



**CARMEL HIGH SCHOOL
ACS WASC/CDE MID-CYCLE VISIT
SCHOOL PROGRESS REPORT**

**3600 Ocean Avenue
Carmel-by-the-sea, CA. 93923**

March 30th, 2022

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

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CARMEL HIGH SCHOOL

3600 Ocean Ave.
Carmel-By-The-Sea, Ca. 93923
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www.carmelhigh.org

Principal

Jonathan Lyons

Assistant Principals

Debbi Puente, Craig Tuana

CARMEL UNIFIED SCHOOL DISTRICT

Superintendent

Dr. Ted Knight

Governing Board

Sara Hinds, President

Tess Arthur, Clerk

Seaberry Nachbar, Member

Anne Marie Rosen, Member

Karl Pallistrini, Member

SITE LEADERSHIP (2021-22)

| | |
|------------------|---|
| Aubrey Powers | Activities Director |
| Golden Anderson | Athletic Director |
| Barb McBride | ELA Department Chair |
| Steve Nacht | Math Department Chair |
| Don Freitas | Science Department Chair |
| Joe McCarty | Social Science Department Chair |
| Suzanne Marden | World Language Department Chair |
| Debbi French | PE Department Chair |
| Sandy Mettler | Special Education Department Chair |
| Brian Granberry | Visual and Performing Arts Department Chair |
| Diana Vita | Classified Representative |
| Phillip Crawford | Librarian |
| Bridget Randazzo | Academic Support Coordinator |
| Jeff Rogers | Lead Counselor |

Chapter I: Student/Community Profile Data

Carmel High School is a comprehensive high school that serves the communities of Carmel-By-The-Sea, Carmel Valley, Pebble Beach, Cachagua and Big Sur encompassing roughly 600 square miles. The school is the only 9-12 comprehensive school in the Carmel Unified School District with a current enrollment of 844 students as of fall 2021. There has been consistent enrollment numbers since the last full Accreditation in 2019. The socio-economic makeup of the school is highly diverse both in terms of parent education and income. Students in our outlying communities often have to travel over an hour to come to school making transportation a significant need. While many of the students who reside in Carmel-By-The-Sea are affluent, the school does have 15% of the students identified as Socioeconomically disadvantaged. The parent education background is also widespread with 81% having attended some college and 73% earning a bachelor’s degree or higher.

The school has shown a consistent ethnic breakdown since the last full self-study with 62% White, 18% Hispanic/Latino, 11% two or more races, 5% Asian and 1% African American. The gender breakdown is 413 female students and 414 male students. The grade breakdown for 2021-22 is as follows:

| Grade | Total Students |
|----------|----------------|
| Ninth | 220 |
| Tenth | 204 |
| Eleventh | 219 |
| Twelfth | 184 |

STAFFING

The teaching staff is composed of 60 faculty including 3 full time counselors and 1 library media teacher. In addition, the school employs 22 classified employees including a full time registrar, 1.5 attendance clerks, a library aide, a college/career technician, and a newly formed wellness team (1 classified, 1 school social worker, and 1 full time licensed marriage and family therapist).The school also has a .8 Instructional Coach, a .2 for Math Coaching, and a .6 allotted for an Academic Support Coordinator.

Teachers may participate in workshops offered by our own staff, including annual summer institutes, which are week-long instructional technology workshops for K-12 teachers. Recent

summer institute trainings have focused on 1:1 Chromebook integration and have included specific workshops on Google Docs, Moodle, Teacher Dashboard, and Mahara (electronic portfolios) with an emphasis on the technology standards and the SAMR (transformation use) model. Teachers also attend content-specific conferences as well as specialized training, such as AP institutes, AVID conferences, CAPHERD, BER, and Challenge Success.

PARENT SUPPORT

Carmel High School is fortunate to have strong parent and community support. Padre Parents is the academic booster organization of Carmel High supporting the faculty-staff-parent-student partnership. The goal of Padre Parents is to foster a strong academic community within the school and to support a positive classroom environment for Carmel High students. They support the students, teachers, and staff at CHS both academically and socially. Padre Parents funds small grants to teachers for their classroom needs as well as special programs, equipment, periodicals and materials. They also support the college/career center, college night, academic recognition, graduation, Sober Grad and much more. Both our athletic and music programs also have strong parent booster groups. Districtwide, the schools are supported by Friends of Carmel Unified Schools, or FOCUS, which raises money for the purpose of providing both small and large grants and resources to benefit students, teachers, and the educational community as a whole. Since its founding in 1979, FOCUS has provided over \$2,500,000 for the benefit of our schools and students. The Carmel community has also supported the schools by passing two bonds over the past two decades for the purposes of improving infrastructure and facilities. Carmel High School has been the primary beneficiary of these grants, which have provided for remodeling of all classrooms and the addition of several new facilities.

CALENDAR AND BELL SCHEDULE

Carmel High School operates on a modified traditional calendar that includes two additional break weeks during the school year. Classes are scheduled in a modified block configuration. On Monday, Tuesday, and Friday, students attend seven 50-minute class periods. Periods 1, 3, 5, and 7 are offered on Wednesday during 95-minute block periods, and periods 2, 4, and 6 meet on Thursdays for 95-minute periods. All teachers keep office hours for 40 minutes each Thursday morning, and students earning two grades below a 'C' are required to attend. Office hours also provide students time to make up tests or receive individual assistance from teachers. The staff meets for collaboration every Thursday afternoon for 60 minutes.

Graduation Rate

| Year | Cohort Students | Graduates | Rate |
|-----------|-----------------|-----------|-------|
| 2016-2017 | 193 | 188 | 97.4% |
| 2017-2018 | 202 | 198 | 98% |
| 2018-2019 | 205 | 199 | 97.1% |

College/Career

| Class | # of Seniors | % of student considered Prepared |
|-------|--------------|----------------------------------|
| 2016 | 193 | 68.7% |
| 2017 | 202 | 78.1% |
| 2018 | 205 | 79.7% |

CAASPP Performance Data

| Year | ELA | Math |
|------|-----------------------------|----------------------------|
| 2017 | 111.2 points above standard | 28.3 points above standard |
| 2018 | 90.8 points above standard | 43 points above standard |
| 2019 | 95.3 points above standard | 41.6 points above standard |

Suspension Data

| Year | Overall Suspension Rate | % African American | % Asian | % Hispanic | % White | % Two or More Races |
|------|-------------------------|--------------------|---------|------------|---------|---------------------|
| 2021 | 0.8% | 0% | 0% | 25% | 62.5% | 0% |
| 2020 | 2% | 0% | 4.3% | 21.7% | 56.5% | 13% |
| 2019 | 1% | 0% | 0% | 20% | 60% | 10% |

Class Size (2018-2019 School Year)

| Subject | Number of Classes | Filtered Number of Classes | Total Class Enrollment | Filtered Class Enrollment | Average Class Size | Filtered Average Class Size |
|---------------------------|-------------------|----------------------------|------------------------|---------------------------|--------------------|-----------------------------|
| Art | 5 | 5 | 142 | 142 | 28.40 | 28.40 |
| Computer Education | 3 | 3 | 61 | 61 | 20.33 | 20.33 |
| ELA | 37 | 37 | 858 | 858 | 23.19 | 23.19 |
| Foreign Languages | 24 | 24 | 482 | 482 | 20.08 | 20.08 |
| Health Education | 4 | 3 | 134 | 55 | 33.50 | 18.33 |
| History/Social Science | 31 | 31 | 812 | 812 | 26.19 | 26.19 |
| Mathematics | 35 | 35 | 839 | 839 | 23.97 | 23.97 |
| Music | 6 | 6 | 169 | 169 | 28.17 | 28.17 |
| Other Instruction-Related | 67 | 67 | 459 | 459 | 6.85 | 6.85 |

| | | | | | | |
|--------------------------|----|----|-----|-----|-------|-------|
| Assignments | | | | | | |
| Physical Education | 10 | 10 | 271 | 271 | 27.10 | 27.10 |
| Science | 33 | 33 | 822 | 822 | 24.91 | 24.91 |
| Multiple Subject Classes | 5 | 5 | 130 | 130 | 26.00 | 26.00 |

Advanced Placement Trend Data

| Year | % Pass | # of Exams | Total Students | Students w/ 3 or better | Avg. Score |
|-----------------|---------------|-------------------|-----------------------|--------------------------------|-------------------|
| 2021 | 65% | 831 | 405 | 303 | 3 |
| 2020 | 72% | 922 | 471 | 367 | 3.2 |
| 2019 | 72% | 1,001 | 456 | 346 | 3.2 |
| 2018 | 73% | 908 | 426 | 341 | 3.4 |
| 2017 | 75% | 929 | 423 | 331 | 3.5 |
| 5 Yr Avg | 71% | 918 | 436 | 338 | 3.24 |

Chapter II: Significant Changes and Developments

In 2019-20, the school hired a new principal shortly after the last full visit. This was followed by significant changes in the district level leadership of Carmel Unified School District including new Assistant Superintendents of Business, Human Resources and Curriculum/Instruction in 2019. In the Spring of 2020, the district hired an interim Superintendent and then a new full time superintendent in 2021. This level of change in both site and district leadership has slowed some of the efforts by the school to implement the Action Plan in full.

In March of 2020, CHS transitioned to full time distance learning in response to the COVID19 pandemic. The school did not lose any instructional time during the early stage of the pandemic, as staff worked to maintain contact with students through both live and asynchronous instruction. Planning for a fall reopening in 2020 was halted just prior to the start of the school year by the statewide mandate that all schools in California maintain their distance learning footprint. This lasted until April of 2021, when CHS re-opened for students five days a week on an optional basis. During the initial phases of re-opening approximately 75% of students chose to return to school with the remaining 25% staying on distance learning. The school adopted a concurrent model of instruction whereby students who were at home could view the class through a class mounted camera system. While a struggle, the teaching staff is to be commended for the work done during this time to maintain engagement with students and ensure that all students had access to the curriculum.

The transition to distance learning was coupled with a change in the school's bell schedule to adopt a full block model of 90 minute class periods each day. As part of the Memo of Understanding between the district and the Association of Carmel Teachers, high school class periods had to contain at least 33% live instruction, although many teachers exceeded that mandate in order to maintain connection to their students. This model was carried forward into 2021 but halted when the school fully re-opened in the Fall of 2021. The experience of the block model has informed some of the work done on a proposed transition to a later start time to comply with the upcoming state mandate for all high schools to begin no earlier than 8:30am in the 2022-23 school year.

During the distance learning window of the Spring of 2020 to the Spring of 2021, there were small cohorts of students who came to campus due to issues with access to the internet, particularly in the outlying areas of Cachagua and Big Sur. These students were overseen by classified staff and kept in small learning cohorts to comply with all the necessary safety measures. Other students who struggled with maintaining their studies were provided support from assigned classified staff members through a program called Early Alert. Classified staff were assigned students to check on throughout the week to assist in keeping them focused and helping with connections to their classes. This Early Alert system became the basis for the

Academic Support team that has now been formed to try to address the long term learning loss due to the pandemic.

WELLNESS CENTER

In 2021-22 CHS opened a student wellness center as part of the on-going implementation of increased Social Emotional learning for all students. The school renovated an existing portable classroom space to create a wellness center with three small offices, a group room and large central space for students to access during the day. The center now houses our Licensed Clinical Social Worker, who was already employed, as well as a full time Licensed Marriage Family Therapist and a Classified Wellness Outreach Worker. The school created a Virtual Wellness Center as an offshoot of the school's website for students to access in off school hours. The Wellness Center staff coordinates with their sister program at Carmel Middle School and the Office of Student Support Services to develop a consistent secondary approach to school based mental health services.

DUAL ENROLLMENT WITH MONTEREY PENINSULA COLLEGE

In the 2018-2019 school year CHS entered into a Dual Enrollment agreement with Monterey Peninsula College to offer US History. This course is taught by two of our credentialed teachers who are hired as adjunct professors by the college. Students earn both high school and college credit for this course. The following year the school expanded to add MPC Sports Medicine as part of that CTE Pathway. The program was not as successful and as such was not offered this school year. The school is now offering MPC Statistics for the first time this year as a semester in conjunction with a CHS Statistics Applications course.

ACADEMIC SUPPORT COORDINATOR

In the 21-22 School year, CHS created a .4 FTE position for an Academic Support Coordinator to assist students in need of increased intervention due to failing grades or other academic impediments to success. This position is combined with our existing Strategies for Success teaching position to offer a tiered level of support for students. Students receive support either through identified failing grades on a progress report or as part of a SST/504 process.

FACILITIES UPGRADES

In an effort to provide students with a more welcoming environment the school has redesigned several spaces on campus. The library was given an entirely new furniture set up that is more flexible and more inviting for students who are looking for social space to gather. The lobby of the cafeteria was also redone to allow for students to have a place to relax and study if needed. The Robotics lab was upgraded with new technology and new furniture to make it a more

functional space. Outdoor seating was added to the upper quad, the amphitheater and the outdoor space near two upper wings of campus. This allows teachers to have students work outdoors if they choose to assist with classroom space issues due to COVID. These changes have given students a number of options for seating during the day to help decompress and manage their stress load.

FREE PERIOD DESIGN

Prior to the 21-22 school year, students who did not have an academic class were required to be in a Study Hall class monitored by a staff member. The legality of this became a concern and as such was dissolved. In its place 11th and 12th grade students can now have a “Free Period” in their schedule that can be used for studying, meeting with counselors, accessing the wellness center or to take advantage of the open seating on campus for relaxing or recharging for the remainder of the day. Students may not leave campus during their free period but can in some cases shorten their day if they need to work or take classes at the local community college.

Chapter III: Engagement of Stakeholders in Ongoing School Improvement

The Single Plan for Student Achievement is developed every year by site administration after review of the WASC action plan as well as any new initiatives that are brought forward by staff to Site Leadership. The SPSA is then approved by the Site Leadership as well as submitted to the district office to ensure alignment to the LCAP. Plans are then created off of each goal with specialized work groups assigned to implement those plans. The Instructional Coaching Team (composed of Site Administrators, Instructional Coach, Librarian and the District Educational Technology Coach) oversees the implementation of any Professional Development that aligns with Goal 3 of the WASC Action Plan. MTSS/Intervention is monitored by one of the Assistant Principals with CTE being overseen by the other AP. This past year the school has developed a Wellness team (composed of the Principal, LMFT, LCSW and the Wellness Outreach Worker) to oversee the implementation of Goal 2 of the Action Plan. In some instances, this group has been expanded to include the Academic Support Coordinator, all 3 counselors and the 2 Assistant Principals.

Parents and students are informed of progress on our goals through monthly Padre Parent Meetings as well as weekly communication from the Principal. While WASC is not specifically addressed by name in these communications, parents are made aware of new programs or initiatives, such as EQ schools or the Wellness Center, as they are launched and provided input and feedback on the implementation. Staff is kept informed through monthly staff meetings and weekly communication from the Principal. This year, the shift to a schoolwide Professional Development approach, in partnership with EQ Schools, has been through on-going evaluation through surveys and departmental feedback to determine if this new approach is being received positively. All staff were asked to incorporate the WASC action plan items into their fall planning in some capacity.

Given the constraints of this year and the relative pressure of reopening school during COVID, staff has not been as active in the writing of the mid-cycle progress report. Individual groups were asked for comment on areas that they oversee with the full report being shared to staff during the month of February.

Chapter IV: Progress on Implementation Schoolwide Critical Areas for Follow Up and the Schoolwide Action Plan/SPSA

The 2019 CHS Self Study identified the following as schoolwide critical areas for follow-up:

1. Develop a plan to narrow the achievement gaps revealed in our performance data.

Since the onset of the pandemic, CHS has dedicated staff to supporting students who are below grade level and in need of additional support. The school has created an Academic Support Coordinator, who examines grade data to identify students in need of one on one or small group support. CHS has created a Student Support team to address the confluence of social emotional and academic needs and align services around individual cases.

2. Address the high-stress levels reported and exhibited by students.

CHS has committed to elevating the social emotional learning of students to match our high academic standards. In 2021, the school opened a Wellness Center staffed by a team of three to address student anxiety and stress by providing a safe space on site. There has been a high level of usage of this facility with plans to increase outreach into the classrooms in the coming year. CHS has worked with an outside consultant, EQ Schools, to develop a shared SEL vision for the school as well as heighten our staff's awareness of their own SEL needs to better support students. The school has also partnered with the Monterey County Rape Crisis Center to train our staff on trauma informed support practices to address student anxiety around issues of sexual harassment.

3. Ensure that all students feel connected, supported, and valued.

This past two years has been a struggle to keep all students and staff engaged as we navigated the issues of distance learning. Our ASB developed the "Week of Welcome" to open this current school year to provide a reintroduction to the school and onboard our new freshman to the high school experience. During the pandemic, ASB revamped their website and increased their use of social media (particularly instagram) to keep students informed and celebrate the work being done by our clubs and extracurricular programs. In 2020-21, we utilized our classified staff to conduct one on one support for students that struggled keeping up on their work remotely, which then transitioned to our student support team work this school year.

4. Working with staff, site administration needs to emphasize a clear and explicit process for decision-making and resource allocation. The process needs to be based on the cycle of inquiry whereby goals are established, plans made and implemented, results evaluated, and the evaluations communicated to relevant stakeholders.

CHS administration has developed a clear process for school based decision making anchored in a cycle of inquiry that we are piloting this school year. In 2019-20, the Site Leadership held a half day retreat to align practices and there are plans to resume that practice this spring. Several working groups have been created to address key issues such as sexual harassment and hate speech. The school has also undertaken the creation of a school site council to allow for all stakeholders to have a voice in the prioritization of goals for the school. This three pronged approach of working groups, Site Leadership and School Site Council will allow for more voices to be engaged in decision making and for many of the important conversations to have a place

to be addressed.

5. District office needs to implement processes to support additional involvement of school staff in decisions about the school that are made at the District Office and to more clearly communicate explanations of District Office decisions that affect the school.

CUSD has had several shifts in leadership over the past three years, with three superintendents since the last full self study. Despite this, the district has maintained its support of the school and engaged site leadership in the decision making process.

6. The site-based Professional Learning team needs to establish a structure to capture and extend learning from Topic Teams to ensure the sustainability and extension of Topic Team learning in support of site-wide implementation of effective practices.

As mentioned in area #4, the school has restructured its approach to decision making that extends to how Professional Development of staff is addressed. Prior to the pandemic Topic teams were robust in the areas of technology and social emotional learning. This provided the school leadership insight into the thinking of the staff about what areas to explore further. In 2020-21, the focus of Professional development was centered exclusively around the use of educational technology in order to better support distance learning. This year, the school contracted with an outside consultant for the first time in many years to address the school's vision around social emotional learning. The instructional coaching team, composed of the instructional coach, the educational technology coach, the librarian, and site administration, has worked to develop a move to a more directed PD approach for the upcoming school year, centered around department and grade level goals and expectations that are derived from the cycle of inquiry process.

7. The administration needs to encourage closer collaboration among teachers to create consistent grading policies across departments and to improve both vertical and horizontal articulation.

This is an area where significant work is still to be done. We anticipate that one of the outcomes of our new grade level focus will be to examine what common practices can be adopted to support our students' learning.

This year we have worked extensively to embed these goals into our SPSA. The school adapted these critical areas of focus to align with the goals provided via the LCAP process to develop our yearly SPSA.

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| Goal 1: All students shall engage in challenging, innovative, and relevant learning experiences that prepare them for college, career, and global citizenship. | |
| Action Item | Evidence |
| 1.1 Define the leadership structure to implement MTSS / WASC action plan to address Goal 1. | |
| Over the past year, the CHS administration has engaged in a study of the | SPSA |

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| <p>current MTSS interventions in place and how they are accessed by students. A workgroup composed of Administration, the Academic Support Coordinator, the ELD lead teacher and a counselor are working toward redefining the tiers of intervention and bringing recommendations to the Site Leadership Team.</p> <p>The WASC action plan has been the primary driver of the Single Plan for Student Achievement for each of the past three years. Despite the interruptions to the school years due to COVID, the school has aligned all it's work to the goals of the action plan and has made inroads on several of the items. Moving forward, site administration is developing a plan for a yearly process for goal creation, adjustment and progress monitoring that will be shared out with Site Leadership at the April Leadership Retreat.</p> | |
| <p>1.2 Conduct deeper and more disaggregated analysis of student performance data in order to address individual student learning needs and student engagement.</p> | |
| <p>The math department has piloted the NWEA/Map testing to assess a students' overall mathematical performance in the 21-22 school year. Each course gives summative semester course exams that are in most cases common assessments. The semester exams include FRQs or performance tasks. Many of the unit or chapter exams and in many courses these exams are common exams which include an FRQ or Performance Task. The department has begun the initial design of a teacher dashboard to collect and analyze data as well.</p> <p>Our SPED department conducts a wide range of data analysis with students including daily checks on students grades, reviewing IEP goals and conducting formal and informal assessments on student progress. Each student has an active IEP that addresses progress both academically and in the social/emotional strata. Based on the ongoing data above, students' services and/or IEP goals/ accommodations/ etc. are adapted in the IEP and classroom.</p> <p>Currently, the English Department administers a writing benchmark each fall and spring, which is modeled after the CAASPP performance task. Students take the benchmark four times (once as a freshman, twice as a sophomore, and once as a junior), and the department takes a release day to score the essays together as a team, which gives them the opportunity to discuss and analyze the results, identify students who need additional writing support, and make necessary changes to our writing instruction. We also look at longitudinal results for each student to gauge</p> | <p>Department Meeting Notes</p> |

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| <p>their improvement and readiness for the CAASPP assessment. The department is currently looking for a comprehensive reading, grammar, and writing assessment that could be given at the beginning of each school year to get baseline data on each student, which could be used to inform instruction and potentially place students in Tier 3 supports, such as our English Tutorial Support class.</p> | |
| <p>1.3 Develop and define a baseline set of competencies and assessments for each CTE pathway capstone course.</p> | |
| <p>Pre-COVID, CTE Teachers had worked on core competencies that students should be able to demonstrate by the time they complete the pathway. Each teacher developed these and had approximately 8-10 competencies. Two of our teachers are new this year for the 2021-2022 school year and have not focused on this to this point.</p> | <p>CTE competency lists</p> |
| <p>1.4 Explore student certifications and stackable credentials in collaboration with Monterey Peninsula College.</p> | |
| <p>We have explored stackable certificates in all pathways. We have not added any new ones due to various reasons. We still have First Aid/CPR for Sports Medicine and Adobe Acrobat for Graphic Design. We were exploring OSHA and ASE for Automotives when our previous Auto teacher resigned. We are getting our new auto teacher acclimated and then will explore again. We have talked with MPC about offering an auto electronics class at CHS, but MPC did not receive the grant to continue pursuing this. There are no dance or drama certifications that we could find. Video Production could not find training for Apple certification. Engineering we are going to look at OSHA certification still under the guidance of the auto teacher. We also had a dual enrollment for sports medicine pathway that was the first step in potential certificate but unfortunately that ended because MPC was not offering the class any further at the time when we would teach it. We have shifted our focus to Work Based Learning Opportunities for students.</p> | |
| <p>1.5 Improve use of formative assessments to identify achievement gaps and provide early intervention.</p> | |
| <p>For the current school year, the CHS math department has begun implementing the NWEA/MAP tests in Integrated 1, 2 and 3 to assess learning loss due to the pandemic and potentially as a placement tool for future years. This will be the first year data will be used for any potential</p> | <p>NWEA assessment data</p> |

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| <p>changes to instruction or curriculum.</p> <p>In English, students participate in a writing benchmark four times in preparation for the CAASPP exam. These assessments, which are modeled on the CAASPP Writing Performance Task, are given to all 10th and 11th grade students in November and to all 9th and 10th grade students in March. The entire department then meets to score the benchmarks together, review and discuss the results, and determine how to help students improve, both individually and programmatically.</p> <p>The English department is currently working to identify or create a reading, grammar, and short writing assessment that could be implemented at the beginning of the year in each grade level to provide baseline data, help to identify achievement gaps, and to be used as a basis for placement in the English Tutorial Support class or other interventions.</p> | <p>Writing benchmark prompts and data</p> |
| <p>1.6 Create a multi-year, multi-tiered plan to address individual learning needs and student engagement based on results of deep analysis.</p> | |
| <p>This has not been addressed at this time.</p> | |
| <p>1.7 Refine the Senior Exit Survey to better understand perceptions regarding student preparedness for post high school pathways.</p> | |
| <p>The Senior Exit survey from the College & Career Center focuses on post-high school paths and was administered via Naviance. This survey tracks the schools to which students applied, the admissions decisions, as well as where they are planning to attend in the fall. Students who are not matriculating to college indicate what they are doing such as straight to work, or a gap year. Due to Covid 19, the Class of 2020 and 2021 were given an alternate exit survey, on paper, which only tracked student applications, decisions and schools attending.</p> <p>The Class of 2022 will have a redesigned Senior Exit Survey through Google Classrooms that will include information about what career preparation students took advantage of through the Naviance College & Career Platform, any classroom presentations through CTE, job shadow or internships completed, as well as college applications, admissions decisions, and attending matriculating institutions.</p> | <p>Senior Exit Survey</p> |

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| <p>1.8 Update and refine communication protocol to use with all students regarding career pathways, including secondary and post-secondary choices.</p> | |
| <p>The Counseling team has provided grade level College & Career Classroom presentations throughout the school year on a wide range of college and career pathways. The team sends out regular emails sent via Naviance (College & Career Readiness Platform) to students regarding grade level College & Career activities. There have been ongoing College Workshops for 11th and 12th grade students via Zoom and classroom presentations now that we have returned in person. The College and Career Center sends out a monthly counseling newsletter sent out to students and parents and our College & Career Coordinator attends monthly Padre Parent Zoom meetings to inform parent of upcoming events</p> <p>The Counselors also Coordinated and provided Freshmen Orientation classroom presentations during the Fall semester in Health and World Geography Classes. The school now has grade level Google Classrooms with pertinent college and career information. Information shared with students via Google Docs. Individual counselors provided academic workshops for 9th and 10th grade students during Office Hours this past school year.</p> <p>To help develop awareness of career options, the newly hired CTE technician has partnered with industry professionals to speak with students throughout the school year in Pathway classes and used evaluation forms with students to garner feedback on the success of these presentations.</p> | <p>Counseling Webpage on School Website</p> <p>Counseling Google Classrooms</p> |
| <p>1.9 Conduct deeper analysis of student engagement, explore means of improving student engagement and instructional innovation, and make recommendations.</p> | |
| <p>This will be addressed as part of our new Cycle on Inquiry planning</p> | <p>SPSA Review Process (Appendix B)</p> |
| <p>1.10 Identify a protocol to conduct an internal audit of both vertical and horizontal alignment of curriculum, instructional practices, and common assessments; and use the protocol to reflect on findings.</p> | |
| <p>As with many initiatives, this was tabled during the year of distance learning. However, this is a high priority of our new Superintendent, so once our new</p> | <p>CUSD Strategic Plan (2022-23)</p> |

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| <p>Strategic Plan is in place during the spring of 2022, we will be developing the protocol by which to evaluate our vertical and horizontal alignment and conduct the evaluation. We will develop goals around providing a guaranteed and viable curriculum with common assessments based on the results of our evaluation.</p> | |
| <p>1.11 Evaluate progress toward the achievement of Goal 1 annually.</p> | |
| <p>CHS conducts a yearly review of the Single Plan for Student Achievement with an eye on the progress being made toward the WASC action Plan. This is also embedded into our review of the CUSD LCAP and will become a process of the district’s annual evaluation of the Strategic Plan.</p> | <p>SPSA</p> |
| <p>1.12 Create matrices to define universal instructional expectations (Tier 1), as well as Tier 2, and 3 interventions and protocols to meet the academic needs of all students.</p> | |
| <p>This is an ongoing process being overseen by one of our Assistant Principals. The team will develop the matrix to be shared with Site Leadership by the end of the 21-22 school year. This may bring about adjustments in staffing around intervention.</p> | <p>Student Support Program Plan</p> |

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| <p>Goal 2: All students will achieve personal wellness through an environment that fosters health and happiness.</p> | |
| <p>Action Item</p> | <p>Evidence</p> |
| <p>2.1 Define the leadership structure to implement MTSS / WASC action plan to address Goal 2.</p> | |
| <p>During the 2020-21 school year, CHS transitioned to distance learning due to the COVID19 pandemic which placed a heavy focus on academic support for students who struggled with remote schooling. The school developed the Early Alert Program to address the needs of students that were falling behind in their learning. The Early Alert team was composed of classified staff, administration and counselors who sought to match support to students. The team developed a check in process that consisted of three levels of service. The team met regularly to calibrate student needs and adjust services as needed.</p> | <p>Strategies Enrollment ELA Support Enrollment Early Alert Action Plan</p> |
| <p>In 2021-22 the school allocated a .4 FTE position to create an Academic</p> | <p>Student Support Action</p> |

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| <p>Support Coordinator. This position was designed to work with students who demonstrated learning loss or struggled with the academic needs of the return to full time in person instruction. In addition, the school maintains two sections of the Strategies for Success program and 1 section of ELA Support as a Tier 2 interventions. Students are placed in these programs through the SST process.</p> <p>In 2021-22 the school also created the CHS Wellness Center to address student well being and overall mental health. The Wellness Center is staffed by a Licensed Marriage Family Therapist, a Licensed Clinical Social Worker, and a Wellness Outreach Worker classified staff who work collaboratively with site and district administration to offer school based mental health services to all students. This can be done via appointment or walk in as needed. Students have reported high overall satisfaction with the facility and the services being offered. The Wellness Center is part of a district wide focus on student mental health and social emotional learning that has been heightened due to the pandemic.</p> <p>This school year CHS has also sought to define the vision and mission for SEL by creating an SEL Leadership team composed of teachers, students, parents and staff to outline the overall program parameters. This has been an offshoot with contracted professional development with EQ Schools that has placed a comprehensive focus on student and staff wellness. The SEL leadership team will provide updates to the Site Leadership team as well as the school at large to keep all stakeholders updated on the school's progress.</p> | <p>Plan</p> <p>SEL Leadership Planning</p> |
| <p>2.2 Request that wifi access be added to school buses.</p> | |
| <p>This option has been tested several times over the past three years, and we are unable to install wifi on the buses as the reception is so poor that it is not usable for students.</p> | |
| <p>2.3 Support District in establishing a plan to extend funding for SRO.</p> | |
| <p>Over the past three years, CHS has partnered with the Monterey County Sheriff Office to have a School Resource Officer tasked to the school site. This partnership is ongoing and has been renewed through the 22-23 school year. The dialogue between both agencies continues to be positive and</p> | <p>SRO Contract with CUSD</p> |

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| <p>there is enthusiasm for the partnership to continue.</p> | |
| <p>2.4 Advocate for stadium lights to be added to the CHS and other district fields that support CHS athletics.</p> | |
| <p>Beginning in 2019-20 the school began working in earnest with district office staff to engage in a long term facilities master plan. The plan included the addition of stadium lights to the CHS campus. With the onset of COVID19, the facilities master plan and the needed bond funding was placed on hold. In 2021, CUSD returned to the question of stadium lights and a plan was developed to address this need separate from the long range plan. This included commissioning an Environmental Impact Report and a phased addition of parking to the campus. The district has finalized the EIR as of November 2021 with the intent of presenting it to the board in the coming months. The site has also undergone a storage audit to renovate and consolidate storage with the intent of adding parking spaces to allow for better management of the facility when lights are used for large scale events on campus. The target for implementation of the parking plan is the spring of 2022, with the lighting installed in time for the opening of school in 2022.</p> | <p>Environmental Impact Report on File with CUSD (includes parking and storage planning)</p> <p>Facilities Master Plan</p> |
| <p>2.5 Review how we structure time (start time, bell schedule, block schedule, potential advisory period) and present potential alternate schedule options.</p> | |
| <p>Beginning in 2018-19, CUSD began a study of how to transition CHS to a later start time of 8:30am aligning with the new law passed in 2019. With the transition to distance learning in 2020-20221 due to COVID19, the school day began at 8:30 and the school went to a full block schedule model with Academic Support/Office Hours on Fridays. This schedule was maintained through the 2020-21 school year both in our distance learning phase as well as when the school returned to full in person instruction in the spring.</p> <p>In 21-22 the school opened with the reinstatement of the pre-COVID bell schedule, which was a hybrid of block and full period days. The school district began to review the larger impacts of the start time changes during the winter of 2021 to ensure that student transportation would be a viable option for all students who needed it. A committee has been formed to address district issues that will help provide guidance to the school about</p> | <p>CHS Distance Learning Plan</p> <p>CHS Return to School Plan</p> <p>CUSD Calendar Change committee Meeting Notes</p> |

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| <p>the nature of the shift and the parameters for which decisions can be made.</p> <p>During the summer of 2021, the staff did examine some alternative schedules that included flex time for students to use for academic support, enrichment and social emotional learning opportunities. The staff ultimately decided to wait on these sorts of changes until more study can be done. School Site Leadership will take a leading role in this conversation throughout the spring of 2022 in anticipation of enacting the new start time in the fall.</p> | |
| <p>2.6 Expand tutoring services for CHS students.</p> | |
| <p>In the 2021-22 school year our Academic Support Coordinator launched a tutoring club that sought to support students through peer tutoring. Students were offered community service hours to be available for walk in or appointment tutoring services at lunch and after school on select days. The program is in the process of being expanded to allow for the tutors to receive payment as school employees. Teachers may refer students to tutoring and the program has been promoted by ASB and site administration through regular communications to parents and students.</p> | <p>Tutoring Club Flyers</p> |
| <p>2.7 Create matrices to define universal instructional expectations (Tier 1), as well as Tier 2, and 3 interventions and protocols to meet the social-emotional needs of all students.</p> | |
| <p>At the outset of the shift to distance learning in 2019-2020, school staff worked on a system to engage students who were struggling with distance learning both academically and from a social/emotional context. The process, called Early Alert, provided tiered support to students through regular check-ins from classified staff to more formal interventions such as SST's or by having students come to campus in small, safe cohorts. With the return from distance learning CHS has taken some of the components of the Early Alert protocols and adapted them to on site instruction. This year CHS dedicated a portion of a certificated teaching position to be an Academic Support Coordinator, who maintains a caseload of students who are in need of Tier 2 interventions due to their grade performance. Students also receive Tier 3 support via SST/504/IEP supports. There is still refinement to be done in the area of intake and exit protocols for movement from Tier 1 to Tier 2 (particularly the use of our Writing Strategies and our Strategies for Success courses).</p> | <p>Early Alert Program Outline</p> <p>Academic Support Coordinator Position</p> |

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| 2.8 Identify a protocol to evaluate current homework practices and make recommendations for refinements. | |
| While not specifically addressed at this time, many teachers have self-evaluated their approach to homework since the beginning of the pandemic. The staff engaged in some discussions at a staff meeting about the needs for homework and how to address students who are placed on quarantine due to COVID. This did lead to a series of best practices that were shared with the staff | COVID Quarantine Best Practices |
| 2.9 Further develop and refine alcohol, drug, and tobacco education program. | |
| The school continues to use the Power Forward program to address student education on drug and alcohol awareness. It is also a key component of the mandated 9th grade health class. In addition, in 2019 the school agreed to house a drug dog on site in conjunction with the contract for an SRO on campus. The search process is currently being developed before implementation. | SRO Contract |
| 2.10 Conduct deeper analysis of student stress and anxiety and to better understand its causes. | |
| The school continues to use both the California Healthy Kids Survey and the Challenge Success Survey as tools for trying to gauge student stress and anxiety. The Wellness Center staff also tracks students who enter the center to determine causes for their exit from class, of which stress and anxiety are two of the higher self identified characteristics. | CA Healthy Kids Data Challenge Success Data Internal Wellness Center Survey |
| 2.11 Conduct deeper analysis of student perceptions and institutional practices that influence to what extent all students and paths are valued at Carmel High. | |
| This has not been addressed at this time. | |
| 2.12 Create a multi-year plan and identify a measurement tool to address student stress and anxiety based on the results of the deep analysis. | |

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| <p>The school currently uses both the California Healthy kids and Challenge Success surveys in alternating years as a means of assessing overall student health and mental well being. While not specific to CHS, these two surveys are effective at providing feedback from students on their emotional state and the relationship between students and school as a means of wellness support. The Wellness team is currently working with the middle school and the district office to develop tools to assess students who visit the centers and if they are receiving appropriate services based on need.</p> | <p>CA Healthy Kids Data Challenge Success Data Internal Wellness Center Survey</p> |
| <p>2.13 Evaluate and find ways to enhance the effectiveness of the school-parent partnership in addressing student health and wellness.</p> | |
| <p>While we have not conducted an evaluation regarding the effectiveness of the school-parent partnership in addressing student health and wellness, we have included both parents and students on the SEL Leadership Committee, and as part of our contract with EQ Schools, they are providing two parent education workshops this year on SEL and how parents can promote social-emotional health and wellness. The first workshop, which was held in the fall in conjunction with our Wellness Center Open House, was well-attended. The next one will be March 31.</p> | <p>Principal's weekly email Wellness Center Open House Flyer</p> |
| <p>2.14 Expand social norming campaign to encourage health and wellness.</p> | |
| <p>The social norming campaign was an effort by ASB to show students that, in fact, most teens report that they do not engage in risky behaviors, such as binge drinking or drug use, in order to promote healthy lifestyles and to present them as the “norm” rather than the exception. With the onset of the pandemic, the social norming campaign, like so many of our plans, was tabled; however, our focus on health and wellness moved to the forefront. While the approach may have taken a different form, the school has allocated tremendous resources toward the promotion of healthy and wellness, including building the Wellness Center and contracting with an outside organization, EQ Schools, to facilitate our year-long professional learning focus on social-emotional learning, which is helping to transform our school culture toward valuing and promoting health and wellness.</p> | <p>2021-22 PD Plan</p> |
| <p>2.15 Incorporate best practices in health and wellness education into regular instruction (movement strategies, brain breaks, time management, stress management).</p> | |

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| <p>As aforementioned, our primary professional development focus for the 2021-22 school year has been on social-emotional learning and wellness, and we have contracted with EQ Schools, who have facilitated all of our PD days this year. Our facilitator, Roni Habib, has focused on increasing the self-awareness and wellness of the adults so that they, in turn, can effectively support students in this endeavor. His training has focused on strategies for creating a welcoming, supportive environment for students; the importance of games and play; self-awareness and self-management; and the value of empathy in education. Each teacher was expected to create a fall planning goal around how they would incorporate these best practices in health and wellness education into their instruction. As a result, some have made minor changes, such as greeting students at the door or practicing brain breaks; others have completely transformed their approach to instruction. Teachers have been supported in this endeavor by the instructional coach, who also created a video series called “What are you SELing?” to provide practical tips for how teachers could support the development of students’ social-emotional core competencies.</p> | <p>2021-22 PD Plan / Agendas</p> <p>Fall Planning Forms</p> <p>“What are your SELing” videos and feedback forms</p> |
| <p>2.16 Explore creative ways to increase student physical activity during the school day.</p> | |
| <p>The intent of this action item was to promote healthy lifestyles by encouraging students to play games, such as frisbee or ping pong, during their lunch break; to walk a lap around campus as a brain break; or even for teachers to hold “walking” discussions on the track. With the school closure in March 2020, engaging students in physical activity obviously became a major challenge. In the early months of Covid, a local parent, who owns a Barre studio, offered free Zoom workouts in the morning to all students and staff, and despite the lock down, students were encouraged to spend time outdoors hiking, biking, walking, running, skateboarding, or doing other physical activities that were safe and socially-distant. Once we returned to in-person learning last April, teachers were encouraged to hold classes and meetings outdoors whenever possible to promote distancing. With our focus on social-emotional learning and well-being this year, promoting physical activity has been discussed as a path not only to physical but also mental health, but we have not put measures into place that are specifically geared toward helping students to increase their physical activity during the school day.</p> | |

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| 2.17 Evaluate progress toward the achievement of Goal 2 annually. | |
| CHS conducts a yearly review of the Single Plan for Student Achievement with an eye on the progress being made toward the WASC action Plan. This is also embedded into our review of the CUSD LCAP and will become a process of the district’s annual evaluation of the Strategic Plan. | |

Goal 3: All staff engage in high quality professional learning to meet the district’s academic and social-emotional goals.

| Action Item | Evidence |
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| 3.1 The district and new site principal will review and clarify mutual responsibilities for improving communication about leadership and programmatic decisions. | |
| <p>An area of immense struggle has been consistent clarity around how decisions are made on a site level and how staff can feel valued for their input. The school has maintained a consistent Site Leadership Team that is designed to meet some of the decision making demands but there are still staff that feel their voice is not being heard. The school has also recently created a Social Emotional Learning Leadership team as another opportunity for shared decision making. CUSD has transitioned through three different superintendents in the span of the first three years of the WASC cycle which has at times confused the decision making process even more.</p> <p>The new principal has created a Google Classroom to serve as a repository for information, policies and staff meeting notes/presentations. In addition, there is a weekly email that is sent to all staff highlighting the week ahead and some of the key points of clarity.</p> <p>One transition that was made during the Distance Learning portion of the COVID experience was to include all classified staff in the monthly faculty meetings. The effort to include non teaching staff was designed to increase voice for those who support the classroom and allow for more voice to be included in the decision making.</p> | <p>Principal’s Weekly Emails to parents and staff</p> <p>SPSA Review Process (Appendix B)</p> <p>Staff Meeting Notes/ Presentations</p> |
| 3.2 Site administration, along with staff, will establish a clear and explicit process for decision-making and resource allocation based on a cycle of inquiry. | |

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| <p>In January of 2022, the CHS Administration shared a new decision making process whereby the Site Leadership Team regularly reviews all policies in place in the course catalog and the student handbook. In addition, the school will create a School Site Council to assist with setting the priorities of the school and creating an oversight structure for long term planning.</p> | |
| <p>3.3 Establish the expectation that the professional learning model includes a cycle of inquiry with an embedded evaluation component.</p> | |
| <p>The new SPSA review process also requires that each department will develop an action plan to speak to the various goals for the year. This will in turn require each teacher to address the goals in the mandatory Fall Planning. For the past two years, site administration has required teachers to address one of the school goals in their fall planning. In 2021-22, all teachers were asked to address the schoolwide PD effort to elevate SEL education in the classroom in conjunction with our partnership with EQ Schools.</p> | |
| <p>3.4 Train all teachers in the use of Illuminate in order to streamline the use of data to differentiate instruction according to student need.</p> | |
| <p>CHS no longer uses Illuminate. Data analysis is still an area of growth for the school.</p> | |
| <p>3.5 Refine teacher-driven Topic Team professional learning model and determine means of measuring how it is improving the student learning experience.</p> | |
| <p>During the past two year, CHS has moved away from the Topic Team model for Professional Development. For the 20-21 school year, much of the Professional Development focus was on increasing teaching capacity with educational technology to meet the needs of distance learning. Staff were provided multiple opportunities to work with Instructional Coaches to improve their own capacity in this area along with ways to embed technology into their student work.</p> <p>For the 21-22 school year the school has worked with EQ Schools on a universal Professional Development around SEL. This has led to the formation of an SEL Leadership team that has been tasked to refine the SEL vision and look toward a long term PD plan for SEL. Site administration has also made implementation of the EQ Schools ideas part of each teacher's fall planning and evaluation cycle. This will continue for the foreseeable future.</p> | <p>EQ Schools Meeting notes</p> <p>Staff Meeting Presentations from 20-21 and 21-22</p> |

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| 3.6 Site Professional Learning team will meet regularly to guide professional learning based on best practices and teacher feedback as well as ensure that professional learning is aligned with District and WASC goals, critical learning needs, and SLOs (student learning objectives). | |
| Site Administration meets monthly with the Instructional Coaches and the school Librarian to map out Professional Development opportunities that are aligned with the WASC action plan. This process is also aligned to district goals that stem from the LCAP. | |
| 3.7 Create opportunities to explore cross-curricular collaboration around instructional innovation. | |
| With the Covid pandemic and shift to distance learning, instructional innovation and adaptability became the primary focus, mostly out of necessity. While many course-alike teachers collaborated closely during this time, there was little appetite or opportunity for cross-curricular collaboration during the school closure, so it has not been a major area of focus. | |
| 3.8 Train all faculty and staff in the language of MTSS to ensure a common understanding in facilitating its implementation. | |
| This has not been addressed at this time. As the Student Support team completes its planning, this will be incorporated moving forward. | |
| 3.9 Train PLC facilitators in how to conduct a cycle of inquiry and how to effectively analyze and use data to drive instructional decisions. | |
| Each Department chair will attend a yearly retreat to help establish goals and learn how to effectively lead the school adopted Cycle of Inquiry. A retreat was held in 2020 but was not able to occur in 2021 due to the pandemic. It is tentatively planned for April of 2022. | |
| 3.10 Identify and provide supports for teachers to design and implement innovative instruction. | |
| Prior to the pandemic, we were already exploring the idea of hybrid learning and more project-based learning, and teachers were encouraged to take more innovative instructional risks. It was the pandemic, however, that necessitated that all teachers innovate and rethink their instructional | 2020-21 PD Plan |

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| <p>approach. From the moment that the school closure was first announced in March 2020, the IT and instructional coaching departments, in conjunction with both site and district administration, set to work on establishing new protocols, training all teachers, and providing the technology needed to survive and thrive in a distance-learning setting. This was uncharted territory for educators and students alike. While the technology team ensured that all teachers and students had access to both the hardware and software licenses needed to teach remotely, the coaching team was available to provide support, and they also offered both mandatory and optional professional development during the summer of 2020 to all teachers, Pre-K through 12, on innovation and best practices in distance learning, including both synchronous and asynchronous instruction, with a focus on student engagement, interaction, and support. Also, the entire district adopted Google Classroom as our new learning management system and Zoom as our meeting platform, and all teachers were trained in their use. When school reopened in April 2021, all teachers were trained in how to effectively teach concurrently with live and remote instruction.</p> | |
| <p>3.11 Train teachers in best practices in social-emotional learning and how to incorporate health and wellness into their instruction.</p> | |
| <p>Social and emotional learning had already been identified as a key area of focus, both in our district and site goals, prior to the pandemic, and a team of teachers had delved into SEL as a Topic Team. Though SEL was slated to be the focus of our 2020 Summer Institute, training all teachers to teach effectively in the distance model took priority. However, during the school closure, the instructional coaching team offered a monthly Resilience Series for K-12 teachers, based on the work of Elena Aguilar, which was well-attended, and we made SEL the sole focus of professional learning for the 2021-22 school year. It was the sole topic of the 2-day Summer Institute, and with the Covid grant money, we were able to construct a Wellness Center, staffed by a full-time receptionist, social worker, and therapist, and we were able to contract with the organization EQ Schools to provide all of our professional development for the school year. This organization supports schools to build a culture that puts wellness and emotional intelligence of students and adults at the forefront. Throughout the year, EQ Schools has provided two full-days and three half-days of PD for the entire staff; two parent education workshops; and five meetings with our SEL Leadership</p> | <p>PD Plan and Agendas PD Feedback Forms Resilience Series Agendas and Slide Decks</p> |

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| <p>Team in order to develop the vision and long-term plan for implementing SEL at our site.</p> | |
| <p>3.12 Results of cycle of inquiry regarding decision making and resource allocation will be evaluated and communicated to relevant stakeholders.</p> | |
| <p>This has not occurred as of yet, but is in the new planning process recently proposed to the staff.</p> | |
| <p>3.13 Replicate and spread effective instructional strategies discovered through choice professional learning model to improve organizational learning.</p> | |
| <p>Prior to the pandemic, we had engaged in several years of choice-based professional learning, in which teachers identified topics of interest and formed Topic Teams to develop their knowledge, based on a cycle of inquiry. In order to ensure that all teacher benefited from the learning done by the Topic Teams, we were planning to make SEL the key area of focus for the entire staff during the 2020-21 school year, that is until the pandemic and shift to distance learning necessitated that we equip all staff in strategies for shifting to this model of instruction, so that instead became the focus of that school year. SEL, then, became the focus for 2021-22. All staff participated in the professional learning on these topics, so the entire institution has benefitted.</p> | <p>PD Day Agendas</p> |

Chapter V: Schoolwide Action Plan/SPSA Refinements

Much of the work still to be done on the Action Plan surrounds the use of a cycle of inquiry to guide the school's planning. Given the events of the past two years, most of our work with regards to planning has centered around school logistics either in distance learning or for the return to school. As such, the school will need to spend a significant amount of time in the upcoming school years to engage in an effective cycle of inquiry process and then assess the value of that system in the next full Accreditation Self Study. At the January 2022 staff meeting, administration introduced the cycle of inquiry process along with a system for large scale decision making that fulfills the concept outlined in the action plan. Over the coming months the structure will be fleshed out with an eye to implementation in the fall of 2022. (Appendix B: SPSA Review Process)

The other major component of our work that is not currently captured in the action plan is the proposed adjustment to a later start time to fulfill the new state law that takes effect in 2022-23. The school has a unique set of challenges that currently must be addressed to make this change happen smoothly. Given the size of our overall district, approximately 600 square miles, transportation will play a large role in any decision making about a high school late start. As the past two years have shown, having all the necessary resources and staff will be essential for this shift to occur. It will also require some adjustments to the campus, most notably, the addition of lighting in the stadium, to allow for later practices and games in the winter. Currently, the district is reviewing the process to install these lights but has not yet moved forward with the installation. (Appendix C: Bell Schedule Planning)

APPENDIX A
2021 SPSA

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC)/ Stakeholder Committee Review Date | Local Board Approval Date |
|--------------------|--------------------------------------|---|---------------------------------|
| Carmel High School | 27-65987-2730414 | September 2, 2021 | October 27, 2021 |

Purpose and Description

After a year of mostly distance learning, the faculty and staff of CHS have committed to a return to normal in terms of academic structure while examining ways the school can offer support and safety for students as we continue to address the COVID-19 pandemic. The goals for this year are centered more around student social/emotional support and rebuilding school culture than rigorous academic review of pacing and curriculum. The strategies outlined here seek to elevate SEL to an even standing with academic achievement with the knowledge that a student cannot succeed in the classroom if they are not engaged and excited to be in class.

Stakeholder Involvement

Involvement Process for the SPSA

CHS has been engaged with stakeholders on the broad framework of our goals for the year. Site leadership teams have been consulted on the development of programs and parent and student input has been garnered through Padre Parent meetings, ASB meetings and other student gatherings.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

All students engage in challenging, innovative, and relevant learning experiences to prepare them for college, career, and global citizenship. (Aligns with Learning Continuity and Attendance Plan: Continuity of Learning & Instruction, Pupil Learning Loss, Pupil Participation and Progress & Goal 1 in 2021-2024 LCAP).

Identified Need

As CHS returns to full live instruction there is a need to develop support systems for students who are not at grade level in their current courses. CHS has often embedded academic support into the day to day operation of a class or subject. The need for coordinated methods to identify students in need of support and provide Tiered intervention is great.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
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| Increased person to person engagement in live instruction | 2020-21 distance learning saw 100% of students spend the majority of the year online. | All Students will receive full in person instruction in all classes |
| Increased support for Hispanic/Latino and socioeconomically disadvantaged students in an effort to address our achievement gap | 2020-21 distance and hybrid learning saw many students in this area struggle to maintain grade level competency | Students who are receiving targets supported should see an increase in grade level performance. |

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students (special emphasis on Hispanic/Latino & socioeconomically disadvantaged students)

Strategy/Activity

CHS has identified a new staff position to coordinate and provide academic support in a systematic fashion.

- 1) The Teacher on Special Assignment (TOSA) will disaggregate grade data each grading period to identify students in need of intervention.

- 2) The TOSA will assign a caseload of students that are below grade level to work with them in either a one on one or group setting to address areas of time management, organizational skills and other strategies for success in a traditional classroom.
- 3) The TOSA will also be a part of the newly formed Student Support team to help coordinate support with the Academic Counseling Department and the Wellness Center.
- 4) The TOSA will regularly communicate with teachers and parents to act as an advocate for students on the caseload.

Funding Source(s) for this Strategy/Activity

Site Funding for 1.0 FTE

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students interested in Transportation and Health pathways

Strategy/Activity

CHS has created a CTE Coordinator position to address the need for work based learning opportunities.

- 1) First semester will focus on guest speaker opportunities for the transportation and health pathways
- 2) This will expand to other CTE Pathways in the Spring Semester.
- 3) Developing job shadows and short term internships for interested students

Funding Source(s) for this Strategy/Activity

CTEIG and Strong Workforce Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students in Math Integrated 1 and 2 (special emphasis on Hispanic/Latino & socio-economically disadvantaged students)

Strategy/Activity

The math department will pilot the NWEA/MAP common assessment in an effort to determine any learning loss due to the year spent on distance learning. This assessment will be used to augment the pacing of Integrated 1 and 2 classes to ensure students are mastering the content and able to advance in the overall course sequence.

Funding Source(s) for this Strategy/Activity

Split funding between the Site and C&I

Goal 2

All students achieve personal wellness through an environment that fosters health and happiness. (Aligns with Learning Continuity and Attendance Plan: Support for Pupils with Unique Needs, Mental Health and Social Wellbeing & Goal 2 in 2021-2024 LCAP).

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
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| CHS student reports of caring relationship and school connectedness on the California Healthy Kids Survey (CHKS). | 92% caring relationship 73% connectedness (Data from the 2018-19 school year) | Maintain 90% or higher in caring relationship Increase to 80% connectedness |
| CHS student reports of school stress and academic worries as measured by the Stanford Survey (Challenge Success) of Adolescent | 65% reported they were often or always stressed by how doing in school (Data from the 2018-19 school year) | Decrease by at least 5% annually |

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| School Experiences and local measures. | | |
| Suspended students with disabilities | Dashboard data reflects Green | Dashboard data will maintain Green or better |

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Creation of a Wellness Center to support all students.

- 1) The Wellness center will be staffed by a Licensed Marriage and Family Therapist, a Licensed Clinical Social Worker and Clerical Support Staff.
- 2) Wellness Center staff will develop tiered interventions for social/emotional services along with intake and progress monitoring tools.
- 3) Wellness Center staff will promote health living and stress management techniques throughout the school year in partnership with ASB and other school organizations.

Funding Source(s) for this Strategy/Activity

Site Funds as well as District ESSER funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

CHS has taken intentional steps to create a welcoming environment as we begin the 2021-22 school year. ASB and Link Crew developed the Week of Welcome to provide opportunities for

students to engage with each other in an authentic fashion as well as learn about the school, the CHS Community and their friends through interactive presentations in class, games and assemblies.

Funding Source(s) for this Strategy/Activity

ASB and Site Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Address Sexual Harassment & Sexual Assault

- 1) Partnership with Monterey Rape Crisis Center of Monterey to provide school-wide presentations about healthy relationships, teacher training, counseling, and assisting with the Sexual Assault/Harassment task force.
- 2) Creation of a Sexual Harassment / Sexual Assault Task force consisting 2-3 teachers, 6-8 students, 2 administrators, and Monterey Rape Crisis support to provide input on policy, procedures and student/adult interactions concerning sexual harassment/assault.
- 3) Building of protocols and practices that are transparent for students, staff and all CHS stakeholders (ie. flowchart with options for support, flowchart outlining steps for complaint procedure, FAQ doc.)

Funding Source(s) for this Strategy/Activity

Site Funds

Goal 3

All staff engage in high quality professional learning to meet the district's academic and social-emotional goals. Aligns with Learning Continuity and Attendance Plan: Distance Learning Professional Development & Goal 3 in 2021-2024 LCAP)

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

CHS has partnered with EQ Schools for a year long professional development program to engage staff in the following:

- 1) Staff Wellness and Social/Emotional Learning
- 2) Mindfulness concepts and their implementation in the classroom
- 3) Emotional Intelligence training for all staff to develop authentic relationships with students that will enhance learning in the classroom.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|-----------------------------|-----------------------|
| CHS teachers report that professional learning supports their work. | 98% (based on 2018-19 data) | Maintain 90% or above |
| Classified staff report that professional learning supports their work. | No baseline | 80% |

Funding Source(s) for this Strategy/Activity

Site and District Funds

Annual Review

SPSA Year Reviewed: 2020–21

GOAL 1: CHS was able to successfully transition to full distance learning in the 2020-21 school year with only minimal interruption to instruction. Student engagement was lower than if we had been in person and for some students, there was significant academic loss. The brief return to in person/concurrent instruction for the last 6 weeks of the school year was beneficial both academically and socially for all students, despite only 80% of our choosing to return to campus.

GOAL 2: The use of an Early Alert program to support students struggling with online learning was a moderate success in as much as it allowed for the school to stay connected to disaffected students. While the school did not implement the Tier 2 and 3 strategies in the 2020-21 year, the foundation for the Wellness Center was laid out and allowed the school to develop the program much quicker than under normal circumstances.

GOAL 3: Staff successfully implemented the tools and strategies learned over the summer which focused on preparedness for distance learning. They built an understanding of distance learning, pedagogical shifts and best practices, re-thought assessments, expertise in synchronous and asynchronous learning (i.e. ScreenCastify, Nearpod, Ed Puzzles etc.), community building, etc. Teachers transferred to a uniform use of Google Classroom where they provided access to calendars with assignments and instructional resources.

APPENDIX B

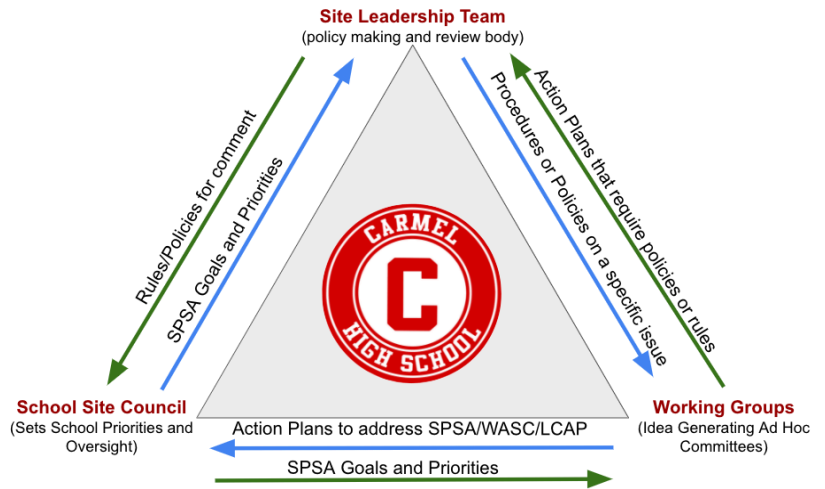
Schoolwide SPSA Review Process

The intent of this process is to create a consistent process for the review and adjustment of the long range planning for the school. This is aligned to the WASC action plan items centering around a cycle of inquiry and connect this process to a defined system of school governance

CYCLE OF INQUIRY



SCHOOL GOVERNANCE



| Month | Cycle of Inquiry | Actionable Items | Steps and Responsible Parties | Timeline |
|-----------|------------------|---|---|--|
| August | Set Goals | Department Goal Setting | - Based on SPSA, each Department will create an action plan to address the school goals and area of PD Focus. | <ul style="list-style-type: none"> August opening Department Meeting |
| September | Set Goals/Plan | Fall Planning for Staff Proposed new Courses | - Faculty will reflect their practice and implementation of the department action plans and the area of schoolwide PD | <ul style="list-style-type: none"> Fall Planning Conferences with Site Admin September SLT |

CARMEL HIGH SCHOOL ACS WASC/CDE Progress Report

| | | | | |
|----------|----------------|---|--|---|
| | | | <p>focus.</p> <ul style="list-style-type: none"> - Any new course offerings will be presented and vetted by SLT | <p>meeting</p> |
| October | Act | Review of WASC Action Plan and School Community Profile | <ul style="list-style-type: none"> - Site administration and WASC Leadership Team will update the School Community Profile, the SLO's and the Action Plan for presentation to the Staff | <ul style="list-style-type: none"> ● October Staff Meeting |
| November | Act | | | |
| December | Act/Assess | Review Course Catalog for Upcoming School year | <ul style="list-style-type: none"> - Each teacher will review their course description to suggest edits. - Department Chairs will collect and submit their Department Changes to the Principal - Principal will edit and publish the document | <ul style="list-style-type: none"> ● December Department Meeting ● By December 15th ● End of the Month |
| January | Reflect/Adjust | Mid Year Review of School and Department Plans | <ul style="list-style-type: none"> - Departments will review their individual action plans as related to the school goals and report out progress at staff meeting | <ul style="list-style-type: none"> ● First Department Meeting of the Month ● January Staff |

| | | | | |
|----------|----------------|--------------------------|--|--|
| | | | <ul style="list-style-type: none"> - Site admin will report our progress on any large school wide initiatives - Update Mid Term LCAP Data Sheet and Progress Report (CUSD) - Establish LCAP Committee | <p>Meeting</p> <ul style="list-style-type: none"> ● LCAP Updates Due 1/14 |
| February | Reflect/Adjust | Course Auditing | <ul style="list-style-type: none"> - Teachers will assess any changes that need to be made to pacing or materials for the upcoming school year. - New supplemental materials or books will be vetted by the respective department based on a process developed by a select group of teachers - LCAP Committee Meets | <ul style="list-style-type: none"> ● Department Meeting ● End of the Month (review may carry through March as needed) ● Update LCAP Dashboard |
| March | Set Goals | Programming for New Year | <ul style="list-style-type: none"> - Counselors will program students for next school year - Dept Chairs will work with Principal on initial master | <ul style="list-style-type: none"> ● Throughout the month ● End of the Month Individual |

CARMEL HIGH SCHOOL ACS WASC/CDE Progress Report

| | | | | |
|-------|------|--|--|---|
| | | | <p>schedule</p> <ul style="list-style-type: none"> - Fiscal Year Budgets due to Business Office | <p>Meetings</p> |
| April | Plan | <p>SPSA Development</p> <p>SLT Retreat</p> | <ul style="list-style-type: none"> - SLT Retreat to train new leadership and develop SPSA goals based on WASC action plan and CUSD Strategic Plan - SPSA is proposed and approved by both SLT and School Site Council | <ul style="list-style-type: none"> ● First week of April ● April School Site Council Meeting ● April SLT meeting |
| May | Plan | <p>Course adjustments for upcoming school year</p> <p>PD goals for upcoming year</p> | <ul style="list-style-type: none"> - Teachers will submit final scope and sequences for the upcoming year to site administration along with all proposed changes. - Instructional Coaching Team will propose PD focus for upcoming year based on SPSA and Strategic Plan to SLT for approval | <ul style="list-style-type: none"> ● End of the Month ● May SLT Meeting |
| June | Act | Summer Institute | <ul style="list-style-type: none"> - CUSD will offer PD consistent with PD Plan for the year | <ul style="list-style-type: none"> ● First week of June |
| July | Plan | Finalize Master Schedule | <ul style="list-style-type: none"> - Principal will adjust Master Schedule for upcoming school year | <ul style="list-style-type: none"> ● End of the Month |

APPENDIX C

BELL SCHEDULE STUDY PLAN

Goal 1: CURRICULUM: Effectively assess and make recommendations for any changes to make to the course of study for all students that would be impacted by a shift in the bell schedule

| | Action | Person(s) Responsible | Progress Monitoring | Cost | Timeline |
|---|---|---|--|------------------------|-------------|
| 1 | Create a Bell Schedule Work Group to examine possible bell schedule options for the 23-24 school year | Administration, SLT, ACT and CSEA reps | Committee Membership shared with staff | None | Winter 2022 |
| 2 | Development of Schedule options for input and comment | Bell Schedule Work Group | Minutes from meeting, recommendations to SLT for model adoptions | Release Time as needed | Spring 2022 |
| 3 | Analysis of comparison between a 7 period and a 6 period day. - This will be folded into the larger conversation by the Bell Schedule Work Group for potential recommended pilot options | Principal, Counselors, Assistant Superintendent C&I | 7 vs 6 comparison report | None | Spring 2022 |
| 4 | Formal Adoption of later start time framework for the 22-23 school year | District Office | 22-23 proposed bell schedule | | TBD |
| 5 | Development of Pilot protocol for any proposed new bell schedules during the 22-23 school year | Bell Schedule Work Group | Pilot Schedule program for 22-23 school year | | Fall 2022 |
| 6 | Development of assessment tool for any pilot options | Bell Schedule Work Group | Assessment tool and results | | Fall 2022 |
| 7 | Formal adoption of any pilot | Site Leadership, School | 23-24 bell | | Spring |

| | | | | | |
|--|---|------------------------------------|----------|--|------|
| | bell schedule for the 23-24 school year | Site Council, District, CUSD Board | schedule | | 2023 |
|--|---|------------------------------------|----------|--|------|

Goal 2: SERVICES: Assess the needs for a smooth transition to a later start time both from a classroom perspective and any schoolwide logistical needs.

| | Action | Person(s) Responsible | Progress Monitoring | Cost | Timeline |
|---|---|----------------------------------|---------------------------|------|----------|
| 1 | Conduct a site needs assessment for changes to parking on site for evening events | Site Administration | Needs Assessment Document | | Ongoing |
| 2 | Assess impact to school site of any pilot programs in the 22-23 school year | Site Administration | Needs Assessment Document | | Ongoing |
| 3 | Implement any new construction to address needs of a late start | District and Site Administration | Facilities Master Plan | | Ongoing |

Goal 3: CULTURE: Determine the ways the shift to a later time will impact school culture with a focus on Athletics and Extracurricular programs

| | Action | Person(s) Responsible | Progress Monitoring | Cost | Timeline |
|---|---|---|---|------|-------------|
| 1 | Creation of new Athletic practice schedules | Athletic Director, Coaches | New Schedules | | Spring 2022 |
| 2 | Analysis of non athletic program practice times | VAPA Department, Site Administration, ASB | Master rehearsal schedule for the 22-23 school year | | Fall 2022 |
| 3 | Develop a feedback tool for all stakeholders to assess any of the adopted Pilot options for the 22-23 school year | Bell Schedule Work Group | Feedback tool | | Ongoing |