

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

Santa Maria High School

**901 South Broadway
Santa Maria, California 93454**

Santa Maria Joint Union High School District

March 3-6

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Preface

School-wide Learner Outcomes

Santa Maria High SAINT's are:

Socially adjusted

Academically advanced

Independent learners

Noteworthy citizens

Technologically savvy

The School's self-study process with respect to the expected outcomes of the self-study

The WASC Leadership Team consisted of one administrator and six faculty members. The administrator who oversaw the process and worked with the Faculty Coordinator, who served as Data TOSA, in addition to his regular duties. Other faculty members served as leaders for specific Focus on Learning (FOL) Categories. This team worked in collaboration with the efforts of the Guiding Coalition, a group composed of academic and management leaders. The Guiding Coalition led efforts to transform the School's educational pedagogy. FOL carefully articulated these revisions and changes into the Self-Study.

Involvement and collaboration of all staff and other stakeholders to support student achievement

All staff were invited to participate in the development of the Self-Study Report. There were four all-staff meetings between SY 2017-2018 and SY 2018-2019. These were intended to select revised mission and vision statements and to discuss how these will impact the school culture. FOL met three times with colleagues to collaborate and develop FOL Criterion. FOL met regularly on Fridays to review and revise the development of the Report, and they regularly communicated these updates with staff in person, electronically, and during staff meetings. The process for the development of the Report and its contents were regularly shared with parent-led groups. Feedback from parents and students were elicited during parent meetings, student meetings, and electronic surveys.

Clarification and measurement of what all students should know, understand, and be able to do through school-wide learner outcomes and academic standards

Input from students, parents, and site employees through surveys, forums, and other feedback systems provided guidance into stakeholder expectations for student success and the development of the Student Learner Outcomes that the school believes is measurable. SLO's are the expectations for all students at SMHS. These expectations are measured through use of academic success, technology presentations, collaboration amongst each other, interaction and choice.

The gathering and analyzing of data about students and student achievement

FOL worked with colleagues to collect a variety of data from multiple sources, including the school's Aeries Student Information System, SBAC, DataQuest, internal departmental and faculty assessments, CDE, parent and student surveys, professional development feedback,

student success rates, and CollegeBoard to determine current levels of achievement.

Assessment of the entire school program and its impact on student learning

FOL addressed colleagues with the following questions during Focus Groups:

- What are the goals of the school? What do stakeholders want students to be able to do at school, home, and post-graduation?
- What data is available to support learning and revising the curriculum so that it is culturally appropriate? What do they need to further to engage students and support student achievement?
- In what ways may stakeholders better engage parents in the school community? What steps should be taken?

The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

The school anticipates a cycle of frequent assessment and realignment that will allow staff to build capacity that meets the needs of the diverse student population. The school's Action Plan is created with an internal monitoring tool created by FOL and Guiding Coalition Committee; it is reviewed and monitored quarterly to assess progress on meeting school-wide academic and SLO goals.

Chapter I: Progress Report

School's major changes and follow-up process

Since the last mid-cycle visit, Santa Maria High School has experienced a myriad of changes that have positively affected the school culture. Administration and Teacher Leadership worked together to fiercely address the recommendations made by the previous Visiting Committee. Specifically, The Guiding Coalition, a committee made up of department chairs, WASC Coordinator, and administration, sought to build capacity among stakeholders, and improve student achievement while seeking new, innovative ways to move the school toward becoming student-centered. Current educational leaders specializing in working with schools to develop transformational data driven instructional leadership, Dr. Luis Cruz and Sarah Schuhl, worked with faculty during professional development days to refine pedagogical practices based on a variety of assessment results. It is clear that this mission became the focal point for faculty, staff and administration. It is easily observed during Focus Group Interviews and classroom observations that students are engaged, and they feel positive about the school environment. Similarly, the number of parents that demonstrate interest in learning more about how they may support their child(ren) continues to increase.

FOL Leaders collaborated with faculty and staff to develop new mission and vision statements that illustrate this transition in values. This was a collaborative process amongst faculty and staff.

Mission Statement: SMHS ensures that all students achieve the high levels of learning required for success in college careers, or post-secondary training.

Vision Statement: SMHS develops clear, unified practices and policies for all stakeholders in order to continually improve learning.

The SLO's outline the student dispositions that demonstrate understanding of these revisions. Several Focus Groups cited that continued acknowledgement of cultural proficiency will enrich this process. Further, weekly scheduled collaboration opportunities consisting of departmental, grade-level, and PD meetings allow time for faculty to plan, coordinate, and execute refinements to curriculum and instruction. Assessment results from various data are used to evaluate student achievement and stakeholder engagement.

Critical Areas of Follow-up from 2016-2017 Special Report

Santa Maria's revised action plan from 2016 includes five goals:

Goal #1: Santa Maria High School will increase English Language Arts and Mathematics Common Core standards skills by a five percent increase in 'Meets Standards' and Exceeds Standards', as measured by the Smarter Balanced Test.

Overall progress on the ELA SBAC grew 17% between 2015 and 2016; however, the percentage of students demonstrating proficiency dipped roughly 4.5% between the 2017 and 2018 administrations of the exam. The consensus of faculty is that greater attention to reading and writing intervention is necessary. It was clearly observed that TOSA's disaggregated data and

painstakingly evaluated which strands require additional instructional attention.

Math SBAC results demonstrated 8% growth in 2016; yet, results continued to drop in 2017 to 22% and increased to 23.9% in 2018. Faculty recognize that additional attention is required in specific subsections. Additional training and review of these areas continue to be addressed during PD and departmental meetings.

Additionally, faculty consider the use of behavioral and academic intervention support to better engage students through the use of tutoring services after school, an RtI period provided during first period, and two additional scheduled math tutoring sessions during lunch. An additional plan for achieving this was described in the report.

Goal #2: Increase Reclassification of EL Learners by 3% each year.

The school employs strategies to increase English fluency, including an English Intensive class that consists of a double block of ELA sections. It is clear that the school has exceeded this expectation.

Annual Reclassification Rate

2015/2016	2016/2017	2017/2018	2018/2019
144	128	118	51*
13.5%	12.18%	13.17%	

*2018/2019 still in progress

SMHS' reclassification rates are as follows: SY 2015-2016, 13.5%; SY 2016-2017, 12.18%; SY 2017-2018, 13.17%; and currently, as of the report, 51 students have been reclassified.

Goal #3: Santa Maria High School will increase graduation rates to 89% or higher.

The graduation rate has peaked to 86.8% during SY 2017-2018. Although this goal has not been reached, leadership notes that this is still a focus for stakeholders. To better support students in reaching graduation requirements, SMHS has extended opportunities for online credit recovery. Counselors regularly meet with credit deficient students to review goals. Since SY 2016-2017, 423 credit recovery courses have been completed, additional sections have been added for on track credit recovery, and additional staff have been employed for after-school support for students who are enrolled in concurrent enrollment.

Goal #4: CTE Pathways

SMHS has introduced sixteen CTE pathways. Some of these include Family Consumer Science, Ag, Engineering, Business, AME, and Transportation. Faculty and counselors organized activities to support these efforts. Policies and procedures that encourage best practices continue to be implemented and supported by school site and district funding.

Goal #5: Santa Maria High School will provide a safe school environment for all students and staff.

Stakeholder surveys and Focus Group responses demonstrate that SMHS provides a safe, nurturing environment. According to the California Dashboard, the suspension rate is steady between yellow and green. The school's suspension rate continues to decrease as faculty and staff use alternatives to engage students in classroom instruction, decreasing the need for negative consequences. Behavioral infractions have decreased by nearly 2% in SY 2017-2018. VC members observed the campus to be a very clean, orderly, calm, and nurturing environment. Campus security was ever present and students seemed happy and comfortable both in and out of class. Students and faculty were friendly and approachable.

Chapter II: Student/Community Profile

Description of the students and community served by the school

SMHS is one of three comprehensive high schools in the Santa Maria Valley. It is the oldest high school in the Santa Maria Valley, and it belongs to SMJUHSD, the oldest high school district in within the state. It is located in the heart of the city, where the poorest of city residents live. The area is largely comprised of migrant families that work in local packing houses and farms. Of the roughly 2,600 students, 95% are of Hispanic or Latino descent, 85% qualify for NSLP, and 30% are ELD. Greater emphasis has been made to define course prerequisites necessary for post-graduation pathways. Currently, 15% of seniors matriculate into four-year universities, and 40% enroll into community college.

School Data

School Enrollment

Years	African American	American Indian	Asian	Filipino	Hispanic	White	SMHS Total
2012-2013	12	4	11	51	2124	77	2300
2014-2015	18	3	10	43	2403	78	2555
2015-2016	15	4	6	36	2536	86	2683
2016-2017	12	4	5	32	2462	66	2581
2017-2018	10	5	7	37	2494	54	2618

Enrollment continues to rise at the school. Other ethnic subgroups continue to decrease in enrollment annually.

Average Daily Attendance

2013/14	2014/15	2015/16	2016/17
2234/94.04%	2341/94.0%	2362/95.9%	2635/96.39%

The overall ADA continues to edge slightly each year.

Overall Graduation Rates

The graduation rate between SY 2016-2017 and SY 2017-2018 increase by 4%. This may be attributed to greater students and parent engagement as well as the increase of online credit recovery.

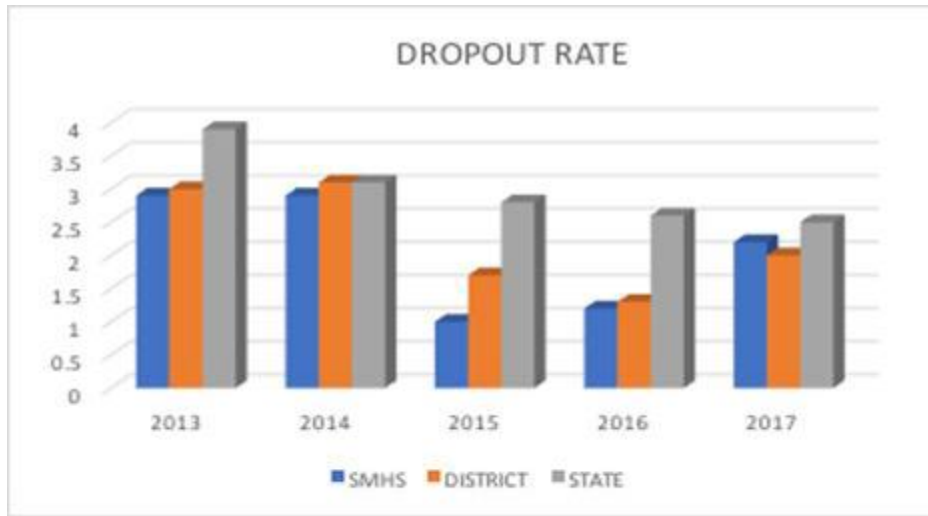
2013/14	2014/15	2016/17	2017/18
84.30 %	88.60%	84.60%	88.60%

Graduation Rate Percentage- Disaggregated by Ethnicity (From Data Quest)				
Class of	2012/13	2013/14	2014/15	2015/16
Hispanic or Latino of Any Race	81.5	83.6	89.2	86.3
American Indian or Alaska Native, Not Hispanic	100	100	N/A	N/A
Asian, Not Hispanic	100	100	100	100
Filipino, Not Hispanic	90	94.7	88.9	100
African American, Not Hispanic	100	0	100	66.7
White, Not Hispanic	86.7	93.7	69.2	70
Two or More Races, Not Hispanic	50	100	N/A	N/A
Not Reported	83.3	100	N/A	N/A

The reason for fluctuations in subgroups is due to their small populations.

Dropout Rate

The school’s dropout rate remained less than the District average until 2017, when it was greater than 0.02%. It consistently was beneath the state average.



Years	# of dropouts	Dropout rate	District	Dropout statewide rate
2012-2013	62	2.9%	3.0%	3.9%
2013-2014	64	2.9%	3.1%	3.1%
2014-2015	23	1.0%	1.7%	2.8%
2015-2016	30	1.2%	1.3%	2.6%
2016-2017	57	2.2%	2.0%	2.5%

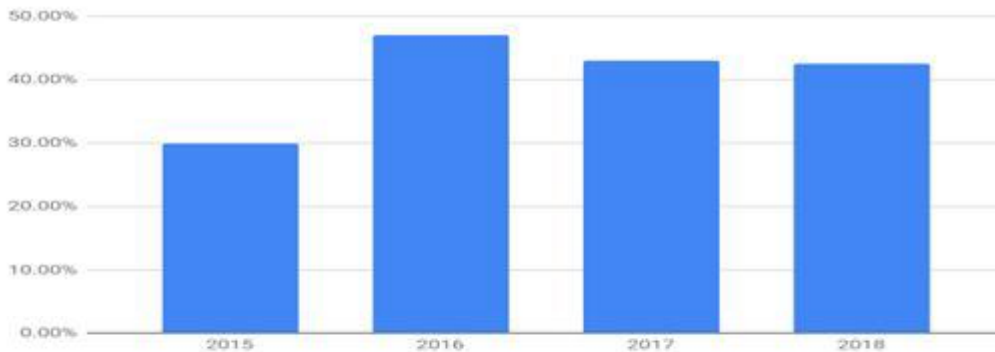
A-G Completion Rate

Roughly half of all seniors complete A-G requirements.

2013/14	2014/15	2015/16	2016/17	2017/18
24.0%	27.3%	29.2%	27.3%	31.87%

ELA SBAC Results

As described in Chapter I, SMHS made strong ELA gains in 2016, but remains stagnant for the past two years.



% Met or Exceeded ELA State Standards

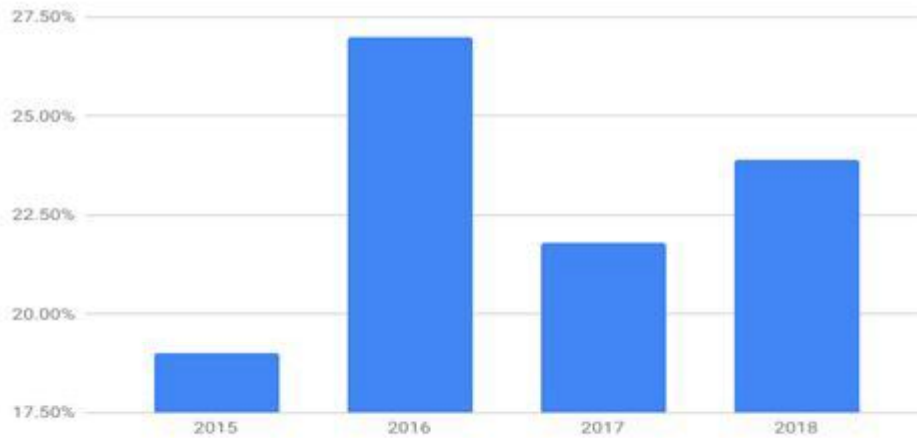
The chart below compares SMHS’ performance to that of similar schools identified by CDE. They are similar in that they share similar demographics: school size, subgroups, and SED.

Years	SMHS	School A	School E	School F	School L	School M
2014-2015	30%	31%	53%	41%	40%	48%
2015-2016	47%	38%	41%	31%	48%	42%
2016-2017	43.3%	44.4%	42.5%	44%	51.6%	43.5%
2017-2018	42.44%					

Faculty is focused on identifying more effective, targeted interventions to support student achievement. The number of programs available to students have increased dramatically since 2016. It is also clear that SMHS students outperform their peers at other similar schools.

Math SBAC Results

Overall, the percentage of students who demonstrate proficiency on the Math SBAC has increased since 2015.



% Met or Exceeded Math State Standards

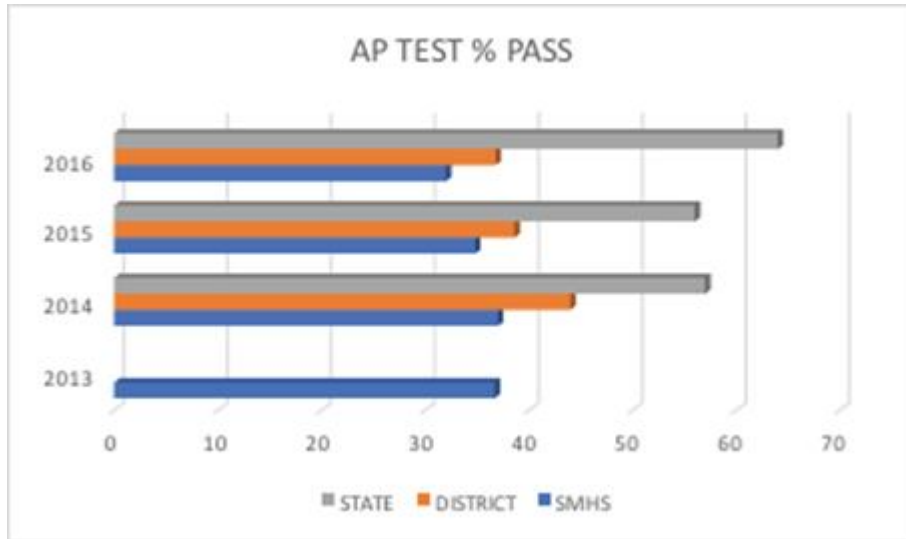
The chart below compares SMHS’ performance to that of similar schools identified by CDE. They are similar in that they share similar demographics: school size, subgroups, and SED.

Years	SMHS	School E	School F	School L	School M	School A
2014-2015	29	20	8	19	11	16
2015-2016	27	9	8	10	18	8
2016-2017	21.8	7.9	8.4	13.2	16.6	9.5
2017-2018	23.3					

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Advanced Placement

As the graph below illustrates, the number of students who have passed the AP Exam with a score of 3+ has increased over time. SMHS continues to lessen the gap between it and other district schools.



Years	1	2	3	4	5	Total	# 3+	SMHS % 3+	District % 3+	Statewide % 3+
2012-13	118	99	58	51	17	343	126	36.7%	NA	NA
2013-14	147	104	78	50	20	399	148	37%	44%	57%
2014-15	155	144	80	51	29	459	160	34.8%	38.6%	56%
2015-16	186	166	70	54	42	518	166	32%	36.8%	64%

Although the percentage of passing scores has decreased over time, this may be related to the greater number of students who are participating in the exams.

ACT Results

Years	# tested	Reading	Math	English	Science	Total > 21	SMHS % > 26
2012-2013	79	NA	NA	NA	NA	26	32.9%
2013-2014	93	19	21	17	19	29	31.2%
2014-2015	105	18	20	17	18	26	24.7%
2015-2016	141	18	20	17	18	46	32.6%

The number of students taking the ACT continues to increase. Student scores continue to improve annually.

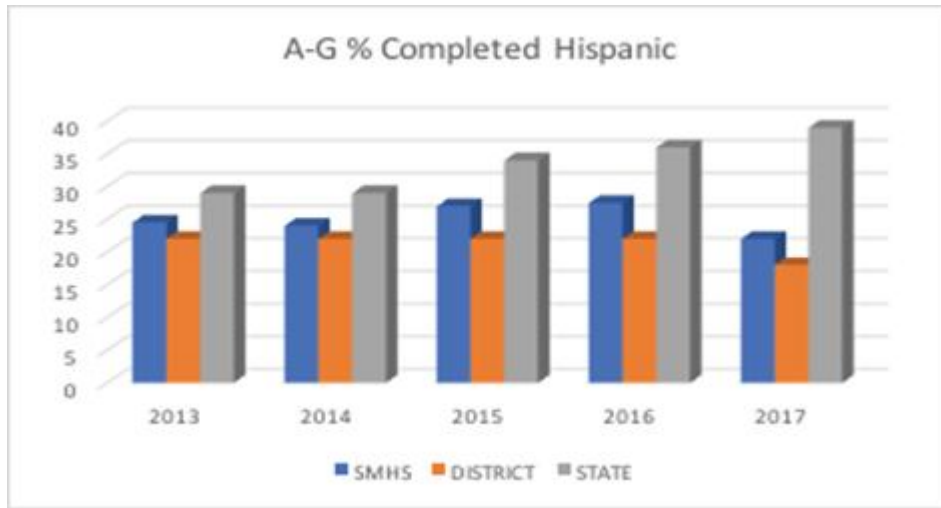
SAT Results

Years	# tested	Reading	Math	Writing	SMHS Total > 1500	SMHS % > 1500
2012-2013	139	416	452	411	22	15.8%
2013-2014	169	424	460	414	36	21.3%
2014-2015	173	416	447	415	24	13.8%
2015-2016	172	434	460	430	43	25%

Student scores appear stagnate; however, this is due to the increased number of students taking the exam over time.

A-G Completion

Hispanic/Latino youth continue to outperform their peers when assessing the completion of A-G requirements. Faculty recognize that greater support is necessary for students in upper level courses.



The chart below outlines A-G completion according to subgroup.

Years	Gender	African American	Asian	Filipino	Hispanic	White	School Total	District Total	State Total
2012-2013	Female	NA	33%	66%	26%	16%	26.5%	28%	44%
	Male	0	0	33%	23%	14%	23.4%	23%	23%
2013-2014	Female	0	66%	55%	30%	0	30.8%	30.7%	47%
	Male	0	NA	55%	17.8%	28%	19%	20%	37%
2014-2015	Female	NA	100%	85%	33%	33%	35.3%	32%	48%
	Male	0	100%	0	20.6%	27%	20.4%	20%	36%
2015-2016	Female	NA	NA	43%	33%	40%	33%	29%	51%
	Male	50%	33%	62%	21.8%	44%	24%	19%	39%
2016-2017	Female	23%	NA	0	22.7%	0	22.8%	24.5%	52.7%
	Male	0	NA	0	21.5%	0	21.4%	15.9%	42.8%

ELPAC 2018 Average Scores

Schools	Overall Level	Oral Level	Written Level	Listening	Speaking	Reading	Writing
Delta High	2.6	3.2	2.1	2.2	2.6	1.5	2.2
Pioneer Valley High School	2.3	2.6	1.8	2.0	2.2	1.4	1.9
Righetti High School	2.4	2.8	2.1	2.1	2.1	1.5	2.1
Santa Maria High School	2.2	2.5	1.8	2.0	2.1	1.5	1.9
District	2.4	2.8	2.0	2.0	2.3	1.5	2.0

Other high schools in the district outperform SMHS on average.

Club Participation

2013/14	2014/15	2015/16	2016/17
30%	30%	59%	54%

The percentage of students engaged at the school continues to grow over time.

Progress on 2017 Critical Areas for Improvement Report

During its 2016 Mid-Cycle Visit, the Visiting Committee required that SMHS immediately develop an Action Plan that would address its concerns. An outside independent Visiting Committee visited in 2017 to determine whether the school addressed these concerns and could demonstrate growth. Temporarily satisfied, the VC required that SMHS demonstrate a school culture that embraces the following characteristics:

- Staff-wide use of disaggregated data: instructional pacing guides; CFA's; PLC format

- Determine and evaluate best research-based instructional practices using systematic and institutionalized practices
- Develop a strategic plan for Tier I RtI
- Teacher leaders take ownership: rebuilding professional trust and a collaborative school culture; emphasis of a student-centered pedagogical approach; ensure transparent process for development of WASC is school-wide and involves stakeholder input and evaluation
- Clear articulation plan for professional development: ensure research-based instructional strategies are found within the comprehensive PD plan
- Align action plan, SPSA, and LCAP goals

During the visit, it was clearly evident that SMHS faculty, staff, and administration addressed each of the concerns identified above. Another observation shared by the VC was that after reviewing the 2016 and 2017 recommendations, the academic and professional atmosphere among faculty share a positive, student-centered approach to decision-making. This was evident throughout the visit when walking through classrooms, Focus Group Interviews, minutes and agendas from PLC, FOL, GC, and Department meetings, as well as individual discussions. The remainder of this report will demonstrate this paradigm shift.

The VC recognizes the significant positive growth and change made by faculty and staff in such a short period of time. Stakeholders recognize that they have made a complete 360 degree transition. It was frequently reported that they realize that there is much work to continue; however the school atmosphere shares a belief system that provides a foundation where the process of change may be collaboratively addressed. As such, the 2018 Self-Study Report serves as the organizational vision and pedagogical shift in addressing change through the lense of ensuring that best practices support positive student outcomes. SMHS faculty, staff, and administration are to be commended for their diligent effort to embrace a new shared culture that demonstrate a paradigm shift in practice.

Chapter III: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

Santa Maria High School has recently developed mission and vision statements that coincide with the LCAP goals and the PLC principles that they have also recently adopted. The school's Schoolwide Learning Objectives are rooted in the community's desire to help students become self-sufficient, productive members of society, while also focusing on "continually improving all students learning".

Discussion with parents indicated that they are provided the opportunity to attend regularly scheduled 'Cafecito meetings', ELAC, Parents on a Mission, Parent Project, PIQUE, and additional workshops on a variety of topics. A committee of parents are often responsible for the formation of the Cafecito agenda. Parents indicated that scheduling school events in the evenings or on Sunday would help encourage more parent participation.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

District Board Policies include clear policies and procedures to support the school's model of instruction. In discussion with district leadership there was clear support for the school and its mission. The school has a student Board Representative who presents information on a regular basis. The Superintendent was comfortable discussing site challenges and successes but there seemed to be a lack of communication between the areas of instruction and the Board of Education. The Visiting Committee was informed of an upcoming ten minute presentation to the BOE but expectations were low in terms of what results might come from the board presentation.

District Leadership voiced full confidence in the capacity of the school principal and his administration team. The Visiting Committee heard several times that SMHS is frequently the forerunner for implementation of innovative programs and that the district highly values the school principal's leadership in assisting implementation of improved processes within the district. It was often heard that SMHS was "the only high school doing this" when asked about

successful programs and how they fit into the District vision. It may be helpful to share the PLC knowledge, for example, with the other high schools in the District, or perhaps share the knowledge gained from the specialists that came in and worked with the staff at SMHS.

The Visiting Committee, through discussions with parents, the parent center outreach consultant and the community liaison, understands there is a high degree of communication between faculty and parents in support of individual student academic and social/emotional growth,.

A3. Leadership: Empowerment and Continuous Planning and Improvement Criterion

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

Interviews with all staff members indicates that the school uses data in many ways to support individual students. Teachers gather data regarding student progress in coursework, student scores on quizzes, end-of course exams, CFAs etc., and use this data to guide individual student learning and to plan and implement student intervention practices. Staff also reported that it meets in small groups, Professional Learning Communities (PLCs), to collaborate and discuss school-wide plans to increase student outcomes.

The Visiting Committee commends all school personnel for their dedication to student outcomes. The certificated and classified staff members are informed via email of surveys and survey results and from those results, changes are made. However, it found that the school lacks a high level plan to aggregate all of the data that is available for the purpose of a systemic approach to ongoing school improvement; data collection is occurring with vigor in some departments, but the use of the data remains a place for growth.

There was much discussion about the possible change in bell schedule to accommodate a new Response to Intervention (RtI) period. This is seen as a great idea, but one that is for a future plan. The process of data gathering is the current focus with intervention to be the next piece of the process.

The Guiding Coalition was formed from department chair and the administrative team. This group serves to unify staff and provide a forum to discuss policy and procedural changes. This group also provides professional development feedback and planning for future professional development for all staff. Staff was generally supportive of the work of the Guiding Coalition but there was concern that the Principal had contractual control over the selection process of Coalition team members and that not all staff members had a voice or a pathway to share comments. The Guiding Coalition has done a great deal of work with the PLC tenants, and their work will continue to lead the growth of a positive culture at SMHS.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

Strong professional development is provided by the district, and the school states that all staff members are encouraged to participate in professional development in content areas, including counseling, to support student achievement and areas of cultural proficiency. Staff report that through training and follow up with cultural proficiency, positive changes in school culture have been observed. Strong practitioners have been brought in to help set up PLC teams and have helped with the Guiding Coalition. Many staff members report that the work of these professionals has been a great help to their professional development.

Orientation for new and returning staff includes a Standard Operating Procedure Manual that includes emergency procedures, ALICE procedures, PLC Development Plan, RtI plans, PBIS, and tips on 504 and ADHD. Each classroom has a copy of the SOPM and staff is encouraged to review and update as necessary.

SMHS has implemented many new programs and processes to support student learning. During discussions with staff, it was stated that many staff members would be available for additional time to customize coursework if it was seen as a value for the school and students.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

The Self Study indicates, and the Visiting Committee concurs, that school facilities are safe, functional, and well maintained. The school has plans for additional buildings and the removal of much older portables. Staff reports that they have the materials and supplies needed to effectively provide support for all student learning. Discussion with the district Facilities Manager and Superintendent indicates that plans for the new building did take staff recommendations under consideration when planning the building and its furnishings. The District is to be commended for its progressive design and taken into account the wishes of those who may occupy the building.

Discussion with District Leadership confirmed that the school budget is based upon the needs of the school and every effort is made to provide all materials and supplies essential to the program. Discussion indicated that the district and site are consistently focused on improvement of student outcomes and that all budget decisions support that goal.

Staff at SMHS is abundant and well qualified to meet the needs of a specific population of students. A robust counseling department combined with well staffed subject area departments provide students with individualized instruction and small class sizes. Bilingual aides and translators are also available to help teachers communicate effectively with students from a variety of languages other than English.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- The school operates under the guidance of Santa Maria Joint Unified School District and district leadership strongly supports the school's mission, vision, and goals.
- Staff members are fully qualified and credentialed.
- School facilities are safe and well maintained.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- The school would benefit from additional stakeholder involvement in its planning processes.
- The school should formulate a formal plan to support the school improvement as it relates to data gathering and using the data for increasing student success.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Interviews with parents, school leadership, district representatives, students, and credentialed and classified staff
- Professional development documentation
- SOPM
- LCAP
- Surveys
- PLC Meeting Observed
- Data charts

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

SMHS routinely sends teachers from every department to a variety of conferences, trainings, and collaborations with colleges to ensure that their curriculum is up to date and prepares students for the contemporary world they will encounter post high school.

Science and AG have attended multiple trainings to educate teachers on the NGSS framework as well as workshops that explore advanced engineering and physics practices. The English department attends yearly conferences such as CUE and AVID. International language has courses in conjunction with Allan Hancock college. IA, Technology and Engineering works with up-to-date software including 3D drafting, 3D printers, and contemporary labs. Social Science implements TCI curriculum to help students engage in lessons through a more hands on approach. The department also relies on pacing guides (district approved). Special education utilizes CARS and collaborates with Allan Hancock College, as well as incorporates technology such as Kahoot for individualized instruction. PE relies on current fitness journals and provides students opportunities for trainings and presentations that relate to life outside of high school. CTE pathways such as Business, Arts, and Family Consumer Science utilize advisory panels and professionals in the field to connect and collaborate with students and discuss contemporary practices.

All teachers participate in PLC's on Mondays to meet with and discuss curriculum advances and changes with their departments. Teachers pass on information to department heads to discuss in the Guiding Coalition. Guiding Coalition teams make recommendations and help departments create common formative assessments. Departments are using Microsoft Teams to communicate within the department as well as with other departments and administration.

Additionally, due to the high number of ELL students, the school has focused on creating push out strategies to all subjects and content areas that will help students work through difficulties with reading and writing. The strategies are discussed within each department, and teachers hold each other accountable when implementing the strategies within the classroom.

Observations and Evidence

- PLC meetings
- Students working with up-to-date software (Phenon, PHET, Gizmo, AMTA, AHC, 3D modeling)
- Multiple teachers who have attended or been a recipient of information at a conference, trainings, and seminars in past year

Most classes at SMHS are A-G approved. Departments create consistent course progressions to ensure that skills are reviewed and built upon.

SMHS recently added three Ethnic and Gender Studies courses (Chicano and Latino studies, Ethnic and Social Justice, and Mexican American and Latino Literature).

The school also uses CTE pathways to provide students multiple opportunities for career exploration. Multiple subjects have dual Enrollment classes with local community college, Allan Hancock, as well as Cal Poly, San Luis Obispo. Each department seeks out opportunities for students to interact with and investigate careers such as Career Cruising, guest speakers, career development events, field trips, concurrent enrollment opportunities, job shadowing, Life After High School presentations, college presentations, guest lecturers, and career exploration activities.

The Special Education department creates a post-secondary plan for each student that includes college and career goals and ways the school can help the students transition after high school.

Business pathways contain units in career readiness and course outlines are continuously reviewed to include various industry sectors/careers.

Multiple AP courses are offered in addition to a variety of CTE pathways. AP courses are reviewed annually, and all departments are standards based. Counselors guide students through career exploration activities throughout the year and help students understand various options from career to college.

Evidence and Observations

- Career pathways in CTE classes
- Dual Enrollment and “access” to local colleges
- A-G approved courses
- Variety of career exploration activities (fairs, workshops, resume building, etc)

All courses are standards based, and each department uses PLC time to align standards to curriculum and instruction. Administration meets regularly with each department to ensure that concepts and skills taught “originate in the standards” and prepare students for upcoming standardized tests (CAST, CAASPP), if applicable. Administration also meets bi-monthly in a “Guiding Coalition” meeting with department chairs to ensure that key assignments match with standards and A-G requirements.

The PLC and Guiding Coalition structure has helped create strong alignment in each department around common assessments, proficiency maps, curricular maps, and pacing guides that are aligned with A-G requirements, Common Core standards, NGSS standards, and CTE pathways. At times this data is used to retest students (NGSS science standards) or to restructure curriculum and pacing for better results (P.E.). English has created common templates for essays and a strong progression for English Language Learners. Data was also used to guide a restructuring of classes for students in both Math and English. Math created support classes to help close gaps, and English is in the process of talking about how to better serve the ELL population with new classes next year.

In many areas the PLC meetings have resulted in “hard” conversations revealing areas of growth in each department and recognition of places where the department can be more aligned and on the same page. The staff is excited to take this structure one step further and use data to better instructional practices and curriculum changes.

Evidence and observations:

- PLC
- Administration meetings
- Departments aligning curriculum with standards

- Use of S.M.A.R.T goals, Unit designs, Proficiency maps to evaluate curriculum

CTE pathways are offered to students at SMHS, and students have the freedom to choose their own course based on their interests. CTE courses are connected with CSU/UC A-G requirements. New classes are being offered and created to keep up with current practices such as Ethnic Studies, Business, and Engineering. The process for submitting a new class is defined as going through a Curriculum Council which evaluates and discusses the relevance of a course. If deemed relevant, the council sends it along to the school board for approval.

Departments use a variety of software and online learning platforms such as Canvas (English) to collaborate and assess students. Teachers and administration use PLC time to communicate and collaborate internally as well as with other departments.

The Guiding Coalition team works to align CTE curriculum with core classes. For example, Business classes ensure that all content is standards based and aligns with material taught in english, science, and math.

A strong ELD program also works with CTE and content areas to help students with reading and writing needs in various subjects. ELD standards have been shared and reviewed with teachers in all departments and common strategies have been discussed (but not fully implemented) to help close achievement gaps due to understanding and knowledge of the English Language.

Evidence and Observations

- PLC meetings and Guiding Coalition collaboration
- Recent (past two years) additions to schedule of new classes
- Use of Canvas and online assessment tools
- Portfolio Assessment

Each department works to collaborate and connect with feeder schools, technical schools, and colleges in different ways. School wide, SMHS students participate in Job Fairs, Career Exploration Day (in association with Hancock college), and additional career development events. A unique event called “March of the Saints” brings in alumni and community members to discuss careers, job training, and other pathways after graduation. This event is proudly supported by both the school and the community.

The high school has at least five articulation dates with the local feeder schools including ones for AG and science. Counselors meet with junior high students to help them with paperwork, options in high school, athletics, rules, and more. Most departments send members to local high schools to connect and collaborate on studies.

SMHS also has a working relationship with other local high schools to understand what is being offered in the area. Scheduled workshops such as Bridges to Success, Cash for Colleges, and Higher Education Week connect students with local community colleges. Counselors started a University Thursday practice to promote higher education beyond high school. Finally, SMHS has dual enrollment courses with local area colleges.

Though there is not much direct communication with other high schools in the district and surrounding areas, some departments, such as AG and Science, are working to develop more common classes. The science department is creating a Physics of the Universe class that will serve as the base Science class for all high schools in the district and the AG department works in conjunction with other schools to make sure that the work based offerings (welding,

horticulture, etc.) are consistent.

Evidence and Observations

- Dual Enrollment classes
- Admin and Department collaboration with feeder schools
- College and Career workshops and events
- CTE connections with other schools in the district to align curriculum

B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan and prepared for the pursuit of their academic, personal, and career goals?

There are a variety of opportunities for college and career exploration at SMHS. The annual SMHS career fair and Higher Education fair allows students to explore national and local businesses/career opportunities. The SMHS career center is organized and provides students with information and resources to help them plan for the future. Students have the opportunity to visit local community colleges (Hancock) for Career Exploration Day, and all freshmen students visit Cal Poly on a field trip. Students also enjoy additional field trips to Cuesta, UCSB, and art museums. SMHS has a goal for all students to continue on to some form of higher education, but regardless, plans rigorous courses that will prepare them for whatever lies next.

A strong AVID program helps prepare first generation college students and participates in multiple field trips to colleges.

Career and College advisors and Counselors work with students and teachers to connect curriculum to post high school application. Counselors arrange visits from colleges, military, and vocational schools/professionals throughout the year.

Students have the opportunity to receive college credit through AP classes, Dual enrollment, and College Now courses that are held at the local community college.

Different departments help students explore career and college readiness in different ways. The English department participates in Career Cruising with the help of the counselors. Business uses the Career Zone and virtual job shadow and students create resumes and cover letters for entry level employment. The Math department uses weighted grading in preparation for college prep courses.

Observations and Evidence

- Career and College Counseling
- Career and College Center
- Visits from career and industry professionals
- Dual enrollment and CE offerings

Subject area departments work to connect content to real world application. Counselors expose students to internship opportunities and help them complete necessary documents for entry into the workforce. International Language provides opportunities for students to experience and interact with the language in a real world scenario. Departments such as Math and AG use challenging and collaborative assignments that require students to use critical thinking skills. All departments have access to Canvas and counseling to connect with students at home.

The FFA/Agriculture department includes a variety of classes and opportunities for real world

interaction. Classes range from welding, horticulture, floral design, animal science, and chemistry. Students participate in competitions, fairs, and field trips throughout the year.

The Special Education department utilizes a wide variety of instructional strategies such as presentations, group work, software, SDAIE to help students be prepared for the social and critical thinking world they will encounter.

Additionally, the school offers a variety of career based and CTE courses such as Business (accounting, marketing, web design, gamesSoCHG), Consumer and Family Living (culinary arts, child development, relationships and family), and Visual Arts (digital photo, photo, art).

Evidence and Observations

- Master Schedule offerings
- Counselor's interactions with students
- FFA/Agriculture course offerings

All aspects of a student's experience at SMHS encourage parent involvement. Parents are provided multiple opportunities to attend events each month and throughout the year where they can share concerns and work together with admin and staff to accomplish student goals. Parents are notified of their student's progress through progress reports. Parents are also notified if a student is absent. Parents meet with counselors to review their 4-year plan. Teachers in all departments schedule teacher/parent conferences and/or phone calls to create individualized interventions for students.

Evidence and Observations

- Parent meetings/events
- Counselor meetings with parents
- Student 4 - year plans
- IEP and progress reports
- Parent Center

SMHS is beginning to incorporate CTE pathways and capstones into the curriculum to help students learn valuable skills that will be marketable post-graduation. School counselors also stay up to date with accreditations and conferences to help students navigate career and college options. Additionally, students have access to classes at local community colleges and have the option to take classes at SMHS that earn college credit (dual enrollment and AP).

Most courses on campus use "real world" technology to supplement assignments and provide students the opportunity to learn collaborative skills. Most classes, especially those in skill based fields like welding or engineering, stay up to date on current practices so that students graduate with the most relevant information possible as it relates to contemporary work force.

The school also boasts a very strong Career Center. The career center is accessible to students (easily located in the library) and is staffed by a full-time career counselor. The center has access to representatives from Allan Hancock College to answer questions and help guide the students with options. The center helps students navigate the various choices after high school including, but not limited to, applications, scholarships and grants, financial aid, military options, technical colleges, college essays, and resumes. The Career Center hosts a job fair each year for all students (9-12) that brings in over 75 businesses for students to interact with and ask questions.

Evidence and Observations

- Counselors working with students 9-12 for college/career readiness
- Subject area classes provide opportunity for students to work with hardware, software, and information that is relevant in contemporary work
- Subject area classes that are transferable to colleges and careers
- Career Center

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- **Strong collaboration with local area community colleges and feeder schools**
- **Use of PLC meetings for Administration to check in with departments on curriculum development and implementation**
- **Robust and energetic counselor program and career center that provides information and guidance for college/career readiness**
 - **Career Fairs**
 - **College Visits**
 - **Career/College center**
- **CTE program that creates multiple pathways for student choice**
- **Access for all students/parents to content through online programs**
- **Access to Parent Center that provides multilingual support through electronic, written, and verbal communication**
- **A variety of Professional Development opportunities for staff**
-

Key issues for Standards-Based Student Learning: Curriculum (if any):

- **Subject area teachers and CTE pathways need to form stronger collaborations and connections to guide students toward career readiness through the pathway**
- **Parent/community involvement needs to increase regarding curriculum development**
- **Connection of content areas to career/college readiness (most of the career/college readiness seems to be done at the counselor/admin/school level and little is done in the classroom itself). CTE pathways and content areas can actively involve students in understanding choices post graduation**
- **Administration and staff should be commended for the implementation of the Guiding Coalition and PLC framework, but use of data obtained from this structure needs to be used to drive curriculum and instructional changes**

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- **Guiding Coalition and PLC structure**
- **Master Schedule showing a variety of classes and CTE pathways**
- **Teacher/administration conversations about trainings and professional developments**
- **Career Center and Counselor college and career readiness presentations**
- **Observations in classrooms of student engaged in problem solving, hands on learning, collaboration, and critical thinking.**
- **Teachers facilitate learning by engaging class in activities and working with (not talking at) students to reach conclusions**

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**C1. Challenging and Relevant Learning Experiences Criterion**

To what extent are all students involved in challenging and relevant learning experiences to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

Santa Maria High School has implemented school-wide professional learning communities centered on student learning. SMHS currently has weekly collaboration meetings on Mondays for one hour. During these collaboration meetings, SMHS has worked on developing essential standards, turning standards into student learning targets, developing common formative assessments to monitor student performance in achieving the learning targets, and discussing data from the CFA's to guide teacher practice considering student learning. At this point, some departments are farther along in this process, but collaboration teams have provided the groundwork for a systematic, school-wide structure for teachers to analyze student learning and refine instructional strategies.

Across all subject areas, the involvement of all students in rigorous and engaging group and individual work is encouraged and monitored through a variety of methods. All departments monitor student work through one-to-one contact with students, using strategies such as assigned group roles with accountability/reflection forms, fist-to-five, student whiteboards, think-pair-share, Kahoot quizzes, and common formative assessments to monitor student learning and adjust instruction accordingly. Teachers also utilize new technology such as Aries, Canvas, Turn-it-in, and online blogs to monitor, collaborate, and evaluate student work.

Students are involved in challenging and relevant work through various individual and group activities that are aligned with the state standards for each grade level. Student engagement and performance is observed using common formative assessments, think-pair-shares, whiteboard responses, and check-ins (thumbs, fist-to-five, etc.). Essential standards are monitored through common formative assessments for each unit, and these assessments are continually revised and refined for depth of knowledge and reliability in gauging student learning.

In the 2014/2015 school year, the English Learner curriculum was restructured to better serve English Learners. The most notable improvement came with the English I and II Intensive classes, which pair an A-G class period with a support period during which students rotate from computer-based learning (Read180 and System 44) to independent reading to working in small groups. ELD and Intensive classes are also capped at 24 and provided with bilingual instructional aides to increase opportunities for students to receive individualized attention. ELD students move through the year in cohorts to best serve the needs of a diverse ELD population.

In the 2017/2018 school year, the department adopted a new textbook, HMH *California Collections*, for English I, II, and III. In addition to being explicitly aligned with the Common Core State Standards, this text also has an online component for extended learning and differentiated instruction.

The Math department has transitioned from offering a blocked Pre-Algebra/Algebra I class to offering Algebra I with a shadow/support period, which is capped at 25 students. Likewise, to better serve advanced students, an accelerated Algebra I/Geometry class has been added to assist students in getting on track to reach Advanced Placement classes. For AP Calculus, the department has adopted the College Preparatory Mathematics Model, which has led to improved scores on the AP test. Teachers in the Math department also work in PLCs to monitor student attainment of target standards and modify instruction according to the analysis of data from CFA's.

Teachers in the International Languages department use accountability sticks, whiteboards, daily warm-ups and common formative assessments to engage and monitor students in challenging work that is relevant to real life experiences.

In the Science department, students work toward meeting the Next Generation Science Standards by predicting, observing, and analyzing scientific phenomena throughout traditional and inquiry-based lab experiments. Teachers regularly monitor student progress through accountability sheets, think-pair-share, student whiteboards, and common formative assessments. The department's NGSS committee is also piloting Gizmo, an interactive simulation program, in order to better prepare students for the California Science Test. In order to better support the English Learner population, the department now offers a course for Newcomers that is capped at 24 students and has the benefit of a bilingual instructional aide.

Members of the Social Science department have been working over the past two years to create common curricular maps, pacing guides, and develop common formative assessments to ensure a guaranteed and viable curriculum for all students. Students in Social Science classes engage in project-based learning, which allows them to play various roles to demonstrate their content knowledge and critical thinking skills. Teachers monitor student progress with student whiteboards, check-ins (thumbs up/down/sideways), think-pair-share, and exit tickets, among other strategies.

Teachers in the Agriculture department use data collected from all senior students who complete the program to ensure that the Agricultural Pathways are effectively meeting the needs of all students in college and career readiness. As a result of analyzing this data, the department added Agriculture Chemistry and Physiology of Veterinary Medicine courses in order to increase college acceptance rates by offering students additional options to meet the third-year lab science requirement.

In the Industrial Arts (Technology and Engineering) department, students begin each module researching careers that require the information and skills they will learn in the module. They also perform tasks and experiments utilizing real world equipment such as: surveying transits, 3D drafting software and printers, materials testing equipment, water testing kits, steam engines, and wind tunnels. Student engagement and performance is monitored using quizzes and

checkpoints that are embedded in the online curriculum.

Teachers in the Business department review curriculum in an ongoing process to ensure it reflects the current challenges and demands of today's world. The department has purchased its own server so that they can directly monitor students as they acquire and develop their skills working on projects that simulate real life business scenarios. Most courses have Certificates of Skills that identify student competencies and achievements, and department members are working in PLCs to develop and refine Certificates of Skills for all courses offered.

Students in the Family Consumer Science Department are involved in hands-on activities and projects to develop real-world skills in child development, culinary arts, and fashion. Students run the school cafe (Sammy's Cafe) where they learn money management, customer service, and how to work as a team.

All students in Physical Education classes are expected to participate daily in a curriculum that emphasizes personal responsibility and lifetime fitness.

Teachers in the Special Education department teach and consult in diverse academic content areas and across a wide range of instructional levels. To ensure all students are engaged in challenging and relevant work, teachers differentiate instruction based on the content standards for each student's instructional level. This differentiated instruction includes class and small group discussions, peer-to-peer learning with staff guidance, self-paced curriculum on One Note that has embedded accommodations for individual learning styles, and modified language and materials during instruction. There are also multiple reviews of student placement data from standardized tests (ABAS, BOT2, WRAT4), Woodcock-Johnson academic scores, grades, and observations. All instructional staff receive an IEP overview that informs them of the individual accommodations and instructional modifications needed for each Special Education student enrolled in their classes.

Students in the Visual and Performing Arts department are involved in project-based learning to meet the content standards. Teachers use formative assessments to monitor student progress as they develop the knowledge and skills needed to meet the standards in each area.

Across all subject areas, standards and expected performance levels are communicated to students through the respective syllabi for each course, explicit learning objectives, teacher modeling, and rubrics with exemplars. Most courses also have curriculum maps that communicate the skills and content covered, and many are working on proficiency maps that translate the content standards into learning targets that students can use to assess their own learning. Many teachers are also using online resources like One Note and Canvas to communicate and offer expected levels of performance to students.

In the English department, students are given a syllabus that presents the course objectives and expectations. Teachers also provide students with rubrics and exemplars that demonstrate the

expected performance levels for each assignment, and many have students use rubrics and checklists to engage in peer and self-evaluation before assignments are submitted for assessment. After assignments are assessed, students are given opportunities to reflect on their performance levels in various forms; (journal entries, conferences, brag sheets, etc.) this gives teachers feedback on the clarity of communication regarding expected levels of performance. Teachers can then use this feedback in their PLCs when refining CFA's and rubrics.

Teachers in the Math department share unit objectives and daily objectives in a variety of ways. The learning objectives and expected levels of performance are listed in the syllabus for each class. They are also presented during each lesson and reviewed in unit summaries and test reviews. The department is also working in PLCs to develop proficiency maps that students can use to monitor their own progress in achieving the learning objectives for each unit.

In the International Languages department, in addition to syllabi, CFA's, checklists and rubrics, teachers communicate expected performance levels through modeling and guided practice.

The Social Science department uses rubrics and previous student work to help students understand expected levels of performance. Daily objectives are also routinely written on the board.

Teachers in the Science department use checklists, rubrics, and formative assessments to communicate expected levels of performance. Students communicate their understanding of these expectations and reflect on their performance on accountability forms.

Students in Agriculture classes receive a clear understanding of the expected levels of performance through rubrics, checklists, and teacher modeling.

In the Business Department students receive a syllabus which outlines the skills they will be developing throughout the course. Through the PLC process, the Business Department is creating Certificates of Skills for the courses that do not already have them. The certificates will identify competencies and ratings of each student.

Teachers in the Family Consumer Science department use rubrics and guided practice to clearly communicate the expected levels of performance in order to demonstrate proficiency in achieving the standards.

Throughout each module in the Industrial Arts Department, students develop and demonstrate their understanding of expected levels of performance through several quizzes that are embedded within the online curriculum. These quizzes then prepare them for the checkpoint assessments used to evaluate their learning for each module.

Students in Physical Education classes are first introduced to the expected levels of performance

through the course syllabi and the opening PE presentation. From there, teachers use fitnessgram charts, unit walkthroughs, rubrics, and informational posters to reinforce expected levels of performance.

Learning objectives and expected levels of performance are communicated to students in the Special Education program through clearly written instructions, direct verbal communication, and online resources like One Note. Standards-based goals are also communicated to students through their Individualized Education Plans.

In addition to rubrics, syllabi and curriculum maps, students in VPA classes understand the expected levels of performance through guided practice and daily review, examples of student work, videos, and demonstrations of techniques and expected performance levels.

C2. Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

All teachers have access to training in One Note, Canvas, Aeries, SchoolCity, and various subject-specific technologies that the district has purchased. Most teachers have taken advantage of these opportunities and incorporated some type of technology in order to facilitate best practices in teaching methodology. Canvas is utilized so that teachers can communicate with students, post assignments, allow students to submit assignments, and have their work graded electronically. Teachers work in conjunction with the counselors to guide students through the Career Cruising program to determine which career paths appeal to them and which course of action to take in order to prepare themselves, in high school and beyond.

In the English department teachers are using technology to enhance instruction in reading and writing. Students also use their tablets regularly for research-based assignments, multimedia projects, and access to the online component of the *Collections* textbook. Students in the English department work on various group and individual assignments that allow students take the lead in exploring their own learning. Some example of these assignments includes: jigsaw projects (where students are either randomly or strategically grouped to develop expertise in a subcategory of a broader topic), thesis posters, plot maps, character maps, unit review projects, inquiry logs, role playing, and other collaborative group projects. Teachers act as resources, offering guiding questions, suggesting potential sources of information, and reminding students of learning objectives and expected levels of performance. Units of study culminate with a performance tasks that require students to synthesize the essential skills into a meaningful application such as an essay, research project or presentation. Students use OneNote, Canvas, PowerPoint, Kahoot, e-books, audiobooks, YouTube, the Internet, Aeries, student blogs, Turnitin, Revision Assistant, Edmodo, Criterion, SchoolCity, Career Plus, Read180, and Reading Plus. Students access these resources with their own tablets, class workstations, or the department's mobile Chromebook labs.

Teachers in the Math department employ strategies to deliver curriculum, including Nearpod, Canvas, collaborative group work, lecture, questioning strategies, YouTube, and Khan Academy. Students apply acquired skills and knowledge by comparing different strategies used to solve specific problems and analyze the effectiveness of various methods. Students can use the CPM e-book on their student tablets. Most courses use graphing calculators, and students are also introduced to online tools, like Desmos and Khan Academy, to help them visualize mathematical concepts.

Teachers in the International Languages department have participated in trainings for the new textbook and trainings for Canvas. The online textbook has embedded ancillaries that include videos, native speaker dialogue, and mini-dramas. Learning is also reinforced through online comprehension activities. Students demonstrate their ability to apply acquired knowledge through themed journals, progressively planned units, and cross-cultural comparison activities.

Science teachers meet regularly in PLCs to develop and refine curriculum maps and share best practices to help all students meet the Next Generation Science Standards. This involves a variety of methods such as online simulations, web-based research, hands-on activities, models, lab write-ups, and CER (claim, evidence, reasoning) write ups. Teachers facilitate learning through traditional labs, inquiry-based labs, and various complex problem-solving activities. Students display prior knowledge and higher order thinking skills through inquiry based labs and group projects. Students use online assessments and simulations, Quest Learning (University of Texas), PhET (University of Colorado), The Physics Classroom, Gizmo, Quizlet, Quia, OneNote, Canvas, Probe ware, Logger Pro, and technical equipment in various labs to support their learning.

Teachers in the Social Science department collaborate regularly within their PLCs on Mondays. Grade level PLCs have agreed on curriculum maps for each course and attended trainings on selecting anchor standards and translating them into learning targets and common formative assessments. Members of the department have also attended conferences on the new California frameworks. Teachers utilize Microsoft Teams, Quiz Star, SchoolCity, and/or Canvas for assessments and data analysis. Teachers use essential questions to guide their units of study, which routinely involve inquiry-based group projects that allow students to learn from each other. Students utilize higher order thinking skills through culminating projects by incorporating document based questions and primary source analysis in their work.

Teachers in the Agriculture department deliver curriculum through direct instruction, hands-on instruction in labs, PowerPoint, videos, diagrams, interactive notebooks, interactive games, industry tours, real world experiences, research projects, and poster projects. FFA has a variety of teams that allow teachers to function as coaches as they guide students in the exploration of potential career paths and personal growth. Students demonstrate the ability to apply acquired knowledge and higher level thinking skills to test that involve constructed responses and real world scenarios. Offerings include the Floral Design course, which includes commercial and marketing aspects, centerpiece design and corsage and boutonniere creations for student events.

In the Business and Technology department, technology and multimedia are integrated in all courses due to the nature of the content. In order to prepare students in the three career pathways (Business and Finance, Entrepreneurship and Software, and Systems and Development), students must learn to apply technology appropriately. Professional development is ongoing through professional conference attendance, online coursework, online tutorials, webinars and collaboration with instructors locally and globally. In addition, the instructors are active in professional organizations which provide seminars, courses, and/or workshops on topics which are relevant and applicable to the standards they teach. Instructors have affiliations with: The National Business Education Association, California Business Education Association, and Future Business Leaders of America Professional Division. Students collaborate in all courses with coaching from their teachers and classmates. Students display higher level thinking and blend essential skills and knowledge through research, multimedia projects, marketing plans and presentations. Students maintain digital folders which allow instructors to display and receive assignments within the program.

The Family Consumer Science department uses up-to-date, industry-standard equipment in classes and labs. The CTE pathways (Child Development, Culinary Arts, and Clothing and Fashion) have also been recently revised to ensure that the material taught in the classroom is relevant. Teachers use many strategies to facilitate learning to include: hands-on assignments, labs, interactive notebooks, group work, and project-based learning. Students build on prior knowledge throughout the curriculum and teachers provide scaffolding as needed. The sewing lab uses sewing machines and applications such as SNAP Fashion and Knowledge Matters to incorporate aspects of the fashion industry into the curriculum. The Child Development class participates in the Real Care baby simulation program to introduce students to the demands and responsibilities of infant care. Students also use tablets, QR codes, various apps, and internet resources like YouTube and Pinterest to enhance their learning.

The Technology and Engineering teacher attends trainings and professional development throughout the year to stay current with the curriculum and the industry. In addition to thought-provoking curriculum, students take field trips to observe how the skills they are learning apply to the real world. Students also attend competitions, like the Architectural Drafting competition, to test their skills against other students. The curriculum is project-based. Students work at their own pace within the modules to complete experiments and projects. Students display higher level thinking and synthesis of information at the end of each module by demonstrating an elaborate design brief presentation. The entire curriculum is online, and state-of-the-art technology is used throughout the entire class. Students use industry specific testing equipment, 3D printers, a wind tunnel, maglev track, steam engine, solar panels, architectural and manufacturing design programs, etc. Each module has two computers with side-by-side monitors to facilitate collaboration among students.

The Physical Education/Health staff stays current in instructional content and methodology through various conferences (CAPHERD, NSCA, CAPLSO, and PEACH) and collaborates regularly, adapting and refining new content and methodology to best fit the needs of the

students. Teachers facilitate learning through group projects, direct instruction, students designed performance, collaborative work and group presentation. Students in P.E. demonstrate their acquired knowledge through tournament games, strategic events, the Elementary PE program and physical activity training plans. Students use technology to support their learning as they develop their skills and techniques for specific units of study. For example, students in swimming are filmed swimming across the pool, and the film is either captured on their own phone or sent to them, so they can analyze their technique and track necessary improvements.

Teachers in the Special Education department collaborate to address the extreme diversity in cognitive abilities, instructional levels, and learning modalities, for their students. Teachers work to ensure that they are guiding their students with adaptive teaching methods that have proven effective, while incorporating the benefits of social media platforms and multimedia to enhance instruction. Teachers use small groups, manipulatives and projects to engage students and enhance learning. Student growth is demonstrated through increased confidence, personal interaction, and self-advocacy. Over the course of an educational plan many students mature and become self sufficient young adults who can care for themselves as they move on to higher education or employment after high school.

Visual and Performing Arts teachers use a variety of instructional strategies to deliver the curriculum to include: guided practice, demonstrations, online research, multimedia, guest speakers and group projects. Students demonstrate their ability to apply acquired skills and knowledge through various projects and performances as they advance through the curriculum. Students use technology to enhance learning as they research artists, art work, artistic movements, performances, and other course specific topics related to the curriculum. Students in Digital Arts also use software to support and demonstrate their learning.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- Courses provide practical application and real world relevance
- SMHS boasts a wide variety of course offerings that engage student interest
- It is evident that faculty are student-centered and are focused on the whole child
- A wide variety of assessment strategies are implemented

Key issues for Standards-Based Student Learning: Instruction (if any):

- Continued focus on using relevant data from PLCs to drive instruction to ensure content mastery
- Students would benefit from project-based learning that incorporates interdisciplinary collaboration

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Classroom observation and visits
- Focus Groups
- Student interviews
- Student work

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

To what extent do the school leadership and instructional staff use effective assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

Within departments, faculty that teach similar courses work together to develop Long Range Plans using the Backward Design. Essential Standard questions are lifted from the Framework, and are fit into the scope and sequence for Long Range Plan timelines. As a result, faculty create CFA's that act as ongoing benchmarks and Exit Tickets to assess student mastery of the CCSS. CFA results are reviewed and analyzed for statistical validity and reliability. Members within common courses assess the following: accuracy of question formulation; employed instructional strategies; pacing of content introduction. Data revealing this process are stored in electronic folders using Microsoft Teams. During PLC time, colleagues work together with EL and Special Education leaders to identify appropriate RtI, SDAIE, common rubrics, matrixes, and strategies that unwrap these standards. Artifacts and presentations demonstrate that the math department uses CFA's to create mid-term and final exams.

Throughout the visit, it became clear through focus group meetings and interviews that school culture has embraced the 2017 WASC recommendations. Staff are excited about collaboration time, and in fact, seek additional time to better align pedagogical evaluation and practice. All stakeholders agree that PLC time has been a positive experience, and the steps taken to develop ongoing accountability has been focused on delivery and development of common procedures. Faculty cite frustration with the evolution of PLC and CFA development; however, it is important to note that it is POSITIVE frustration, as they clearly see positive growth and change, and they are eager to to see their efforts come to fruition. The programmatic changes, described in this document have been entirely overseen by stakeholders at the site level; stakeholder efforts have not been mandated by the central office. Teacher leaders cite that the Assistant Superintendent that oversees the LCAP and LCFF process has been instrumental to this process. He supports these critical site-based changes through ensuring resources are allocated to support ongoing PD and collaboration time.

CAASPP assessments have helped core academic departments at SMHS transition to common, interim assessments. Most departments are in the process of creating, giving and analyzing Common Formative Assessments (CFA), according to a pacing calendar developed by the Guiding Coalition and departments. Assessments are discussed during PLC meetings and are modified, as needed. CFA's enjoy a variety of questioning that include multiple choice, matching, fill in the blank, short answer, free response, labs, simulations, videos, presentations, skits, posters and more. All departments, including electives, are engaged in the PLC process.

Elective courses are in the earliest stages of working with English and Math core to identify common essential standards that may be addressed within the same school calendar quarter.

A minimum day is scheduled each Monday to support the coordination of district-wide training and collaboration time. SMHS uses this time primarily for PLC meetings. PLC time is focused on creating and analyzing the results of CFAs in departments to . Each department has met with consultant, Sarah Schuhl, to help outline the essential standards and timeline for each course being taught that department members mutually agree to adhere to and modify, as needed.

Student results on the CAASPP, ELPAC and other major assessments are mailed home, and evening meetings are held to educate families on their significance. Administration presents this data to the staff at the beginning of the year and departments review the implications of specific core strand results at various staff meetings throughout the year; it is also presented to the Santa Maria Joint Union High School District Board of Education, and is used by staff and administrators to adjust course pacing guides and CFA's. Data packets, distributed to staff by a math teacher and a math TOSA, provide insight into some assessments given across the math and English departments.

Student grades and progress are reported to parents in a variety of ways. Every teacher has a gradebook on Aeries; parents and students access Aeries to keep track of assignments, test scores, attendance and more. Grades are updated at least every two weeks, although many teachers update grades daily. Student progress reports are handed out twice a semester, and report cards are mailed to each student's home address at the end of each semester. Canvas is relatively new to SMHS, and an increasing number of teachers and students use it to keep track of assignments, due dates, contact teachers, and turn in completed electronic assignments. The SMHS website contains links and information for parents and students regarding Aeries, the student handbook and more.

IEP progress meetings are held annually for SWD and their parents. Interpretation in Spanish and Mixteco are provided as needed. These meetings focus on assessing the student's current achievement levels and progress, and making any changes to classroom accommodations or modifications. Although only one of the student's general education teachers attends the meeting, all teachers provide written input to ensure the student needs are met. Academic goals are regularly reviewed.

Most departments are in the process of creating, implementing, and analyzing common assessments according to a pacing calendar developed by the department. Assessments are discussed in PLC meetings and modified as needed. Common assessments include multiple choice and matching, fill in the blank short answer, free response, labs, simulations, videos, presentations, skits, posters and more. The results of these assessments help guide teacher planning.

Some members of the school community feel that not enough data is shared with them in a

timely, meaningful way. For example, CAASPP results are not provided to faculty until late Fall. Similarly, parents cited the desire to be front loaded with college admissions expectations.

As described earlier, SMHS stakeholders address the goals outlined in their Self-Study. The framework and procedures are being developed to ensure ongoing programmatic support and effectiveness. Despite growth made, PLC and common assessment development during collaboration time is still in its infancy. Nevertheless, positive change has been experienced.

It is clear that the Guiding Coalition has facilitated the process to determine standards-based and consistent grading school-wide and within departments. This has been instrumental in addressing previous VC recommendations and in moving the school forward, as it relates to training provided by outside consultants. All departments participate in PLC's where student grades, common grading practices, common formative assessments, common rubrics and projects are discussed. Members of elective departments join other PLC's to ensure consistency in CFAs, grading practices and student accountability.

All departments have developed curriculum maps that demonstrate long range curricular plans; these plans outline essential standards, common assessment and academic strategies. CFA's assess the instructional effectiveness and pacing. Currently, each PLC is provided both an electronic and tangible common spaces to store and access work. Faculty regularly review results from ELPAC, SBAC, Renaissance Learning, Reading Inventory/Read 180, SBAC interim reports, PSAT, AP, and Exit Tickets. Pertinent data is collected, evaluated among departments, and shared for further discussion and development of instructional practices and assessment during PLC time. PLC's seek to address the following: ensure curriculum calendar aligns with instruction; CFA development and analysis; Fence Posts; and address Burning Issues where faculty weigh in on assessment concerns.

The English and Social Studies departments developed common writing and project rubrics for student work; this has paved opportunities for cross-curricular discussions and collaboration using common rubrics. Spanish and Agriculture classes use a common weighting for their gradebooks, and all departments have developed CFA's for the courses addressed within PLC's.

Grading systems vary by department; Many departments and PLCs have discussed and implemented common rubrics and writing assignments. However, there are no school-wide grading policies. The implementation of CFA's has led to conversations about how to ensure student academic engagement and instructional efficacy. The number of D's and F's by course are reviewed semesterly. As a result, SMART Goals to address departmental strategies to reduce these percentages are developed annually. Since the introduction of these goals, there has been a significant drop; however, stakeholders concur that additional measures are required.

Students who require credit recovery, whether A-G or non-A-G courses, required them to demonstrate mastery of subject matter through passage of all exams, in person, with a minimum score of 75% or greater in order to receive credit. Counselors regularly meet with credit deficient students to ensure understanding of graduation requirements.

Counselors are assigned to student cohorts; that is, they follow students as they matriculate through their four year academic program. Parents are encouraged to attend semesterly meetings that update them about academic expectations and requirements for graduation. Greater emphasis has been placed to engage parents at these meetings. What was once considered the hidden curriculum--what are the expectations to succeed in American high schools, is widely addressed during underclassmen years. Parents of upperclassmen typically learn about college admissions expectations, and they are informed of other post-graduation opportunities. Similarly, students shared during their focus group meeting that both they and their parents are encouraged to meet with their assigned school counselor each semester to review credits and progress towards graduation.

Artifacts and conversations during focus groups reveal that departments review homework and grading policies, in an attempt to form commonality among sections.

The Guiding Coalition has allowed teacher leaders and administrators to communicate effectively and respond to the needs of the school, including those identified by parents, students, staff and the community. The GC has brought in Solution Tree to help guide and grow PLCs, and has helped departments adapt to changes in state testing. The Assistant Superintendent that oversees the development and allocation of LCAP and LCFF resources works closely with site administration to ensure ongoing support for this paradigm shift.

Counselors regularly review their practice to ensure that they provide meaningful, relevant, and engaging information to students and parents. The focus group revealed that counselors adjust their presentations to ensure that content is relevant to specific grade level expectations. Programmatic requirements are explained; however, the components are shared according to grade level, so as not to overwhelm parents and students. Further, translation services are provided in Spanish and Mixteco.

Greater PLC time has been devoted to the discussion of homework and grading policies. Similarly, it was revealed through artifacts as well as individual and group discussions that faculty address how to improve efforts to ensure they are delivering challenging, relevant curriculum.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

Assessment strategies are regularly reviewed every 10 days using CFA results. Teachers use daily Exit Tickets to evaluate student mastery. Short- and long-term programmatic goals are developed using annual Long Range Plans. Assessing student mastery regularly has improved evaluation. It is clear from the visit, that this has become part of the school culture.

Core departments administer CFA's approximately every 10 days, and PLC meetings are used to discuss results and develop appropriate strategies for reteaching. CFAs are administered through

a variety of electronic platforms and in hard copy. Core departments enjoy TOSA support who is charged with assisting with administration and data analysis.

After meeting with students, the VC mutually agreed that students are regularly informed of performance expectations. Counselors meet with students individually and during classes to inform students of college requirements. Students shared that their teachers stress the importance of college and the necessary requirements for admission. Students shared that they receive feedback on performance from their teachers, and if asked, teachers will sit with students to discuss how they may improve academically.

Student-teacher communication is extremely important at SMHS. Staff prides itself knowing that students are aware of high expectations for them. Students also see the connection between expectations for performance and preparation for college and career.

Students are given a syllabus delineating expectations for each course in which they are enrolled at the beginning of each semester. Learning objectives are communicated to students each day, along with the purpose of the lesson. Some teachers also post information on Canvas and OneNote.

SMHS uses Aeries, Canvas, OneNote, Remind and other learning management systems and apps to allow students to access grades, and assignments. The district has made a tablet/laptop and covers internet cost for every student, allowing assignment completion and communication from anywhere. Absent students make up work using Canvas and OneNote, and both students and parents monitor grades on Aeries.

Feedback on formative and summative assessments is crucial for students as they strive for mastery. Teachers provide verbal and written feedback during lessons and on assignments. Other feedback strategies include checking for understanding questions, exit tickets, peer editing, and the use of Turnitin and Revision Assistant in order to help students move towards mastery of the course and lesson objectives.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- Faculty regularly meet together during PLC time to evaluate instructional effectiveness, using student achievement data.
- The Guiding Coalition, made up of teacher and administrative leaders, drive academic improvement through school-wide policymaking using data.
- It is clear that SMHS has implemented an institutionalized system of collecting data.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- Greater time is needed for collaboration so that faculty may continue their efforts to more closely align curriculum and instruction.
- Faculty need opportunity for interdisciplinary collaboration. Using data that overlaps departments will ensure cross-curricular access to perceived weakness.
- Counselors and teachers have embraced opportunities to reach out to parents and students about post secondary options. There are more opportunities for informing parents of expectations about American high schools and college readiness; however, parents require additional non-traditional hours for access to this information.
- It is clear that SMHS has implemented an institutionalized system of collecting data, however the next step of using data to formalize assessments needs to be taken

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self Study report
- Classroom observations
- Focus Group meetings
- California Dashboard
- CDE website
- Meetings with counselors, administration

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

The Visiting Committee (VC) assessment in this area includes data collected from the SMHS Self Study Report (SSR), as well as interviews with parents and staff. The leadership team presented a comprehensive approach to parent and family engagement with an emphasis on cultural competencies. This was evidenced in the SSR as well as in additional documents and activities, and was affirmed through conversations with parents. As part of the evidence presented, the leadership team informed the VC that all communications, both written and oral, are sent out in both English and Spanish. Spanish is the predominant language of SMHS's parents and families. There is also a significant population of Mixteco families which poses communication challenges as there is no written language, and they typically do not speak English or Spanish. With the assistance of parents and community members, a project is underway to develop a visual, color-coded system of communication for this population, which should be available in the 2019-20 school year.

On the first day (Sunday) of the VC's visit, the admin team arranged for us a meeting with parents. The VC was informed that 15 parents were invited, although only three parents attended. However, a robust conversation was had with these parents. Many of the topics that surfaced echoed the same challenges voiced by the SMHS staff, primarily that of culture and language barriers which present an impediment to parent involvement. One of the parents in attendance is also the El Cuncilio President, and was able to provide us with rich feedback from a parent perspective, through the assistance of a translator provided by the district. Another parent in attendance has two children, both Special Education (SPED) students, at SMHS. She expressed that she feels her children have access to all the same classes and learning opportunities as the General Education (GE) students. This information informed the VC's perception of *inclusion* at SMHS. These parents provided a snapshot of the community along with vital insights as to the needs of the community and suggestions which might improve family engagement. Suggestions included scheduling parent events on Sundays as many parents work six days a week. They also suggested that School Counselors might be able to adjust their hours for better access to working parents; Perhaps one evening per week or even per month was requested. One parent noted that many parents are field-workers or from other low-paying occupations which sometimes presents pressures for students needing to work and/or provide childcare for younger siblings which can impede their academic success. Supports in place to address some of the issues mentioned, are outlined below as they appear in the SSR:

- SMHS has two full-time translators on campus. A Spanish speaking translator as well as a Mixteco translator are always ready and eager to communicate with students, parents, and teachers.
- PIQE (Parent Institute for Quality Education) and PIDA (Parent Involvement through Dialogue and Action) are both active here at SMHS. We offer the group meetings to

English speakers, Spanish speakers, and Mixteco speakers.

- SMHS hosts *Parents on A Mission* Meetings every Wednesday. POM is a nationally recognized organization that helps parents with basic parenting and leadership skills. The overall goal is to help parents win the loyalty of the hearts and minds of their children.
- Aeries training workshops are designed for parents who need help opening their Parent Portal, have questions about Aeries gradebook, or need assistance with reviewing their student's attendance. Workshops are available in English, Spanish, and Mixteco, and are offered throughout the year.
- Cafecito (coffee with the principal) is a meeting to discuss important information with Santa Maria High School parents, staff and community members alike. Cafecito meetings occur three times a year.

The VC committee found sufficient evidence of SMHS addressing needs of non-English speaking students and families, as well as that of special needs students. However, information regarding *online student* needs and supports were not adequately discussed/reviewed.

The combination of low-socioeconomics, lack of education, and barriers due to language and culture presents significant impediments to family engagement at SMHS. However, there is a high-level of awareness of these issues among staff, as well as a high-level of dedication to developing remedies to these challenges. The FFA program is a clear favorite for parents, among those in attendance. Although, one father shared with us that the FFA is primarily attended by girls with very few boys participating. He attributes this to the culture of the community. This may be an area for consideration as to how SMHS leadership and staff might implement strategies to recruit more boys into the program.

The VC noted a significant number of staff are SMHS alumni, in some cases for multiple generations. This appears as a source of pride, and a rationale as to the deep investment in improving the culture and success of the school and its students, which speaks to the perspective of both the school community, as well as the community at large. This resonated throughout the staff, including leadership, teachers, and classified staff. SMHS makes good use of community outreach opportunities in terms of bringing "local celebrities" in as guest speakers and in other capacities. Examples of this are evidenced through conversations with staff and students, as well as outlined in the SSR:

- Recent SMHS graduate and Olympian Carlos Balderas has visited the school multiple times. He used the school for training purposes before his Olympic run and has been back multiple times to speak to our students since his run ended.
- The English Department has students read the novel "The Distance Between Us". This novel is about a woman who immigrated to America from Mexico. The novel is a great read and is loved by students. As the author has a similar background to many of our students, the author was invited to come speak at our school. The author provided details of her journey, and shared stories with our students. It was a wonderful way for our students to connect with someone from the community.

Other examples of community outreach activities outlined in the SSR include:

- SMHS annual Career Fair is an extensive source of business/community resources. Our students are typically given an assignment at the career fair that requires them to meet and network with various businesses.

- SMHS speaker's bootcamp is hosted by one of our science teachers, where a speaking professional attends their class and discusses the art of speaking with the students.
- Agriculture Department is a frequent partner with the community. One partner is Allan Hancock College. Our students work with the wine and viticulture program at AHC, where they are exposed to the industry workings and participate in student research.

The VC noted that there is still room for growth in this objective in terms of cultivating a more active role from business and industry, particularly around opportunities for CTE-student internships. However, the VC found adequate evidence in support of meeting this objective. Additionally, SMHS should also be cognizant of the educational value in providing opportunities for student exposure to other environments and experiences beyond their community.

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

The clean and orderly appearance of the campus is perhaps the area of highest consensus among the VC members. All VC members commented on the immaculate and pleasant atmosphere throughout the large, five-acre campus. Members of the leadership team commented on vandalism and tagging being a thing of the past for SMHS, indicating a sense of student pride and ownership. Based on the VC's observations, the campus appears to be sufficiently safe and secure. Examples of the measures taken to ensure this are outlined in the SSR:

- SMHS employs 8 security guards, who are located on campus from 7:30-3:30. Security guards are stationed at the school gates in the morning, are always charged with circulating throughout campus during the days, checking the bathrooms frequently throughout the day, and assisting with escorting students to In-School-Intervention (ISI) program. To assist the security guards, we have almost 90 security cameras (analog and internet protocol) located at various strategic spots around campus.
- In addition to the security guards, our school along with the Santa Maria Police Department employ a full-time student resource officer. The officer patrols campus throughout the day and meets with various students and parents needing intervention.
- All students at our school are always required to have their school-issued ID card on them. At every entrance to our school, a security guard is posted who checks every ID. If a student fails to bring their ID: they must first go to the school office and get a new one before allowed entry to campus. This practice helps deter non-students from ever being on campus during the school day.

In meetings with all stakeholders, VC members found evidence to support that the above measures are indeed in practice. Staff and students alike affirmed the assertions from leadership that incidents of gang-conflict, and fighting in general, are very rare and that conflict resolution typically occurs the same day, and in most cases does not continue to be an issue. They also confirmed that Restorative Practices are applied, however "No-Contact Contracts" are also implemented as needed. Students and staff alike indicated that issues of student conflict over race or gender are virtually non-existent, however the suggestion by one staff member that there was "no discrimination" appeared debatable based on the non-verbal expression of at least one

staff member. The facilities staff in charge of safety confirmed that Lock-Down drills are practiced regularly (typically four times per year), including Active Shooter drills; these activities are also supported via the online training program, ALICE, as stated in the SSR. Conversations with students support staff claims of SMHS having very low levels of student conflict and bullying, both on campus and online. Conversations with students also affirmed perceptions of adults as to the positive school culture and climate. The issue of Internet safety was not fully addressed, however both students and staff did not identify any areas of concern in terms of online bullying or inappropriate activity.

Conversations with staff and students indicate an environment that honors individual differences exists in terms of all students being accepted and supported socially and emotionally, regardless of gender identity or sexual orientation. A teacher involved in the Gay/Straight Alliance (GSA), affirmed SMHS's support for LGBTQ students, including issuing of keys to the Gender-Neutral bathrooms for students who request them. However, staff also commented that "some teachers" are still resistant to addressing students by their preferred pronoun and/or name. Members of the VC committee question why the GSA and support for LGBTQ students is not specifically identified in this objective or noted in the SSR. Additionally, based on staff input, it appears that PD specific to this topic (such as preferred pronoun use) may be advisable.

In conversations with all stakeholders, the VC observed significant evidence in support of efforts to establish an atmosphere of trust, respect and professionalism. Admittedly, they still have room to grow in this area in terms of the entire staff meeting the expectations of this objective. However, in large part, great strides have been made. The SMHS teaching staff, particularly the Guiding Council (GC), have taken on a leadership role in their ownership of the school's success. Through efforts including targeted ongoing PD and the formation of PLC's, SMHS is in the beginning stages of a culture shift from an "Adult-Centered" to a "Student-Centered" mindset. The VC observed significant evidence in support of SMHS meeting this objective and also recognizing where there is room for growth.

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Conversations with stakeholders, including parents, indicate a shift in the community's mindset in terms of "becoming more of a college-going community" as evidenced by high-expectations for all students in encouraging pursuit of post-secondary goals. College and Career Center staff expressed taking an active role in seeking out and assisting both students and parents with the college application process including financial aid applications. Classified staff also expressed their role in being a "caring and trusted adult" for students, including providing encouragement and assistance for students pursuing college. SPED classified staff members expressed similar support for their students as well. Health Office staff confirmed that services and practices are in place for addressing both the physical and mental health needs of students. SPED classified

members expressed the same. Input from the Community Outreach staff, however, indicated a void to be filled with regard to a Therapist who retired at the start of this school year, leaving that position still unfilled.

On Day 3 of the VC, it was revealed that there exists a Teen Parent Program, including a Cal-Safe Childcare Center. The VC questions why this is not featured in the SSR. Only upon the request of VC members did the leadership team offer to show us this program which is located across the street from the SMHS campus. Members of the VC toured the Cal-Safe Childcare Center, a facility that provides on-site childcare for the children of teen parent students. There are currently six teen parent students and six infants enrolled in the program, although they have accommodated up to 12 children, ages six-weeks to three years old, and are licensed for 35. SMHS is the only campus in the district that offers this program, therefore teen parents from other schools are transferred to SMHS. Every day during 7th period, students attend teen parenting classes where they learn parenting skills to support healthy child development. VC members view the childcare center and teen parent program as a point of pride for SMHS to be highlighted in the SSR in future. The perception from the VC is that many staff, including counselors and community outreach staff, have very little knowledge or level of awareness regarding this program. It is the opinion of the VC that teen parents fall under the category of “students in need of personalized support” and should therefore be specifically addressed in this objective. It is also the opinion of the VC that indeed the necessary supports are in place for this population, however there is room for improvement in educating and/or communicating this across all staff school-wide. This program provides a vital support-system needed to keep teen parents in school to complete their high school education and should therefore be considered a point of pride for SMHS.

The VC met with six out of eight SMHS Counselors. It was explained to the VC that the structure for how counselors are assigned students has shifted in recent years from an “Alpha model” to a grade-level model, meaning the same counselor follows the same cohort of students from Freshman through Senior year. All counselors we spoke with agreed that this is a far more effective model, for both students and staff in terms of building rapport over the years. All counseling staff present expressed that they feel very well-supported by leadership. The counselor to student ratio varies by grade-level within the range of 300-400 students per counselor; this is considered a good ratio in terms of student support in comparison with other high schools throughout that state that have much higher ratios. In addition to 8 Counselors, there are also three support staff that make-up the Counseling Department at SMHS. The question that arose from the parent meeting with the VC, regarding offering occasional evening hours to accommodate working-parents, was posed to the Counselors. The response was that “some of us are willing to stay late sometimes.” The VC posed a question regarding how much of their time was spent on academic counseling versus social-emotional counseling. The consensus was that for freshman, more counseling time is spent on social-emotional than academic; this lessens as students progress through the grade levels, with seniors more focused on academic counseling. It is the opinion of the VC that the counseling support for SMHS students is excellent and identified as an area of strength for SMHS.

All stakeholders have identified a need to address the social-emotional needs of students first and foremost in order to lay the foundation for building on academic progress. The VC

acknowledges this as a priority. The Por Vida program, just implemented this year, seeks to support students with high-levels of need for social-emotional support and skill-building.

Leadership intends to fully Implement RtI strategies going forward, however have identified that the need to continue their work on changing the culture and solidifying the PLC's are their primary priorities at this stage. The VC is in agreement with this plan.

SMHS is to be commended for the implementation of A-G approved CTE Pathways. Additionally, of the 2600 SMHS students, 950 students are enrolled in the FFA program, and 731 students participate in the competitive athletics program. SMHS started a new program this year called the Por Vida program which addresses the needs of students who opt to participate. This year, the students attended a field trip to UCLA which was an eye-opening experience for students who do not have many opportunities to explore options beyond their community. Currently this program is for boys only as it addresses specific needs of this student population. However, a second program is planned in the coming year for girls.

Perhaps among SMHS's strongest areas is in the abundant variety of "Club" offerings, and CTE Pathway courses. In particular, praise for the Future Farmer's Association (FFA), was heard throughout the VC's visit from all stakeholders, including leadership, staff, students, and parents. As the CTE Pathways are still new, admittedly, SMHS has room to grow in this area. The VC suggests goals for the future of the CTE Pathways include the development of Student Internship opportunities with local business and industry.

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Being a community of low-socioeconomics with barriers to family engagement due to language and culture presents significant challenges in creating a successful learning environment for all students. However, at SMHS, there is a high-level of awareness of these issues, as well as a high-level of dedication to developing remedies to these challenges. All stakeholder groups at SMHS demonstrate a strong level of commitment to the success of the school and its students. A great number of staff are proud alumnae of SMHS and are deeply invested in the community. SMHS has made great strides in transforming the school culture and are committed to ongoing efforts to continue to grow and improve. The Visiting Committee noted the following observations.

Strengths:

- The SMHS Campus is clearly a safe and supportive environment for all students with a strong culture of pride and respect for all;
- Stakeholders at SMHS, including leadership, staff, and parents, are deeply invested in the success of all students including high-expectations for post-secondary goals;
- The culture and climate at SMHS is making great strides in moving from an “adult-centered” to a “student-centered” learning environment;
- SMHS offers abundant options and supports for students including co-curricular clubs which address virtually all segments of the student population;
- Leadership recognizes the need to focus on instructional strategies and PLC’s.
- The Counseling staff and the cohort model implemented provides excellent support in meeting the needs of all students.

Growth Needs:

- It appears there is a need for targeted Professional Development (PD) specific to Cultural Proficiency in working with LGBTQ students to fully understand and support the needs of this population;
- Although there appears to be excellent supports in place for teen-parents and their children, there seems to be a lack of schoolwide awareness and/or pride in highlighting this as a crucial element in the academic success of this student population;
- Building on the excellent PD strategies already in practice around Cultural Proficiency, it appears that the next step in this process is to instill a sense of empathy and a deeper understanding of how living in poverty impacts all aspects of students’ lives including their ability to learn and achieve. A deeper understanding of how the effects of poverty manifests in students may help staff to identify struggling students that might benefit from the intervention of additional supports and services specific to their needs.

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Synthesis of School-wide Areas of Strength

1. School culture has positively shifted toward inclusion, collaboration, and trust that has directly resulted from new structural framework from Administration and the Guiding Coalition. Administration is committed to providing cutting-edge and relevant professional development for staff.
2. School is student-centered and focuses on individualized learning and accomplishments
3. Students have access to multiple opportunities for engagement both in and out of the classroom
4. SMHS has a strong career and college readiness program that presents multiple options after graduation to students of all backgrounds
5. Stakeholders should be commended for working together to facilitate “tough” conversations and develop a shared vision and mission statement to move the school forward based on best practices, collaboration, data, and to ensure a shared and equal voice.
6. School is safe, clean, and orderly, and facilities are up-to-date to best serve a diverse student population.
7. SMHS should be commended for outreach efforts to parents regarding school wide issues and offerings

Synthesis of School-wide Critical Areas for Follow-Up

(list numerically; Include who, what, why, and the impact on student learning)

The Visiting Committee concurs with the school’s identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. Explicit Response to Intervention strategies consistently used by all staff to support student learning.
2. Teaching strategies used with fidelity throughout the school to ensure that they are overcoming economic and social obstacles.
3. Implement a highly effective school-wide RTI program that supports the schedule and conforms to the needs of the students.
4. Continued development of PLC time to use data more effectively, create pacing of assessment calendar, and provide support for PLC outside the core.
5. Use of Guiding Coalition to create greater cohesion between leadership and teachers in regards to shared decision making.

In addition, the Visiting Committee has identified critical areas for follow-up that need to be addressed:

1. The PLC and Guiding Coalition framework has done an excellent job in creating useful data from CFAs and other assessments. However, SMHS needs to take the next step of examining the data and using it to identify schoolwide trends and inform changes to curriculum and instruction, both within content areas and campus wide.
2. In support of using data for meaningful change, departments should build upon the framework created by PLCs to communicate trends and strategies for interdisciplinary implementation.

3. Counselors are doing an excellent job communicating options after graduation with students. SMHS administration can extend this communication more to parents by holding informational sessions at convenient times for parents where they can ask questions about how school works, financial aid, applications, gpa, and other relevant information that might pertain to their student.
4. SMHS administration and department heads should implement a framework of accountability to ensure that teachers are implementing and using the instructional strategies as outlined by PLCs and the Guiding Coalition.
5. SMHS should be commended for the introduction of new and relevant CTE pathways. However, these pathways are still in an infancy stage and need further development, specifically by actively connecting the pathways to industry professionals in the community and at four year colleges/universities.

Chapter V: Ongoing School Improvement

Santa Maria High School has identified five school-wide action plan goals to address their identified critical areas of follow-up. In an effort to improve student achievement and engagement, SMHS identified the following:

1. Santa Maria High School will increase English Language Arts and mathematics Common Core standards skills by a 5% increase in “meets standards” and “exceeds standards” as measured by the Smarter Balanced Test.
2. Increase Reclassification rates of EL learners by 3% each year.
3. Santa Maria High School will increase graduation rates 89% or higher.
4. Increase awareness of our school’s College and Career pathways while expanding opportunities for student participation.
5. Santa Maria High School will provide a safe school environment for all students/staff.

Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up

These goals address critical needs throughout the Self-Study Report. Metrics, timelines, and means for monitoring progress of goals are mentioned throughout both the Action Plan and Report. The five goals do tie to the SPSA and LCAP. Similarly, the goals clearly outline school alignment to District processes. Measures to increase parent/stakeholder involvement is embedded within the goals as well. The Visiting Committee overwhelmingly agrees that faculty and staff are highly committed to improvement in processes and student outcomes. The scope and sequence of the Action Plan fully delineates the means necessary for accomplishment.

Existing factors that will support school improvement

All stakeholders voiced support for continued school improvement. They mutually agree they have made significant progress, and through continued mutual collaborative effort, growth will continue. The Visiting Committee fiercely agree there is significant support and resources necessary for continued school improvement. The written plan includes measurable goals, specific actions assigned to specific faculty and staff members, and there is a regular means for reflection and adjustment to school programs.

Impediments to improvement that the school will need to overcome

The most critical impediments to school improvement include buy in from all members of the faculty and staff. The VC feels that the new structure and framework that has been implemented is effective, but it is up to faculty and staff to implement the recommendations in the best way possible to help students achieve success. Additionally, SMHS has creative ideas about changing or modifying the bell schedule for the purpose of introducing new RtI strategies, but may be hindered by district policies that regulate consistency among all high schools in the district. Finally, many of the new programs that have been put in place over the past few years, such as CTE and PLC, depend on the continued dedication of funding and resources to realize long term goals.

Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

The school bases its follow-up on PLC activities. Although painstaking effort has been made to

put in place a foundation for a continued improvement model, formalized processes and anticipated expectations are still being cemented. The Visiting Committee agrees continued follow-up, oversight, collaboration, and reflection of appropriate practices will ensure that these systematic practices will become institutionalized.