

Mid-cycle Visiting Committee Summary Report

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

SANTA MONICA HIGH SCHOOL

**601 Pico Boulevard
Santa Monica, CA 90405**

Santa Monica-Malibu Unified School District

Original Self-Study Visit: January 28-31, 2018

Two-Day Mid-Cycle Virtual Visit: February 8-9, 2021

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Summary

General Comments

Santa Monica High School (Samohi) is a large comprehensive 9th-12th grade high school of approximately 2,815 students founded in 1891. Samohi is located in the city of Santa Monica whereby the campus has resided at its current location since 1913. 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.

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.

In 2015, the school opened the Innovation Building, which houses 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.

Vision Statement

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.

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.

WASC History

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

Student Enrollment & Demographics

Enrollment has remained steady since the last visit staying within the 2,800-2,900 student enrollment range. The mobility rate has been at 4.5%. Of Samohi's students, 85% are Santa Monica residents while 15% are students attending on a district permit. Out of their residential students, 2.5% are enrolled with either an affidavit of residence or caregiver authorizations. Twenty-one students are enrolled under the McKinney-Vento Act. Nineteen students in the Adult Transition Program are accounted for in Grade 12.

Year	2017-2018	2018-2019	2019-2020	2020-2021
9th Graders	733	741	703	699
10th Graders	683	740	717	690
11th Graders	697	661	727	698
12th Graders	713	715	669	728
Total	2,826	2,857	2,816	2,815

The school demographics at Samohi have changed slightly since 2017-2018. Over the time period from 2017-2018 to 2020-2021, the most notable demographic shift is the multi-ethnic group which has increased from 7.9% to now 10.0% with a slight increase observed in the White subgroup from 39.2% to 41.0%. Decreases are observed in both the Asian subgroup from 7.0% to 5.2% and African American subgroup from 8.1% to 6.6%.

Subgroup	2017-2018	2018-2019	2019-2020	2020-2021
American Indian/Alaskan Native	0.1%	<0.1%	<0.1%	<0.1%
Asian	7.0%	6.6%	6.0%	5.2%
Native Hawaiian/Other Pacific Islander	0.3%	0.3%	0.2%	0.2%
Filipino	0.6%	0.7%	0.7%	0.5%
Hispanic/Latinx	35.7%	34.7%	35.3%	35.2%
African American	8.1%	7.6%	7.2%	6.6%
White (not Hispanic)	39.2%	40.4%	40.7%	41.0%
Multi-Ethnic	7.9%	8.4%	8.8%	10.0%

Unknown	1.0%	1.3%	1.0%	1.1%
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English Learners, English Proficient and Redesignated Students

The majority of Samohi's ELs are LTELs (67%). 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%). One-hundred and ten of the 164 ELs are LTELs, which is 67% of the EL population. Ten of this year's 17 RFEP students are LTELs. 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 school district has now expanded the criteria to include scores on the PSAT.

Year	2017-2018	2018-2019	2019-2020
EL	136 (4.7%)	144 (5.0%)	164 (5.8%)
I-FEP	268 (9.4%)	288 (10.0%)	264 (9.4%)
FEP	443 (15.5%)	400 (13.9%)	348 (12.4%)
Redesignated FEP	17	5	17

Special Education

Special Education services are offered to eligible students from birth through age twenty-two by SMMUSD schools. Samohi provides modes of instruction designed to support students with varying levels of need. These include collaborative/co-teaching models, the Positive Behavior Support program, Workability 1 services, the Social Skills program, Designated Instruction and Services, Speech/Language Therapy, Adapted Physical Education, School Psychologist Services, Occupational Therapy, and the Adult Transition program (vocational skills, social skills, independent learning, education/training).

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 Impaired	75	68	95

Specific Learning Disability	127	118	128
Autism	34	40	51
Multiple Disability	10	11	14
Intellectual Disability	13	12	14
Total Number	298 (10.4%)	280 (9.7%)	322 (11.4%)

504 Accommodations

In an effort to promote consistency in 504 plan development, a schoolwide 504 team with consistent membership was established consisting of an administrator, two advisors, a school psychologist, and the school nurse. The team has a standing Friday morning meeting to which advisors bring student requests for 504 accommodation plans. As of 2020-2021, there are a total of 162 students who have a 504 plan (38 Freshmen, 47 Sophomores, 33 Juniors and 44 Seniors).

CAASPP Achievement Data

Samohi's CAASPP performance has significantly improved over the five years both Math and ELA exams have been administered from 2015-2019. Overall, the school has made an 8% point improvement in Math and a 20% point improvement in ELA. Samohi has worked to prepare students for the English and Math CAASPP tests and has offered incentives so that students do their best on these 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.

Year	Overall	White	Hispanic/Latinx	Black/African American
2014-2015 (Year 1)	49% Math 62% ELA	60% Math 74% ELA	30% Math 45% ELA	20% Math 45% ELA
2015-2016 (Year 2)	49% Math 62% ELA	65% Math 73% ELA	35% Math 52% ELA	21% Math 37% ELA
2016-2017 (Year 3)	53% Math 82% ELA	64% Math 91% ELA	33% Math 71% ELA	26% Math 57% ELA
2017-2018 (Year 4)	51% Math 79% ELA	65% Math 89% ELA	28% Math 64% ELA	23% Math 59% ELA
2018-2019	57% Math	66% Math	38% Math	24% Math

(Year 5)	82% ELA	88% ELA	71% ELA	70% ELA
5-Year Percent Change	+8% Math +20% ELA	+6% Math +14% ELA	+8% Math +26% ELA	+4% Math +25% ELA

Graduation Rates

Over the last three school years, the 4-year graduation rates have shown significant improvement to a rate over 95% over the last two school year:

- Class of 2018: 92.6% (SMMUSD: 91.0%)
- Class of 2019: 95.3% (SMMUSD: 93.8%)
- Class of 2020: 95.3% (SMMUSD: 94.4%)

Improvements were made within the following subgroups over this period of time:

Class of 2018:

- Socioeconomically Disadvantaged Students: 91.3%
- Hispanic/Latinx Students: 94.2%
- Black/African American Students: 88.7%
- English Learners: 80.4%

Class of 2019:

- Socioeconomically Disadvantaged Students: 94.9%
- Hispanic/Latinx Students: 93.9%
- Black/African American Students: 93.3%
- English Learners: 93.9%

Class of 2020:

- Socioeconomically Disadvantaged Students: 94.8%
- Hispanic/Latinx Students: 95.3%
- Black/African American Students: 96.2%
- English Learners: 91.2%

College & Career Readiness Indicators

The percentage of graduating seniors from the class of 2020 that completed the a-g prerequisites was 67%. This number resulted in 62.5% of that senior class to be four-year college bound and 27.5% to be two-year college bound. Samohi students have a broad range of class offerings to meet the a-g prerequisites. In addition, students can access a variety of Honors, Advanced Placement, and Dual Enrollment classes enabling students to not only meet college admission eligibility but also be competitive applicants for university admissions.

Advanced Placement

Samohi supports an approach focused on both equity and excellence by encouraging students to participate in advanced placement courses. Students, parents and advisors carefully discuss the strengths of the student and desire to explore the options that exist.

Year	2017-2018	2018-2019	2019-2020
No. of Test Takers	938	864	1023
No. of Tests Taken	1763	1654	1928
No. of Students Scoring Above 3	718	689	804
Passing Rate	76.8%	79.7%	78.6%
No. of Subjects Tested	24	23	25

AVID

In the 2018–2019 school year, Samohi became an AVID certified school after 2 years in being designated an AVID affiliate school. For the 2019-2020 school year, Samohi held 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.

Career Technical Education

Samohi students have the opportunity to participate in Career Technical Education (CTE) pathways in the following industry sectors: Arts, Media, and Entertainment (photography, film production, dance, and graphic design); Transportation (automotive repair). Samohi aligns CTE programs with the CTE Model Curriculum standards. Third year capstone courses were approved by the SMMUSD school board in June 2020 extending the pathway sequencing and opportunities for students.

Project Lead the Way

Project Lead the Way (PLTW) is a national Engineering pathway program providing 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. Students have the opportunity to enter into the pathway during any year except the 4th year. In order to take the 4th Year Capstone class students will need to have taken at least two other engineering classes in the pathway. Qualified students are selected by lottery into this pathway program and 35 students are selected to participate. The courses count toward elective requirements, including the “G” elective requirement for the University of California and California State University systems.

College Course Completion Rates

Concurrent/Dual Enrollment

Samohi students have the opportunity to enroll in a concurrent enrollment class during the school year or the summer before to get ahead. Students obtain prior approval when taking Concurrent Enrollment courses at an accredited institute as well be a-g certified. Students also have the opportunity to enroll in dual enrollment classes held at Samohi via Santa Monica College (SMC) taught by SMC professors. Students receive dual credit for taking these classes.

Year	No. of Couses	Total Number of Students
2016-2017	11	198
2017-2018	9	159
2018-2019	8	107
2019-2020	7	139
2020-2021	10	241

Attendance Data

Samohi's attendance rate has been relatively consistent the past three school years registering between the 95-97% rate. The excessive excused absence rate has been residing in the 15-24% range during this same period of time. The truancy rate has been around 50% by the CDE definition of truancy. The chronic truancy rate has decreased approximately 8% points from 2016-2017 to 2018-2019 to a rate of 15.3%. Samohi has employed Student Outreach Specialists to meet with all families who reach a threshold of unexcused absences leading to truancy. Collectively they review the student's attendance data and sign a contract pledging for improvement in attendance. During the 2018-19 school year, Samohi's Student Outreach Specialists conducted over 245 conferences.

Year	No. of Students	Percent Attendance
2017-2018	2,780	95.24
2018-2019	2,784	95.28
2019-March 10, 2020	2,767	96.49

Intervention Programs

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. Samohi students are put on a plan (Tier 2) 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. Interventions include referring students to tutoring, meet with the teacher(s) when necessary, and hold parent meetings as well.

Flex-Time

Samohi Flex-Time provides targeted educational opportunities during the school day for intervention and enrichment to best meet student individual needs. The goal is that Flex-Time will help all students to be more successful by engaging in their own learning through 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 within Flex-Time students can select from are: Academic Support (Teacher Office Hours, Library Study Center, Library Math Tutoring, Math Peer Tutoring, Writing Center, etc.), Enrichment Opportunities (career-oriented presentations and special assemblies), and Social Emotional Support (small group support from advisors to meet student needs).

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. 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. 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. Thus far in the 2020-21 school year, Samohi continues to receive referrals for individual and group counseling from academic counselors, parents, teachers, and students themselves, and are currently offering counseling groups while the school continues to operate in distance learning.

Restorative Justice

Samohi began using Restorative Justice practices in the 2015-16 school year. Restorative justice measures how much harm is repaired or prevented. The restorative process is designed to involve all affected parties 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. 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.

Breakfast Club

For students who have been traumatized through fear, isolation, and emotional abuse, a restorative justice approach has been adopted by Samohi. 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, Samohi works to heal and restore unity. 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.

Significant Changes and/or Developments

Samohi has had several significant changes and developments since the last WASC visit occurred in January 2018. Below are the changes and developments of note:

- Flex-Time along with a modified block schedule formally adopted in February 2020.
- Two new House Principals joined the team in the Fall 2018 as well as new faculty and staff members who were hired.
- In the Fall 2019, Samohi Visual Arts began implementing the new 2019 California VAPA Standards that includes *Creating, Presenting, Responding* and *Connecting*.
- The Personal Project-Based Learning Pathway launched in the Fall 2019 with approximately 50 ninth graders. The pathway is structured to serve 100 students in each grade level for a total of 400 students in full maturity by 2022-2023.
- Samohi students now 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.
- The Science Department is transitioning to the NGSS (Next Generation Science Standards) model that integrates Earth Science into Physics, Biology, and Chemistry.
- During the 2019-2020 school year the U.S. History PLC participated in professional development to incorporate the Social Justice Standards into a new curriculum guide that was approved by the UCs/CSUs as well as the SMMUSD Board of Education.
- The English department has created an AP Boot Camp for AP English Language (11th grade) and the Writing Center.
- In 2018-2019, common assessments were created for Algebra, Geometry, Algebra II, and Pre-Calculus.
- In the Spring semester of 2019, all Freshman and Juniors were issued Chromebooks.
- The Teacher Leaders have created and delivered professional development opportunities to address EL strategies, academic language, college/career readiness, and safe learning communities within the classroom.
- The counseling department has initiated comprehensive counseling programs based on the American School Counselor Association (ASCA) standards.
- After the transition to distance learning, teachers are using new platforms such as Jamboard, PearDeck, SMART tools, and Google apps to deliver content and engage students while creating new formative and summative assessments.
- 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, Latinx and low-income students who apply, enroll and ultimately go to 4-year colleges/universities.
- 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 Samohi, to pilot the Community Schools Initiative.

- The facilities at Samohi have been upgraded. In the summer of 2018, the Science and Technology Buildings were demolished to make room for the Discovery Building. Groundbreaking was held in April 2019.
- 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.

Impact of Significant Changes and/or Developments

The most significant change/development cited by the various stakeholders interviewed on the visit was the creation of Flex-Time within the regular bell schedule. Interviews were conducted with Samohi site leadership, students, parents and district representatives. Soon after the 2018 WASC visit was conducted, Samohi's Site Leadership Team began researching support offerings within the school day. Samohi looked at case studies of area schools that had embedded support models within the school day as well as bell schedules structured with academic support time. In 2018-2019, Samohi's Site Leadership Team experimented with different bell schedules and formats that included a period of structured intervention. Pilot bell schedules were run during the school year whereby the Samohi faculty adopted a one-year pilot to fully implement the support period named Flex-Time. In 2019-2020, Samohi piloted a modified block schedule with a support period offered during the day twice a week (50 minutes on Tuesday and Wednesday). During Flex-Time, the school provides offerings in three different areas: academic support, enrichment opportunities, and social-emotional support. In February 2020, Samohi permanently adopted a modified block schedule and Flex-Time in the format just described. This decision allows Flex-Time to not only occur as an in-person support system when the school is able to re-introduce in-person instruction, but also is facilitated during distance learning.

School's Follow-Up Process

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. The visiting committee confirms 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 reminded the school staff as well as parent groups about school goals, areas for growth and Critical Areas for Follow up as outlined by the Visiting Committee in 2018.

During the 2018-2019 school year, the Site Leadership Team (SLT) met with InnovateEd to discuss the progress Samohi was making as a school, how to strengthen its programs, and work towards achieving the school goals. Based on the 2018 Visiting Committee's recommendations, Samohi explored looking into expanding academic support within the school day to ensure equitable and accessible support for all students. The SLT conducted 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 its students. The entire Samohi staff piloted sample bell schedules in November 2018 and 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. As Samohi worked on the distance learning bell schedule, the school's priority has been to ensure that Flex-Time

was still part of our schedule and professional development for teachers have included SEL and mental health strategies as well as in the area of mental health.

At the same time, the SLT worked closely with InnovateEd to improve its PLC practices and cycles of inquiry. A consistent approach across all departments has allowed Samohi staff to fortify curriculum, develop common assessments, and analyze data to enhance the learning and achievement for all students. Teacher Leaders 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, the school has the support of two former teachers who help students who need support with writing.

Process Used to Prepare the Progress Report

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 the Action Plan and achievements are connected to the Critical Areas for Follow-Up identified by the 2018 Visiting Committee. In December 2019, the SLT reconvened to streamline the school focus and reported on ways in which Samohi are addressing the needs of all students in the school goal areas: 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 of the mid-cycle report. In January 2020, the Instructional Planning Committee continued to work on updating the report. The school paused the work between March-August 2020 due to the COVID-19 pandemic. With COVID-19 and an effort to ensure a smooth start to the 2020-2021 school year, Samohi requested to postpone the mid-cycle visit from November 2020 to February 2021. All of the updates to Samohi's mid-cycle report were made through Google Documents and thinking maps that allowed for group collaboration. The mid-cycle report was presented to staff at their October 28, 2020 schoolwide meeting. All teachers and staff received a copy of the report in addition to an overview of each chapter on a slides 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.

Summary of Progress on Action Plan

Student and School Needs and Critical Areas for follow-up

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.**
 - With a new bell schedule, more time for Samohi staff to meet as a department with time used for common assessment development and analysis across subjects following the InnovateEd model.
 - Schoolwide meeting time used to analyze school and department data as well as develop claims-evidence writing tasks.
 - Science Department has partnered with CSUN professors for NGSS aligned curriculum maps
 - English Department has partnered with Malibu and Olympic high school teachers to develop curriculum maps and common assessments.

- PE, Math, and Science teachers attended conferences for targeted professional development.
 - Sub out days for World Languages, Science, and English teachers 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.**
- English and Math Departments used data from IABs (designed by Curriculum and Assessment Team) to analyze student strengths and weaknesses.
 - English Department developed and administered a baseline essay in the Fall and a summative essay in the Spring at each grade level.
 - In the Math Department, each PLC team uses common assessments and common learning tasks to monitor and assess student learning.
 - The California Healthy Kids Survey is used to monitor and assess student opinions about school culture and safety.
 - PSAT and CAASPP scores are used for student placement in certain classes (i.e. Honors math).
 - Grades are pulled every six-weeks and reviewed in Department PLCs and at after school data analysis meetings, with the focus on D/F students.
 - ELPAC data is used strategically to place students appropriately in EL cohorts or classes.
- 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.**
- SLT researched academic support offerings within the school day.
 - In the 2018-2019 school year, the SLT experimented with different bell schedules and formats that included a period for structured intervention.
 - For the 2019-2020 school year, the school piloted a modified block schedule with a support period offered during the day twice a week.
 - During Flex-Time, the school provided offerings in three different areas: academic support, enrichment opportunities, and social-emotional support.
 - Teacher Leaders provided 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.
 - During the start of the 2020-2021 school year, Samohi continued to offer Flex-Time as support during distance learning.
- 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.
- A monthly newsletter has been created to include academic focus words, sentence frames, English Language Learner teaching strategies, technology tips, and more.
- A Writing Center to help students improve writing skills, AP exams and College Essays.

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 Photography (capstone), Digital Design (capstone), Automotive Technology (capstone), Marketing, and Dance.
- In collaboration with Santa Monica College, Samohi also has two-year programs in the areas of Computer Science, CLOUD Computing, and Early Childhood Education
- Beginning in the 2020-2021 school year, Samohi has added Business Administration and Administration of Justice.
- In the upcoming 2021-22 school year, Samohi is in the planning process to offer four career academies: Engineering & Technology; Arts, Media, and Entertainment; Health & Wellness; and Law, Government, and Public Policy.

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 distributed Chromebooks to all students during the 2019-2020 school year as part of a one-to-one student to technology access model.
- 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 (i.e., GoGuardian).
- All Samohi teachers created and maintain a Google Classroom for each course that they teach.
- During the pandemic, Samohi has capitalized on its prescient digitization of its classrooms.

7. Address and support D/F students.

- Flex-Time is used by many teachers to offer test corrections and test reviews to help struggling students improve class performance.
- Advisors pull D and F reports at each grading period and notify parents via email.
- 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.

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

- Developed Flex-Time as part of the regular bell schedule.
- Formalized the 504 process in terms of reviewing eligibility and developing accommodations more regularly.
- Established a Career Technical Education Advisory Board.

- Created the summer AP Boot Camp.
- Implemented the Student Work Day and Extended Student Support Day.

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

- Created the summer AP Boot Camp geared for students that are underrepresented in the higher-level courses.
- Appointed an AVID coordinator, dedicated more funds to recruit and retain tutors for the AVID classes and provide formal training for the tutors.
- Involved with the CARPE College Access Network since the Fall 2018.
- Scheduled ELs in cohorts in the core classes to access bilingual instructional aides to support these classes.
- The community liaison has hosted reflective parenting groups in order to provide guidance for parents in how to support their children effectively.

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

- In the Fall 2019, all teacher leaders and department chairs have intentionally been scheduled with a common prep period to allow time dedicated to focus on the Action Plan.
- Structured the Professional Development schedule to focus on the school goals and action plan.
- Established enhanced communication protocols among the staff to keep them informed and create cohesiveness of the professional development while monitoring/adjusting the action plan as needed.

Schoolwide Action Plan Refinements

Since the 2018 WASC visit, Samohi has made a few revisions to their Schoolwide Action Plan. Soon after the visit was conducted, the Samohi Site Leadership Team began exploring embedded student support models within the regular bell schedule. This was done in concert with aligning the three goals outlined in the plan as this work was done in the fall of 2018-2019 by members from the Samohi Site Leadership Team. The plan was revisited in the spring of the 2019-2020 school year with the intent to determine how the school was meeting the goals set within the action plan and made necessary refinements were needed. A last review of the plan was conducted in the fall of the 2020-2021 school year. Both department chairs and teacher leaders met to refine the action plan and update the staff practices, school supports, evidence of learning and timeline parameters involved. The plan now entails these three goals:

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.

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).

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.

Impact on Student Learning

As a result of a schoolwide action plan anchored by the 3 goals described in the previous section, the impact on student learning has been observed within these goals as follows:

Goal 1:

- Measure student progress with common assessments
- Increase the use of Google Classrooms within instruction
- Students interact with both digital and paper text
- Student work reveal annotation, close reading, and DBQ essays
- Students demonstrate critical thinking skills through text-based analysis
- Increase access to dual enrollment course options and CTE-based courses

Goal 2:

- Observe and measure student engagement activities
- Use sentence frame posters to build use of language
- Observe proper use of vocabulary in the class setting

Goal 3:

- Observe and measure student engagement activities
- Use of video tutorials
- Provide General Education Tutorial support

Schoolwide Strengths

The Visiting Committee's purpose is to examine Samohi's Critical Area Needs and validate if and how Samohi has made progress. In addition, the Visiting Committee also addresses those Critical Area Needs, and any other areas related to those Critical Area Needs where continued improvement is observed. Based on the meetings conducted, evidence reviewed and observations made during the visit, the Visiting Committee is identifying the following schoolwide areas of strength as Samohi carries out its Schoolwide Action Plan and prepares for its upcoming WASC Visit in 2023-2024:

1. The creation of a Samohi Wellness webpage as a viable resource for students and families in need of mental health services is indicative of the strong partnerships with community agencies supporting the basic needs of families and the well-being/mental health of students.
2. Incorporating the use of Google classrooms for all teachers which occurred prior to the shift to 100% online instruction.
3. Ongoing improvement and expansion of buildings and facilities designed to provide students with an evolving 21st Century learning experience as Samohi eventually transitions back into in-person instruction.
4. Involvement in the CARPE College Access Network since the fall of 2018 to address achievement gaps and provide targeted, systematic support for African-American, Latinx, and first-generation college-bound students.
5. Individualized and personalized academic and social-emotional support by Samohi's counselors/advisors, 3 college counselors and Community Liaison have all been critical in connecting students and families with Samohi.

The Visiting Committee commends Samohi for taking action on all of their critical areas for follow up. They are committed to improving school systems in order to best serve students and it shows in the significant progress they've made in the last three years. These critical areas that were addressed are as follows:

1. Samohi leadership and faculty has expanded academic support and tutoring structures (ex, Flex-Time), within a bell schedule that can accommodate this intervention, to ensure there is equitable and accessible support addressing academic, enrichment and social-emotional needs for all students. (*WASC 2018 Recommendation #3/CLN #1 & #3*)
2. Samohi students have benefited from the expansion of career pathway options leading to viable employment opportunities within existing industry sectors. (*WASC 2018 Recommendation #5*)
3. Samohi leadership and staff is addressing and formulating a tangible plan to address and support its struggling students through analyzing D/F data and other metrics identified by the school in order to place students in Tier I, II or III intervention systems that exist both within and outside the current regular school day schedule. (*WASC Recommendation #7/CLN #2*)
4. Samohi has taken extraordinary steps to make sure all students have access to technological resources inside and outside of school in order to aid in closing not only the achievement gap, but also any accessibility gaps. (*WASC Recommendation #6/CLN #1*)

Growth Areas for Continuous Improvement

The Visiting Committee's purpose is also to identify growth areas for continuous improvement in assisting the school to continue making progress. Based on the meetings conducted, evidence reviewed and observations made during the visit, the visiting committee concurs with the school's identified areas for growth:

1. Continue to evaluate the effectiveness of current support programs (ex, Flex-Time), and add or modify programs (ex, CTE Advisory Board) as necessary to meet the needs of all students. *(Goal #1)*
2. Continue to address and formulate a tangible schoolwide action plan to deal with any significant achievement gaps that exist for African American, Latinx, English Learner and Special Education students. *(Goals #1 & #2)*
3. Continue to dedicate time and energy to systematically (ex, Cycle of Inquiry) implement, monitor, and adjust the Action Plan on a periodic basis as opposed to one-time per year. *(Goal #3)*

Additional Area(s) for Growth

1. Samohi should consider a formalized multiple metrics approach such as utilizing benchmark assessments, common formative assessments or interim assessments in order to check for mastery of content in order to drive instruction and decision-making processes when analyzing data through the lens of transparency and accountability among team members. *(WASC 2018 Recommendations #1 & #2)*
2. Samohi is encouraged to continue examining grading systems that are consistent with instructional outcomes, student mastery of content, and provide fairer grading bands as research-based grading practices can serve as a lever for systemwide efforts in promoting equity and accurate outcomes for all students. *(WASC 2018 Recommendation #7)*