



**Corona del Mar High School**  
**WASC 2024 Self-Study Report**

**2101 Eastbluff Dr.**

**Newport Beach, CA 92660**

**Newport-Mesa Unified School District**

**March 4-6, 2024**

**Accrediting Commission for Schools**

**Western Association of Schools and Colleges**

**ACS WASC/CDE Focus on Learning Continuous Improvement Guide**

**2022 Edition**

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**Corona del Mar Leadership Team**

**Administration**

Jacob Haley, Ed.D.	Principal
Eugene Kwong, Ed.D.	Assistant Principal
Erik Pannizzo	Assistant Principal
Jeff Perry	Assistant Principal
Tina Singh, Ed.D.	Assistant Principal
Megan Grint	Administrative Intern, 7-12
Stevie Fuller	Administrative Intern, 7-12
Allyson Rochford	Administrative Intern, 504

**Site Leadership Team**

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Allison Fletcher	English Department Chair, Middle School
Elizabeth Gastil	Mathematics Department Chair, Middle School
James May	Mathematics Department Chair, High School
Steve Conti	Physical Education Department Chair, Middle School
Kevin McCaffrey	Physical Education Department Chair, High School

**Corona del Mar HS 2024 Self-Study Report**

Kimberly Claytor	Science Department Chair, Middle School
Jennifer Walters	Science Department Chair, High School
Clay Kennedy	Social Science Department Chair
Mark Decker	Social Science Department Chair
Megan Kravets	Special Education Department Chair
Ryan Schachter	Special Education Department Chair
Elisa Ramirez	World Languages Department Chair
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Gina Nyeholt	Counseling Department Chair, High School
Sherry Martinez	Counseling Department Chair, Middle School
Michael Dobyns	Associated Student Body Director
Sheila Doyle	Librarian
Kim Rapp	Site Technology Coordinator
Brian Walsh	Athletic Director
Sam Stafford	MS Athletic Director
Paul Tucker	English Language Coordinator
Leslie Gallegos	Nurse
Annmarie Stellman	School Psychologist
Gus Sasso	School Psychologist
Laina Knott	School Psychologist, Middle School
Laura Mayberry	Academy of Global Studies Director
Val Jamora	Performing Arts and Multimedia Academy Director

**Certificated Staff**

<p><b><u>ARTS</u></b>          Andrew Ball          Matthew Gilbert          Val Jamora          Hannah Lindt          Todd Robey          Vicky Schwarz          Vanessa Valdes *          Elise Ybarra</p> <p><b><u>SPECIAL EDUCATION</u></b>          Priscilla Alexander          Melissa Ault          Xavier Castellano</p>	<p><b><u>LANGUAGE</u></b>  <b><u>ARTS</u></b>          Shelly Bergen          Christopher Brude          James Corbett          Allison Fletcher *          Mitch Gardner          Karissa Jones          Julie Barnes *          Christy          Muckenthaler          Raman Sahi          Autumn Schulhofer          Emily Sensenbaugh          Yvonne Sturgeon</p>	<p><b><u>MATHEMATICS</u></b>          Ele Carrothers          (Ballas)          Nick Barte          Kelly Burgess          Marissa Dew          Elizabeth Gastil *          Bradley Jacobsen          Laura Keane          James May *          William Miller          Tina Montez          Lauren Patterson          Eddy Reyes          Emy Samir</p>	<p><b><u>SCIENCE</u></b>          Nicholas Breslin          Aubrey Carr          Jacqueline Carr          Kimberly Claytor *          Anh Dufour          Thomas Lash          Ally McCormick          Kim Ngo          Kimberly Rapp          Dave Rinehart          Peter Selby          Jennifer Walters *    <b><u>WORLD</u></b></p>	<p><b><u>SOCIAL SCIENCE</u></b>          Kareem Captan          Mark Decker *          Todd Eversgerd          Mitch Gardner          Laurie Halt          Kevin Hettig          Robert Hiles          Clay Kennedy *          Greg Leavey          Christopher Manning          Laura Mayberry          Brian Pearsall</p>
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**Corona del Mar HS 2024 Self-Study Report**

Kristine Dawson Sarah Hovenden Megan Kravets * Rachel Jimenez Daniel Rojas Ryan Schachter * Alison Shepherd Jason Simco Dennis Wilbanks Jenna Beuck (Speech) Jenna Anaya (Speech)	Erin Topping Paul Tucker Jennifer Yennie  <u><b>TECHNOLOGY</b></u> Alex, Mark Gray, Cory  *Dept. Chairs	Winston Tran  <u><b>PHYSICAL EDUCATION</b></u> Morgan Beckman Steven Conti * Kathryn Amos Corina Henricks Kevin McCaffrey * Bryan Middleton Samuel Stafford	<u><b>LANGUAGES</b></u> Stephanie Fajardo Sarai Juarez Julie McCormick Tammy Owney Mimi Palmer Shondra Pulido * Elisa Ramirez * Jane Yoon  <u><b>LIBRARY</b></u> Sheila Doyle	Lucas Reynolds Richard Rivera Shauna Triggs  <u><b>ASB / ATHLETICS</b></u> Michael Dobyns Brian Walsh
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**Classified Staff**

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| Aranda, Javier - Cafeteria Manager<br>Chavez, Ernie – Night Custodial Lead<br>Clark, Marcy – MS Admin Assistant<br>Craft, Lisa – Secondary Off. Specialist<br>Counseling<br>Cunningham, Jennifer – Attendance<br>Delahunt, Corey - Campus Safety Facilitator<br>DeWilde, Jessica – Social Worker<br>Fahrney, Darrell – Plant Manager<br>Jenkins, John - Foundation President<br>Frandsen, Riley – Boy’s Athletic Equipment<br>Freeman, Kathie - Testing Coordinator<br>Gallegos, Anthony – Occupational Therapist<br>Gallegos, Leslie – Nurse<br>Gilmore, Vickie – HS Administrative Assistant<br>Gonzalez, Elin – Secondary Office Specialist<br>Jack, Dawn – Athletics Specialist<br>Jackson, Shawni - Orchestis | Loera, Mari – Secondary Support Specialist<br>Mix, G.W. – Family Liaison<br>Olabi, Hania – Health Assistant<br>Olmedo, Jose - Campus Safety Facilitator<br>Ospina, Fernando - Campus Safety Facilitator<br>Rivas, Stephen – Athletic Trainer<br>Rudolph, Leslie – Attendance<br>Russell, Mary – College & Career Coordinator<br>Santoro, Anita – ASB<br>Schelin, Connie – Office Assistant<br>Shen, Andrew – School Resource Officer<br>Sizer, Dave – Testing Coordinator<br>Walsh, Stephanie - PTA President<br>Weed, Kevin – Accompanist<br>Sonke, Jennifer - Workability<br>Zamora, Tammi – Registrar<br>Zeno-Herrera, Cynthia – Girl’s Athletic<br>Equipment |
|--|--|

Focus Groups:

<b>CATEGORY A: Organization for</b>	<b>CATEGORY B: Curriculum</b>	<b>CATEGORY C: Learning &amp;</b>	<b>CATEGORY D: Assessment &amp;</b>	<b>CATEGORY E: School Culture &amp;</b>
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<b>Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources</b>		<b>Teaching</b>	<b>Accountability</b>	<b>Support for Student Personal, Social-Emotional, &amp; Academic Growth</b>
Steve Conti Sheila Doyle** Leslie Gallegos Megan Grint Jake Haley Kevin Hettig Stevie Fuller Hannah Lindt Chris Manning** Laura Mayberry Julie McCormick Gina Nyeholt Daniel Rojas Raman Sahi** Peter Selby Allison Shepherd** Yvonne Sturgeon Shauna Triggs Dennis Wilbanks Brian Walsh	Kathryn Amos (Finley) Ele Ballas Kelly Burgess Jacqueline Carr John Cooper Jim Corbett Cesar De La Riva Mark Decker Matt Gilbert Clay Kennedy Megan Kravets Julie Barnes** James May Kim Ngo Tammy Owney Charles Oyas Erik Pannizzo Jenny Ricks Dave Rinehart Richard Rivera Sam Stafford Autumn Schulhofer Vanessa Valdes Jen Walters	Priscilla Alexander Morgan Beckman Kareem Captan Marissa Dew Anh Dufour** Mitch Gardner Cory Gray Laurie Halt Bob Hiles Sarah Hovenden Brad Jacobsen Val Jamora Rachel Jimenez Karissa Jones Laura Keane Ally McCormick Bryan Middleton Tina Montez Mimi Palmer Emy Samir Vicky Schwarz Emily Sensenbaugh Tina Singh Jane Yoon	Melissa Ault Andrew Ball Shelly Bergen Jenna Beuck Nicolas Breslin Xavier Castellano Kimberly Claytor Stephanie Fajardo Allison Fletcher Kathy Freeman Eugene Kwong Greg Leavey Kevin McCaffrey Lauren Patterson Elisa Ramirez Kim Rapp** Lucas Reynolds Eddy Reyes Sandra Ruiz Laurie Rybaczyk Jason Simco Dave Sizer Erin Topping Jen Yennie Winston Tran	Jenna Anaya Nicholas Barte Chris Brude Aubrey Carr Kristine Dawson Jessica Dewilde Michael Dobyns Todd Eversgerd Liz Gastil** Corina Henricks Sarai Juarez Tom Lash Sherry Martinez** Christy Muckenthaler Billy Miller Brian Pearsall Jeff Perry Shondra Pulido Todd Robey Mary Russell Gus Sasso Ryan Schachter Annemarie Stellman Kelly Stephens Elise Ybarra

## Introduction

### Brief Background of School

Corona del Mar High School was Founded in 1962 and opened originally as a high school servicing grades 9-12 in the communities of Newport Beach and Corona del Mar. After a shift in demographics in 1983, Corona del Mar High School included 7th and 8th graders, making it to this day a combination middle school/high school. Located in one the most affluent communities in the state, Corona del Mar High School currently provides quality education for 2,059 students in grades 7 through 12. Current high school student enrollment is 1,552. Our students reside mainly within the communities of Corona del Mar and Newport Beach, where median home prices are recorded to be more than double the national average.

Corona del Mar Middle/High School has five feeder elementary schools. The majority of our students have attended school together since kindergarten, as the community has a very low rate of transience. Corona del Mar High School is a California Distinguished School and a United States Department of Education Gold Ribbon School. According to US News and World Report, Corona del Mar High School ranks in the top 5% of all schools nationwide. The parent community of Corona del Mar is highly involved and very supportive of the school. Our parent population has a higher-than-average educational achievement level. The actual educational attainment of parents in the 92660 zip code continues to exceed that of the state.

### Mission, Vision, & Values

Corona del Mar (CdM) High School takes pride in its unique identity and strives to provide a world-class

education to every student. The school's commitment to growth and alignment with the NMUSD's vision demonstrates its dedication to excellence and continuous improvement. CdM believes in embracing its distinctive elements and fostering a learning environment that respects and celebrates individual differences. The CdM's mission statement is to provide the highest level of comprehensive instruction aimed at empowering students to learn with resiliency, live with integrity, and act with empathy.

Corona del Mar High School (CdM) underwent a thoughtful and inclusive process to develop its mission statement and core values. The school's commitment to involve teachers, staff, and faculty in the process ensured that the resulting statement truly reflected the school's unique identity and aspirations. Since 2015, the Positive Behavioral Intervention and Supports (PBIS) team helped establish our current core values of Resilience, Integrity, and Empathy further demonstrating CdM's commitment to fostering a positive and supportive school culture. The embedding of these core values into school announcements, student planners, and classrooms reinforces their importance and helps to create a consistent message throughout the school community. The school's dedication to continuous improvement is evident in its revisiting of the mission statement work in 2016 and its adoption of a refined school motto in 2017. Overall, CdM's mission statement and core values continue to serve as a powerful guide for the school's actions and decisions even post-covid, and they effectively communicate the school's commitment to providing a world-class education to every student as they Cultivate Integrity, Develop Resiliency, and Model Empathy.

In addition to CdM's shared vision, mission, and core values, the school has acknowledged its student learner outcomes, SLOs, that were adopted in 2005 and reaffirmed in 2012 and 2015 by the staff. Shortly after the self-study visit in 2018, the school along with its PBIS team worked to integrate the SLOs into what is now known as the behavior matrix shown [here](#). The core values that existed in our previous SLOs included positive attitude, responsible citizenship, independent complex thinking, developed technology proficiency, and effective communication skills have all been integrated into our school-wide behavioral matrix where all students are expected to **Cultivate integrity**, **Develop resiliency**, and **Model empathy**. Students demonstrating these positive behaviors from the behavioral matrix or showing core values are recognized and awarded by their teachers and staff members with 5 Star Student points and entered in monthly raffles for prizes. Throughout the year, students are eligible to trade in 5 Star Student points for larger prizes.

### **Diversity, Equity, and Inclusion**

Since the last self-study and especially since the pandemic, CdM has worked diligently to improve programs on campus that address the mental well-being of all students and the inclusivity of all students. One main focus was expanding the presence of Positive Behavior Interventions and Supports (PBIS) on campus. The 3-tiered evidence-based program improves and integrates all of the data, systems, and practices affecting student outcomes. In conjunction with PBIS, Student Voices (a monthly student-run meeting) broadened to include the different grade levels on a more intimate level, ensuring each grade has representation. CdM also had to swiftly adjust to a significant increase in EL students enrolling, making ELAC a significant group on campus. Through continuous professional development opportunities, the staff is regularly updated and trained on strategies to best serve the ever-changing and growing needs of our students.

### **Summary Description of Programs Offered**

In addition to the [courses outlined by the district](#), Corona del Mar High School offers the following programs for students:

#### **The Academy of Global Studies**

The Academy of Global Studies (AGS) curriculum offers a full spectrum of courses designed to foster critical thinking skills, collaboration, and problem-solving. Students participate in a rigorous curriculum within the

social studies and world language departments that empower them to be globally competitive. Curriculum-based projects and activities help students develop skills and tools to foster international relationships with opportunities to learn with and from students in other cultures through school partnerships, philanthropic projects, internships and international travel. AGS students are recognized at graduation. The academy is for students who want to be globally competitive and have an international awareness. Students take targeted Advanced Placement courses in grades 9-12 and earn the California Seal of Biliteracy. Academy students are AP Capstone Diploma candidates and will have earned an AP WE Service Certificate. For more information go to: [www.agsCdM.com/profile](http://www.agsCdM.com/profile)

### **Performing Arts and Multimedia Academy**

In the Performing Arts and Multimedia Academy (PAMA), 9th - 12th grade students are exposed to the richness of artistic expression. PAMA is a place for students to develop connections with their peers who share a passion for the arts, as well as with professionals already in the field, while also helping students identify the art in which they would most like to pursue a career. PAMA is broken down into six different pathways including Theatre, Digital Media Arts, Drawing and Painting, Music, Ceramics/3D Art, and Dance.

### **Career Technical Education**

Corona del Mar High School provides several offerings within our Engineering Technology Department. In addition to the technology-infused Digital Arts pathway that is part of our PAMA program, students may participate in our technology wheel in 7th grade and then pursue one of two CTE pathways: Engineering or Computer Science.

### **Advanced Placement**

Corona del Mar High School is committed to its Advanced Placement programs. All CdMHS 27 AP courses encourage proper student placement based on teacher recommendation, prior academic performance, test results, and prerequisites. At CdM, Advanced Placement courses are open to all students. Corona del Mar High School has earned Gold recognition, being listed on the national AP School Honor Roll. This new awards program, initiated by the College Board, the governing body of the Advanced Placement (AP) Program, acknowledges schools committed to fostering a college-bound culture, providing opportunities for students to earn college credit, and enhancing overall college readiness. In the 2022-2023 school year, 719 CdM students completed 1,552 AP exams, showcasing the school's commitment to promoting college preparedness. The Golden awards program recognizes schools that are actively increasing participation in AP programs.

### **Academic Decathlon / Pentathlon**

Students of varying academic levels compete in the areas of art and economics: music, language/literature, mathematics, science, and social science. Within their competitions, students take multiple choice tests, write essays, deliver speeches, and work together in a quiz relay.

### **At Your Service (AYS)**

AYS is a student leadership group on campus that focuses on connecting the student body to community service opportunities in the Orange County area, as well as running events on campus and contacting speakers to talk about internships and volunteer opportunities.

### **Human Relations Council (HRC)**

The Human Relations Council (HRC) is dedicated to serving as a catalyst for positive action and change by promoting unity across campus while creating an interconnected campus that listens, accepts, and respects all student voices. The Human Relations Council was founded to promote tolerance while improving its members' leadership skills. HRC strives to foster better teacher-student-administration relationships and utilizes a



student-centered leadership model. HRC consists of a collection of students from diverse backgrounds who come together and work toward establishing a tangible sense of unity on campus.

### **Mock Trial**

The Mock Trial team prepares and argues pretrial motions as well as the defense and prosecution for a competitive lower-court trial simulation. Students argue a case before a judge at the Santa Ana Superior Court. Team members serve in all capacities for the trials; witnesses, bailiffs, lawyers, and court reporters. The judge and local lawyers score the rounds and participants. The Mock Trial program allows students to develop the skills necessary for the mastery of state content standards for history and social science.

### **National Honor Society (NHS)**

The National Honor Society (NHS) is one of the nation's premier student organizations, recognizing outstanding high school students who demonstrate excellence in the areas of scholarship, leadership, service, and character. The CdM chapter of the NHS was established in 2006. It honors CdM students 10-12 who demonstrate outstanding academics, leadership, service, and character while maintaining a 3.5 GPA and completing group and individual service projects.

### **Peer Assistance Leadership (PAL)**

The Peer Assistance Leadership (PAL) Program is a school-based, peer-to-peer youth development program. The program is built upon a philosophy of students helping students. Members build a positive school climate through youth leadership, mentoring, and service learning. The PAL program supports the school's core values in the areas of leadership, communication, team building, and problem-solving.

### **Speech and Debate**

Students meet weekly in the evenings to hone their public speaking, research, and debate skills. Throughout the year, students compete statewide in a variety of categories sponsored by the National Forensic League (NFL), Junior Statesmen of America (JSA), and Model United Nations (MUN). Students are recognized for individual and team achievements through the awarding of points in the NFL Honor Society as well as best speaker gavels, best delegate awards, and research commendations. Team members also participate in three overnight debate conferences.

### **STEM Team/Robotics**

The STEM (science, technology, engineering and math)/Robotics team under the direction of the physics teacher plans and prepares students for their mid-year competition at UCI and their year-end competition at UC Davis. The team emphasizes cooperation, collaboration, problem solving skills, design, innovation, communication, and general technology competence associated with robotics.

### **Parental Support and Participation**

Parents of Corona del Mar play an active role as invested participants in their children's learning and the comprehensive educational journey at CdMHS/MS. The parent community at CdM highly values education and actively supports both the staff and students through various positive means. Parents maintain regular communication with teachers, counselors, and administrators to stay updated on student progress, and they generously volunteer their time on campus throughout the year. Notably, two significant parent groups contribute financial support to Corona del Mar, addressing needs such as staffing, teaching materials, supplies, program requirements, and advancements in technology.

### **CDM PTA**

The PTA extends financial assistance to students and educators with a philanthropic approach. The group aims to enable students facing financial obstacles to participate in events like Prom or Grad-Night, ensuring equal

access and enjoyment. Academic support is also provided, covering costs for AP testing, and the PTA allocates a dedicated budget line specifically for student needs. Furthermore, the PTA organizes a significant fundraiser, the Annual Home Tour, generating monies to support Corona del Mar Middle/High School. The funds directly benefit the school through teacher grants, where educators can request support for their educational needs. Newly hired teachers are also given financial assistance to aid in setting up their classrooms.

### **CDM Foundation**

The mission of the CDM Foundation is to encourage and empower all students to exhibit their core values by cultivating integrity, developing resilience, and model empathy. This mission is aimed at enabling students to contribute to and succeed in the global community. As a non-profit organization, the CDM Foundation has supported CdM through generous donations for many years. The budget is dedicated to personnel, capital improvement projects, and significant technology purchases. Notable highlights include funding for a counseling position, a community liaison role, the establishment of the Learning Resource Center (LRC), technology upgrades, technology for staff, and upgrading the Science department computer lab. Other facility projects involve the renovation of the attendance office, health office, and library. Over the years, the CdM Boosters have merged with Foundation and together play a crucial role in meeting additional funding requirements across academics, activities, arts, and athletics at CdM. Grants are allocated for various needs, including classroom supplies, chairs, sheet music, whiteboards, supplemental materials, software, and sports equipment. Larger items, such as guest speakers, and teacher training are also funded. The financial support is essential to bridge gaps resulting from district funding shortfalls, and it follows a grant approval process. Additionally, at the start of each school year, CDM Foundation provides teachers with Staples gift cards as a fun jumpstart to the year.

### **Collaboration for Self-Study**

Corona del Mar High School started the self-study process in January 2023. The WASC committee notified all stakeholders about the self-study cycle and solicited interest in each of the five FOL groups. The School Site Council, PTA, ELAC, and Foundation committees were informed in spring 2023 to elicit their input and support as well. After confirming that the focus groups had equal representation from all stakeholders (roughly 15-20 people, including parents, students, schoolwide staff, and teacher representation from each discipline), CdM held an informational meeting in early February to review the self-study process, the specific criteria, the guiding principles, and the schoolwide learner outcomes. After reviewing the data, the leadership team mapped out the next twelve months of the self-study. Over the summer and fall of 2023, the Focus Groups met several more times and using Google, several surveys were conducted during professional development time to further acquire data relating to consistent department policies, alignment strategies, and ranking strengths and growth areas in order of importance. As the five focus groups contain a diverse group of teacher and staff members, the rankings varied depending on the needs of the various departments and individuals, so compromises were made to best represent the whole staff. Every participant in the educational community, including students and parents, took an engaged role in the self-study process. They actively contributed to meetings, participated in comprehensive surveys such as the California Healthy Kids and LCAP, shared valuable insights during in person face-to-face meetings, and provided input across different sections of the school's Action Plan. Parents, in particular, offered their perspectives through involvement in the School Site Council, district LCAP meetings, annual surveys, English Learner Advisory Committee (ELAC), PTA, and Foundation meetings.

### **Self-Study Timeline**

**January 2023** - Began process with staff notification. Identified WASC coordinating team and focus groups.

**February 2023** - All staff meeting WASC review and gathering input.

**March 2023** - Met in Focus groups to discuss criterion. Informed students and parents through leadership

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groups including SSC, ELAC, PTA, and Foundation about the WASC self-study process.

**April 2023** - Input from staff on focus group areas.

**August 2023** - Met in focus groups to gather input. Updated school profile, gathered data, and collected evidence in support of focus groups.

**September 2023** - Home groups to review criteria, discuss areas of strengths and growth areas.

**October 2023** - Leadership, instructional coaches, and WASC Coordinator edited and revised self-study.

**November 2023** - Data updated. Action Plan discussed and revised.

**December 2023** - Submitted plan to staff to review and give input.

**January 2024** - Reviewed self-study with stakeholders, student group classes and ASB, and parent groups.

**February 2024** - Prepare for Visiting Team and the validation process on March 4-6.

## Chapter I: Progress Report

### Significant Developments

Through the reflective and collaborative work of schoolwide stakeholder groups, the following changes and developments have been identified as the most significant since Corona del Mar High School's last WASC Self-Study in 2017.

### New Administration

Since 2017, CdM has had several changes in administration and counseling. Two principal changes occurred before the current principal, Dr. Jacob Haley, and 6 assistant principal changes with all but one past administrator moving on to a new school. Another significant change began during the 2023-2024 school year when the middle and high school merged under one principal with four assistant principals across the entire school with shared responsibilities in both middle and high school. The [administrative responsibility chart](#) outlines the division of labor for the administration team.

### Additional Counseling Staff

CdM also has 3 new counselors at the high school in addition to the 2 previous counselors and 2 at the middle school. CdMMS also added a 50% counselor to further help meet the needs of the students.

### Administrative Interns

The Admin intern program was developed in 2021 in response to students struggling post-Covid academically, behaviorally, and social-emotionally across the district at the secondary level. Their main purpose is to minimize learning gaps and support students academically and social-emotionally, helping struggling students get back on track, especially those who experienced learning loss during school closures. The admin interns or also known as, Graduation Coach Program, utilizes a six-step process led by the administrative interns to assist more students in graduating high school with multiple post-secondary options. The admin interns serve as Graduation Coaches to those students who they identify as needing more support in graduating, such as students with two or more failing grades or those at least 20 credits off track for graduation.

Once the graduation coaches identify students who fit the criteria, they determine the needs of students on an individual basis by examining their academic backgrounds, including reading levels, test scores, etc. They meet with each student to determine causes of that student's struggles, then provide support and resources to overcome those challenges to find success in their education. Student needs range from finding academic tutoring, and securing bus passes to working with a counselor on social emotional learning tools. For some students, the first barrier to success is simply getting to school, as excessive absences create a feeling of disconnect with their school community.

Working closely with students and their families, the graduation coaches set milestones for success for each student. For a student with poor attendance, this might include coming to school every day for a month. The step also allows the administrative interns to set the metrics in which to measure student success. Using data to identify those in need and connecting with students one on one to see what works and set goals. In middle school, students typically need help in establishing healthy study habits, organization, and someone to celebrate their wins. Establishing these important skills early carries them through to high school.

Entering into the 2023-24 school year, there was an identified need to add another administrative intern to assist with facilitating 504 initials, re-evaluation, and follow-up on existing plans. CdM has a large number of 504 plans with 130 existing plans and new requests coming in each month.

### **English Learner Enrollment Increase**

Corona del Mar's enrollment is fairly consistent from year to year with drops to online/cloud campuses during Covid and the following year, but has leveled out in the last 2 years, currently at 1,429. The biggest change has occurred in the EL population with a substantial influx of European and Chinese students. CdM has experienced a consistent growth in the number of English learners, particularly with a substantial arrival of Russian and Ukrainian students roughly two years ago. To better support these students in their core academic classes, CdM hired a new EL teacher, adding 2 extra EL classes and employed three instructional aides, fluent in Russian, to provide language interpretation for instruction and assessments. Moreover, our staff utilizes language networks for phone and in-person language interpretation when communicating with families, enhancing efforts to cater to the diverse needs of our student population.

### **Athletic Facilities**

Over the course of the last six years the school has gone through major shifts, athletically. Outside facilities have transitioned from grass to synthetic turf. Prior to the fields being redone, some of our teams were forced to practice and compete off-site. The upgrades made to the fields were not only synthetic turf, but also new lights and scoreboards. Renovations were done on both the football/track and the lacrosse/soccer fields. Lights for the fields have created the biggest positive impact as it allows the teams to practice later in the day, supporting the later start and end times for high schools in California. The indoor athletic facilities have also received some upgrades with the large gym floor being replaced last summer. The upcoming 2024 summer plans are on track to replace the main gym bleachers and scoreboard, acquire a new scoreboard for the aquatic facility, install a golf practice facility, and upgrade the softball batting cages.

### **Student Advocate/Family Liaison**

In the wake of the tragic loss of a CdM student to a suicide death in January of 2018, CdM's administration and NMUSD district officials collaborated with the CdM parents and the head boys lacrosse Coach G.W. Mix, to create the unique position of Student Advocate and Community Liaison on CdM's campus. The position is funded entirely by the CDM Foundation. In this role, Mr. Mix works to maintain daily oversight on campus and in the community, helping to identify, connect with, and ultimately channel struggling students, families, faculty, and staff members toward the resources on campus and beyond that help provide sustainable strategies to meet whatever challenges they may be facing.

### **Tutor Corps/Skills for Success Classes**

Skills for Success and Tutor Corps are both courses with a focus on work completion, life skills, study habits, goal setting, and more. Students usually start the class with a lesson on any of the above topics and are then left with the other half of class time to work on missing assignments, get assistance in difficult subject areas, and/or get ahead on classwork. The classes are credit/no credit, and students can graduate out when they have mastered the needed skills. The first year of Skills for Success as an Intervention course was only open to 8th grade students, explaining the lower number of sections. Corona del Mar petitioned for more sections in the 2022-2023 school year to serve both 7th and 8th grade students.

### **Co-Lab Classes in ELA, math, & Science**

In a co-taught/collaborative classroom, general and special education teachers work together to meet the needs of all students. This model provides the ability for students to access grade-level material and specially designed instruction for students with disabilities in the least restrictive environment. It offers pure socialization and differentiation of instruction for all. Studies show that inclusion is beneficial for all, not just for those who receive special education services and has positive short-term and long-term effects for all

students.

### **Credit Recovery-SPED program**

While CdM has offered credit recovery programs for several years, students receiving special education services often did not take advantage of the opportunity as the guidance they needed with the program was unavailable. The program is geared around students completing the program on their own and only attending class for certain assessments and occasional instruction. As students receiving special education services often required and/or wanted more support, a dedicated class with a special education/basic skills teacher was created. The students now have a class to attend and receive the help needed to complete the course.

### **Extended day for Mod Severe SPED Program**

The district office in conjunction with CdM's Special Education department realized the need for electives for students receiving special education services. Until the 2023-2024 school year, their school day consisted of only core learning classes. Extra classes were added in the afternoons, so the students now have electives that are geared towards student learning with fun activities.

### **Technology Updates**

Every teacher now has a laptop and monitor, and each classroom has a projector and a printer. The district also adopted a new learning/recording management system, Schoology. Over the 2022-2023 school year teachers, students, and parents learned the new system. The system contains a gradebook, coursework, and learning materials. It also includes a messaging system, so teachers, students, and parents are able to easily communicate student progress, issues, missing/absent assignments, and grades.

<b>WASC Action Plan Goal #1: Expand non-Academic Social and Emotional Support for Students</b>
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**LCAP GOAL #1:** Address student health and wellness. Engage students and families in programs that support behaviors that contribute to a better learning environment.

**SPSA GOAL #1:** Student Social Emotional/Mental Health, Positive Behaviors, and Physical Wellness - Provide a robust system of support for student social emotional/mental health, positive behavior, and physical wellness.

**SPSA GOAL #2:** Student Academic Success - Increase the achievement of students to prepare them for success in college and careers.

### **Wellness Space - Targeted Support:**

Social-emotional wellness is the foundation of a student's academic and behavioral success. Our efforts to provide universal Social Emotional Learning for all students are complemented by targeted and individualized support for students in need. Starting the 2023 school year NMUSD wanted all schools in the district to align with terminology for Wellness. The Wellness Team is now called the MTSS Team (Multi-Tiered System of Support). Throughout MTSS, CdM proactively cultivates social-emotional skills and responds to students' mental health needs. In addition, it serves as the hub of an extensive network of world-class community partners including ONE, [Care Solace](#), [Crisis Response Team](#), [Family Resources](#), and [Suicide Prevention](#). CdM also employs a community liaison, G.W. Mix, and utilizes a behavioral tiered approach to interventions. [This](#)

[model](#) progresses from providing support and intervention for all students to individualized support for specific students in greater need. These efforts combine to create a comprehensive continuum of mental health and wellness support at CdM and comprehensively for NMUSD.

Since 2017 CdM has hired two additional School Psychologists to support 7-12 students: Laina Knott (7-8), Anthony Sasso (9-10), and Annemarie Stellman (11-12). With the significant increase of 504 requests, a dedicated 504 Coordinator, Ally Rochford, was hired to ensure teachers have access to student plans and accommodations. To promote new and current student support personnel, each classroom now displays ‘*Need to Talk*’ posters that list the Wellness support staff including rooms and contact numbers, so students have easy access to the team.

A [Request for Assistance Form](#) was created that teachers/staff can utilize to express concerns they may have about students’ well-being for a variety of reasons. The form goes directly to the MTSS Team (Wellness Team) to assess how to best meet the needs of the student.

The [Risk Assessment Protocol](#) is required for students whose physical safety is at risk (i.e. expressing thoughts and/or plans to hurt or kill themselves or others). Non-emergency concerns are made via the MTSS Request for Assistance Form referenced above.

### **Student Voices**

The program pulls student representatives from each grade level out of class once a month for collaborative discussions. Prior to the meetings the chosen representatives, who rotate bi-monthly, are encouraged to discuss school issues that affect students on campus with their peers. The reps attend 30-40 minute sessions to discuss the students’ concerns and possible solutions. The representatives then return to class and share the collected information with their classmates. As the popularity and success of the program has grown, it has expanded from 7-9, and 10-12 groupings to a more inclusive 7-8, 9-10 and 11-12, ensuring each age range feels represented.

### **Grade Alike Team Meetings**

Once a quarter the counselors and teachers from all disciplines meet in grade-alike teams to privately share their concerns about students. The time allows teachers to express concerns about students who are truly struggling both academically and/or emotionally as well as discipline problems. If a student is mentioned by more than one teacher, the counselors take notes and, if needed, pull the student in to address the areas of concern and discuss possible solutions. The collaboration time allows for the sharing of policies and strategies that work for teachers in their classrooms with the students mentioned. Not only are student learner needs identified, teachers feel supported by colleagues.

### **Campus Resource: Student Advocate/Family Liaison**

G.W. Mix is full-time Student Advocate/Family Liaison who attends to specific student/family issues and wellness needs. He advocates and connects those in need with resources both campus and beyond.

### **Impact on Students with Evidence**

Student mental health and well-being is difficult to analyze as often it is a private matter that is handled with discretion. Increased mental health support and strong communication with the students and community has significantly increased awareness that help is always readily available. The various student driven programs on campus and teachers working together on best practices to reach all students has unified the campus, making student mental health issues a priority. Simple solutions like not giving homework over breaks, and allowing students a voice to make changes make a big difference. On a daily basis Mr. Mix, CdM administration and staff interact with the students during passing periods, breaks and lunch. The constant familiar faces on campus

let the students know they have a safe person to reach out to when they have questions, issues, or just need someone to talk to.

**WASC Action Plan Goal #2: Targeted Academic Support for At-Risk Students**  
**WASC Action Plan Goal #5: Continue to Provide Supports for Students Receiving D/Fs**

**LCAP GOAL #2:** Increase the achievement of students to prepare them for success in college and careers.

**LCAP Goal #3:** To support all students in learning to the best of their abilities, students will continue to learn from instructional materials aligned to state standards, have access to a broad course of study, and receive instruction provided by credentialed teachers in facilities in good repair.

**SPSA GOALS #2:** Student Academic Success - Increase the achievement of students to prepare them for success in college and careers.

**SPSA GOAL #3:** Conditions of Learning- Provide supplemental materials, staffing, and enhanced learning environments for Title I schools.

The number of students receiving Ds and Fs at Corona del Mar High School has rebounded relatively well since covid. The overall number of Ds and Fs each semester has reduced to about 6% total Ds and Fs. The challenging areas seem to be tied to specific courses in math, English, and science which is further explained in chapter 2. Below is a list of intervention and support that our school has put in place to provide support for students with academic challenges.

**At Risk Students - Targeted Support:**

**Basic Skills Classes**

Small classes designed to address the reading, writing, and computational skill deficiencies of students not meeting the skills requisites. The Basic Skill’s teachers provide extra support for students in their core academic classes, assisting with organization, and promoting student advocacy. They work with the general education teachers to ensure the student receives adequate, relevant support on current and past assignments. Students may also take tests/quizzes in these classes to have a smaller testing environment. The class is a year long class that earns A-G credit.

**Tutor Core/Skills Classes**

Small temporary classes that students attend to receive specific help for a class. Once the student obtains the necessary guidance, they no longer need to go to class. It is a credit/no credit class. Skills for Success and Tutor Corps are both courses with a focus on work completion, life skills, study habits, goal setting, and more. Students usually start the class with a lesson on any of the above topics and are then left with the other half of class time to work on missing assignments, get assistance in difficult subject areas, and/or get ahead in classwork. The first year of Skills for Success as an Intervention course was only open to 8th grade students, explaining the lower amount of sections. Corona del Mar petitioned for more sections in the 2022-2023 school year to serve both 7th and 8th grade students

**2021-2022**

7 sections of TC, 213 students total took the class for at least one semester

2 sections of Skills for Success, 40 students total took the class for at least one semester

**2022-2023**

3 sections of TC, 100 students total took the class for at least one semester



4 sections of Skills for Success, 53 students total took the class for at least one semester

### **Interventions**

Monday late starts and individual teacher office hours are dedicated to helping struggling students and those in need of extra instruction.

Math Intervention is a support class for students specifically struggling in math. Students enter this class per math teacher recommendation and math grades. In Math Intervention, students are presented with a review lesson in small groups. The teacher also assists students one on one with issues they are having in math.

#### **2021-2022**

1 section of Math Intervention, MS only class, 16 students total took the class

#### **2022-2023**

2 sections of Math Intervention, one MS and one HS class, 30 students total took the class

### **Credit Recovery**

High school students have the option of enrolling in credit recovery courses as a means to recover credit that was not earned when students took the in-person class. The courses are online and allow students 24-hour access to work in conjunction with their current classes.

Credit Recovery is another intervention course utilized at CdM for students who were unsuccessful in completing a class in-seat and want the opportunity to remediate the course. Students work both independently and in class on their course work. Students must take assessments, both formative and summative, in person with the teacher. Credit Recovery courses are wiped from the system once a year, so students have the same amount of time to complete the class as they would in-seat.

#### **2021-2022**

4 sections total

50 students total completed at least one CR class

#### **2022-2023**

3 sections total

126 students total completed at least one CR class

### **Summer School**

Since COVID, the district moved summer school from a single district location to every secondary high school site. As a result, CdM created summer school sessions based on the needs of the students who received Ds and Fs during the school year. The retake allows students a 'second chance' to earn a better grade and maintain A-G eligibility. A Summer Bridge program was also developed to help prepare incoming 6th graders for middle school and struggling 7th and 8th grade students for high school in Math and English.

In the summer of 2022, CdM had 24 incoming 7th graders, 27 rising 8th graders, and 9 rising freshmen participate in the Summer Bridge Program. All students successfully completed the program. All three grade levels take an English, Math, and an Elective class. For the summer of 2022, the elective class was Digital Media and Design.

For rising sophomores, juniors, and seniors, summer school is offered to both get ahead and to remediate credits. In the summer of 2022, 41-students remediated various classes in-seat, including Algebra I, CompLit 1 and 2, and Biology.

Corona del Mar also offers online summer school through Edgenuity's Credit Recovery (CR) program. The program includes classes that are not offered in-seat, although students are required to come to class and take assessments in person with the teacher. Other than assessments, CR is self-paced and allows students to finish as quickly or slowly as needed. CR classes are only for remediation purposes, and therefore not available to 7th or 8th graders. In the summer of 2022, 72-students remediated various classes through CR.

Select rising seniors and juniors who have hefty out of school commitments or students receiving special education services are offered the opportunity to take Health or Government and Economics over the summer to get ahead. In the summer of 2022, 18-students took Health, and 18 students took Government and Economics.

In the summer of 2023, 30 incoming 7th graders, 18 rising 8th graders, and 9 rising freshmen participated in the Summer Bridge Program. Of those students, 25 incoming 7th graders, 17 rising 8th graders, and 4 incoming freshmen successfully completed the program. Students unable to complete the program faced issues with schedule shifts in their summer plans and illnesses. For summer of 2023, the elective class was Fun in the Sun, an explorative Physical Education class.

For rising sophomores, juniors, and seniors, the 2023 summer school again offered classes to both get ahead and to remediate credits. Thirty students remediated various classes in-seat, including Algebra I and CompLit 1 and 2. There were 53 students remediating various classes through CR, and 18 students took Health and 18 students took Government and Economics.

#### [2023 Summer School Disabilities and Ethnicities Breakdown](#)

#### **Positive Behavioral Interventions and Supports (PBIS)**

PBIS is a framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented correctly social emotional competence, academic success, and school climate, it not only improves student learning but also aids teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

#### **504 Admin Intern:**

For the 2023-2024 school year, CdM was granted a dedicated 504 Admin Intern due to the high volume of current 504s with new requests coming in monthly. The 504 Admin Intern ensures that teachers have the correct, updated information on individual students and any accommodations needed in the classroom.

#### **Impact on Students with Evidence:**

The interventions with the largest impact on helping struggling students get back on track has been the addition of Administrative Interns/graduation coaches and summer school. Before 2020, summer school was designated at one site that rotated each year, so students were required to find their own transportation if they needed summer school. Since covid, every site in the district offered summer school maintaining the goal of helping students get back on track with a mix of in-person and credit recovery options. The administrative interns' main focus is to monitor students struggling academically and develop a plan for each to get back on track with earning credits for graduation and maintaining A-G eligibility.

Administrative interns also work with middle school students to build positive study habits, attend school on time daily, and utilize a variety of tools to keep students motivated and engaged to strive for academic success. Additional interventions such as Tutor Corps offering support for their academic classes during the school day and credit recovery with online opportunities to make-up credits if they were not successful the first time taking an in-seat class. All of these interventions have led to a graduation rate of 96.1%, A-G rate of 87%, and overall low dropout rate of 2.3% for CdM students. The entire school community is proud of the work our

students, families, and staff play in providing a rigorous level of education with high expectations while balancing all with strong engagement and participation in athletics, activities, clubs, and school events.

**WASC Action Plan Goal #3: Ongoing Evaluation & Enforcement of Attendance Policies**

**LCAP GOAL #4:** Engage families in programs that support positive student behaviors that contribute to a better learning environment. Involve families in decision-making and in programs that support student wellness and academic achievement. Cultivate partnerships with community organizations and industry.

**SPSA GOAL #4:** Parent/Family Engagement

Engage students and families in programs that support behaviors that contribute to a better learning environment. Involve families in decision-making and in programs that support student wellness and academic achievement.

**Attendance/Tardy Policies - Evaluation, Communication & Enforcement:**

**Full Admin Staff**

For the 2023-2024 school year, CdM finally has a consistent and fully staffed administration team where each has specific roles across middle and high school. Due to illness and hiring issues over the previous two school years, the admin team had some areas that were not covered, so follow-through, especially with tardiness and attendance was lacking at times.

**Aligned Tardy Policy & Guidelines**

A [comprehensive tardy policy](#) is in place this year that outlines the procedures and consequences for dealing with tardiness. Teachers and administration assign detentions as defined by the policy when necessary. Detentions are monitored 3 times a week.

**Raptor**

Students who arrive late with an unexcused tardy, must acquire a late pass using the Raptor machine. The machine is not as effective as promised, but students are accountable for getting a late pass before showing up to class.

**Citizenship**

The [Citizenship Rubric](#) outlines school-wide behavior expectations. The categories include attendance, promptness, readiness to learn, classroom conduct, electronics policy, and academic honesty. Each quarter and semester along with classroom grades, students receive a Citizenship grade. A student who receives two U's (unsatisfactory) in one quarter, is deemed ineligible for all extracurricular activities.

**Impact on Students with Evidence:**

Students now have a comprehensive attendance and tardy policy that is outlined in their student handbook and is covered by teachers at the beginning of the year. They clearly understand what to do when they are late utilizing the Raptor system. When students do receive a detention, 96% follow through and attend at the required time, a significant improvement from past years. The citizenship rubric utilized by teachers on campus highlights both positive and negative behavior of students. Receiving more than 2 unsatisfactory marks prohibits students from participating in extracurricular activities. Coaches and advisors have implemented

grade sheets, so students are accountable for getting their grades and citizenship markings every other week, creating a greater accountability and awareness.

**WASC Action Plan Goal #4: Analyze strategies to Encourage at Promise Students to Attend the Monday Intervention program**

**LCAP GOAL #2:** Increase the achievement of students to prepare them for success in college and careers.

**LCAP GOAL #3:** To support all students in learning to the best of their abilities, students will continue to learn from instructional materials aligned to state standards, have access to a broad course of study, and receive instruction provided by credentialed teachers in facilities in good repair.

**SPSA GOALS #2:** Student Academic Success - Increase the achievement of students to prepare them for success in college and careers.

**SPSA GOAL #3:** Conditions of Learning- Provide supplemental materials, staffing, and enhanced learning environments for Title I schools.

### **Academic Support**

The implementation of a Monday Intervention program and similar support initiatives during the 2020-21 school year's shift from distance to hybrid learning has proven beneficial for students who actively seek these opportunities. However, there is ongoing concern for struggling students who are not taking advantage of support options. Initial plans, outlined in the schoolwide action plan of 2017, proposed mandatory attendance for students with two or more Fs at the Monday Intervention program. Unfortunately, these plans were set aside due to the tragic death of a student and the subsequent pandemic-related closures. The challenges faced by many students, leading to increased instances of Ds and Fs, underscore the urgent need to redirect school resources towards academic support for students.

### **Intervention Classes**

These are brief, temporary classes where students attend to receive targeted assistance for a specific subject. Once they acquire the necessary guidance, they no longer need to attend, and the class is graded on a credit/no credit basis. Both Skills for Success and Tutor Corps focus on areas such as work completion, life skills, study habits, and goal setting. Typically, students begin the class with a lesson on these topics and then utilize the remaining time to address missing assignments, seek help in challenging subjects, or get ahead in coursework. In the initial year, Skills for Success as an Intervention course was limited to 8th-grade students, resulting in a lower number of sections. To meet increased demand, Corona del Mar requested additional sections for the 2023-2024 school year to accommodate both 7th and 8th-grade students.

### **Incentives**

To encourage more students to attend the Monday intervention program, staff will regularly use incentives to have more students take advantage of the opportunities such as retest, more time for assignments, or even extra credit. Many teachers have reported having success with students needing to use this intervention time while others have reported having a hard time getting students to use the intervention time effectively.

### **Impact on Students with Evidence:**

While teachers encourage students to attend Interventions, students cannot be forced to attend.

## **Corona del Mar HS 2024 Self-Study Report**

Communication with parents of students with Ds and Fs often helps. To ensure that all students are receiving the necessary support, the aforementioned courses were added, so students had a specified class to attend for further instruction and guidance. The students in these classes find success in a relaxed environment that provides more one-on-one learning. When needed the general education teachers allow the students to make up missing work and take/retake assessments in the alternate setting. As a result, the students find a level of success with classes in which they struggled.

## Chapter 2: School Profile and Supporting Data and Findings

For additional information about our school, see the introduction for a brief background on the school and the self study process, and in Chapter 3 Category A, we provide our mission vision and schoolwide learner goals.

### Student Demographics

#### 1. [Enrollment Data](#)

##### Current Data Trends:

- CdM has had a 5% decrease in Census Day Enrollment over the past 3 years.
- Caucasian/White 65.8%
- Asian 10.9%
- Hispanic 13.7%
- A 225% increase in Russian speaking students and a 33% increase in Chinese Mandarin speaking students occurred over the past 3 years. Due to the large increase in Russian enrollment, our campus has added three interpreters to help ease the transition for students to feel welcomed and connected.
- Our EL and SPED enrollments have remained consistent

**Analysis:** CdM continues to serve a large population of white students, 66% with increases in the population of Asian, 11%, and Hispanic, 14%, students. The number of students who qualify for free and reduced lunch has increased by roughly 30% over the past three years to be at 20% of our student population. In order to better serve our students and their families, the staff has committed time and effort into building positive relationships with our students through social-emotional learning lessons and a focus on PBIS. The governing bodies also ensure that the various ethnicities feel included through new clubs on campus and lunches/meetups, so students can connect with students with similar experiences and needs. Knowing who is served and where our students come from has been a focus over the past six years helping us create a safe and inclusive learning environment while building trust among our students and families. Teachers expressed a need to be more aware of WHO their student's are and how their needs will increase in areas like emotional needs and accommodations.

### Student Performance Data

#### 1. [CAASPP- English Language Arts](#)

##### Current Data Trends:

- 11th grade students meeting or exceeding standard has risen over the past three years to 70.06%.
- 8th grade students meeting or exceeding standard has risen over the past two years to 70%.
- 7th grade students meeting or exceeding standard has dropped about 5% to 69.34%
- Asian 78%, Hispanic 61%, White 70%, Two or more races 73%, Economically disadvantaged 57%, EL 51%, Students with disabilities 27%

**Analysis:** Our current CAASPP data for ELA show that CdM is meeting our student learner outcome with most students meeting or exceeding standards, and this is evident from our white, Asian, and two or more races populations. Our Hispanic students did have slightly lower scores with about a 9 point difference when compared to white students 61.07 vs 70.78. When comparing our subgroups, economically disadvantaged students had 57% meeting or exceeding standard and EL students had 51% meeting or exceeding standard. A

subgroup of concern with meeting our student learner outcomes is our students with disabilities with only 27% meeting or exceeding standard. Our leadership team and language arts department realizes more can be done to improve outcomes for our English learners, students with disabilities, and economically disadvantaged students. There is a renewed focus within our language arts department to align grade level teams with their curriculum and instruction while using common assessment data to help drive teaching and learning adjustments to support students in mastering their learning objectives.

2. [CAASPP- Mathematics](#)

**Current Data Trends:**

- 11th grade students meeting or exceeding standard has risen over the past three years to 52.54%
- 7th grade students meeting or exceeding standard has risen over the past three years to 67.51%
- 8th grade students meeting or exceeding standard is up to 58.72%
- Subgroup with students improving with meeting student learner outcomes where students are meeting or exceeding standards include students with disabilities (64%). Our subgroups who are not meeting student learner outcomes with students meeting or exceeding standards include EL (30%) and economically disadvantaged (32%).

**Analysis:** Our current CAASPP data for math shows higher level of performance at middle school grades as compared to 11th grade year. Students not experiencing economic disadvantages are outperforming those who are experiencing economic disadvantages. Also, our ELs and students with disabilities are not meeting standards. When comparing the different areas of the math CAASPP test, students did not perform well in concepts and procedures for economically disadvantaged, Hispanic students, ELs, and students with disabilities. The same students performed slightly better in the areas of problem solving and communication. The math department has had multiple collaborative discussions on pathway alignment and highlighting necessary grade level skills needed prior to advancing to the next mathematics course. The grade level teams in math continue to align their curriculum and instruction. District-wide benchmark and common assessment data provide multiple points of information to help understand where students are at with mastering their learning objectives. These data sets provide our math teachers with discussion points to identify best instructional practices to help students master different math concepts.

3. [CAASPP - Science](#)

**Current Data Trends:**

- A small growth for students meeting or exceeding standards in 8th - up 6% to 53.38% and in 11th - up 7% to 48.5%
- In 12th grade only 23.5% are meeting or exceeding standards
- Subgroup that is meeting our student learner outcomes is with Asians 71% meeting or exceeding standards. Subgroups that are improving with meeting our student learner outcomes where students are meeting or exceeding standards include Hispanic 41%, White 49%. Economically disadvantaged 42%, and EL 42%. A subgroup of concern with meeting our student learner outcomes is our students with disabilities with only 16% meeting or exceeding standard.

**Analysis:** The current CAASPP data for science illustrates our student learner outcomes are not being met. Collecting state assessment data in science started two years ago and more work needs to be done to ensure students are adequately prepared in the areas represented on the assessment including life sciences, physical sciences, and earth and space sciences. Middle school science is in its second year of using a newly

adopted curriculum, Open SciEd. With curriculum resources and assessment data from CAASPP for science, teachers will be able to better align curriculum, solidify pathway courses, and integrate common assessments to prepare students for the CAASPP science assessment.

4. [California School Dashboard Performance Overview](#)

**Current Data Trends:**

- ELA is in the High category with 46.4 points above standard
- Math is in the High category with 7.6 points above standard
- English Learner Progress is very high category with 65.9% making progress towards English language proficiency
- SWD, EL, and SED students are in the low and very low categories on ELA
- SWD in the low category on Math
- Chronic Absenteeism is High category with 16% chronically absent

**Analysis:** The dashboard data illustrates a high level of commitment and performance from our students, parents, and staff in multiple areas. There are challenges in specific subgroups including students with disabilities, English Learners, and socioeconomically disadvantaged students who are not performing as well as other subgroups on the state assessments. The high number of chronically absent students that include excused and unexcused absences has been an ongoing challenge for some time.

5. [STAR - IRL](#)

**Current Data Trends:**

- In the past three years, MS reading levels have remained close to 70% at or above target level.
- In the past three years, HS reading levels have remained close to 62% at or above target level.
- Students with disabilities have grown from 10% to 19% at or above target level over the past three years.
- Economically disadvantaged students have declined from 52% to 47% at or above target level.
- English Learners are mostly scoring below target.

**Analysis:** The STAR IRL reading assessment is an assessment students take starting in elementary school and continue through high school. The IRL is taken multiple times per year and students typically have as much time as needed. Some students use more time than the allotted class time, and others complete the assessment quickly. The combined campus of 7-12th grade tends to be averaging about 66% at or above target level. This is closely aligned to our CAASPP ELA scores with our middle and high school students scoring close to 70% meeting or exceeding standard.

5. [English Learner Data](#)

**Current Data Trends:**

- CdM's site reclassification rate has steadily increased over the past three years from 4.8% to 6.9% with 143 students reclassified this past year.
- Our EL students tend to score higher in the oral sections (45% level 4) vs written sections (9% level 4).
- Spanish speaking EL students have remained steady over the past three years at roughly 22% of the EL population.
- Russian and Mandarin speaking EL students have seen significant increases over the past three years. Mandarin speaking students increased by 11% and Russian speaking students increased by 7%.



**Analysis:** CdM’s English learner population is continuing to grow. A large influx of Russian and Ukrainian students started increasing about two years ago. Our school has employed three Russian speaking Instructional aides to provide language interpretation for our English Learners to increase support throughout their core academic classes. Our site staff has access to language networks which provide language interpretation over the phone or in-person when staff needs to communicate with families. Bringing these students together and pairing them in classes with activities on campus has increased support of their academic and social needs.

6. Student Performance Data: [Math](#), [ELA](#), [Science](#), [Social Science](#), [Overall](#)

**Current Data Trends:**

- Overall our D and F rate has remained relatively low over the past three years to roughly 4% Ds and 3% Fs.
- Algebra 1 and Geometry have higher D and F rate as compared to other math courses with Algebra 1 with 17% and Geometry with 19%.
- Comp Lit 1 and Comp Lit 3 have higher D and F rate as compared to other English courses with Comp Lit 1 with 10% and Comp Lit 3 with 9%.
- Chemistry, Earth Science, and Physiology have higher D and F rate as compared to other science courses with Chemistry at 8%, Earth Science at 8%, and Physiology at 9%.

**Analysis:** Overall, CdM has maintained a low D and F rate but when broken down by departments, there are certain areas that have higher than average D and F rate. The math, science, and English departments continue to collaborate and align their curriculum, develop common assessments, evaluate grading practices and share best instructional strategies to ensure students are mastering their daily learning objectives. The availability of substitute teachers in recent years has spurred opportunities for course-alike team planning days, allowing teachers to collaborate, observe each other, and evaluate student data. Our goal is to reduce the D and F fail rate in the courses where the D and F rate is higher than average. Grading inconsistencies could play a role in the varying of grade distributions found in some departments. Before COVID, the CdM staff began a journey of self-reflection on grading practices and grading for equity but was paused from spring of 2020 till now. The topic of grading for equity has resurfaced and an interest from many staff members to re-engage in this conversation and to align grading practices within our course alike teams and departments.

<b>College and Career Preparation</b>
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1. [Students Meeting A-G Requirements](#)
2. [Career Technical Education Completion Rates](#)
3. [Advanced Placement Data](#)
4. [College and Career Readiness Indicator](#)

**Current Data Trends:**

- The Pathway enrollment has more than doubled last year since 2019, and new pathways that have emerged. Design and Media arts have stayed consistent in popularity and enrollment.
- AP exams increase during junior and senior year. Enrollment and number of AP students are trending downward. Female to male pass rate ratio trended towards each other in 2023.
- EL students are not accounted for in the A-G requirements. They should be added this year because there are 23 Below Basic EL students in middle school alone. The EL population in

high school is higher than it's been in the past.

- 76% of all students are prepared for college from the 2017-19 data as reported in Spring of 2019. There is no data available for 2020-21 due to the global pandemic.

**Analysis:** When looking at the 2019-20 school year to the 2022-23 school year, students who participate and complete pathways are expected to continue these pathways or expand on them post-secondary education. CdM should better track how many students are actually using their training or continuing their expanded pathway in college/higher education/trade education. Since covid, an overall increase in pass rates is evident. There were 50 more graduates, and even though the percentage rate dropped, it's about the same. Prior data indicated that a slight 4% trend down in 2018/19 and the largest affected downward trends were EL (-19.6 EL). Corona del Mar (CdM) High School has earned Gold recognition, being listed on the national AP School Honor Roll. The new awards program, initiated by the College Board, the governing body of the Advanced Placement (AP) Program, acknowledges schools committed to fostering a college-bound culture, providing opportunities for students to earn college credit, and enhancing overall college readiness. To qualify for this recognition, a school must meet specific criteria based on data from the most recent graduating class:

- 40% or more of graduating seniors took at least one AP exam during their high school years.
- 25% or more of the graduating cohort scored a 3 or higher on at least one AP exam during high school.
- 2% or more of the cohort took 5 or more AP exams during high school, with at least one of those exams taken in ninth or 10th grade.

In the 2022-2023 school year, 719 CdM students completed 1,552 AP exams, showcasing the school's commitment to promoting college preparedness. The Golden Awards program recognizes schools that are actively increasing participation in AP programs.

<b>Graduation Report</b>
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1. [Graduation Rate](#)
2. [Post Secondary Status; Historical College Application Data Report](#)
3. Corona del Mar School Profile - [2021](#), [2022](#), [2023](#), [2024](#)

Graduating Class	Number of Graduates	4yr College/ University	Community College	Armed Forces	Applied for Scholarship/ Financial Aid
<b>2021</b>	423	406 (91%)	17 (5%)	1	-
<b>2022</b>	426	409 (93%)	17 (4%)	2	199
<b>2023</b>	426	396 (93%)	17 (4%)	2	236

**Current Data Trends:**

- The overall cohort graduation rate increased to 96.1% from 92.5% in 2020.
- The percentage of students earning the Golden State Seal Merit Diploma increased to 56%.

- Graduates earning the seal of biliteracy has maintained at 30%
- Percentage of graduates meeting UC/CSU requirements is up by 16% to 87% in 2022.
- The dropout rate is low for most subgroups except for students with disabilities at 22.5%.

**Analysis:** After close analysis of the data, CdM improved its graduation rate in the last three years to reach its current mark of 96% and maintained its A-G rate of 87%. A large number, 93%, of our graduates have postsecondary plans to attend colleges and universities and approximately 4% opt for community college. An area of concern is our students with disabilities, and the school as a whole is working to improve outcomes for this group, so these students graduate with more postsecondary options.

### School Climate

1. [Suspension and Expulsion Rates](#)
2. CA Healthy Kids Mental Health Report - [7th](#), [9th](#), & [11th](#)
3. [CA Healthy Kids Survey Data](#)
4. [Perception Data](#)

#### Current Data Trends:

- In the 2023 CAHKS, 7th, 9th, and 11th grade students responded with 68%/69%/67% on school connectedness.
- In the 2023 CAHKS, 7th, 9th, and 11th grade students responded with 61%/69%/68% on having a caring adult on campus.
- In the 2023 CAHKS, 7th, 9th, and 11th grade students responded with 73%/79%/72% of having staff who had high expectations of them.
- Based on the data, our suspension rates have gone up by over 1% pre-pandemic. In the 2018-19 school year, a 0.8% increase rate occurred opposed to a 2.0% rate in 2021-22. Our expulsion rate has not changed, remaining at 0 for the past four school years. Looking at the offenses, drugs and violence without injury are the largest categories.

**Analysis:** The California Healthy Kids Survey is given annually and all students in grades 7, 9, and 11th grade take this survey. Our leadership team and staff use this data to set goals for the upcoming year. With the help of ASB and PALs, CdM is focused on increasing school connectedness for all students through active involvement in clubs and activities while improving communication with school events, so students can attend and support each other at these extracurricular activities. Our staff also believes every student deserves to have at least one caring adult on campus and will continue to build on developing strong relationships with all students. The 2019-2020 low suspension rate for CdM due to the limited time students were in school during the 2019-2020 and 2020-21 because of the pandemic impacts the data and needs consideration. The subgroups of students who were suspended are also relevant. For example, 55% of CdM foster youth students were suspended in the 2019-2020 school year. In 2023-24, the district launched the Alternative to Suspension program or ATS which is another means of correction for students involved in a disciplinary incident resulting in suspension. The purpose of ATS is to provide restorative practices and education related to the behavior in order to prevent similar behavior in the future. The ATS location is off campus and located at the Presidio Learner Center in Costa Mesa. The hope of ATS is that it will be helpful and more supportive for our students moving forward.

## Attendance Data

### Chronic Absenteeism

#### **Current Data Trends:**

- CdM has a high chronic absenteeism rate at 16.2% where students were absent for 10% or more of the days they were expected to attend.
- The highest subgroups with chronic absenteeism include students with disabilities 30%, socioeconomically disadvantaged students 23.6%, Hispanic 20.9%, and White 16.4%.

**Analysis:** At CdM chronic absenteeism continues to be a challenge especially over the last couple of years. About 800 students have excused and unexcused absences for a variety of reasons. The reasons include extended vacations, personal travel, acting/modeling, and personal necessity. Most of these students are able to stay on track and maintain good academic standing. In 2023, a new process was created district-wide for Independent Studies that is coordinated at the school sites for absences between 5-20 days. This may help reduce chronic absenteeism with early identification and communication with staff, so students do not fall behind.

### Tardy Data

#### **Current Data Trends:**

- Total number of unexcused tardies has reduced over the past two years to 23,409 with an average per student of 14.37 tardies.
- Total number of students with a tardy in 2023-23 was 1,628.
- Number of students with unexcused absences in 2022-23 was 792 with an average of 8.18 absences per student.
- Total number of excused absences in 2022-23 was 77,015 with 1,970 students with at least one excused absence and an average of 39.09 excused absences per student.
- Our overall chronic absenteeism remain high as indicated by the CA Dashboard Performance data at 16%

**Analysis:** Since our last self study and through our mid-term visit, tardies and absenteeism remain a challenge at our campus. As a Basic Aid district, Newport-Mesa receives funding independently of daily student attendance. At Corona del Mar Middle/High Schools, the average daily attendance is a commendable 93% rate which is very positive, but it does not accurately represent in-seat attendance due to the inclusion of excused absences by parents and guardians. In the 2022-23 school year, the average number of single-period excused absences per absent student in grades 7-12 was 39.09.

During the 2022 school year, CdM added Raptor attendance machines to help record students entering after the start of school to track tardies and visitors coming to campus. While the new system initially did not perform as promised, student accountability to obtain late passes has created greater accountability. CdM is actively working to redefine attendance practices, consequences for tardies via tardy policy, and interventions to foster a culture of learning and combat chronic absenteeism per California state standards. The administrative team regularly reviews attendance patterns to enhance overall school attendance and distribute detentions for frequent tardies. The addition of the Short Term Independent Studies allows increased communication between school and families, so teachers and staff are made aware of upcoming absences and work collaboratively to best support the student while they stay caught up on academic progress.

**Additional information on staffing, professional development, school safety, facilities, and more can be found on our [SARC](#)**

### **Major Preliminary Student Needs**

- Better support for growing EL population: including both students and teachers preparedness
- Students with disabilities and English Learner students are not meeting standards in ELA, math, and science across the grades as compared to other subgroups.
- Many students are struggling with math concepts and procedures across the grade levels.
- Strategies to get struggling students to interventions
- Students experiencing poor student citizenship through excessive absences and/or tardies impacts on academic performance.
- Student and parent surveys reflect the need to enhance school connectedness and outreach, so the ever increasing Wellness needs of students are effectively addressed.

### **Important Questions Raised by Analysis of Student Performance Data and Demographic Data**

- How are students struggling in mathematics, especially in the area of concepts and procedures, better supported?
- What support needs to be in place for students with disabilities and English Learners to increase academic achievement on SBA assessments in ELA, math, and science?
- What types of assistance and guidance can be implemented in order to decrease chronic absenteeism and incentivize in-person attendance during the school year?
- How is school connectedness improved for students and parents?

### Chapter 3: WASC Criteria and Indicators

#### Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

##### Criterion A1: Vision and Purpose

The school has established a clearly stated vision and purpose reflecting students’ needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school’s purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

**A1.1 Vision and Schoolwide Learner Goals/Graduate Profile:** The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.

**A1.2 Equity and Inclusion:** The vision and purpose of the school reflects a belief that all students can learn and achieve.

**A1.3 Development/Refinement of Vision and Purpose:** There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

**A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals:** There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Findings	Evidence
<p>Each year CdM reviews our mission statement: To provide the highest level of comprehensive instruction aimed at empowering students to learn with resiliency, act with integrity, and live with empathy.</p> <p>The purpose of Newport-Mesa Unified School District, in partnership with the Costa Mesa and Newport Beach communities, is to graduate students who have acquired the knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals, which will enrich our society. The Corona del Mar community is of the same mindset.</p> <p>The goal of our mission statement is to align with the ideals of all the stakeholder groups to support CdM’s Schoolwide Learner Goals and the current LCAP. The schoolwide vision is reflected in the student handbook that details all school policies, offerings, and rules, classroom posters highlighting the Wellness Team and good behavior, the school website, Seaking pride murals across campus, discussions during Student Voices, and <i>Why You’re Awesome</i> note cards that teachers send out monthly to students. In conjunction with Board Meetings and School Site Council meetings, CdM’s Site Leadership Team (SLT) meets the first Wednesday morning of every month to receive updates from the district office and administration. It is also a time for department chairs to bring concerns from their departments to the SLT team for discussion. The SLT meeting information is shared at the department meetings the following Monday. It is effective in the dissemination of clear communication schoolwide and within departments,</p>	<p><a href="#">CdM Website</a>  <a href="#">CdM Behavior Matrix</a>  <a href="#">CdM Core Values</a>  <a href="#">Citizenship Rubric</a>  Teachers’ Syllabi  <a href="#">Student Handbook</a>  School Site Council  Tutor Corps Classes  Intervention classes  <a href="#">NHS</a>  67% of students participate in  Sports or Extracurriculars  Restorative Practices  <a href="#">ONE on campus</a>  <a href="#">Patrick’s Purpose</a>  Wellness Center/ZenDen  Awards Night</p>

<p>collecting and dispersing information across the site brings issues and possible solutions to light, coordinating departments and the entire staff.</p> <p>To ensure open and constructive communication to all stakeholders, CdM further utilizes Trident TV, SSC and SLT meetings, Principal’s messages, classroom and campus expectations (rally block first week and after major breaks), department meetings, social media (PTA, CdM pride, foundation, etc), and emails to families. PBIS (rebranded as Climate and Culture) holds weekly meetings to support and uphold the school mission, motto, and initiatives.</p> <p>The school motto is also posted around campus:  <b>Cultivate Integrity, Develop Resiliency, Model Empathy</b></p> <p><b>Summary Analysis:</b> Staff assessment of this indicator reveals the school has a fairly new mission statement, reformed in the 2016-17 school year, and the statement has not been changed since; however, it is reviewed by stakeholders yearly. The school’s mission statement and motto are aligned with our Single Plan for Student Achievement, the District LCAP, and NMUSD Board Policies.</p> <p>The <a href="#">PBIS behavior matrix</a> and <a href="#">Citizenship rubric</a> are utilized and referenced more often to reinforce positive behaviors on campus, set schoolwide expectations, and assist in further building students’ character.</p>	
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**Criterion A2: Governance**

The school’s purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

**A2.1 Relationship Between the Governing Board and the School:** The school community has a clear understanding of the role of the governing board and how the governing board’s decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Findings	Evidence
<p>Corona del Mar’s policies and procedures are consistent with that of NMUSD and the governing board. CdM’s guidelines including the SPSA aligned with LCAP goals, WASC Action Plan and learner outcomes are supported by the district. The Superintendent’s Certificated Advisory Council was created as part of an effort to have more consistent communications with certificated/classified staff and parents across the district.</p> <p>The Council serves as a channel between the Superintendent’s office and certificated staff school sites and remote district offices. Meetings are conducted with an open agenda format and function as a large focus group. Staff learn about district processes and initiatives, share successes, issues of concern, and are encouraged to express their vision for their school and our district. The council</p>	<p><a href="#">LCAP</a></p> <p>Superintendent’s Certificated Advisory Council</p> <p>District Leadership</p> <p><a href="#">SSC</a> (School Site Council)</p> <p><a href="#">SLT</a> (Site Leadership Team)</p> <p><a href="#">Course alike meetings</a></p>

<p>includes members of the community, parents, administration, and students. However, it initially did not include middle school students, but as a 7-12 campus, the change was made to include middle school students.</p> <p>Once a month stakeholder groups engage in the governance of the school through the School Site Council, which includes parents, students, teachers, administration, and a classified staff member. The SLT makes decisions that promote learning, guide school policy, and effectively allocate resources to ensure that school goals and priorities are met and students achieve at all levels.</p> <p>Part of the school vision is that student growth is the responsibility of the entire community, so parents along with teachers and staff participate directly in the decision making process. As CdM has significant parent involvement it is crucial to keep parents informed of current and developing academic and social-emotional student learner trends. This is accomplished by communicating with our PTA and Foundation leadership, Principal’s messages to the staff and community.</p> <p>Labor Management Initiative (LMI) brings together district staff and various leadership bi-monthly to talk about positive communication on all levels. Discussion topics include district-wide goals and issues (retention of employees, budgets, positive communication and trust, etc.).</p> <p><b>Summary Analysis:</b> In conjunction with NMUSD policies and guiding practices, CdM’s vision supports and promotes Schoolwide Learner Goals that evolve with the needs of the community and students on campus. The 2023-2024 school year has experienced a significant influx of Chinese and Eastern European students, and adjustments are currently happening to best meet their unique needs at all levels as well as helping teachers and staff with strategies and translators.</p>	<p><a href="#">Department meetings</a></p> <p>Instructional Coaches</p> <p><a href="#">LMI</a></p> <p><a href="#">ELAC</a></p>
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**Criterion A3: Leadership for Learning**

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students’ needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school’s purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

**A3.1 Broad-based and Collaborative:** The school’s leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

**A3.2 Leadership Role in Accountability:** The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

**A3.3 School Action Plan/SPSA Correlated to Student Learning:** The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

<b>Findings</b>	<b>Evidence</b>
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<p>On a regular basis the SLT and SSC analyze specific data including test scores, attendance data, grade distribution, graduation rates, and intervention data to help inform schoolwide decisions. When more staff perspective is needed, department chairs solicit feedback from department members. All staff meetings are held to review the various achievements and perception data, especially in the spring, so refinements can be made for the following school year with regard to the schedule, goals and major student learner needs. Department collaborations are held during late start Mondays to align curriculum, share best instructional practices, develop and calibrate common assessments, and other department needs.</p> <p>The regular quarterly grade-alike meetings unify teachers across various subjects to discuss and identify issues with students who may be struggling in multiple areas and refer them to the wellness team for further support. The team also identifies areas of concern on campus that may affect students behaviorally, emotionally, academically, and brainstorms solutions.</p> <p>Course-alike teams guide grade-alike goals within departments and help align pacing, common assessments, and data. Working collaboratively with colleagues helps with needed curricular adjustments and provides ideas for differentiation, especially needed with our growing EL and 504 population.</p> <p>Department meetings include discussing events, issues, goals, coordination, funneling information from SLT, consensus building, trends in disciplines, textbooks, and training with staff members.</p> <p>Each leadership team and stakeholder identifies major student learner areas of need as they arise to ensure proper action is taken and future funds are allocated if necessary.</p> <p><b>Summary Analysis:</b> CdM identified the need to improve the communication between general education teachers and educational specialists, especially the case carriers for students with IEPs. Situations occurred where the teacher was unaware of accommodations until several weeks into the year. The specialists now have all IEP requirements to the teachers within the first 2 weeks of school to ensure student success when the school year begins. The leadership at CdM is truly focused on positive impacts of student learning, but always continues to improve and work together with so many moving parts to ensure cohesive and effective leadership.</p>	<p>Department/School-wide discussions  <a href="#">Classlink</a>            Results used to make curricular adjustments/differentiation</p> <p><a href="#">Grade-alike Meeting Dates</a>  <a href="#">Grade alike meeting example</a>  <a href="#">Creation of mission and goals aligned with evidence</a></p> <ul style="list-style-type: none"> <li>● Course-alike meetings</li> <li>● Pull-out days for course-alike alignment</li> <li>● Common assessments within departments</li> <li>● Interventions (NHS Tutoring, Monday intervention office hours)</li> <li>● <a href="#">College Essay Nights</a></li> <li>● <a href="#">STAR Testing</a></li> <li>● Callahan consultants for math benchmarks</li> <li>● <a href="#">CAASPP</a></li> <li>● <a href="#">CAST</a></li> <li>● Assessment w/ School Psych</li> <li>● Academic Eligibility List</li> <li>● <a href="#">Behavior Matrix</a></li> <li>● <a href="#">CdM Core Values</a></li> </ul>
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**Criterion A4: Qualified Staff and Professional Development**

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

**A4.1 Qualifications, Preparation, and Supervision of Staff:** The school understands district and school

procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.2 Professional Learning and Impact on Student Learning:** The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

**A4.3 Communication and Understanding of School Policies and Procedures:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Insert text here

Findings	Evidence
<p>NMUSD and CdM believe that the first step to ensure every student successfully achieves all academic standards is a fully qualified staff in the classroom, new and returning teachers alike. During the first two years of a new teacher’s job, they must complete the state-required, district-run Induction Program. They are coached by a seasoned teacher on campus; the two meet at least once a week to discuss classroom issues and work on their Induction Project together.</p> <p>Certificated staff are supported in their endeavors to continue their education in obtaining their masters and/or doctorate. Once completed, the staff is compensated commensurate with that year’s salary schedule.</p> <p>The first month of school to properly focus the staff, administration requires teachers to create an IDP (Individual Development Plan) that addresses specific goals of growth for the year. For the first section of the IDP, the departments collaborate as a team with a focus on specific administration-chosen standards. Then, each teacher chooses two standards to complete on their own to demonstrate personal goals. Later, in the year administration schedules classroom observation visits to watch the teachers execute a lesson. Finally, the teacher and administrator meet to discuss the evidence and procedures witnessed in the classroom and review strengths and suggestions for growth. On a less formal basis, throughout the year administration completes brief classroom walkthroughs to establish a presence for both the staff and students.</p> <p>Prior to starting school, all teachers generate a syllabus for their classroom containing both learning and behavior expectations aligned with the policies in CdM’s student handbook. Many teachers further discuss their proposed class rules allowing students to participate in the final draft to create a sense of collaboration.</p> <p>Whole staff PD training occurs several times throughout the year starting with the week before the school year begins in August. District personnel, administration, and instructional coaches are on-site to distribute information about district policies, new procedures, what administration and staff are assigned to various roles, and to introduce new staff. Teachers receive folders with documentation on general procedures, safety guidelines, and timelines for all campus activities such as attendance, grades, drills, and interventions.</p>	<p><a href="#">IDP Breakdown</a></p> <p><a href="#">SLT Meeting agenda</a></p> <p><a href="#">BTSA Induction</a></p> <p><a href="#">CAHPERD Conference</a></p> <p><a href="#">C.A.T.E.</a></p> <p><a href="#">UCI Writing Conference</a></p> <p><a href="#">CASE Conference</a></p> <p><a href="#">CLTA Conference</a></p> <p><a href="#">CCSS Conference</a></p> <p><a href="#">CUE Conference</a></p> <p><a href="#">Professional Growth</a></p>

Keenan SafeSchools is an online portal for safety training and tracking systems designed for school employees. The customized training programs are designed to offer scenario-based training courses that use the internet to deliver safety training to our stakeholders.

- Mandated Reporter: Child Abuse and Neglect (California Full)
- Students Experiencing Homelessness: Awareness & Understanding (Full Course)
- Youth Suicide: Awareness, Prevention and Postvention (Full Course)
- Sexual Harassment Prevention for Non-Managers (SB 1343) (Full Course (California)
- Bullying: Recognition and Response (Full Course-California)
- Newport-Mesa USD 2023-24 Annual Employee Notifications (Custom)

For the 2023-2024 school year, and moving forward the district offers grade-level PD days. Each teacher within a grade level team receives sub coverage, and together they spend the day aligning curriculum, evaluating their current units, and creating new content to meet the needs of CdM’s evolving student population.

At the district level for each discipline, there are Teachers on Special Assignment (TOSA) for middle and high school. The TOSAs met with the Department Chairs in September and individually with the departments within the first quarter. They are available for guidance, to help plan PD curriculum, and represent the departments at the district office.

On the CdM campus a team of 4 instructional coaches and 2 technology coaches meets weekly during their common prep period to develop curriculum ideas using new technology and trends, to support teachers, student academic success, and student engagement. They present the lessons during all staff PDs and allow time for actual application. The coaches also host quarterly learning rounds that allow teachers a day to observe other teachers at work in their classrooms with follow-up debrief conversations to identify key takeaways. The chance to experience other teaching styles promotes positive classroom culture while also unifying the staff. Each coach provides office hours to support staff with activities and assessments.

AP Teachers attend College Board Readings as employees of the College Board. Teachers are also reimbursed for attending professional development opportunities put on at the county office, local universities, and at the state level. Site funding for class coverage is often available when teachers attend professional development. For several years acquiring substitutes for staff PD was difficult, but the district and school site took the necessary steps to ensure subs are available, allowing a greater number of teachers the opportunity for dedicated professional development.

Monday Late Starts are allocated staff time for reaching out to struggling students and their parents, targeting low grades, missing assignments, and initiating a dialogue to start a path to improvement.

To further align the staff, administration creates a yearly Shared Drive in Google for easy access to important reference documents dealing with everything from scheduled

[Keenan Training](#)

Approved [AP course list](#)

<p>PD meetings, the master schedule, staff roles, locations and phone extensions, and Student Assistance Forms. In Schoology, a discussion board was included for quick questions and answers from the faculty or to simply share some significant or fun information.</p> <p><b>Summary Analysis:</b> Having time to collaborate and design units/lessons together is an extremely valuable teaching tool. The district and CdM are moving in a positive direction by offering more opportunities to work with colleagues to create curriculum and plan units to be more aligned at all levels. For the singleton teachers, time is offered to meet with similar course teachers across the district. Even with greater opportunities for teachers to work together, more needs to be done to encourage students to attend Intervention time when needed. Teachers are trying best shared practices like bonus points and extra re-takes to motivate students. Documenting/tracking when students attend and their main reason will help with future strategies.</p>	
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**Criterion A5: Resources**

The human, material, physical, and financial resources are 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 student goals/graduate profile, academic standards, and college and career readiness expectations.

**A5.1 Resource Allocation Decisions:** School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

**A5.2 Practices and Procedures:** Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

**A5.3 Instructional Materials:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

**A5.4 Facilities Conducive to Learning:** The school’s facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Findings	Evidence
<p>Corona del Mar’s district office allocates LCAP money through the School Site Council (SSC) and Role &amp; Recompense (R&amp;R). Certificated staff members run the Role and Recompense to ensure equitable and fair funding practices. The committee defines sports and club commitments on campus. LCFE funding allocation is limited due to our school’s demographics, but the District continues to support site and District initiatives. Departments receive a portion for supplies and other classroom needs.</p> <p>At the school site, CdM parents play a vital resource. They are highly involved in many school groups such as PTA, Foundation (combined with the Boosters), and SSC, all very willing to generously support CdM programs and teachers with their time and monetary resources. Each year because of successful fundraisers, the PTA offers staff members grants for almost any</p>	<p>SSC ELAC</p> <p>Vickie Gilmore</p> <p>Instructional Coaches funded by District</p> <p>PTA/Foundation/Boosters Funding</p>

classroom need like books for classroom libraries, bookcases, and extra sporting equipment. The grant program also ensures that extra novels/texts are purchased, through our librarian, for every unit among disciplines to comply with the Williams Act. The Foundation provides funding for larger, physical improvements to the campus as well as augmenting technology needs for the students and classrooms.

Since our last WASC visit, the parent groups raised money for a Learning Resource Center (LRC) for both teacher and student use. While some of the books as the library portion were reduced, it now offers a warm, friendly environment for students to work and teachers to hold seminars and evening events, like college essay editing and club meetings.

The Foundation also funds a full-time College & Career Coordinator who runs the LRC and plans weekly college visits and college fairs. In addition, the Foundation funds a full-time student/parent liaison to provide support to struggling students and parents.

**Summary Analysis:** The equitable distribution of resources is based on yearly data that is monitored by the district, the principal, and the SSC. The needs are ongoing, especially with one-on-one Chromebooks that need maintenance. The support of the PTA and Foundation are invaluable to helping CdM by supporting teachers, staff and the campus as a whole.

## **ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary**

### **Areas of Strength**

1. Whole school commitment and belief to prepare all students for college, career, and life.
2. Clear and public Mission Statement
3. Student Voices directly reflects core values
4. Athletics support our core values as well
5. Positive Postcards support our core values and include families in the process
6. ASB activities (new student lunches, recognizing important events)
7. Best Buddies and Sparkle
8. Unification of student apps and websites within Schoology
9. Various certificated and classified workers to support student success
10. Meetings and other important events are clearly communicated to staff and shared out (admin → teacher and staff leadership → all staff)
11. Highlighting all pathways after high school (military, college, community college, vocational, etc)

### **Areas of Growth**

1. Greater teacher support/training for EL population
2. Greater focus on student/staff wellness (stress)
3. Greater focus on Core Values of lessons and campus-wide
4. Increased communication with students regarding excessive absences/tardies

## Category B: Curriculum

### Criterion B1. Rigorous and Relevant Standards-Based Curriculum

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

**B1.1 Current Educational Research and Thinking:** The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

**B1.2 Congruence with Schoolwide Student Goals:** There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

Findings	Evidence
<p>Corona Del Mar High School students receive a high-quality, academically challenging curriculum that is based on the California Common Core State Standards (CCSS). The teachers and staff constantly work to demonstrate rigorous and relevant instruction to ensure students are challenged and engaged in their academic pursuits. Teachers in all disciplines regularly evaluate curriculum and student performance to guide and revise instructional content. Several educational and research tools are utilized to support teacher assessment of academic standards like <a href="#">STAR testing</a>, <a href="#">READ 180</a>, <a href="#">CAASPP</a> performance, and benchmarks.</p> <p>Teachers participate in a wide range of district and schoolwide professional development opportunities to ensure students experience common goals and alignment throughout all the core and elective classes. CdM’s Instructional Coaches create and model lessons quarterly for the whole staff, sharing better practices and providing creative instruction that every department can incorporate into their planning. Teachers have the opportunity to work together to develop and adjust curriculum, an important aspect in evaluating student application of skills prior to and during units. The ultimate school wide goal is to design common formative and summative assessments to measure a competent level of understanding while maintaining an enriching learning environment.</p> <p>One critical area of follow-up from the last WASC visit was better targeting of academic support for at-risk students at every level. To support the entire student body of English Language Learners, Special Education, Honors/Advanced Placement, college-bound, and career-focused students, the staff works in departments and teams to differentiate lessons and units to support all student learning needs. Additionally, all teachers maintain office hours during embedded Monday Late Starts, as well as individually-scheduled office hours, to administer specific support for student needs for a variety of reasons, including extra test prep, retakes, reteaching lessons, and intervention. In short, CdM strives to create lifelong learners who communicate effectively and think critically.</p> <p><b>Summary Analysis:</b> CdM’s staff through district and site professional development are aligned regarding rigorous and relevant curriculum and expected outcomes for student success. Being attuned with the needs of the struggling students in classes</p>	<ul style="list-style-type: none"> <li>● <a href="#">Monday Late Start</a></li> <li>● <a href="#">Intervention</a></li> <li>● <a href="#">2023 AP Score Report</a></li> <li>● <a href="#">Grad rates</a></li> <li>● <a href="#">National rankings</a></li> <li>● Electives (various)</li> <li>● Senior Packet Link</li> <li>● STAR Testing procedures</li> <li>● CdM Math pathway options</li> </ul> <p><a href="#">Example of Instructional Coach PDs</a></p> <p><a href="#">US News and World Report (High School Ranking Report) 2023</a></p>

<p>aids in developing specific strategies. Our site encourages regular contact with the wellness team as needed. Reaching out to counselors, psychologists, administration, and case carriers further establishes an integrated support for students, not just academically but emotionally, as well. Utilizing technology also positively encourages students; the schoolwide integration of Schoology allows the students a thorough understanding of student success and needs, course offerings and requirements, and improves student well-being by increasing college and career readiness.</p> <p>**2023-current is supporting a district-wide curriculum adoption for science aligned to NGSS. This year there will be a pilot for 2-3 units of implementation of <a href="#">Open Science Ed</a> from grades 9-12 with a decision on full adoption by the end of the 2023-24 year. The continuity of the same textbook resource aids in the vertical alignment of content, skills and standards covered across between middle and high school. In the spring of 2023, MS ELA, World Language French and Spanish, and AP Environmental Science moved forward with their textbook adoption. MS Math went through textbook and curriculum adoption five years ago with Illustrative Mathematics and HS math adopted the same curriculum in 2022. Social Science adopted new curriculum materials in 2018.</p>	
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**B1.3 Academic Standards and College and Career Readiness Indicators:** The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.4 Curricular Integration:** There is integration between/among areas of study, academic standards, and college and career readiness indicators.

Findings	Evidence
<p>Students at CdM receive thorough guidance (bi-annually) for course choices and preparing for the following year to ensure they meet all A-G requirements during high school. The focus intensifies as they reach their junior and senior years. Teachers, counselors, and support staff are more readily available to help with career path advice, college applications, letters of recommendation, and any other instructions the upperclassmen may require.</p> <ul style="list-style-type: none"> <li>• Students have access to the Learning Resource Center for academics, college and career readiness, and tutoring. The LRC is run by CdM’s College &amp; Career Coordinator. While her main focus is connecting students with prospective colleges and after high school options, she is also very helpful at finding mentors for the senior project, working with students who just need another connection for academic or personal reasons.</li> <li>• Senior Boot Camp: all seniors meet with the counselors the second week of school to update their School Link, complete their college and career readiness packets (they started junior year), and prep their Letters of Rec requests.</li> </ul>	<p><a href="#">AGS</a>  <a href="#">AP classes</a>            College Entrance Requirements (Aeries)  <a href="#">SchoolLinks</a>- College Application Manager            College Essay Nights  <a href="#">SchoolLinks</a>-Career Exploration  <a href="#">Mary Russell: College and Career Programs</a>  <a href="#">CTE Pathways</a>  <a href="#">NHS tutoring</a>  <a href="#">Student Handbook</a>            Learning Targets visible in each classroom            Approved <a href="#">AP course</a></p>



- College essay review night: starting mid-September through December teachers and counselors are available in the LRC or on Zoom to edit and consult on student essays needed for college applications (4:30-7:30).
- ROP classes are offered as electives.
- Each student is provided with a Chromebook for classes
- Each student receives a Student Handbook & Planner that includes master schedules, A-G coursework, tardy and attendance policies, student support personnel, and much more. The students have access to all school information in their handbooks.
- Students are offered 27 Advanced Placement classes.
- 719 of 1464 students = 49.1% of students take AP Exams; 1552 exams taken
- Co-Lab: 8 classes that help bridge the gap between general education and special education students. Students from the various levels work together while both teachers are available to model, instruct, and help with lessons/work:

7th & 8th grade Language Arts  
 7th & 8th grade Math  
 7th-9th (EL) READ 180  
 9th grade Algebra 1  
 9th grade Biology  
 10th grade Chemistry

- Students have access to their guidance counselors throughout their high school career and especially their senior year to ensure they are on track for graduation and the college application process.
- Science teachers adhere to NGSS.

**Summary Analysis:** The curriculum and inclusive supplemental support are highly effective in establishing student success as is indicated by refined/improved academic and mental health goals and greater college and career readiness. As CdM has a high percentage of students who move on to the university level, many programs, events, and courses are geared around their guidance and support to prepare them for higher learning. Our Pathways, ROP classes and career/military days assist in helping those students who have alternate plans after high school and offer support and encouragement for their future choices. The programs and supervision start as early as 7th grade and continue through senior year.

list

[UC A–G approved course list](#)

**B1.5 Community Resources and Articulation and Follow-up Studies:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Findings	Evidence
<p><b>Senior Project</b>-As part of the Senior English curriculum, the 3-part Senior Project is built into the curriculum. The project consists of a 20-hour job shadow of their choosing that may include local businesses or a community service organization. The experience incorporates an 8-10 page research paper that is tied to the job shadow, and a 6-8 minute presentation for the culmination of the project. Eighty-plus teachers, community and board members volunteer to serve on panels over a 2-day period to evaluate the students and provide feedback.</p> <p><b>College and Career Coordinator</b>-Mary Russell organizes 100s of visits from college reps from all over the country throughout the year. In May, she hosts 50+ colleges on campus for an annual college fair. She also includes active military personnel, vocational school representatives, and local business owners to offer options beyond the college route.</p> <p><b>History Day</b>-A special event where military veterans from all branches come to speak with a group of 4-5 students during class. Students learn about the veteran’s duties and experiences in the service.</p> <p><b>Mock Trial</b>-Students engage in trial simulations in competition with teams from other institutions. The program helps students acquire a working knowledge of our judicial system, develop analytical abilities and communication skills, and attain a meaningful understanding of their obligations and responsibilities as participating members of our society.</p> <p><b>ROP Electives</b>-Hands on classes that students can take as electives to gain real world experience in various fields.</p> <p><b>Feeder School Events</b>-In May, CdM ASB hosts a rally and campus tours for incoming 7th graders from our feeder schools to highlight curriculum, electives and provide a tour of the school.</p> <p><b>Coastline Community College</b> - Two courses, History of Rock and Intro to Business are offered on campus for students to improve their GPA, get college experience, and add to their application resume.</p> <p><b>Summary Analysis:</b> Regular counselor transcript review, community partnerships, and weekly visits by college reps, current and past military personnel, and other career professionals increase and encourage student choices beyond high school. The students are more aware of future options expanding confidence and preparedness for graduation.</p>	<p><a href="#">Senior Project Packet</a></p> <p><a href="#">CdM College and Career Programs</a></p> <p>College Fair</p> <p>Living History</p> <p>Mock Trial</p>

**Criterion B2. Equity and Access to Curriculum**

All students have equal access to the school’s entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

**B2.1 Variety of Programs — Full Range of Choices:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

Findings	Evidence
<p>CdM offers a full range of curricular and extracurricular classes and programs to meet all students’ academic needs and personal interests. Students learn about their options as early as their 7th-grade year. A full list of course options is included in their student handbook, and every Spring the counselors visit with students to highlight the options for the upcoming year to help them make well-informed selections for their schedule. As the students advance, the frequency and significance of their time with their counselor increases. The AP and Academy teachers also hold Spring meetings to not only promote their courses but to detail the requirements needed for success.</p> <ul style="list-style-type: none"> <li>● 27 AP classes offered</li> <li>● Electives: Yearbook, Trident Magazine, Ceramics, Choir, Jazz Band, Drumline, Orchestra, Drama, etc.</li> <li>● Academy Pathways (Global Studies, PAMA, CTE)</li> <li>● Robotics</li> <li>● Mock Trial</li> <li>● Speech and Debate</li> <li>● College Counselor/School Links</li> <li>● AB and BC Calculus offered. Multivariable Calculus is offered for the 2023-2024 school year through collaboration with Coastline College</li> <li>● ROP elective courses</li> <li>● Extracurricular: Athletics/Club Rush allows motivated students the opportunity to create and nurture their interests beyond the classroom. The students are required to find an advisor, recruit members, develop a hierarchy, and schedule and run meetings.</li> </ul> <p><b>Summary Analysis:</b> CdM has an abundance of General Ed and AP course offerings along with several extracurricular options, some student-generated, to satisfy the needs of our students at both the academic and personal levels. Many of the courses and electives alike are high-achieving and contain rigorous curriculum. Even with these offerings, an ongoing desire exists for a greater variety of General Ed electives with more CTE and ROP course offerings. Annually, the administration and the staff evaluate the needs/wants of the students with the intent of updating and improving class options for future course selection that continue to meet student learner needs.</p>	<ul style="list-style-type: none"> <li>● <a href="#">CTE Pathways</a></li> <li>● <a href="#">Master Schedule</a></li> <li>● <a href="#">AP Coursework</a></li> <li>● <a href="#">College and Career Readiness</a> Counselor (Mama Mary)</li> <li>● <a href="#">Robotics pathway</a></li> <li>● <a href="#">PAMA</a></li> <li>● Schoolinks exploration for postsecondary opportunities</li> <li>● ROP courses</li> <li>● 8 classes for MS (3 elective opportunities)</li> <li>● Club List</li> </ul>

**B2.2 Access to Curriculum, Including Real World Experiences, by All Students:** A rigorous, relevant, and

coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

Findings	Evidence
<p>Several programs and academies have established community partnerships with professional curricular networks, government entities, and multiple industries that connect students with working professionals, internships, mentorships, and industry-standard resources and experiences.</p> <p>Examples include AGS (Academy of Global Studies), PAMA, use of ACME for animation, CTE courses (e.g., Engineering, Theater Tech, Digital Media Art), ROP enrollment, Senior Projects, Mock Trial, History Day, and boat races. CdM desires to grow these opportunities for students and create or reestablish other areas for connecting students with real-world experiences and networks, such as bringing back Youth &amp; Government and/or Future Business Leaders of America (FBLA).</p> <p>CdM's College &amp; Career Coordinator and other staff are also highly committed to organizing regular college and career fairs with diverse representation. Frequent college visits from multiple institutions in higher education (colleges, universities, trade programs, etc.) are coordinated throughout the year. Meetings for students with occupational professionals, businesses, and military personnel are routinely scheduled with the various reps.</p> <p><b>Summary Analysis:</b> Students have access to multiple rigorous, relevant courses, programs, and pathways, especially ones that meet students' interests. Some courses are only offered to those enrolled in a particular pathway, and students who want to take these courses cannot because they are not openly offered, something for future consideration if significant interest develops. Access to CTE and ROP courses are also limited, but as more interest arises in these areas, a possibility to add courses exists.</p>	<ul style="list-style-type: none"> <li>● Cal State Standards</li> <li>● Extracurricular curriculum field trips</li> <li>● Senior Projects</li> <li>● ACME Curricular Network</li> <li>● <a href="#">PAMA</a></li> <li>● <a href="#">AGS</a></li> <li>● Textbooks</li> <li>● Digital curriculum</li> <li>● CTE Pathways</li> <li>● ROP coursework</li> <li>● <a href="#">Master schedule</a></li> <li>● College Fairs on campus</li> <li>● Course syllabi</li> <li>● Intervention courses for Math, ELA</li> </ul>

**B2.3 Student-Parent-Staff Collaboration:** Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Findings	Evidence
<p>Teachers, parents, and students all have access to Schoology through ClassLinks to access student grades and other important information. The technology allows for open communication and online guidance for the students.</p> <p>Parents play a big role on campus both in the classrooms and across campus through PTA, Boosters (which merged with Foundation this year), Foundation, and volunteerism with high retention and recruitment rates. Their continued</p>	<ul style="list-style-type: none"> <li>● PBIS</li> <li>● <a href="#">School Website</a></li> <li>● <a href="#">PTA</a></li> <li>● <a href="#">CdM Foundation</a></li> <li>● Schoology</li> <li>● Blackboard messaging system</li> <li>● <a href="#">Aeries</a></li> </ul>

involvement is crucial for support, volunteerism, and funding for teachers, athletics, academies, and clubs.

- Classlinks connects families and teachers with centralized applications relevant to student and faculty networks and needs
- Events such as Back to School Night and Open House invite the community and student families to connect with school community directly
- CdM's school website connects members of the community (parents, students, etc.) with school and school program information (flyers for events, websites for individual programs, faculty/staff contact information, etc.)
- Parent Volunteers on campus and at events
- SeaKing Pride Luncheon
- 504/IEP attendance includes student, parents, teachers and admin

**Summary Analysis:** Areas of growth include the need for more streamlined communication between teachers and individual student learning teams; there is currently a tedious process of looking up individual student schedules and the individual learning team members (parents, counselors, faculty connected to a student) and their emails separately. A need also exists for a universal email system between parents, students, and faculty/staff; currently, faculty uses Schoology messenger to communicate with students, but Schoology is not an email platform and messages are not organized at the school site.

- SchoolLinks
- Classlink
- Back to School Night
- Open House
- Extracurricular involvement
- Counselor grade level presentations
- Counselor/Student/Parent meetings

## ACS WASC Category B. Curriculum Summary

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.*

### Areas of Strength

1. Multiple AP classes (and AP scores)
2. NGSS (Science)
3. Textbook adoption
4. Intervention time weekly
5. PAMA
6. AGS
7. CTE pathways
8. Credit recovery
9. Community partnerships
10. Senior Projects
11. Extracurriculars
12. Partnership with local community colleges

### Areas of Growth

1. More intervention classes
2. Better Classes for non-college bound students
3. Relevant/updated course material
4. Revamping Vertical Alignment among disciplines

## Category C: Learning and Teaching

### Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences


All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college and career readiness indicators.

**C1.1 Results of Student Observations and Examining Work:** All students are involved in challenging and relevant work in an equity-centered learning environment.

Findings	Evidence
<p>CdMs’ teachers develop curriculum and implement lessons firmly based on state standards. A single grading policy for all teachers is not required, but the variation provides students with opportunities to learn from different modalities.</p> <ul style="list-style-type: none"> <li>● Standard-based grading with teacher feedback and student opportunities for improvement (10th grade CompLit and AP courses).</li> <li>● Co-lab options for middle and high school classes, combining a general education class with a basic skills level class. Both teachers are available for student instruction and guidance while also decreasing the student:teacher ratio.</li> <li>● Students receiving special education services have access to general education classes for inclusion and socialization, including PE and elective.</li> <li>● After assessment and assignment feedback, teachers create small group pull-out sessions with-in a block period to focus on struggling students with possible re-assessment of work.</li> <li>● Intervention hours-small group/one-on-one work for support.</li> <li>● Finals’ study sessions with a Fiesta theme to help prepare for final exams.</li> <li>● Student peer and supported editing and revising.</li> <li>● Socratic seminars across disciplines with a focus on a dialectic class dealing with specific text. Participants (teacher &amp; students) seek a deeper understanding of complex ideas through rigorously thoughtful dialogue.</li> <li>● Various levels of novels offered for all student levels, both in the main library and classroom libraries.</li> <li>● Additional study time during teacher office hours for struggling students.</li> <li>● Assignments listed and submitted on the Schoology platform with grades and feedback provided in a timely manner.</li> <li>● Learning Targets listed daily in every classroom.</li> <li>● New translators hired to help EL students (Russian).</li> <li>● New EL teacher hired in 2023 maintaining 3 EL classes versus 1 class.</li> </ul> <p><b>Summary Analysis:</b> In an effort to guarantee that all students access rigorous standards-aligned curriculum designed to make them college and career ready, CdM offers a number of support classes and resources. CdM has experienced a significant change in the student population, specifically including socioeconomic disadvantaged and EL students, teacher and staff strive to make adjustments in a timely manner to ensure all students feel they are a priority. While our various student populations continue to expand and diversify, the administration,</p>	<p>Socratic seminar Monday Late Start Intervention Time Office Hours Course List Finals Fiesta Enrollment in Tutor Core Paper Dashboard Advisor Dashboard on Schoology Assignment specific rubrics Question trails activities Approved <a href="#">AP course</a> list</p>

<p>instructional coaches, and teachers work together to best meet their needs even though at times, the changes occur faster than the solutions. Each ethnic group and each individual student may be in a very different place with regard to academic and emotional needs, and taking the proper time to evaluate each one is important, but more resources are necessary for success.</p>	
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**C1.2 Student Understanding of Learning Expectations:** All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Evidence
<p>One way that students truly find success is when consistency among the staff exists. Each teacher has their own strategies and styles when it comes to classroom teaching, but having common practices school-wide emphasizes the importance, making it easier for the students to understand and accept the universal policies.</p> <ul style="list-style-type: none"> <li>● At the beginning of the school year teachers distribute a class syllabus with a clear explanation of class requirements, expectations, grading policies, and rules.</li> <li>● Learning targets are presented both daily and weekly to students while also posting them on whiteboards in the classroom. The targets are often revisited as the lessons progress through the week.</li> <li>● Many departments scaffold the curriculum from year to year to ensure certain skill sets are taught, so that the following year, the students are prepared for the next level of instruction.</li> <li>● Teachers utilize textbooks aligned with state standards and the district's common course of studies. Some departments, Science and Math, have spent the last few years adopting and testing new textbooks..</li> <li>● Middle school implemented StudySync this year, a platform that leverages technology and media to engage and inspire students at all levels in their academic pursuits.</li> <li>● Before, during, and after units of study, teachers model examples, provide outlines and study guides, and offer test prep and post assessments to maximize understanding and student success; some provide lesson detailed rubrics for a specific focus on learning.</li> <li>● 504(accommodations and goals)/IEPs</li> </ul> <p><b>Summary Analysis:</b> As CdM experiences new/growing sectors of student populations, developing new courses and adding new staff has been necessary. Creating consistent standards and practices school-wide is essential for developing, meeting, and exceeding student learners' expectations. As the EL enrollment increased and students receiving special education services had greater needs, CdM updated the schedule and staffing as needed. Utilizing a variety of technological resources also enables students to learn beyond the classroom and unit texts, while supporting teachers in</p>	<p><a href="#">Secondary Curriculum &amp; Instruction - Newport-Mesa Unified School District</a></p> <p><a href="https://nmusd.schoolology.com/home">https://nmusd.schoolology.com/home</a></p> <p>Behaviour Matrix Citizenship Matrix Tardy Policy Cell Phone Holders CdM College Planning Guide</p> <p><a href="https://www.CdMcollegeandcareer.com/college-planning-guide.html">https://www.CdMcollegeandcareer.com/college-planning-guide.html</a></p> <p> 2023-2024 Course...</p> <p>StudySync</p>



implementing adaptable, interactive, and equitable strategies and lessons to reach a variety of learning styles and preferences.	
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**Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources**

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.

**C2.1 Teachers Facilitate Learning:** Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.

**C2.3 Digital Learning and Problem Solving:** Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

Findings	Evidence
<p>Teachers at CdM utilize quick tech apps like Quizziz, Kahoot, Gimkit, and more extensive tech like Pear Deck, NoRedInk, and FlipGrid to increase student interest and check for understanding both at the beginning of class and as exit tickets. The immediate feedback equips teachers with measurement of student success and areas that may need follow-up teaching.</p> <p>During the first month of school, teachers receive a Dashboard for each of their students. It details the students’ information from the previous year, including semester grades, reading levels, discipline issues, and EL standing. The Dashboard helps teachers plan for various approaches like curriculum strategies, differentiation, and grouping.</p> <p>Within the classrooms CdM teachers are flexible with balancing the students’ learning levels to boost student engagement and collaboration. Student-driven discussions and technology usage increase positive communication and reduce anxiety. Teachers providing timely feedback on assignments and assessments promotes open dialogue and opportunities for clarification questions and reteaching.</p> <p>Integrating class and group technology strategies (instructional coach generated) like <i>Stronger, Clearer, Compare and Connect</i>, <i>Think-Pair-Share</i>, and <i>Building an Idea</i> engages whole class interaction, improves group dynamics, checks for understanding, and redirects instruction as needed.</p> <p>Many teachers at CdM embed differentiated lessons into their units that allow for student choice according to strengths. Using Schoology, examples of the various options are detailed, so students can make an informed choice about the lesson they connect to the best while all lessons still meet the required standards.</p> <p><b>Example per disciplines:</b></p> <ul style="list-style-type: none"> <li>• Unit Readiness Tests identify pre-requisite skills in need of review</li> </ul>	<p><a href="#">More students are observed</a> participating</p> <p><a href="#">More students are observed</a> communicating more frequently</p> <p>Exit tickets, Kahoot, <a href="#">Quizziz</a>, Poll Everywhere, informal assessments</p> <p><a href="#">Stronger, Clearer; Compare and Connect</a>, Building an Idea - <a href="#">Part 1</a> and <a href="#">Part 2</a></p> <p>Stated/displayed learning targets</p> <p>Partner, group, and class share outs and discussions</p> <p>Writing prompts and samples</p> <p>Other Significant Classroom Tech with Best Practices: Google Sheet, Slide Decks, PearDeck, Kahoot, Schoology; Quizlet, Plickers, FlipGrid, Quizziz, Blooke,; Jamboard, Padlet</p> <p>Lab results and lab write-ups</p> <p>Student Presentations (Google Slide decks, Canva, Prezzi, PowerPoint)</p>

<ul style="list-style-type: none"> <li>• Timed weekly writing in upper-level language classes across disciplines improves proficiency in comprehension and production</li> <li>• In the English and History department, students create digital presentations.</li> <li>• Student choice of assessment (standard test vs. artistic option)</li> <li>• World Language teachers use Schoology to record language.</li> <li>• Sciences utilize labs grouping students of different levels together</li> </ul> <p><b>Summary Analysis:</b> Teachers at CdM have worked collectively across departments to create a culture of respect that allows students to feel safe and supported. Using a wide variety of instructional techniques and innovative technology, teachers develop rigorous but well-balanced curricula that set student learners up for success and provide a meaningful educational experience in a variety of creative ways.</p>	
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**C2.2 Student Voice and Agency:** Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

**C2.4 Career Preparedness and Applied Learning:** Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Findings	Evidence
<p>Corona del Mar has a variety of opportunities that provide students with the chance to connect with teachers, counselors, and administration to build and develop potential curriculum, school culture, common norms, and identify future areas of growth for both the wants and needs of students. A strong focus on promoting school culture is seen in murals and signs around campus as well as positive posters in the classrooms.</p> <p>CdM has 3 Academies/Pathways: PAMA, Academy of Global Studies, (AGS), Engineering (CTE), and journalism electives like Yearbook, Trident Magazine, and Trident TV that provide students with real-world coursework and experiences connected to possible college majors, trade schools, or career paths.</p> <p>Monthly meetings of Student Voices have students at each grade level lead a meeting once a month and voice their concerns on campus, brainstorm solutions, and collaborate with peers on how to continue to support and improve school culture.</p> <p><b>Senior Project-</b> a mandatory requirement that includes the seniors choosing a career path or community service organization to job shadow for 20+ hours. Many seniors choose the career path they may want to pursue in college; others choose a more 'fun' route, shadowing in a field just for the experience, not connected to future plans. Each year, as a result of their hours, several students are offered jobs, and others realize that they</p>	<p>Student Voices  <a href="#">PAL</a>, <a href="#">HRC</a>, <a href="#">ASB</a>, <a href="#">NHS</a></p> <p>CTE Pathway  <a href="#">Trident Magazine</a>  <a href="#">Student Clubs (2021-2022)</a>  <a href="#">PAMA</a></p> <p>School Site Council            S.T.E.P. Program            Mock Trial  <a href="#">Lesson plan for boat race in physics</a></p>

may want to choose a different path after high school. Sharing their experiences in May during the culminating presentations, the seniors enthusiastically detail what they learned to a panel of community members, staff, teachers, and parents.

**Living History Day**-Juniors meet with a military veteran and hear firsthand stories the vet experienced while serving for the United States.

**ROP**-CdM has 12+ ROP Classes designed for high school students to provide meaningful career technical education and hands-on experience.

**Work Experience**-Students are able to have jobs outside of school as long as they maintain a 3.0 GPA with good citizenship.

**Home Hospital:** A temporary placement for students with disabilities/injuries that enables them to access their CdM education from home.

**Triton and SeaKing Camp**- A camp to prepare rising and new students Summer Bridge for incoming freshmen who may need a little support to feel comfortable in the high school setting.

Several prominent Leadership groups on campus also bring real world practices to CdM students:

- **SSC**-3 to 4 students intended to be a part decision-making body that represents all the stakeholders of CdM
- **ASB**- a group of students in each grade (7-12) are selected to represent their respective grade and the entire student body.
- **PAL**- students use their positive influence to improve the lives of all students on campus, the school, and surrounding communities.
- **HRC** -promotes a tolerant, diverse, loving environment and strives to eliminate discrimination.
- **Mock Trial**- helps students acquire a working knowledge of our judicial system, develop analytical abilities and communication skills, and gain an understanding of their obligations and responsibilities as participating members of our society.
- **NHS**-focuses on four pillars (leadership, scholarship, character, and service) and allows students to demonstrate within the CdM community. NHS also offers peer tutoring in all disciplines.
- **Student-Led Clubs**-students are empowered to have an active role in making choices and decisions that shape their learning, well-being, and school experiences through 72 student-led clubs.
- **SPED program**-teaches students with learning disabilities how to communicate outside of the school setting through field trips requiring them to ride the bus, learning to correctly spend money, and enhancing their everyday skills to prepare them for the S.T.E.P. Program after high school.

**Summary Analysis:** Teachers at CdM are skilled at making extensive use of appropriate classroom strategies and lessons to extend learning beyond the classroom and textbooks. Offering real-world experiences prepares

students for life after high school and empowers them to make meaningful decisions regarding opportunities to apply their knowledge at higher levels.	
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## **ACS WASC Category C. Learning and Teaching Summary**

***Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.***

### **Areas of Strength**

1. Collaboration
2. Instructional Coaches
3. Intervention Time
4. AP classes offered
5. Intervention (basic skills, credit recovery, tutor core-reading & writing)
6. NHS tutoring
7. District Focus: Eliciting student thinking
8. Dashboard information

### **Areas of Growth**

1. Better strategies to get students to intervention
2. More collaboration time
3. Better alignment for grade alike classes
4. Better resources/training/strategies for teaching EL students

## Category D: Assessment and Accountability

### Criterion D1: Reporting and Accountability Process

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

**D1.1 Professionally Acceptable Assessment Process:** The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

**D1.3 Assessment of Program Areas:** School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

Findings	Evidence
<p>In order to support high achievement for all students, the Corona del Mar teaching staff uses a variety of assessment strategies to develop higher-level thinking skills in multiple modalities. Our diversity of assessment acknowledges that students learn and process information differently within one classroom and across different disciplines. For formal assessments such as CAASPP, ELPAC, and AP exams, the students, parents, and the school receive the results. The data is examined for performance and as a tool for future curriculum and course planning. In this area, CdM could be more consistent as often the data and results are categorized and discussed at the beginning of the school year, but often that is the last time the results are discussed or implemented into a new, updated curriculum.</p> <p>On a less formal but equally important level, teachers at CdM assess and check for understanding and analyze student performance using formative (homework, quizzes, exit tickets) and summative assessments (projects, labs, essays, unit tests). During PLCs, department, and course-alike team meetings, teachers work together to create common Benchmarks and align testing standards, so the data gathered is relevant and equitable across each discipline and grade level.</p> <p>All teachers utilize Schoology to inform stakeholders of results. Students and parents receive progress reports, mid-quarter, at the end of the quarter, and semester grades. The mid-quarter report allows students to assess their work and get help if needed. For teachers, it provides time for analysis of student progress and the development of intervention strategies for struggling students. Some vertical alignment as to the content of assessments exists, but there is room for growth in this area as the intention is always a priority, but the follow through is sometimes lacking.</p> <p>While all teachers at CdM use district/board-adopted curriculum, they have the freedom to individually determine grading policies and how the curriculum is delivered. The various PLC teams, however, do work together to develop similar syllabi with regard to both.</p>	<p>Classwork Student work Schoology Illuminate Testing scores School links Variations of Alignment Student Handbook</p>

<p>Use of the Schoollinks program for grades level 9-12 allows counselors to provide students with the opportunity to explore individual interests, personal strengths, skills, and personality styles. The purpose is to match their results with jobs/colleges that best fit their fields of interest. Students research college majors and university programs that will help them reach their career goals. Each year, all grade levels are given a set curriculum with specific assignments to complete in the college/career program. The school then evaluates the results of top career domains and examines the data. The data is utilized to create new classes and pathways that fulfill students' interests along with the demands of the workforce.</p> <p>For example, Digital Media Arts is a career pathway, under Engineering CTE, developed based on the high number of students interested in this field. Students will graduate with a CTE (Career Technical Education) certification and have mastery of Adobe software systems, and other standard industry programs.</p> <p>Annual choir auditions require all students to utilize teacher-created assessment materials, where they need to sing and sight read. Results are announced by way of ensemble lists, and students are welcome to request a one-on-one follow-up meeting with the teacher.</p> <p>Counselors and teachers also use score reports from state standardized tests and district-mandated assessments/benchmarks to determine appropriate course placement. The administration, faculty, and counselors analyze quarterly grade reports to determine additional interventions and/or supplemental supports to help students succeed. Other scores are reviewed from the AP Exams, PSAT, SAT, and ACT to help students identify those areas that require greater attention and review.</p> <p><b>Summary Analysis:</b> Monitoring student growth is schoolwide. The culminating student qualifications are meeting the A-G eligibility requirements. Students who fall behind are provided options to receive extra help to get caught up. A significant portion of our staff use a variety of assessments to determine student mastery of standards and academic progress. The data from these assessments drive instruction on a classroom level, but as a whole, CdM could improve on consistency and variety of assessments, creating more meaningful change at the department and school-wide levels.</p>	<p><b>English:</b> students learn how to write a <a href="#">rhetorical precis</a> at the 10th grade level, honing and elevating their skills at the <a href="#">11th</a> and 12th grade level.</p> <p><b>Science:</b> Vertical alignment is demonstrated through the Next Generation Science Standards using the <a href="#">OpenSciEd curriculum</a>. In particular, the three-dimensional assessments are being introduced through the adopted curriculum. This type of assessment incorporates cross-cutting concepts that span the different disciplines. Additionally, all disciplines include a science and engineering component with increased level of difficulty with increasing grade levels.</p>
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**D1.2 Basis for Determination of Performance Level:** The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.4 Schoolwide Modifications Based on Assessment Results:** School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Findings	Evidence
<p>At the start of the school year NMUSD hosts a day of professional development for course-alike teachers across the district to meet. Teachers are able to discuss best curriculum practices and share performance policies.</p>	<ul style="list-style-type: none"> <li>● Common rubrics</li> <li>● <a href="#">Common Syllabus</a></li> </ul>

<p>CdM’s teachers use this information during our school staff meetings to help develop similar strategies and plans for the upcoming school year.</p> <p>During the years of Covid online teaching, many teachers developed and designed personal lessons, grading, and policies conducive to remote learning. As a result, the district and administration are working to reunify course-alike teams and departments. The district now offers a second day of PD at the end of the first quarter specifically for each grade-alike team within each department. The teams use this valuable time to redesign/update syllabi (grading policies with rubrics), learning targets, units of study, develop common assessments and teaching strategies, and discuss what student success looks like. To help analyze student success, some course-alike teams meet weekly or monthly (as needed) to share the data on student output, discuss results (success and failures), and determine how to improve.</p> <p>Annual Individualized Education Plan goals are reviewed and established every school year for students with 504s and IEPs in terms of student need and to monitor growth. The 504 Admin Intern and the student IEP case carriers share required/advised accommodations with the teachers to ensure teachers are informed of student needs and best practices.</p> <p><b>Summary Analysis:</b> While Math and Science, with newly adopted texts, are fairly aligned with similar assessments, other departments still need to better establish common goals, practices, and common ground for mastery. As the main goal is for every student to achieve success and move to the next level, it is a significant objective for each teacher, course alike team, and department to share and accept best practices that support all students and ensure positive, consistent learning environments.</p>	<ul style="list-style-type: none"> <li>● Registration requirements for specific classes</li> <li>● Science Common Curriculum (<a href="#">Open Sci-Ed starting this year 23/24</a>)</li> <li>● Assessments for course-alike are similar among teachers</li>   <li>● Parents, Student, Educational Specialist, teacher, counselor, Psychologist. and Admin meet to go over the IEP and develop new goals/needs for each student</li> </ul>
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## Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

**D2.1 Monitoring Student Growth:** Teachers determine and monitor all students’ growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

Findings	Evidence
<p>Corona del Mar has multiple systems in place to determine and monitor student growth using appropriate formative and summative strategies to measure student progress and guide classroom instruction. Student progress and achievement are assessed by teachers daily in the classroom setting</p>	<p>SCHOOLGY                      Sample Senior rubric                      Renaissance/STAR testing  <a href="#">CAASPP</a> Science</p>

<p>through formal and informal assignments, test results, class discussions, and projects. Most teachers use warm-up activities and exit tickets to measure the level of understanding and direct further teaching strategies and length of instruction. The formal results are recorded in Schoology, so students have direct access to grades and their current performance level.</p> <p>Across each discipline and for each grade, there are various markers of success to indicate the students are ready for the next class level like quarter grades, passing test scores, and strong essays. In English, the reading levels and essay mastery requirements become more demanding, and the rubric is more detailed each year. With vertical alignment and the department pacing guides, the goal is that the students are fully prepared for the next year. The other disciplines have similar processes, but the material changes more significantly.</p> <p>In each class, the teachers are aware of the EL students and students with 504s and IEPs and adjust for accommodations as needed. Goals for EL students are partially measured through ELPAC, but the results are not very timely and the test is long. It is important that teachers measure success for these students in the classroom daily to gauge more immediate needs. For students with IEPs and 504 plans progress is determined as they meet and exceed the goals listed in their plans.</p> <p>For grades 7-10 (including EL students in 11th) the district requires students to take the STAR reading test 3 times a year in their Language Arts or ELD courses. The results guide English teachers in choosing novel and text levels. Students at all reading levels receive assessments at their level.</p> <p><b>Summary Analysis</b> CdM has an efficient schoolwide system to determine and monitor student growth and progress towards students' future goals. More emphasis can be given to cross-curricular skills such as critical thinking, analysis, inference, and estimation. To guide teachers, the instructional coaches utilize monthly PDs to share and model strategies to quickly measure student understanding at the beginning and end of class with apps, technology, and current teaching trends.</p>	<p><a href="#">Schedule/roster of college essay night</a></p> <p><a href="#">Example of pacing guides from curriculum</a></p> <p><a href="#">Formative</a> and <a href="#">Summative Assessments</a></p> <p>Dept meeting for vertical and horizontal alignment.</p> <p>Drawing, building, explaining, modeling throughout the unit</p> <p>Development of understanding of unit coursework</p> <p>Driving Question Board</p> <p>Written Explanation and/or CER at the end of Science Unit or Lab</p>
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**D2.2 Teacher and Student Feedback:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

Findings	Evidence
<p>The first couple weeks of school, teachers provide the students with a syllabus outlining all class expectations and policies. One school-wide goal was to utilize a Choice Board rubric for student feedback with specific</p>	<p>PD emphasis on feedback, models provided, and example rubrics given (choice board)</p>



<p>language and targeted areas of improvement. Not all teachers participated, but students enjoyed being a part of the process when allowed.</p> <p>Two of the most effective feedback tools are student/teacher conferencing on assignments to evaluate and discuss the lesson or assessment and their grade. Many teachers also model student work (with student permission) highlighting areas of strength and areas for improvement.</p> <p>The consistent use of Schoology provides feedback on specific assignments for students, and many teachers use the comment portion for more focused feedback. For all progress reports, quarterly grade reports, and semester grades in Aeries, teachers use the drop-down features to further explain the reason for grade and citizenship standing, a mandatory requirement for students with a D or F.</p> <p><b>Summary Analysis:</b> Our teachers do a great job providing direct and timely feedback. Many also allow opportunities for self or peer correction and feedback. Teachers could do better at continuously promoting the useful PD techniques received and encourage all teachers to use each as best practices. The students find the information more meaningful when the whole staff is consistent and common practices are repeated among the disciplines.</p>	<p>Document Camera Modeling/ Editing</p> <p>Illuminate Aeries Schoology Formal/ Informal Assessments Surveys EdPuzzle Kahoot Gimkit Blooket Office Hours</p>
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**D2.3 Demonstration of Student Achievement:** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Evidence
<p>After any assignment/assessment, formative or summative, teachers evaluate the conceptual, whole class understanding and adjust as needed. They decide whether or not to re-teach or move on to the next unit/lesson. For students who need extra support, weekly intervention and teacher office hours are provided.</p> <p>Teachers in the same department/grade level meet regularly to review common units, assessments, and strategies and share successes and failures. They decide as a team on possible re-teaching techniques and if modifications are necessary for the next year. CdM provides each teacher with lesson planners and desk calendars to keep records of unit assignments from year to year for consistency and notes for improvements/changes.</p> <p>Developing and incorporating supplemental resources that further connect students to the material and give it relevance is a common practice. Students often share that when lessons relate to their lives in some way, they have more meaning and therefore more buy-in.</p>	<p>Assessments: formal, informal, and performance Meeting minutes CdM Lesson Planners</p> <p>Kuta <a href="#">Desmos</a> Illuminate</p>

The use of shared drives to upload new assignments and strategies allows teachers to share results and thoughts when meeting time is unavailable. The instructional coaches frequently upload the strategies and techniques, so the PD information/lessons are readily available and accessible. Every discipline can access the drives and alter the plans as needed to fit their specific curriculum.

**Summary Analysis:** Analyzing and reassessing formative and summative assignments, evaluating strategies, and collaboration is an ongoing process at CdM. Units can always be improved and updated as student learner needs evolve. The upcoming district and site allotted PD days continue to offer departments and grade-level teams time to further align and modify curriculum and instruction. The importance of more immediate feedback from class starters, checking for understanding strategies, and exit tickets is integral for teachers to be in tune with their classes, so the practices are encouraged and a regular focus of PD time.

## **ACS WASC Category D. Assessment and Accountability Summary**

### **Areas of Strength**

#### Staff

1. Vertical alignments within departments
2. Instructional coaches

#### Assessment

1. Varying formal and informal assessments
2. Use of technology -schoology and illuminate
3. Counseling - career assessments

#### Students

1. Citizenship rubric aligned with standards/ grades
2. Voluntary Attendance during interventions

### **Areas of Growth**

1. Follow through/consequences for students with Citizenship issues
2. Enforcement of attendance /tardy issues
3. Better systematic support for SPED
4. Better curriculum adoption
5. Decrease test anxiety

## Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

### Criterion E1: Family and Community Involvement

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

**E1.1 Strategies and Processes:** School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

**E1.2 Inclusive Cultural Understanding:** School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

**E1.3 Rapport and Trust:** School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Findings	Evidence
<p>Corona del Mar reaches out to our community of students and parents when they are still in 6th grade at the elementary feeder schools. Our focus is to make them feel welcomed, the day they set foot on campus in 7th grade. They tour the campus and meet with counselors to choose their schedule at the end of their 6th-grade year, and the process is repeated for our 8th-graders before they enter high school. The parents are also involved in the process with a welcome, informational rally. Peer Assistance Leadership (PAL) takes the new freshmen on classroom tours and meets in small groups to answer questions, so the freshmen feel ready for high school.</p> <p>CdM has a well-deserved reputation for academic excellence, but an area for growth since the last WASC visit is addressing students' well-being and emotional intelligence. Corona del Mar recognizes that campus culture needs continuous review and refinement. The staff is constantly challenged schoolwide to meet the needs of students entering a rapidly changing world. Since our last WASC visit, a significant increase of the Positive Behavioral Interventions and Supports (PBIS) on campus occurred at every grade level. Once a month student representatives from each grade meet to discuss issues they and their classmates see on campus and possible solutions. After the meeting, the students return back to class and share the findings with the class.</p> <p>Each morning Trident TV highlights a variety of campus happenings like upcoming tryouts, sports scores, program successes, and advertisements to attend events. The brief show also introduces new teachers, the students of the month, and anything else the student body may want to know. The program unites students schoolwide as they are all connected with school business at this time.</p> <p>Since 2022, CdM has experienced an influx of 60+ English Learner Students mainly speaking Russian, Mandarin, Spanish, and French. As a result, the English Learner Advisory Committee (ELAC) is an essential committee on campus and is composed of parents, translators, administration, and the EL teacher. To accommodate our new students, CdM added 2 additional EL classes and hired 3 full-time floating translators. During Club Rush, the counselors encouraged a group</p>	<ul style="list-style-type: none"> <li>● ELAC</li> <li>● <a href="#">PBIS</a></li> <li>● Student Voices</li> <li>● <a href="#">Well attended events</a></li> <li>● <a href="#">Funds raised</a></li> <li>● Competitions &amp; <a href="#">festivals</a></li> <li>● Senior Projects</li> <li>● Living History</li> <li>● <a href="#">ONE on Campus</a></li> <li>● <a href="#">College Fairs</a></li> <li>● <a href="#">Little Sea Queen Camp</a></li> <li>● <a href="#">Earth Day Fair</a></li> </ul>

<p>of new EL students to form a multicultural club, and over 25 kids from all over the world signed up.</p> <p>Each year all staff members on campus are required to take 5 Keenan Safe Schools Training Courses. The 3 hours of training include: Sexual Harassment Prevention, Mandated Reporter requirements, Bullying Recognition and Response, Awareness and Understanding of Homelessness, and Suicide Awareness and Prevention. The yearly training ensures that all staff are aware of the problems many of our students face on a daily basis and how to help.</p> <p>As world politics change, so does campus culture and student behavior in response. After recent incidents on campus and districtwide, to maintain a culturally diverse campus that is inclusive and safe, a tolerance task force was instituted. Working alongside the local Interfaith Council and the Jewish Federation of Orange County, administration with district support is planning tolerance events for each grade level.</p> <ul style="list-style-type: none"> <li>● 8th-9th Grades: Student To Student Talks - December 2023</li> <li>● 10th-12th Grades: Museum of Tolerance visits - Spring 2024</li> </ul> <p><i>Only You Can Prevent Ignorance</i> posters were created to hang in each classroom to further promote positive behavior across campus.</p> <p>Inclusion /Multicultural Week is the annual celebration of togetherness, recognising inclusion in all of its forms. It highlights the importance of inclusive practices across the campus to educate students on the importance of equality and acceptance of all races, ethnicities, religions, genders, and orientations.</p> <p><b>Summary Analysis:</b> While CdM staff has worked hard to cultivate an inclusive culture for all stakeholders, the process is never complete. Each year new situations arise that require a new approach for a new group. Employing a wider range of culturally sensitive strategies encourages family and community involvement and emphasizes a focus on integrity, compassion, and mutual respect.</p>	<p>Interfaith Council meetings Student to Student Talks</p>
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**Criterion E2: School Culture and Environment**

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

**E2.1 Policies and Resources:** The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

**E2.2 Trust, Respect, and Equity:** The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

**E2.3 School Culture:** The entire school community has an atmosphere of trust, respect, equity, and professionalism.

<b>Findings</b>	<b>Evidence</b>
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<p>CdM’s campus provides a balance of security and safety. As Newport Beach has great weather year-round, the layout is centered around outdoor student spaces, lunch tables, a courtyard, and grassy areas. Students feel welcome and enjoy a clean, safe environment. A full-perimeter security fence was installed in 2021 to regulate the flow of who enters and leaves the campus. All visitors must sign in at one of the campus’s two offices. They must run their ID through the Raptor System and wear the printed badge the whole time on campus.</p> <p>During passing periods, break and lunch administration, the school SRO, student/family liaison, and many coaches and teachers mingle with the students to monitor behavior and connect with students on campus.</p> <p>The Student Resource Officer is on campus full-time. Officer Shen is always visible during breaks and lunch. At the beginning of the year, the student body, teachers, and staff are educated on drill procedures and safety guidelines, and follow-up drills occur throughout the year. The Newport Beach Police Department also hosts meetings for students who ride e-bikes to school along with their parents. They must attend this safety meeting to ride their bike to school.</p> <p>Since Covid and the rise in student anxiety, CdM has added a full-time Student Advocate/Family Liaison to attend to specific student/family issues and wellness needs. He is a well-known and respected coach on campus, so he is able to connect with all levels of students. He helps support students emotionally, intervenes in discipline issues, and meets with families to advocate as needed. He frequents the Zen Den and One on Campus to counsel and support students.</p> <p>The students receive a student handbook when they register that includes the student code of conduct including student responsibilities, academic honesty, appropriate behavior, and attendance and tardy policies. Each classroom has a poster containing the PBIS School Wide Behavior Matrix. The goal is to establish a school culture that reflects values vital to academic success and positive character development. As students enter and leave campus during class time, they must go through attendance or use the Raptor system for tardies.</p> <p>To encourage teachers and staff to reach out to students to encourage and highlight positive student behavior both academically and socio-emotionally, admin created <i>Positive Postcards</i> that allow teachers to tell students “Why they are Awesome.” Teachers write 3 postcards a month and then the admin interns mail them home. So, both the students and parents can share in the moment. During certain PD times, teachers are encouraged to complete their Positive Postcards.</p> <p>The SPED classes have cultivated gardens on campus that they nurture and care for daily; they water, clip, clean their perspective planter boxes, and discuss the various plants. As many of the plants have practical uses (like lavender, tomatoes, kale, mint, etc.), the students take weekly orders that they prepare and deliver to</p>	<p>Fencing updated 2023 Raptor <a href="#">Handbook</a> <a href="#">PBIS Behavior Matrix</a></p> <p>Parental feedback on positive postcards</p> <p>SPED garden order sheet</p> <p><a href="#">ONE on Campus</a> Zen Den</p> <p>Best Buddies</p> <p>Spirit Squad (Sparkle)</p>
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<p>classrooms. Their classroom teachers also use the forms to reinforce basic reading skills.</p> <p>To further support CdM’s special education population, our Resource Officer and Student Advocate/Family Liaison support students receiving special education services with real learning simulations and chaperone their weekly community-based instruction opportunities to Ralph’s for real-world shopping experience. These students also receive meaningful support from peers through Best Buddies and Sea Kings Spirit Squad (formerly Sparkle).</p> <p>Many staff and student team building events occur throughout the year that really connect the students with the staff outside of the classroom.</p> <ul style="list-style-type: none"> <li>● Dancing with the Teachers</li> <li>● Pickleball Tournament</li> <li>● Dodgeball Tournament</li> <li>● Spirit Dress-up Days</li> <li>● Teacher Roles in Rallys</li> </ul> <p><b>Summary Analysis:</b> While CdM has great parent involvement that is invaluable school wide, at times the counselors and administration have to remind parents to not add to their student(s) stress with overly rigorous expectations. Counselors review student schedules with regard to student success several times a year. Students who struggle a bit with a demanding class load are encouraged to lighten their load for the following year. Many share that they are reluctant to lessen the difficulty of their schedule, but when assured that it will be okay by adults they trust, they are grateful for the advice.</p>	
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**Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports**

All students receive appropriate academic, social-emotional, and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

**E3.1 Multi-tiered Support:** School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

**E3.2 Multi-tiered Support Effectiveness:** School leadership assesses the effectiveness of multi-tiered support for students’ social-emotional learning needs.

**E3.3 Student Involvement:** The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.

**E3.4 Student Self Advocacy:** Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	Evidence
<p>CdM places a significant amount of focus and effort to help all students achieve academic success, and overall, our students are extremely high achievers that go to elite 4-year universities. Our graduation rate is 96.1% with an 87% A-G rate. Roughly 21% (431 students) of our students participate in an academy or a career</p>	<ul style="list-style-type: none"> <li>● Feedback from families via meetings and surveys</li> <li>● Student absences</li> </ul>

technical education pathway. While this is true for a large portion of the student population, it is not the case for all students. One critical area of growth identified from the precious WASC visit was expanding non-academic social-emotional support for students. With high expectations and demands comes high levels of stress, so over the last several years, and especially since Covid CdM teachers and staff have created wellness programs and interventions to support students progress and help students navigate the rigor and manage personal health.

**Interventions:**

- SST process
- MTSS (Multi-Tiered Support System)
- 504/IEP w/ new Coordinator
- Wellness Team monitoring students
- Instructional coach training
- Homework guidelines (breaks and holidays)

The CdM student body is, overall, very involved in sports, extracurricular activities and clubs both on and off campus. 67% of high school students participate in athletics on campus with some athletes participating in athletics outside of our campus, not offered at CdM such as rowing, equestrian, gymnastics, competitive weightlifting, and sailing. Many have learned to organize their time to find success academically, emotionally and socially, but some try to attempt too much and feel overwhelmed. Counselors and administrators encourage parents and students to have a well-balanced schedule, and they work hard at the beginning of the school year to ensure the students find a schedule that best fits their goals and needs.

Each year during Club Rush, over 60 different student-driven clubs are created. Students are empowered to have an active role in promoting their club, recruiting members and making choices and decisions that shape their learning, wellbeing and experiences of school. Club leadership must schedule meetings, take minutes and acquire club advisor signatures. The variety of clubs ensures there is something for everyone. To promote and increase school pride in being a Sea King, our ASB middle and high school classes work hard to build up school spirit and pride through various events. On average, CdM has about 65% of high school students attending dances, 55% of middle school students attending dances, and about 30% of our overall 7-12th grade population attends football games and other sporting and performing arts events.

**Summary Analysis:** CdM has done a lot of work over the last 6 years and since Covid to improve student learner needs. Administration, teachers, and the entire staff understand that student success is very often connected to their emotional well-being. Working with the district, a tiered system was created to address concerns for students. The increase in student stress/anxiety has greatly increased the amount of 504s for all teachers. Staying on top of accommodations is an added layer of responsibility and stress for teachers and staff, a learning process for all, but very necessary.

- PBIS Student Voices Survey
- Graduate Profile
- Request for Assistance form
- Wellness team meetings
- Intervention: Tutor Corps/Skills for Success
- Math and Reading Intervention
- Student Handbook
- CA Healthy Kids Survey
- Club Rush
- Multicultural week
- Kings Krew
- ASB lunch rallies
- UC [A-G approved course](#) list



**ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary**

**Areas of Strength:**

1. One on Campus
2. Boosters/PTA/Foundation
3. CdM Spotlight
4. CdM Car show
5. Triton camp
6. Dodgeball/Dancing with the Teachers/Pie throwing
7. PAL New student camp
8. Drama/Music/Dance
9. Veterans Luncheon
10. Pride Awards
11. Little sea queens/all sports
12. Pool events/Boat Races
13. Summer Leadership Summit
14. Arts Events and Festivals
15. PAMA

**Areas of Growth:**

1. Stronger/more effective ways to deal w/ student/teacher stress
2. Centralized communication w/ all stakeholders on updates and issues
3. Better Communication System w/ parents of students less involved with school activities

## Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas:

- Increased support for excessive attendance/tardies
- Greater teacher support/training for EL population
- Greater focus on student/staff wellness (stress)
- Greater focus on Core Values of lessons and campus wide
- Relevant/updated course material
- Revamping Vertical Alignment among disciplines
- Better Classes for non-college bound students
- More intervention classes
- Better strategies to get students to intervention
- More collaboration time
- Better alignment for grade alike classes
- Better resources/training/strategies for teaching EL students
- Follow through/consequences for students with Citizenship issues
- Better curriculum adoption
- Enforcement of attendance /tardy issues
- Better systematic support for SPED
- Stronger/more effective ways to deal w/ student/teacher stress
- Centralized communication w/ all stakeholders on updates and issues
- Better Communication System w/ parents of students less involved with school activities

**Chapter 4: Summary from Analysis of Identified Major Student Learner Needs**

	<b>Category A</b>	<b>Category B</b>	<b>Category C</b>	<b>Category D</b>	<b>Category E</b>
<b>Strengths</b>	Stakeholders share meaningful expectations to prepare all students for college, career, and life after high school	Ensuring and maintaining a wide variety of course offerings that relate to all student learners and a commitment to update as student evolving needs arise	A strong collaboration among staff to align curriculum, update and improve instruction, develop common assessments, and share best practices and strategies	Varying formal and informal assessments to measure student progress in mastering daily learning objectives	Providing a diverse mixture of opportunities for students to get involved and participate in extracurricular activities that promote school pride
<b>Growth</b>	Increased support for excessive attendance/tardies	More intervention classes and strategies to promote attendance	Better alignment for grade alike classes	Better systematic support for SPED and the growing EL population	Better communication system w/ parents of students less involved with school activities

**Our analysis of our programs confirms our identified student learner needs identified below:**

1. Strategies to get struggling students to interventions
2. Students experiencing poor student citizenship through excessive absences and/or tardies impacts academic performance.
3. Better support for growing EL population: including both students and teachers preparedness
4. Students with disabilities and English Learner students are not meeting standards in ELA, math, and science across the grades as compared to other subgroups.
5. Students are struggling with math concepts and procedures across grade levels.
6. Students and parents express the importance of improving school connectedness and outreach to effectively address the growing wellness needs of students and provide them with the appropriate support.

Our findings were supported through analysis of our CAASPP data and local assessment data of student progress. The needs of our English learners continue to be a priority, reflected in our reclassification rates, ELPAC data, increased EL enrollment, and meeting their needs to be college and career ready while acquiring the English language as quickly as possible. Hiring three Russian interpreters as instructional aids have helped significantly with translation of key learning materials and help with assessments. The Russian instructional

aids provide a key role in bridging the language gap between teacher and student so that Russian speaking English Learners are able to be immersed in core content classes while acquiring the English language skills and supported with an interpreter who can assist with more challenging learning materials. CdM has increased our English Learner course offerings including a new ELD teacher was hired this year, and two new EL classes were created, bringing the total to three. As the year progresses, it will be determined if another class is needed for 2024. Currently, there are 207 English Learners at the school with another influx probable for the next school year.

Another area of need is increasing learner outcomes for our students with disabilities. The data analysis illustrates our students with disabilities are not meeting standards across Language Arts, math, science, and reading. Although the site has implemented strategies to meet the needs of our students with disabilities such as co-lab classes, basic skills support, credit recovery for SPED students, and intervention courses in math, reading, tutor corps, and skills for success, we have not seen adequate growth to demonstrate progress. The CdM leadership team continues to discuss ways to expand the co-lab course offerings to include high school math and language arts sections and tapping into site/district resources to support our general education and special education teachers to provide appropriate accommodations to our students with disabilities.

Several strategies exist to encourage struggling students to attend interventions for extra help, but students do not always follow through. In response, specialized courses were developed to provide additional support for students and ensure attendance. The new courses assist in math, English, and other core academic subjects. In math, courses from 7th grade through 10th grade are offered. In English, students reading two or more graded levels hand have extra support from 7th grade to 10th grade. Skills for Success was implemented for middle school students, and Tutor Corps classes for high school students. The curriculum focuses on study skills, time management, and organization along with reviewing and reteaching assignments. The extra teacher advocates for students who need the extra push. The National Honor Society also provides peer tutoring as needed. Administrative interns/graduation coaches work specifically with a caseload of students who have challenges maintaining academic progress, attendance issues, or social-emotional needs. These students are often identified during grade-alike meetings and teacher communication with counselors and administration. Quarterly progress reports are also an important indicator of students who may need further support.

Student and parent input have suggested the need to increase school connectedness and increase mental health support for all students. On the healthy kids survey, students in 7th, 9th, and 11th grade responded with:

- 7th 68%, 9th 69%, and 11th 67% on school connectedness
- 7th 61%, 9th 69%, and 11th 68% on having a caring adult on campus
- 7th 73%, 9th 79%, and 11th 72% on having staff who had high expectations of them

As a school site, we would like to see these indicators rise where a majority of our students feel connected and supported through school events, activities, athletic contests, and attendance at performances. Most of our students are academically focused and driven which can lead to high levels of stress and anxiety. Students, parents, and staff have identified a need to promote social-emotional well-being with a healthy balance of academics and activities. With our students so heavily involved with their particular activities, the challenge lies in having time to support one another at games or shows.

Many factors should be considered when trying to understand the root cause of poor citizenship and chronic absenteeism. With regards to student behavior as it relates to absences and tardies, poor citizenship may be a symptom of a larger problem such as mental health issues or a difficult home life. It is important to address the underlying issue before addressing the behavior itself, especially in a punitive manner. In other instances, poor citizenship could simply be a matter of immaturity or a lack of respect for authority. If this is the case, setting clear expectations and consequences for behavior is important. Teachers and staff need to

provide opportunities for students to learn how to behave respectfully and responsibly. Our school works daily to create a safe and respectful environment for all students to learn while promoting the importance of being on time and being present at school.

As a result of our self-study findings, the following schoolwide growth areas for continuous improvement are our priorities.

**CdM needs to...**

1. Continue to develop strong interpersonal relationships with students and families while educating and informing students and families the importance of reducing chronic absenteeism and chronic tardiness.
2. Fully implement curriculum alignment through course teams, equitable grading practices across course teams, and utilizing common assessment data to monitor daily student progress in mastering daily learning objectives.
3. Improve opportunities students have to participate in extracurricular activities, wellness supports, and clubs to maintain a healthy balance of school academics, activities, and athletics.

## Chapter 5: Schoolwide Action Plan/SPSA

### SPSA

<b>Action Plan Goal #1:</b>		
Improve student academic performance by increasing the percent of students scoring meets or exceeds standards on the English Language Arts, Math, and Science state assessment (CAASPP) with particular attention to SPED and EL proficiency.		
<b>Alignment with LCAP/SPSA Goals:</b>		
<ul style="list-style-type: none"> <li>● <b>LCAP Goal #2:</b> Increase the achievement of students to prepare them for success in college and careers.</li> <li>● <b>SPSA Goal #2:</b> Student Academic Success - Increase the achievement of students to prepare them for success in college and careers.</li> </ul>		
<b>Major Student Learner Needs:</b>		
<ol style="list-style-type: none"> <li>1. Students with disabilities and English Learner students are not meeting standards in ELA, math, and science across the grades as compared to other subgroups.</li> <li>2. Many students are struggling with math concepts and procedures across the grade levels.</li> </ol>		
<b>Identified Schoolwide Growth Areas:</b>		
Fully implement curriculum alignment through course teams, equitable grading practices across course teams, and utilizing common assessment data to monitor daily student progress in mastering learning objectives.		
<b>ELA Goals based on Data</b>		
Student Group	2022/23 CAASPP Data	2023/24 Goals
Schoolwide (SW)	70%	75%
English Learners (EL)	51%	56%
Students with Disabilities (SWD)	27%	32%
<b>Math Goals based on Data</b>		
Student Group	2022/23 CAASPP Data	2023/24 Goals
Schoolwide (SW)	59%	64%
English Learners (EL)	50%	55%
Students with Disabilities (SWD)	21%	26%
<b>Science Goals based on Data</b>		
Student Group	2022/23 CAASPP Data	2023/24 Goals

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Schoolwide (SW)	50%	55%
English Learners (EL)	42.64%	52%
Students with Disabilities (SWD)	16.28%	26%

<b>Specific Actions to Close Achievement Gaps</b>	<b>Evidence of Implementation</b>	<b>Measurable Student-Focused Outcomes</b>
<p>Interventions are provided to support students either during the school day or beyond the school day including:</p> <ul style="list-style-type: none"> <li>- Math/reading support classes</li> <li>- Tutor corp/Skills for success</li> <li>- NHS peer tutoring</li> <li>- Intervention time/office hours during late start Mondays</li> <li>- Summer School</li> <li>- Credit Recovery</li> </ul>	<p>Student attendance rosters, CAASPP scores, Schoology/Aeries grades</p>	<p>To help raise math CAASPP scores in concepts and procedures, our staff will focus on course alignment and use supplemental resources to reinforce concepts and procedures to increase CAASPP schoolwide score by 5%. In reading and ELA, the focus will be on increasing language skills in reading, writing, listening, and research/inquiry and to increase CAASPP ELA scores by 5%.</p>
<ul style="list-style-type: none"> <li>-Late start collaboration time</li> <li>-Course-alike team planning time.</li> <li>-Common pacing plans to ensure that all grade-levels are receiving the same adopted curriculum and develop formative assessments to inform instruction.</li> </ul>	<p>Common pacing, common assessments, walkthroughs to see course team alignment</p>	<p>By May, the goal is to increase student performance on CAASPP math in the area of concepts and procedures by 10 points for grades 7, 8, and 11. By June, the goal for reading and ELA is to increase student performance on the STAR reading test to have at least 70% at or above grade level.</p>
<p>Utilizing instructional coaches to provide professional development to staff on best practices to engage students in eliciting and responding to student thinking</p>	<p>Learning walks, posted learning targets with criteria for mastery, and using data to monitor student progress in mastering learning objectives</p>	<p>Using research based strategies to meet the needs of all students with emphasis on support for our students with disabilities and English Learners. The goal is to improve student outcomes for our SWD and EL students on math and ELA CAASPP assessments by 5%.</p>

<b>Action Plan Goal #2:</b>
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Enhance school connectedness and outreach so the ever increasing wellness needs of students and correctly supporting them		
<p style="text-align: center;"><b>Alignment with LCAP/SPSA Goals:</b></p> <ul style="list-style-type: none"> <li>● <b>LCAP Goal #1:</b> Address student health and wellness. Engage students and families in programs that support behaviors that contribute to a better learning environment.</li> <li>● <b>SPSA Goal #1:</b> Student Social Emotional/Mental Health, Positive Behaviors, and Physical Wellness - Provide a robust system of support for student social emotional/mental health, positive behavior, and physical wellness.</li> </ul>		
<p style="text-align: center;"><b>Major Student Learner Needs:</b></p> <p>Students and parents express the importance of improving school connectedness and outreach to effectively address the growing wellness needs of students and provide them with the appropriate support.</p>		
<p style="text-align: center;"><b>Identified Schoolwide Growth Areas:</b></p> <p>Improve opportunities CdM students have to participate in extracurricular activities, wellness supports, and clubs to maintain healthy balance of school academics, activities, and athletics.</p>		
<b>Increase indicators on California Healthy Kids Survey to demonstrate improved support for all students.</b>		
	<b>2022-23 CHKS Data 7th/9th/11th</b>	<b>2023-24 Goal Increase 7th/9th/11th</b>
School Connectedness	68%/69%/67%	75%/75%/75%
Caring Adults	61%/69%/68%	80%/80%/80%
High Expectations	73%/79%/72%	80%/80%/80%
<b>Attendance Goals Based on Data</b>		
	<b>Increase Student Attendance Rate by .5% to 95%</b>	<b>Decrease Chronic Absenteeism by 5%</b>
Schoolwide	97.5%	11%
English Learners	96.5%	12%
Students with Disabilities	94.5%	25%

<b>Specific Actions to Close Achievement Gaps</b>	<b>Evidence of Implementation</b>	<b>Measurable Student-Focused Outcomes</b>
Participate in Welcome back week	Schoolwide participation	Reviewing all expectations, our



and rally to align classroom/school rules and set expectations for the year		goal is to decrease student referrals, suspensions, tardies, and absenteeism while maintaining positive attendance school wide.
Students are identified for support through the use of the Request for Assistance form. The site Request for Assistance team is composed of counselors, admin, admin interns, school psychologist, nurse, district social worker and behavior specialist.	Weekly team meetings, documentation in Aeries, communication with parents and staff	CdMHS will use the CHKS in April to determine if there is an increased student connectedness at school and if they have a caring adult on campus.
Increase student participation at school events to ensure all students feel welcomed and valued (PAL luncheons, Kings Krew & ASB activities, Best Buddies, Student Voices, etc.)	Calendar of events, website, communication Schoology and Blackboard	CdMHS will use the CHKS in April to determine if there is an increase in how students feel connected to their school.

<p><b>Action Plan Goal #3:</b></p> <p>Reduce chronic absenteeism by 5% and reduce overall tardiness of students as related to student citizenship (i.e. excessive absences and/or tardies).</p>
<p><b>Alignment with LCAP/SPSA Goals:</b></p> <ul style="list-style-type: none"> <li>● <b>LCAP Goal #3:</b> To support all students in learning to the best of their abilities, students will continue to learn from instructional materials aligned to state standards, have access to a broad course of study, and receive instruction provided by credentialed teachers in facilities in good repair.</li> <li>● <b>LCAP Goal #4:</b> Engage families in programs that support positive student behaviors that contribute to a better learning environment. Involve families in decision-making and in programs that support student wellness and academic achievement. Cultivate partnerships with community organizations and industry.</li> <li>● <b>SPSA Goal #4:</b> Parent/Family Engagement - Engage students and families in programs that support behaviors that contribute to a better learning environment. Involve families in decision-making and in programs that support student wellness and academic achievement.</li> </ul>
<p><b>Major Student Learner Needs:</b></p> <ol style="list-style-type: none"> <li>1. Strategies to get struggling students to interventions.</li> <li>2. Students experiencing poor student citizenship through excessive absences and/or tardies has an impact on academic performance.</li> </ol>
<p><b>Identified Schoolwide Growth Areas</b></p> <p>CdM needs to continue to develop strong interpersonal relationships with students and families while educating and informing students and families the importance of reducing chronic absenteeism and chronic tardiness.</p>

<b>Attendance Goals Based on Data</b>		
	<b>Increase Student Attendance Rate by .5% to 95%</b>	<b>Decrease Chronic Absenteeism by 5%</b>
Schoolwide	97.5%	11%
English Learners	96.5%	12%
Students with Disabilities	94.5%	25%
<b>Graduation Rate Data</b>		
	<b>2021-22 Data</b>	<b>2023-24 Goals</b>
Schoolwide	96.1%	97.1%
English Learners	100%	100%
Students with Disabilities	77.5%	82.5%

<b>Specific Actions to Close Achievement Gaps</b>	<b>Evidence of Implementation</b>	<b>Measurable Student-Focused Outcomes</b>
Collaboration within grade-level teams with a focus on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with the help of support teams.	Request for Assistance data tracker, monitoring attendance through Aeries, tracking grades through Schoology and Aeries	CdMHS will use the CHKS in April to measure if there is an increase in how students feel about staff having high expectations of them.  By 2024, there will be a decrease in the chronic absenteeism rate and total overall tardies.
Attendance interventions including notifications, detentions, SART/SARB, parent conferences, A2A letters, Independent Studies, etc.	Partner with district resources to inform, connect, and support chronically absent students. Involve parent liaison, SCF, Social Worker, counselors, and admin interns to get students back on track.	CdMHS will use the Chronic Absenteeism data to track and monitor student attendance and intervene early.

**Ongoing Follow-up Process:**

At Corona del Mar High School, the Leadership Team holds the primary responsibility for executing the Schoolwide Action Plan. However, as a collective staff, data is continuously analyzed, spanning a three-year

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period, examining changes and identifying emerging patterns. Thanks to the stability and consistency at CdM, our Action Plans are implemented believing that the chosen areas of focus are fundamental to overall success of student outcomes.

The Newport-Mesa Unified School District, School Board, district office, staff, students, families, and the community can access the CdMHS WASC report and annual progress reports online and on-site. Every year, all faculty members are invited to participate in quarterly learning rounds hosted by our instructional coaches where teachers visit colleagues' classrooms to observe and then debrief on key takeaways. Annually in the fall, the assistant principal and WASC Self Study Coordinator present to all stakeholders, reviewing results, identifying needs, and addressing questions to gather feedback for future steps. The data and presentations contribute to supporting CdM's LCAP, SPSA, and WASC Action Plan planning processes.

CdM High School involves students, families, staff, and community representatives in the planning process to assess current programs, operations, and facility needs, providing recommendations to the district and Board formally, on an annual basis through the School Site Council and Leadership Team.

Since the establishment of an ongoing improvement process, departments function under the following guidelines and timelines:

Fall: The SLT gathers to assess the objectives and duties set for the forthcoming school year, established in the preceding academic year. Utilizing data, including CAASPP data, Student Voices, and Healthy Kids Survey, the team tracks advancements toward the established goals. The site leadership, department chairs, and instructional coaches utilize this reflection and data to structure and organize professional development activities for the semester.

Winter: The SLT convenes to assess the advancement of goals and the schoolwide action plan. The team particularly reflects on student success indicators and staff practices, analyzing interim assessment data. Furthermore, the Instructional Coaches collaborate with site admin and other SLT members to conclude the PD Calendar for the second semester.

Spring: Instructional Coaches host quarterly learning rounds and assess the schoolwide action plan's progress. They analyze observable student success indicators and staff practices, using this information to shape upcoming professional development. The ICs collaborate with site admin and other SLT members to conclude the PD calendar for the upcoming school year's Fall semester.

Summer: The upcoming school year's schoolwide action plan and PD calendar undergo a review. Additionally, the progress of the action plan from the previous year is assessed.

## Glossary of terms

ASB - Associated Student Body  
CdM - Corona del Mar  
DELAC - District English Learner Advisory Committee  
EL - English Learners  
ELA - English Language Arts  
ELAC - English Learners Advisory Committee  
ELD - English Language Development, aka ESL  
ELL - English Language Learner  
ELPAC - English Language Proficiency Assessment  
ESL - English as a second language, aka ELD  
IA - Instructional Assistant  
IEP - Individualized Educational Plan  
IFEP - Initial Fluent English Proficiency  
LCAP - Local Control and Accountability Plan  
LCFF - Local Control Funding Formula  
LRC - Learning Resource Center (Library at CdM)  
NHS - National Honors Society  
PBIS - Positive Behavioral Interventions and Supports  
RFEP - Reclassified Fluent English Proficient  
SARB - School Attendance Review Board  
SART - Student Attendance Review Team  
SLT - School Leadership Team  
SPSA - The School Plan for Student Achievement  
SRO - Student Resource Officer  
SSA - Student Support and Accountability (denoted in Aeries)  
SSC - School Site Council  
SST - Student Study Team  
504 - Accommodation plan for students per Americans with Disabilities Act

### Definitions:

EL – English Learner

An EL is a student who uses another language in addition to or other than English. ELL – English Language Learner. An ELL is a student who uses another language in addition to or other than English.

ELAC - English Learners Advisory Committee

The English Learners Advisory Committee (ELAC) recommends programs for students with second language needs. The purpose of the ELAC is to provide parents of English Learners opportunities to learn more about the programs offered to their children.

ELD English Language Development

English language development (ELD) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction

is also known as: English as a second language (ESL)

**LCFF - Local Control Funding Formula**

Local Control Funding Formula is a hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded and measured for results. The services and support they receive allow all students to succeed to their greatest potential.

**SPSA - School Plan for Student Achievement**

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort to increase student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

**PBIS - Positive Behavioral Interventions and Supports**

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health.

**RFEP - Reclassification Fluent English Proficient**

Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can occur during the academic year, immediately upon the student meeting all the criteria.

**SARB - School Attendance Review Board**

Education Code Section 48200. What is S.A.R.B.? A School Attendance Review Board is an interagency group authorized by the California Law (Education Code Section 48320 et seq.) that assists families experiencing school truancy, attendance, and behavioral problems to find solutions by providing resources and guidelines.

**SART - Student Attendance Review Team**

Once the student is considered a habitual truant (3rd Step Truant), or has excessive absences for illness, the student will be referred to the Associate Principal, who will arrange a Student Attendance Review Team (SART) Meeting.

**Student Study Team (SST)**

The Student Study Team also commonly called a Student Success Team (SST) is a positive, team- oriented approach to assisting students with a wide range of concerns related to their school performance and experience.

**504 Accommodation Plan**

Prohibits discrimination against people with disabilities in programs that receive federal financial assistance and sets the stage for enactment of the Americans with Disabilities Act.