

WASC Schoolwide Action Plan/SPSA

Critical Learning Need #1:

Continue to focus on increasing overall student proficiency as measured by performance results on CAASPP assessments, with a special focus on identifying and addressing causes for the discrepancy between ELA and Math performance.

WASC Schoolwide Growth Area for Continuous Improvement:

As a district, MHS must work in conjunction with district administration to create a consistent PD plan to encompass all teachers in a variety of instructional domains that they deem as essential strategies (PBL, real-world connections, DOK).

LCAP Goal Area: All graduates are socially just and ready for college and careers.

Corresponding SPSA Goal:

HS Goal 1: 62% of students meet/exceed state standards as measured by CAASPP Math (no data 19-20)(56% in 18-19)

HS Goal 2: 85% of students meet/exceed state standards as measured by CAASPP ELA (91% in 19-20) (80% 18-19)

Strategies	Responsible Person(s)	Measurable Outcomes	Timeline
TIER 1 INSTRUCTION: Use PLC to co-design DOK 3 and 4 tasks and analyze student performance in all content areas.	Administrators Teachers PLC/Department SLT Department Chairs	CAASPP data Interim Assessment data Grade data Summative assessments Student work analysis PLC agendas	Ongoing
TIER 1 INSTRUCTION: Increase number of performance tasks that students engage in in math.	Administrators PLC/Department SLT Department Chairs	CAASPP data Interim Assessment data Grade data Summative assessments Classroom observations	2020-2021 school year, ongoing

<p>BENCHMARK ASSESSMENT:</p> <p>Provide additional interim assessments for math and ELA to ensure alignment with core standards and pacing guides.</p>	<p>Administrators</p> <p>Math/English Department</p>	<p>CAASPP data</p> <p>Interim Assessment data</p> <p>SLT Agendas</p>	<p>2020-2021 school year, ongoing</p>
<p>TIER 1 INSTRUCTION:</p> <p>Reduce teacher talk, increase student discourse.</p>	<p>Teachers</p>	<p>Classroom observations</p> <p>Student perception data</p>	<p>Ongoing</p>
<p>ASSESSMENT:</p> <p>Monitor performance of our 3 significant subgroups (White, SED, Hispanic) and SPED performance with a focus on Hispanic student performance in math.</p>	<p>Administration</p> <p>Teachers</p> <p>SST Team</p>	<p>CAASPP data</p> <p>Interim Assessment data</p> <p>Grade data</p> <p>Summative assessments</p>	<p>Ongoing</p>

Critical Learning Need #2:

Begin to develop a more systematic and data-driven approach to provide tiered academic supports and interventions for all students, decreasing the number of struggling students on the D/F list.

WAS Schoolwide Growth Area for Continuous Improvement:

MHS needs to create and maintain a more effective Intervention process for at-risk students that is better understood by all staff, and outcomes are communicated clearly to all involved

LCAP Goal Area: *English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.*

Corresponding SPSA Goal:

HS Goal 1: 65% of EL students will improve 1 or more levels as measured by ELPAC overall (AMAO 1) (19-20 4/9 met)

HS Goal 2: 50% (9/17 students) will be redesignated as English Fluent Proficient based on multiple measures to include CAASPP, ELPAC, Course Grades, Teacher Input, and Parent Input. (4/11 possible in 19-20)

HS GOAL 3: Decrease number of students on D/F list (GP3 and GP6) by 10% (GP6, 19-20 was 22/517 students, CR/NC option not included. GP3, 19-20 was 51/518).

Strategies	Responsible Person(s)	Measurable Outcomes	Timeline
SUPPORT PERIOD: Discuss as a staff the strengths and areas of concern regarding support period. Explore restructuring period for targeted interventions and enrichment in a more intentional way (i.e.: differentiated online platforms, APEX modules, Kahn).	Administrators Certificated staff	CAASPP data Grade data Student Study Team (SST) Monitoring	Begin at the end of the current 2019-2020 school year and continuing into the 2020-2021 year

<p>MONITORING/SST PROCESS: Develop effective pre-referral SST process understood by all staff. In addition, utilize small school nature to monitor individual progress, including EL monitoring and support.</p>	<p>Administrators</p> <p>Teachers</p> <p>Classified Staff</p> <p>Counselors</p> <p>School Psychologist</p> <p>SST Team</p> <p>EL Lead</p>	<p>CAASPP data</p> <p>Grade data</p> <p>SST Monitoring</p> <p>Staff perception data.</p>	<p>Begin at the end of the current 2019-2020 school year and continuing into the 2020-20 year</p>
<p>INTERVENTIONS: Develop and implement a formalized system of interventions (tier 2 and tier 3 general education supports)</p>	<p>Administrators</p> <p>Counselors</p> <p>Certificated Staff</p> <p>School Psychologist</p>	<p>CAASPP data</p> <p>Grade Data</p> <p>Behavior Data</p>	<p>Begin at the end of the current 2019-2020 school year and continuing into the 2020-2012 year</p>

Critical Learning Need #3:

Increase opportunities for students to engage in authentic learning through a project-based approach, increasing the number of students reporting higher levels of relevance on student perception surveys.

Wasc Schoolwide Growth Area for Continuous Improvement:

As a site, MHS will continue to expand and focus on opportunities for all teachers to create project-based learning and real-world experiences more consistently across the curriculum.

LCAP Goal Area: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

Corresponding SPSA Goal:

HS Goal 1: 65% of high school students will report either liking school or liking school very much as measured by student perception surveys (Student Engagement Survey, Grade 10) (59% 19-20)

HS Goal 2: More than 85% of graduating seniors rate their quality of education received as excellent or good. (Senior Survey) (70% in 18-19, 83% in 19-20)

HS Goal 3: Less than 18% of high school students will be chronically absent as measured by A2A. (23% in 18-19)(24.8% in 19-20 as of 2/27/20)

HS Goal 4: 30% report that they see how what they are learning relates to outside world and more than 40% how relates to future. (Student Engagement Survey, Grade 10) (In 19-20, 24% and 44%, in 18-19, 17% and 33%).

Strategies	Responsible Person(s)	Measurable Outcomes	Timeline
Continued professional development organized by the Site Leadership Team (SLT) with a focus on authentic learning, student engagement, and real world application. Preferably, work with PBLWorks/Buck and have all teachers design/implement 1-2 projects within existing coursework.	Administrators Certificated staff SLT	Student Perception Data Senior Exit Surveys	Ongoing

Continue cohorts for Blended Learning, Project-Based Learning, Restorative Justice, Social Justice	Administrators Certificated Staff Counselors	Student Perception Data Senior Exit Surveys	Ongoing
Continue efforts to provide and increase dual enrollment opportunities. Explore capstone experience as part of sequenced coursework.	Administrators District Personnel Santa Monica College Pepperdine University Department Chairs Counselors	Student Perception Data Senior Exit Surveys	Ongoing

SPSA Goal 1: College/Career Readiness (Rigor)

LEA/LCAP Goal: All graduates are socially just and ready for college and careers.

SPSA Site Goals:

HS Goal 1: 62% of students meet/exceed state standards as measured by CAASPP Math (no data 19-20)(56% in 18-19)

HS Goal 2: 85% of students meet/exceed state standards as measured by CAASPP ELA (91% in 19-20) (80% 18-19)

WASC ACTION PLAN

Continue to focus on increasing overall student proficiency as measured by performance results on CAASPP assessments, with a special focus on identifying and addressing causes for the discrepancy between ELA and Math performance.

WASC SCHOOLWIDE GROWTH AREA FOR CONTINUOUS IMPROVEMENT

As a district, MHS must work in conjunction with district administration to create a consistent PD plan to encompass all teachers in a variety of instructional domains that they deem as essential strategies (PBL, real-world connections, DOK).

2020-2021 Action Steps:

DISTANCE LEARNING:

- Distance learning includes a combination of live and independent learning experiences, synchronous and asynchronous lessons and learning activities which will be delivered by credentialed teachers and supported by classified staff to ensure appropriate and effective level of instruction and connection to students
- Teachers will provide 240 minutes of daily live instructional time, except for the compressed day. Students' experience with live instruction will vary and may consist of a combination of whole group, small group, one-on-one live instruction and independent work for students
- To ensure a guaranteed and viable curriculum is implemented district-wide, teachers will as district/site department teams identify the essential standards and critical areas in SMMUSD's curriculum guides
- To monitor student learning, teachers will use assessments at the start of the year to determine student performance levels and identify areas of need particularly in the areas of English language arts and mathematics
- Staff needs and department/schoolwide strategies may be different due to distance learning. For example, needs may include tech integration, task design, building community virtually, assessment virtually, what data can we use to monitor student progress remotely, enrichment activities, and embedded district PD

WASC ACTION PLAN:

- TIER 1 INSTRUCTION/SLT INSTRUCTIONAL FOCUS: Use PLC to co-design DOK 3 and 4 tasks and analyze student performance in all content areas
- TIER 1 INSTRUCTION: Increase number of performance tasks that students engage in, particularly in math
- TIER 1 INSTRUCTION: Increase release of control by reducing teacher talk and increase student discourse
- BENCHMARK ASSESSMENT: Provide additional interim assessments for math and ELA (ie: district interim, CAASPP IAB, department developed) to ensure alignment with core standards and pacing guides and to continue to gauge knowledge and guide instruction
- ASSESSMENT: Monitor performance of our significant subgroups (SED, Hispanic) and SPED performance, with a focus on Hispanic student performance in math, through variety of formative assessments.

PLC/DATA/ASSESSMENT:

- Use PLCs, through modified day schedule, as a vehicle to improve common instructional practices/expectations across departments. Focus to be determined through SLT and common narrow instructional focus on student engagement to include DOK 3 and 4 tasks, academic discourse (academic language) and differentiation, a guaranteed and viable curriculum, common grading practices including rubrics, and evaluation of homework. Inquiry through Department

Budget Expenditures

Note: Allocations were made prior to decision to stay in distance learning.

\$1470: Teachers Hourly

\$2157: Teachers, Substitute

\$260: Instructional Aides, Hourly

\$2600: General Supplies and Material

\$500: Non-capitalized equipment

\$3200: Dues and Memberships (Turnitin.com)

\$1100: Dues and Memberships (WASC)

\$50: Independent Contractor/Consultant

\$50: General Supplies and Material

<p>PLCs could include classroom observations, co-design of activities, analyze data including analysis of student work for levels of depth of knowledge (DOK 3/4). (SLT)</p> <p>SLT/PROFESSIONAL DEVELOPMENT:</p> <ul style="list-style-type: none"> • Focus 20-21: Tech Integration, Robust Distance Learning Program, Social Justice Integration • Continued Focus 19-20: Higher order thinking skills- increasing student engagement through DOK 3 and 4 tasks • Provide PBL training for all staff • Increasing our internal expertise through professional development (internal-site based, teacher to teacher and external-conferences, consultant) around PBL, Blending Learning, and Tech Integration <p>CURRICULUM/INSTRUCTION:</p> <ul style="list-style-type: none"> • Multi Media Lab and Marine Field Research Lab • English 9 Freshman Seminar Public Policy Social Justice Lab • Have all teachers design 1-2 projects within existing coursework with focus on authentic learning, student engagement and real-world application <p>DEPARTMENT SPECIFIC ACTIONS:</p> <ul style="list-style-type: none"> • Departments to identify specific department action steps aligned with school plan based on department review of lag data 	<p>\$20,000: SLT Needs monies for professional development from EDServices to include: teacher hourly, PBL planning, travel and conference, consultant, independent contractor</p> <p>\$5349: General Supplies and Material</p>
<p>SPSA Goal 2: English Language Development (Intervention/Support)</p> <p>LEA/LCAP Goal: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.</p> <p>SPSA Site Goals:</p> <p>HS Goal 1: 65% of EL students will improve 1 or more levels as measured by ELPAC overall (AMAO 1) (19-20 4/9 met)</p> <p>HS Goal 2: 50% (9/17 students) will be redesignated as English Fluent Proficient based on multiple measures to include CAASPP, ELPAC, Course Grades, Teacher Input, and Parent Input. (4/11 possible in 19-20)</p> <p>HS GOAL 3: Decrease number of students on D/F list (GP3 and GP6) by 10% (GP6, 19-20 was 22/517 students, CR/NC option not included. GP3, 19-20 was 51/518).</p> <p>WASC ACTION PLAN</p> <p><i>Begin to develop a more systematic and data-driven approach to provide tiered academic supports and interventions for all students, decreasing the number of struggling students on the D/F list.</i></p> <p>WASC SCHOOLWIDE GROWTH AREA FOR CONTINUOUS IMPROVEMENT</p> <p><i>MHS needs to create and maintain a more effective Intervention process for at-risk students that is better understood by all staff, and outcomes are communicated clearly to all involved</i></p>	
<p>2020-2021 Action Steps:</p> <p>DISTANCE LEARNING:</p> <ul style="list-style-type: none"> • Teachers will provide differentiation for EL students through the use of small groups in content areas to accelerate learning. This will be delivered during their 80-minute instructional period and during identified support time • Teachers will utilize small group instruction and any additional time built into the day to target academic support and accelerate learning • Teachers will use integrated ELD strategies to support EL learners including visuals, videos, templates, sentence frames, vocab banks, and front-loading • Standardized/supportive communication when students aren't engaging to students and parents. • After school tutoring with Math and English teachers • EL Lead Position to monitor student progress • Supplemental ELD elective class <p>WASC ACTION PLAN:</p>	<p><u>Budget Expenditures</u></p> <p><i>Note: Allocations were made prior to decision to stay in distance learning.</i></p> <p>\$2000: Conference and Travel</p> <p>\$3862: Teachers, Hourly (After School Tutoring)</p>

<ul style="list-style-type: none"> • SUPPORT PERIOD: Discuss as a staff the strengths and areas of concern regarding support period. Explore restructuring period for targeted interventions and enrichment in a more intentional way (i.e: differentiated online platforms, APEX modules, Kahn) • MONITORING/SST PROCESS: Develop effective pre-referral SST process understood by all staff. In addition, utilize small school nature to monitor individual progress, including EL monitoring and support • IDENTIFICATION/INTERVENTIONS: Develop and implement a formalized system of interventions (tier 2 and tier 3 general education supports) <p>IDENTIFICATION/INTERVENTION</p> <ul style="list-style-type: none"> • SST PROCESS: Identify through data and assessment students who may need intervention to meet their needs through a revised and better understood SST process (Monitoring/Referral) <p>EL FOCUS</p> <ul style="list-style-type: none"> • Continue trainings on ELA/ELD Framework and responsibility to provide designated and integrated ELD • Adhere to district protocols for monitoring ELLs and students who have been reclassified FEP (i.e: academics, attendance and post-secondary goals) • Support Latino parent group with desired trainings (i.e: Academic Language, EL Standards, A-G requirements and college and career readiness) • Strategic use of support for ELA and ELD tied to CAASPP and ELPAC • Encourage participation of EL students in all school activities, sports, and enrichment programs 	<p>\$5349: General Supplies/Material (also reflected in 1)</p>
<p>School Goal 3: School Climate (Relevancy)</p> <p>LEA/LCAP GOAL: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.</p> <p>SPSA Site Goals:</p> <p>HS Goal 1: 65% of high school students will report either liking school or liking school very much as measured by student perception surveys (Student Engagement Survey, Grade 10) (59% 19-20)</p> <p>HS Goal 2: More than 85% of graduating seniors rate their quality of education received as excellent or good. (Senior Survey) (70% in 18-19, 83% in 19-20)</p> <p>HS Goal 3: Less than 18% of high school students will be chronically absent as measured by A2A. (23% in 18-19)(24.8% in 19-20 as of 2/27/20)</p> <p>HS Goal 4: 30% report that they see how what they are learning relates to outside world and more than 40% how relates to future. (Student Engagement Survey, Grade 10) (In 19-20, 24% and 44%, in 18-19, 17% and 33%).</p> <p>HS Goal 5: Identity/Race/Climate TBD</p> <p>WASC ACTION PLAN</p> <p><i>Increase opportunities for students to engage in authentic learning through a project-based approach, increasing the number of students reporting higher levels of relevance on student perception surveys.</i></p> <p>WASC SCHOOLWIDE GROWTH AREA FOR CONTINUOUS IMPROVEMENT</p> <p><i>As a site, MHS will continue to expand and focus on opportunities for all teachers to create project-based learning and real-world experiences more consistently across the curriculum.</i></p>	
<p>2020-2021 Action Steps:</p> <p>DISTANCE LEARNING:</p> <ul style="list-style-type: none"> • Students will receive social-emotional wellbeing interaction and support. • Distance learning will provide structures for students to stay connected, engage in new learning, reduce loss of learning and access valuable resources. • Consider incorporating a time for Clubs to meet. • Post a Week-at-a-Glance Summary of all assignments for the week on Google Classroom. Parents will receive a Week at-a-Glance Summary from the teacher. <p>WASC ACTION PLAN:</p> <ul style="list-style-type: none"> • Continued professional development organized by the Site Leadership Team (SLT) with a focus on 	<p><u>Budget Expenditures</u></p> <p><i>Note: Allocations were made prior to decision to stay in distance learning.</i></p> <p>\$2000: Lease/Rental (Decades Day/Graduation)</p>

<p>authentic learning, student engagement, and real-world application. Preferably, work with PBLWorks/Buck and have all teachers design/implement 1-2 projects within existing coursework.</p> <ul style="list-style-type: none"> Continue cohorts for Blended Learning, Project-Based Learning, Restorative Justice, Social Justice integration. Continue efforts to provide and increase dual enrollment opportunities (possible use of support period). Explore capstone experience as part of sequenced coursework. <p>CLIMATE/INCLUSIVE PRACTICES/IDENTITY INCLUDING RACE</p> <ul style="list-style-type: none"> Inclusive School Culture <ul style="list-style-type: none"> Tier 1 community building Messaging/values Positive relationships, staff to student and student to student Facilitated activities to promote interaction across social groups Anti-racism and Social Justice actions to include: <ul style="list-style-type: none"> Curriculum: US History (ACES)(Facing History) Curriculum: English Department audit of required readings Staff Training: RJ, SJ, PBL, consider Facing History Student Voice: Form Principal Advisory Committee (PAC) <p>STUDENT VOICE:</p> <ul style="list-style-type: none"> Administer student surveys (CHKS, Engagement, Senior, Olweus) and parent surveys (CHKS, climate, engagement) and analyze data from these surveys to inform practice. Consider follow up Challenge Success survey to assess progress of new teaching and engagement strategies. Develop a Student/Principal Advisory Committee (PAC) <p>COMMUNICATION & CUSTOMER SERVICE:</p> <ul style="list-style-type: none"> Continue Monday Message, staff bulletin, calendars, website, Twitter, weekly athletics updates and Blackboard communications informing parents of school events and analyze the usage of Blackboard and website. PTSA develop a new website. PTSA increase social media presence including grade level parent support groups. Parent involvement channels (PTSA, Arts Angels, Malibu LEAD, ABC, TSF, Coffee with Counselors, SSC, Latinx Parent Group). Boosters and TSF integrated and creation of Malibu-SAC. <p>SOCIAL EMOTIONAL:</p> <ul style="list-style-type: none"> Mindfulness in Freshman Seminar, Senior Seminar, and HS PE, Mindfulness group Continue with attendance incentives, parent emails on the importance of attendance, and parent conference for nearing threshold of chronic absenteeism/SART process Continue Wellness Center and substance abuse counseling for students and families Continue integrating workshops across grade levels (ie: Nami, counselors, and wellness center) <p>STUDENT PROGRAMS:</p> <ul style="list-style-type: none"> Pep-rallies/assemblies/ASB activities Variety of extra-curricular opportunities, co-curricular activities (VAPA, Film, Robotics) and Athletics College and career counseling programs, focused on “fit.” Parent and student education opportunities to explore wide range of post-secondary options and address student/parent pressure during college admissions process. Community Service Program (CSL coordinator) 	<p>\$400: Intrafund (Transportation)</p> <p>\$525: Clerical/Office, Hourly</p> <p>\$430: Clerical/Office, Overtime</p> <p>\$400: Electronic Devices under \$500</p> <p>\$2000: Non capitalized equipment</p> <p>\$115: Mileage reimbursement</p> <p>\$400: Repair by vendor</p> <p>\$705: Maintenance Agreement (library printer/copier)</p> <p>\$1795: Intrafund</p> <p>\$1200: Other operating expenses</p> <p>\$460: Postage</p> <p>\$552: Nurse</p> <p>\$2500: Athletics</p> <p>\$40,000: Athletics transportation</p> <p>\$11000: CSL Coordinator</p> <p>\$5349: General Supplies/Material (also reflected in 1and 2)</p>
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GLOSSARY:

PBL: Project Based Learning

CSL: Community Service Learning

ELD: English Language Development

ELPAC: English Language Proficiency Assessments for California

PD: Professional Development

PLC: Professional Learning Community

CAASPP: California assessment of student performance and progress

WASC: Western Association of Schools and Colleges

LCAP: Local Control and Accountability Plan

LTEL: Long-term English Learner