Tues 9/3	PT/IPC (1)	
2.Wed 9/4	Schoolwide	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>Recap of Academic talk and vocab</li> <li>Share practices in PLC</li> <li>Link to future writing</li> </ul>
3.Tues 9/10	Schoolwide Procedural (2)	<b>Required topics:</b> <ul style="list-style-type: none"> <li>Mental Health Referral Process</li> <li>Inform WASC mid-cycle review</li> </ul>
3.Wed 9/11	Department  *Sped Dept Mtg	<b>Cycle of Inquiry: Design</b>
3.Tues 9/17	Early Dismissal: Back to School Night	
3.Wed 9/18	PT Morning (1) (60 min)	(Back to School Night 9/10)
5.Tues 9/24	PT/IPC (2)	



5.Wed 9/25	Schoolwide	
6.Tues 10/1	PT (2)	
6.Wed 10/2	Department	<b>Cycle of Inquiry: Analyze and Refine</b>
7.Tues 10/8	PT/IPC (2)	
7.Wed 10/9	NO SCHOOL	
8.Tues 10/15	Schoolwide Procedural (3)	PSAT training
8.Wed 10/16	<b>SPECIAL SCHEDULE</b> PSAT	Safety Plan
9.Tues 10/22	PT (3)	
9.Wed 10/23	Schoolwide	
10.Tues 10/29	PT/IPC (3)	
10.Wed 10/30	Department  *Sped Dept Mtg	<b>Cycle of Inquiry: Design</b>
11.Tues 11/5	PT (3)	
11.Wed 11/6	Schoolwide	
12.Tues 11/12	Schoolwide Procedural (4)	Agenda items: 1. DOK chart 2. district data dashboard
12.Wed 11/13	Department	<b>Cycle of Inquiry: Analyze and Refine</b>
13.Tues 11/19	PT/IPC (4)	
13.Wed 11/20	Department	<b>Cycle of Inquiry: Design</b>
14.Tues 11/26	PT (5)	
14.Wed 11/27	<b>SPECIAL SCHEDULE</b> (60 min PT) (4)	
15.Tues 12/3	Schoolwide Procedural (5)	
15.Wed 12/4	Department	<b>Cycle of Inquiry: Design (Final)</b>
16.Tues 12/10	PT (5)	

16.Wed 12/11	Schoolwide	<b>Dr. Drati Presentation</b>
Tues 12/17	PT (5) <b>START OF FINALS</b>	
Wed 12/18	<b>FINALS</b>	

**Samohi PD Calendar  
Spring 2020**

**SCHOOL GOALS:**

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

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

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

DATES	TYPE	PURPOSE	GOAL
*Mon 1/6	Schoolwide/ Department 90 min	Recommit to PLC	<ul style="list-style-type: none"> <li>- Accomplishments</li> <li>- Cycle of Inquiry</li> <li>- Flex-Time “lessons” for 1/7 and 1/8</li> <li>- Department (planning)</li> </ul>
1.Tues 1/7	PT (1)		
1.Wed ½	Department  *SpEd Meeting	<b>Refocus on Cycle of Inquiry</b>	<ul style="list-style-type: none"> <li>- establish protocols</li> <li>- review purpose and why</li> <li>ELA - Design lesson on</li> <li>Math - Review Fall Data, Discuss cycle</li> <li>Science - Purpose of Cycle of Inquiry, Fall Final Data Review and Reflection.</li> <li>World Languages: Data Review of final exams in PLC groups</li> <li>Visual Arts - Begin working with 2019 CA VAPA Standards for written cycles of inquiry (“Creating)</li> </ul>
2.Tues 1/14	PT/IPC (1)	WASC	Assign WASC tasks, complete by next IPC meeting (Feb. 4)
2.Wed 1/15	Department	<b>Cycle of Inquiry</b>	Design based on analysis of final exam results and next steps
3.Tues 1/21	PT (1)		
3.Wed 1/22	Schoolwide	<b>PD: Movement and Talking Engagement</b>	<ul style="list-style-type: none"> <li>*Learning Walk Protocol roll out</li> <li>--- Share out (teachers who have gone can share experience)</li> <li>*Teaching in the block:</li> </ul>

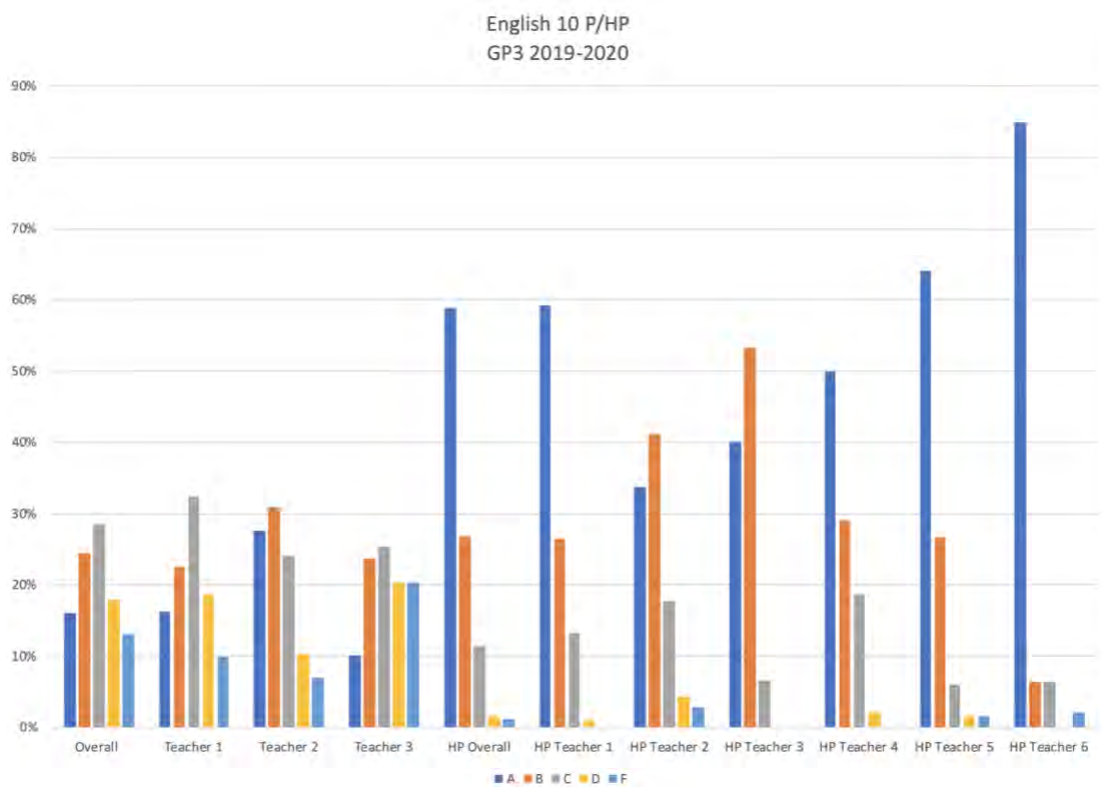
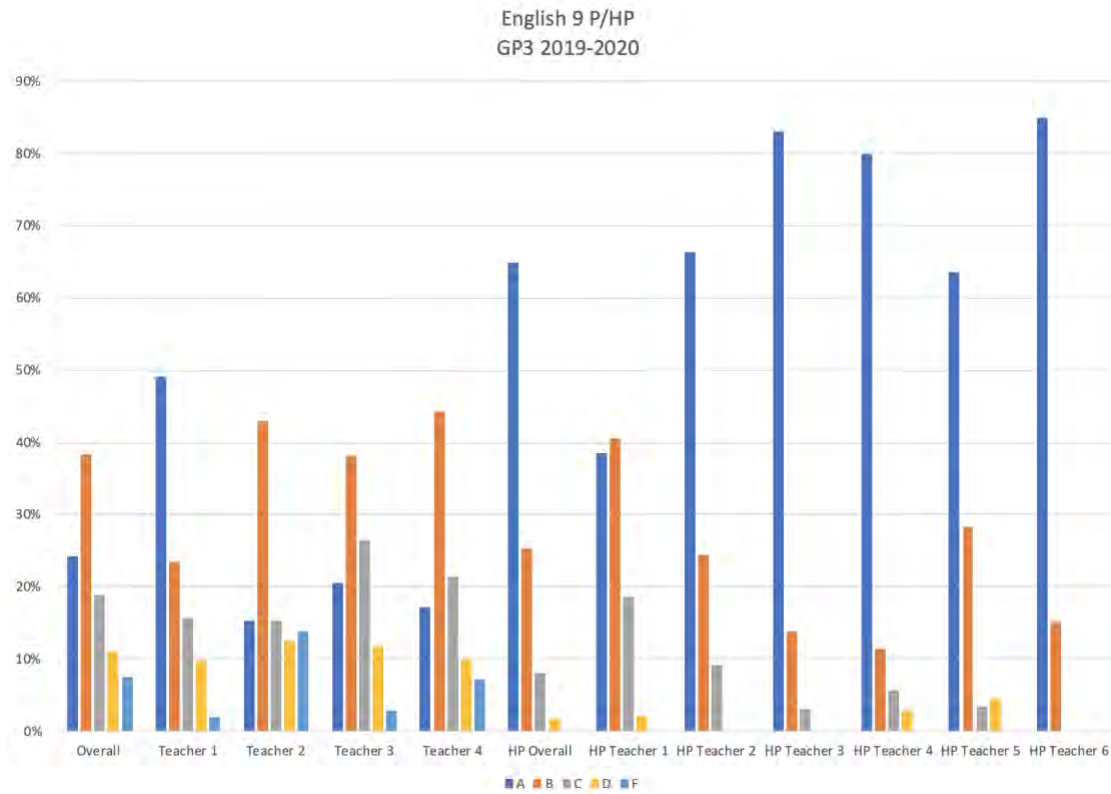
			<p>--- Highlight the importance of movement for engagement (Goal #3)</p> <p>--- Provide strategies for movement and academic talk (Goal #2)</p> <p>*Reminder and request for proposals for Samo U. on March 4. Proposals are due Feb. 5.</p>
4.Tues 1/28	Schoolwide Procedural (1)		
4.Wed 1/29	Department	<b>Cycle of Inquiry: Analyze and Refine</b>	World Languages: Refine / Analyze (interpersonal rubric and / or text-based writing with the proficiency targets for both)
5.Tues 2/4	PT/IPC (2)	WASC	Working meeting -- Mid-Cycle Report
5.Wed 2/5	Department *SpEd Meeting	<b>Cycle of Inquiry: Design</b>	World Language -Design based on ACTFL (design text-based writing or interpersonal speaking)
6.Tues 2/11	PT (2)		
6.Wed 2/12	Schoolwide	<b>PD: EL Strategies (Teaching in the block/ flex time ideas)</b>	<p>-Teacher (3-4) share-out of strategies they have tried regarding movement</p> <p>- Focus on one EL strategy (speaking or writing) to share (run staff through activity)</p> <p>- Teacher share out of Flex time strategies (block strategies)?</p>
7.Tues 2/18	Schoolwide Procedural (2)		
7.Wed 2/19	Department	<b>Cycle of Inquiry: Analyze and Refine</b>	Vote on Schedule
8.Tues 2/25	PT/IPC (2)		
8.Wed 2/26	Department *SpEd Meeting	<b>Cycle of Inquiry: Design</b>	
9.Tues 3/3	PT (3)		

9.Wed 3/4	Schoolwide	<b>PD: Samo U</b>	Samo U → Announce Samo U on 1/6 (have the look for Samo-U proposal). Send out mid January → Proposals due by 2/5
10.Tues 3/10	PT/IPC (4)		
10.Wed 3/11	Department	<b>Cycle of Inquiry: Design and Implement</b>	
11.Tues 3/17	<b>OPEN HOUSE SPECIAL SCHEDULE</b>		
11.Wed 3/18	PT (4) (60 minutes)	<b>Day after Open House</b>	
12.Tues 3/24	Schoolwide Procedural (3)		
12.Wed 3/25	Department	<b>Cycle of Inquiry: Design and Implement</b> Visual Arts (2019 VAPA Standard “Responding”)	
13.Tues 3/31	PT (4)		
13.Wed 4/1	Department *SpEd Meeting	<b>Cycle of Inquiry: Analyze and Refine</b>	
14.Tues 4/21	PT/IPC (4)		
14.Wed 4/22	Department	<b>Cycle of Inquiry: Design</b>	
15.Tues 4/28	Schoolwide Procedural (4)		
15.Wed 4/29	Schoolwide	EL Focus Writing to Learn Warm-up: Department-specific frames	
16.Tues 5/5	PT/IPC (5)		

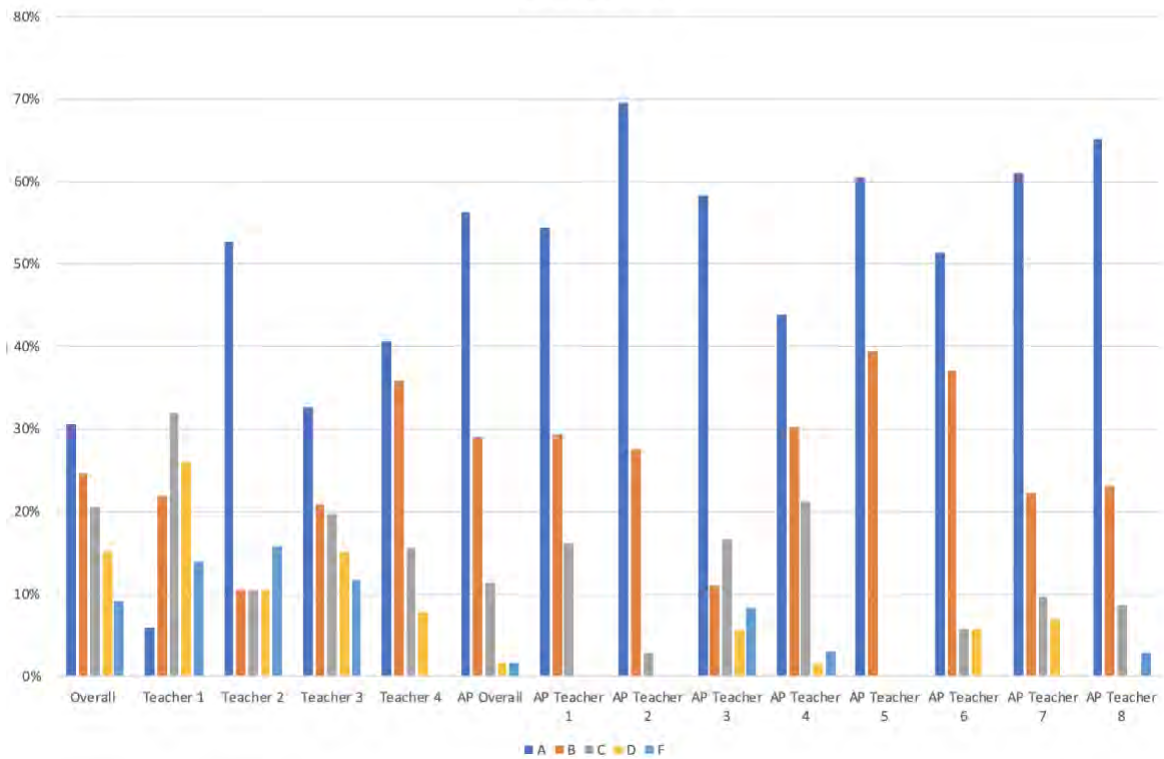
16.Wed 5/6	Department	<b>Cycle of Inquiry: Design and Implement</b> Visual Arts (2019 VAPA Standard “Connecting”)	
17.Tues 5/12	PT (5)		
17.Wed 5/13	Schoolwide	<b>**AP Lang Assessment this day**</b>	UCLA Trauma Informed Care PD
18.Tues 5/19	PT/IPC (5)		
18.Wed 5/20	Department *SpEd Meeting	<b>Cycle of Inquiry: Analyze and Refine</b>	
19.Tues 5/26	Schoolwide Procedural (5)		
19.Wed 5/27	Department	<b>Cycle of Inquiry: Design a Common Final</b>	
20.Tues 6/2	PT (6)		
20.Wed 6/3	Schoolwide	Celebrations and Graduation	
Tues 6/9	<b>FINALS and Graduation</b>		
Wed 6/10	<b>Last Day of School</b>		

\* This calendar was not followed as closely after March 13<sup>th</sup> and the sudden shift to distance learning as a result of the pandemic.

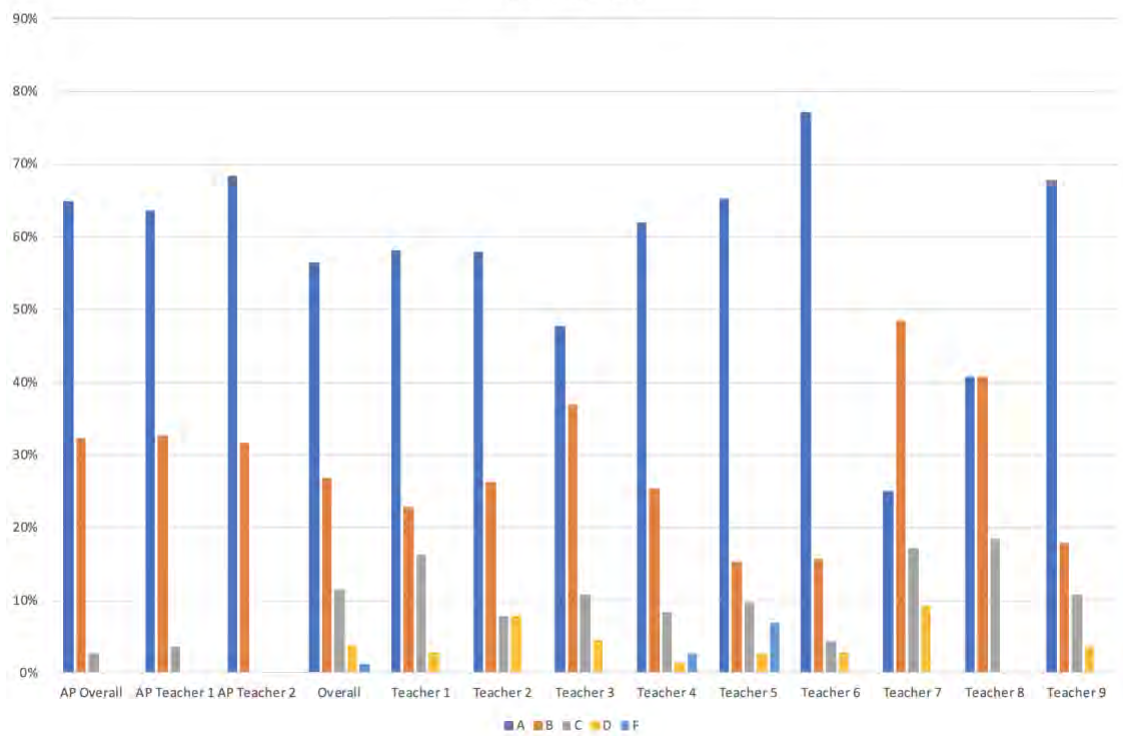
## English Grade Distribution Data Fall 2019 (GP3)



English 11 P/AP  
GP3 2019-2020

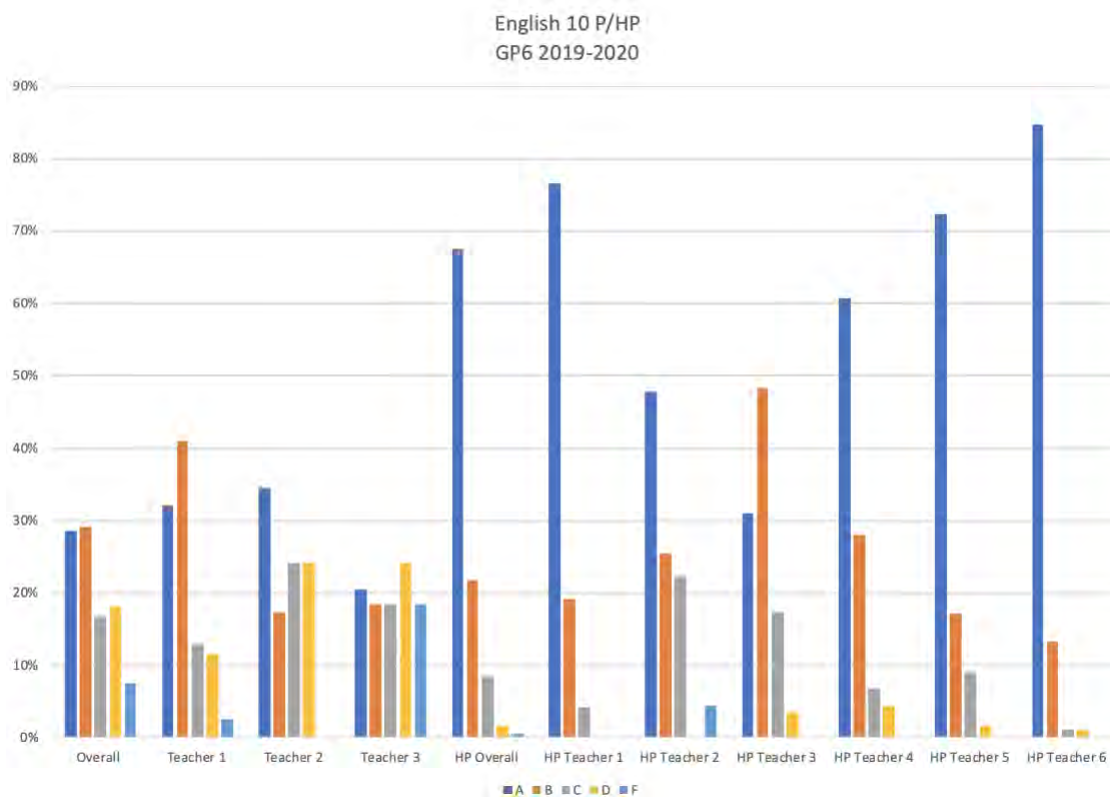
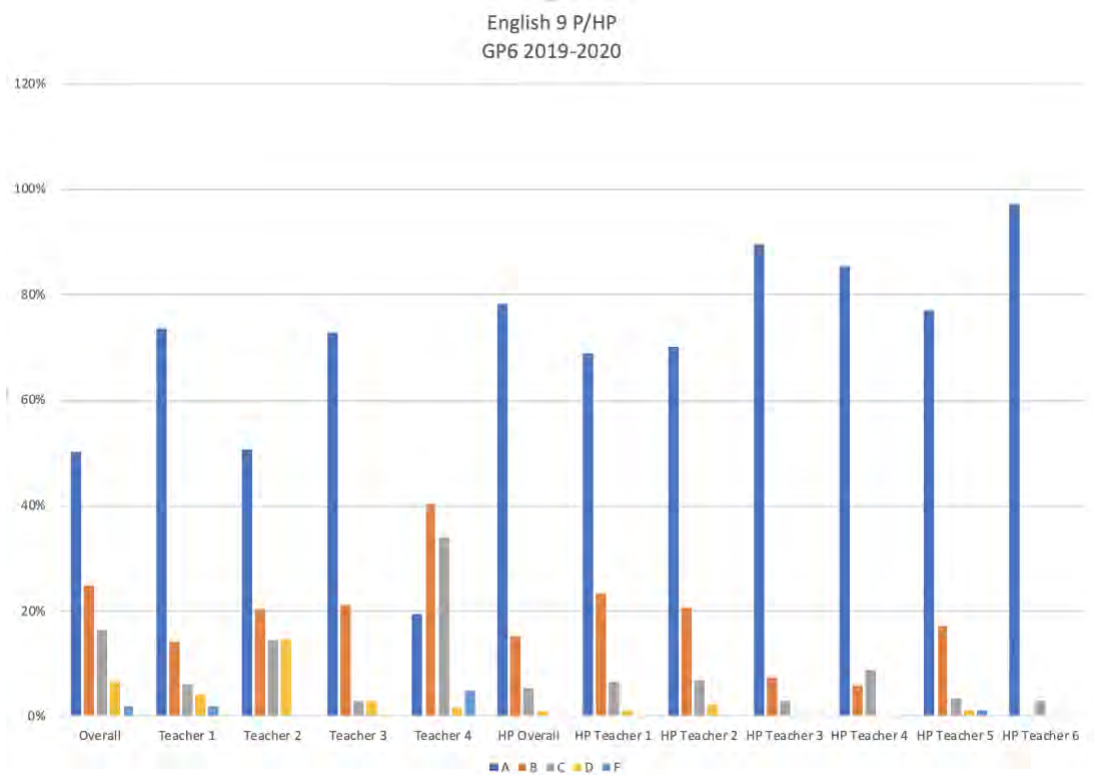


English 12 AP and Elective  
GP3 2019-2020

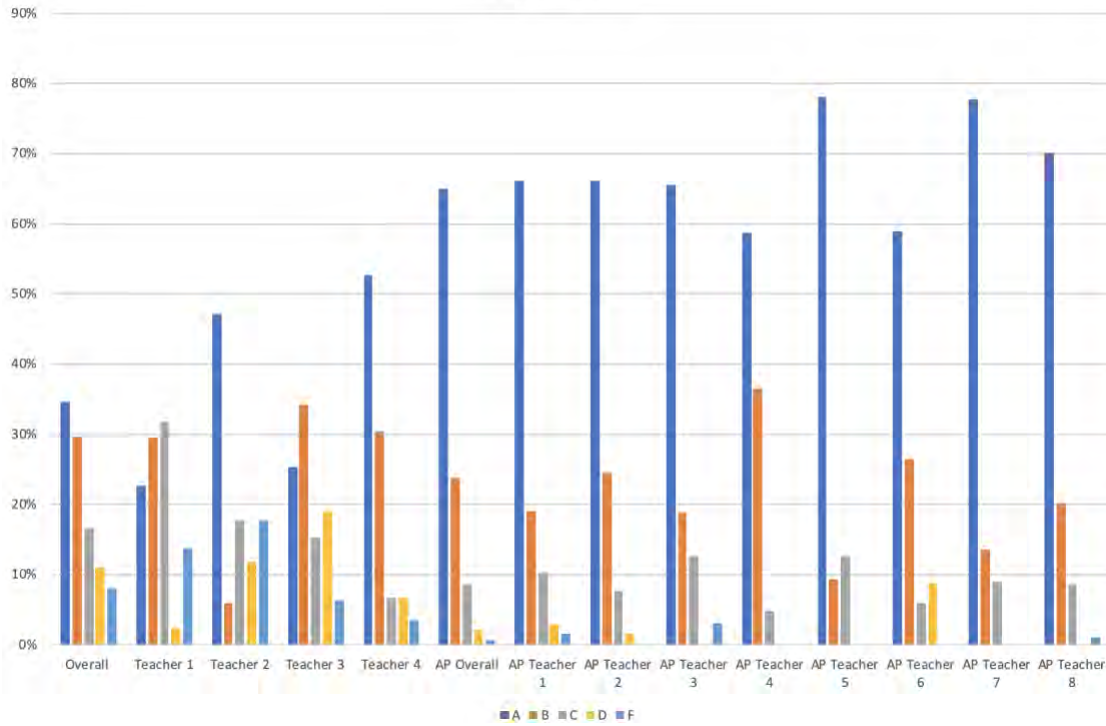




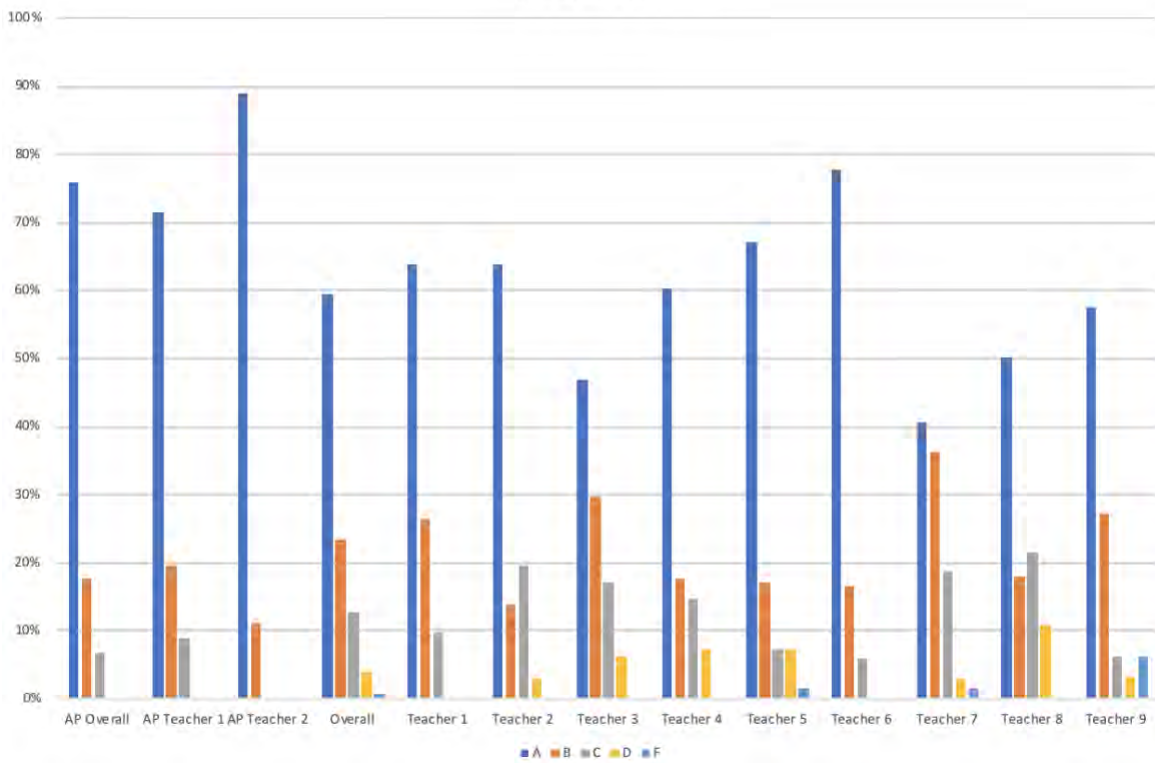
## English Grade Distribution Data Spring 2020 (GP6)



English 11 P/AP  
GP6 2019-2020



English 12 AP and Elective  
GP6 2019-2020



### Samohi Bell Schedule for 2020-2021

Monday	Tuesday	Wednesday	Thursday	Friday
Period A 7:05 – 8:08 AM	Period A 7:05 – 8:08 AM	<i>Collaborative 7:40 – 8:40 AM Meeting</i>	Period A 7:05 – 8:08 AM	Period A 7:05 – 8:08 AM
Period 1 8:15 – 9:11 AM	Period 1 8:15 – 9:11 AM		Period 1 8:15 – 9:45 AM	Period 1 8:15 – 9:11 AM
Homeroom 9:19 – 9:27 AM	Homeroom 9:19 – 9:27 AM	Period 2 8:55 – 10:25 AM	Period 3 9:53 – 11:23 AM	Homeroom 9:19 – 9:27 AM
Period 2 9:27 – 10:23 AM	Period 2 9:27 – 10:23 AM	Period 4 10:33 – 12:03 AM	Break 11:23 – 11:25 AM	Period 2 9:27 – 10:23 AM
Break 10:23 – 10:25 AM	Break 10:23 – 10:25 AM	Break 12:03 – 12:05 PM	Flex-Time 11:33 – 12:24 PM	Break 10:23 – 10:25 AM
Period 3 10:33 – 11:29 AM	Period 3 10:33 – 11:29 AM	Flex-Time 12:13 – 1:03 PM	LUNCH 12:24 – 12:59 PM	Period 3 10:33 – 11:29 AM
Period 4 11:37 – 12:33 PM	Period 4 11:37 – 12:33 PM	LUNCH 1:03 – 1:38 PM	Period 5 1:07 – 2:37 PM	Period 4 11:37 – 12:33 PM
LUNCH 12:33 – 1:08 PM	LUNCH 12:33 – 1:08 PM	Period 6 1:46 – 3:16 PM	<i>Procedural Meeting** 2:46 – 3:16 PM</i>	LUNCH 12:33 – 1:08 PM
Period 5 1:16 – 2:12 PM	Period 5 1:16 – 2:12 PM			Period 5 1:16 – 2:12 PM
Period 6 2:20 – 3:16 PM	Period 6 2:20 – 3:16 PM			Period 6 2:20 – 3:16 PM

\*\* A Procedural Meeting would only be held once a month. The other three weeks, the thirty-minute period is the PT time for teachers (totals the 90-minutes of PT in contract).