

CARMEL HIGH SCHOOL
SELF STUDY REPORT

3600 Ocean Avenue

Carmel, CA 93923

Carmel Unified School District

March 3-5, 2025

ACS WASC/CDE Focus on Learning Continuous Improvement Guide 2022 Edition

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Introduction

Brief Background of Carmel High School

Since 1940, Carmel High School (CHS) has been the only 9-12 public comprehensive high school within the Carmel Unified School District (CUSD), which comprises 594 square miles in Monterey County, California. The diverse communities, both incorporated and unincorporated, that CHS serves include Carmel-by-the-Sea, Carmel Highlands, Carmel Valley Village, Big Sur, Upper Carmel Valley, and Pebble Beach. Our students share a range of cultural and socioeconomic backgrounds, as we are the second largest geographical district in the state.

The census date enrollment data at CHS for 23-24 was 799, which is down 5.3% from 844 students in the mid-cycle report in 2022. Currently, our internal data is showing a further decline with a current enrollment of 774 in the fall/winter of 2024, for a total decline of 8.3% since 2022. Our school demographics have remained relatively consistent with slight shifts since the 2016 mid-cycle report. We have seen a 4% increase in our number of Hispanic/Latino students enrolled, and also marginal increases in enrollment of our students of two or more races and Asian students.

In addition to our strong academic program, we offer a wide variety of electives and many popular extracurricular activities for students including 25 competitive interscholastic teams, 50 student run clubs, and academic teams including Mock Trial, Ethics Bowl, Robotics, Biotechnology Club, and Model UN. Parent and community involvement at CHS is strong. CHS has a parent teacher organization, an athletic booster organization, a music booster program, a public education foundation, and a scholarship foundation, all of which provide financial support to the educational community as a whole. The school has also benefited from a bond measures for facility improvements in 2010 to build a new performing arts center, track, and swimming pool. We also have strong support from local organizations such as the Rotary, Lions Club, and more.

CHS has received many accolades and is considered a Gold Medal School by *U.S. News and World Report* as of 2024, receiving a ranking of #416 in the United States and #58 in California. Nearly 500 students each semester qualify for the California Scholarship Federation (CSF), and typically 50% of the senior class earns Seal Bearer, or Lifetime Membership, in CSF based on their high academic performance. We have also twice been awarded the California Exemplary Arts Education award in recent years. CHS has a strong college going culture, with 62% of each year's graduating class matriculating directly to a four-year college or university, with another 35% attending community college, 2% participating in a gap year, and 1% entering military service for the year 2023-2024 (link).

CHS Vision and Mission Statement and Current Student Learning Goals (SLGs)

Below are a list of important factors that drive our instructional practices as well as our expectations for all educational partners at CHS. Please see Chapter 3, Focus Group A for more details.

CHS Mission Statement: Our mission is to help all students reach their full potential as human beings, lifelong learners, and citizens of a global society. To that end, we foster creativity, teach critical thinking, and promote social skills and mastery of the basic skills necessary to lead healthy, productive lives.

Note: This Carmel High School mission statement has remained relatively constant since its creation 1996. It was reviewed in 2012 and again during the 2017-2019 WASC cycle. It was reaffirmed during the current WASC cycle, and will be revisited following the planned CUSD vision planning meetings scheduled to begin in February of 2025.

SLGs (Revised Fall 2024):

The Carmel Way…

A

Caring Community

That is

Honorable

And

Successful

A Caring Community

- Encourages empathy, kindness, and respect for others
- Promotes inclusivity and celebrates diversity
- Supports emotional well-being and mental health
- Engages in collaborative problem-solving
- Actively contributes to local and global communities

That is Honorable

- Demonstrates integrity and honesty in actions
- Upholds responsibility and accountability
- Values ethical decision-making
- Practices respect for self, others, and the environment
- Promotes fairness and equity in all interactions

And Successful

- Strives for academic and personal excellence
- Sets and achieves meaningful goals
- Embraces challenges and learns from setbacks
- Develops critical thinking and creative problem-solving skills
- Cultivates lifelong learning habits and adaptability

Diversity, Equity and Inclusion

CHS collected data during this current WASC process to help us develop a systemic approach to addressing diversity, equity, and inclusion, and the conversation is ongoing at our school. Site Administration has also developed a plan for creating a multi-tiered team to address inclusion at our school. Since the last WASC report, there have been grassroots efforts to address this need at the school, including the formation of teacher work groups including an Anti-Hate Speech Task Force, a Sexual Assault Awareness Task Force, a Multi-tiered System of Support/Intervention Task Force, and a Bell Schedule Study Group, which examined the equity of our bell schedule on campus for students from our outlying areas. A Social Justice Student Advisory Group was also formed, which is designed to improve issues of diversity and equity on campus. Student leaders meet weekly with their advisor to discuss issues occurring on campus and work on creating solutions to solve the problem. However, the Anti-Hate Speech and Sexual Assault Awareness Task Forces were dissolved after the first year by the Principal who changed them to teacher working groups. The two working groups met monthly, but meetings ceased after abrupt shifts in site and district leadership.

Additionally, in 2020, members of the Association of Carmel Teachers (ACT) formed Estrenando, a district-wide teacher coalition with the aim of addressing diversity, equity, and inclusion issues. Many student clubs on campus focus on issues of diversity, equity, and inclusion including This Club Saves Lives, the Be Yourself Club, the Our Voices Club, the Feminist Club, the Asian and Pacific Islander Club, the Jewish Culture and Culinary Club, the Association of Latin American Students (ALAS), and more. Academic departments, such as the English Department, have common agreements that ensure diverse texts are presented to students.In the fall of 2023, the principal increased student voice on campus by starting a site Principal's Advisory Council composed of a diverse cross section of students.

Summary Description of Programs Offered

In addition to the courses outlined in our course catalog, CHS offers the following programs for students:

- **Advancement Via Individual Determination (AVID):** AVID is an elective class to prepare students for acceptance and success into a 4-year university. It is a class designed to support students taking college prep classes academically, socially and emotionally. Enrollment in AVID courses has increased since the 2019 self-study.
- **Dual Enrollment:** CHS has a strong relationship with Monterey Peninsula College and offers dual enrollment courses including Sports Medicine, Statistics, Business, and US History, with new dual enrollment courses in the arts and CTE approved for the 25-26 SY.
- **Summer School & Credit Recovery:** CHS provides in person summer remediation for students in need of credit recovery using the curriculum program Edmentum. As of 2024, students are now able to recover credits during the school year as well.
- **Strategies Classes:** CHS has support classes for math, English, and general academic support. CHS has a dedicated 0.4 TOSA for student academic support.
- **Advanced Placement/Honors:** CHS offers 18 Advanced Placement courses as well as 9 honors courses with an open access policy.
- **CTE Pathway:** CHS offers 8 CTE pathways in 4 sectors: Arts, Media, & Entertainment (Video Production, Photography, Graphic Design, Dance, and Drama), Engineering & Architecture (Robotics/Engineering), Transportation (Automotive Repair), and Health & Medical Technology (Sports Medicine) as well as a new Bio-Tech pathway.
- **VAPA Program:** CHS was named a California Exemplary Arts Education School 2019 and 2023**,** offering a range of electives including popular classes in dance, photography, graphic design, video production, digital music, industrial arts, and fine art. Advanced Placement in AP 2-D Art and Design and AP 3-D Art and Design are a part of a robust visual arts curriculum. Both of these courses will transition to dual enrollment courses in the 25-26 SY. CHS is also known for its instrumental and choral music programs where students have achieved state and national recognition in a district where formal instrumental education begins in elementary school. In the spring of 2024, our instrumental music and choral music programs won the historical Heritage Festival in Anaheim. Our drama department puts on several plays every year which are popular with the CHS community, and a new theater tech course has been proposed and accepted for the 25-26 SY.
- **SDC Programs:** CUSD established a Special Day Class (SDC) program at CHS for incoming students with special needs in the 23-24 SY. There was a strong desire within the community to provide students with an educational option within our district. We established a Unified PE program to provide opportunities for inclusion at the site, which started during the 24-25 SY as well.

Collaboration for Self Study

See this document for a complete description of our collaborative process: (link)

In the spring of 2023, a new WASC Coordinator, English teacher, and CHS alumna Lily Owens, was identified by the administrative team and instructional coach Barbara McBride, who led the 2007, 2013, and 2019 self-studies. The self-study process officially began in fall 2023, as CHS faculty, staff, students, and parents set out to evaluate progress toward established Student Learner Goals, address prior critical areas for follow-up, and identify new areas of need. A primary focus of this WASC cycle was to enhance transparency, particularly in light of significant

administrative turnover at the site. Other key goals included facilitating broad stakeholder engagement, encouraging regular data review, fostering open communication, and building trust among all groups involved in the action plan.

In September 2023, the WASC Coordinator developed timelines (link) and procedures (link) for the 2025 visit and attended virtual WASC training to prepare for guiding the process. Inspired by this training, she published the first of several WASC newsletters (link) to introduce stakeholders to the process, foster collaboration, and celebrate early milestones. These newsletters, which received 150–220 views each, helped establish early engagement and momentum.

The WASC Leadership Team met for the first time in December of 2023 and monthly through the fall of 2024 and into 2025. Collaborative efforts were a cornerstone of the process. Stakeholders—including students, parents, community members, certificated and classified staff, site administrators, and district leaders—worked together in focus groups to draft every section of the report. This included co-creating data statements, analyzing data, identifying preliminary student needs, and voting on these needs as heterogeneous focus groups. The WASC Leadership Team and Coordinator then refined the drafts, ensuring all stakeholders had the opportunity to review the final documents before submission.

Homogeneous groups also contributed to the process, within their specific areas, such as certificated departments, parent home groups, student groups, classified staff, and administrators. This approach ensured that as many voices as possible were represented across multiple settings. By the end of 2023, the Introduction and Chapter 1 were completed, with significant progress made on Chapter 2 in early 2024. Initial work on Chapter 3 began in March 2024, as WASC focus groups addressed indicator-related questions and prepared to revisit the school's Student Learning Goals at a WASC meeting in May 2024.

In fall 2024, focus groups continued working on Chapter 3, and drafting Chapter 4 and Chapter 5 with parents, community members, staff, and site administrators participating. The WASC Coordinator also collaborated with the CHS principal to conduct research-based empathy interviews with a diverse cross-section of students over two full school days, ensuring their perspectives were included in the report. The WASC Leadership team held two full day retreats to revise the report at the district office, with ongoing staff input after these dates.

The WASC Coordinator extends heartfelt thanks to the colleagues, students, families, and community members whose invaluable contributions have made this two-year process possible. This document serves as a testament to the strength and resilience of the CHS community, reflecting its ability to adapt, collaborate, and continue to thrive in the face of change.

Chapter 1: Progress Report

Significant Developments Since 2019 WASC Self-Study

Through the reflective and collaborative work of schoolwide stakeholder groups, the following changes and developments have been identified as the most significant since Carmel High School's last WASC Self-Study in 2019:

1. Administrative Changes:
Days prior to our 2019 WASC visit, CHS staff learned that our current principal was going to be removed from the site. That principal was replaced the following school year. The newly hired principal served CHS during the pandemic, including the year of distance learning. The principal was put on administrative leave in December 2022. The site didn't have a principal from December 2022 through June of 2023. The assistant principal team and several district administrators helped manage the school site. The principal was eventually released by the district. In March 2023, the Board decided to engage a recruiting consultant to search for a replacement principal. An interview process was initiated, and Elizabeth Duethman was selected as the next principal of CHS. Both assistant principals made the decision to seek other opportunities, and the positions were filled by Ernesto Pacleb and Laurel Gast. The new administrative team worked together in their previous district, which has been a benefit in order to create a cohesive administrative team.

2. Dual Enrollment Courses in History, Statistics, Sports Medicine, and Business:
In 2018, site administration announced dual enrollment courses as a possibility. Two teachers approached administration with an interest in forming a Dual Enrollment history class with Monterey Peninsula College (MPC). The teachers and site administration met with the MPC History Department Chair to develop curriculum for HIST 17/HIST 18. The first course was launched in the fall of 2019. The high demand of this course led all sections of the AP U.S. History course to be collapsed in favor of new sections of dual enrollment. The dual enrollment course has a 40% increase in enrollment over prior AP course enrollment numbers. Starting in fall 2024, we now offer a Business I A and B dual enrollment course.

As part of the Pilot Alternative Evaluation Process, a tenured math department faculty member decided to pursue becoming an adjunct professor with MPC in order to bring Elementary Statistics to the math department for seniors only. MATH 16 debuted in Spring 2022. AP Statistics remains an option as well within the department. Our Sports Medicine pathway also includes a dual enrollment class and has been offered since Fall of 2019.

3. Career and Technical Education (CTE) Changes (Auto, Computer Science, and Video Production):
In Spring 2023, Carmel Unified School District (CUSD) hired a Director of College and Career Readiness. The CTE Handbook was developed to outline the pathways available at CHS which include the following: arts, media, and entertainment; engineering and architecture; transportation and health; medical technology; and multiple pathways. A new pathway and courses in Video Production 2 Broadcast and Video Production 2 Filmmaking began due to student interest in the fall of 2023. A Film Club was created on campus in which students began participating in television network competitions beginning in 2022. The automotive department participates in the Monterey Peninsula College Automotive Skills Challenge in which our students took 2nd place last year.

Our most recent changes include:

- Robotics as an 8th period course for credit in the 23-24 SY and will continue as interest allows.
- Work Experience Education (WEE) implemented in the 24-25 SY.
- Dual Enrollment courses added in Business and Biotechnology in the 24-25 SY.

4. Community Challenges:

- **Sexual Assault Awareness and Prevention Efforts**
  Due to student concerns stemming from the national #MeToo movement in 2020, CUSD developed a

partnership with the Monterey County Rape Crisis Center (MCRCC) to include staff training and student education. CHS students created the Our Voices Club which hosts various activities including a yearly bystander/upstanding training, Denim Day, and Sexual Assault Awareness Month. In January 2023, all juniors participated in a series of comprehensive education courses rooted in sexual harrassment and assault prevention theory in their U.S. History classes presented by trained prevention educators and sexual assault counselors from MCRCC using trauma-informed educational practices. These trainings did not continue in the 24-25 SY due to issues with staffing at MCRCC; however, site administration is looking for other organizations to partner with for future trainings. However, the district hired an independent Title IX Coordinator to help address issues surrounding Title IX and implemented mandatory Title IX training for all staff in the 24-25 SY. This is part of a concerted effort by the district to raise awareness about these issues in our school environment.

- **Stadium Lights**
  In December 2022, after a momentous turnout of students, parents, staff, and community members at an October meeting, the CUSD Board of Education approved stadium lights to be installed at the CHS field. Advocating for stadium lights was a WASC action plan item in 2019 based on feedback from students. The light installation began in the winter of 2023 after back and forth community discourse and a lawsuit brought by community members. The light installation has been completed, though it won't be available for competitions until at least the 25-26 school year, pending the completion of the additional parking slated for the tennis courts site. We celebrate our stadium lights as one of our "WASC wins" from the last cycle.

- **Mascot Issues**
  Since the founding of Carmel High School in 1940, the mascot of the school has been the "Padre"; however, changes in public opinion over time have brought to light that some stakeholders have conflicting views on the use of this iconography. In the fall of 2021, a mascot study committee was formed. In their final report, the mascot committee felt strongly that CUSD needed to further educate our students, staff, and community on the Padre mascot among other recommendations. CUSD district officials stated that initial conversations had begun with local partners, who will be working with our curriculum department and teachers to fully plan out our curriculum for the future; however, CHS staff has not been informed of any developments in this area by the district. One of our visual arts teachers has created a comprehensive branding package for our school in the fall of 2024 which offers alternative iconography to the Padre. One member of the CHS teacher team along with one representative from the CUSD district office attended the first ever Council on Allyship and Education in the fall of 2024 held by the Esselen Tribe of Monterey County on their newly reacquired lands in Upper Carmel Valley. The joint council included county officials, school district representatives, land steward partners, and local community members for a day of meaningful dialogue, learning and shared visioning, and relationship building with the goal of working with local educational partners to cultivate cultural authenticity in the classroom and implementing inclusive instructional practices in the academic curriculum.

5. Bell Schedule Changes:
During the 22/23 school year, a dedicated group of teachers gathered feedback and data from staff and students on the use of Office Hours. Through their study, it was found that both students and staff valued this time to support academic success for all students; however, many staff members felt staff could better support all students if we were to modify when Office Hours occur. Therefore, Office Hours was moved from 7:45 am to 9:40 am on Thursdays. This schedule has also benefited students in our outlying communities who take the bus to school and are now able to feel included with their peers during this time.

6. Student Services Changes:
CHS has made significant progress in supporting students with special needs by expanding its programs. This includes the addition of an Extensive Needs Support Special Day Class (SDC) in the 2023-2024 school year and one new Resource Specialist Program (RSP) teacher in the 2021-2022 school year. A Student Services Math Support Class was added to support the Integrated I math class, along with more sections co-taught with general education

and student services co-teaching pairs.

The Student Services department chair has been given a release period to manage the increasing number of IEPs and students with disabilities enrolled, even as CHS' overall enrollment has gone down. From the 2018-2019 school year to the 2023-2024 school year, our number of students with disabilities has increased from 58 students to 106 students, representing an 82% increase. More students are connecting with Department of Rehabilitation (DOR) vocational and transition services, and 2023 marked a record number of RSP students accepted into four-year colleges from CHS which was cause for celebration by our staff.

Community-Based Instruction (CBI) has expanded, featuring frequent community outings in fields like Hospitality and Tourism. Career guest speakers, such as Wildlife Game Wardens and Fire Chiefs, also provide real-world insights. Efforts to support students in transition have also increased, with college visits to our local community college, Monterey Peninsula College in 2022, 2023 and 2024. Students visited the Disability Resource Center and learned about accommodations at the college level.

SPSA & Action Plan Implementation and LCAP Alignment

CHS formed the first regularly meeting School Site Council in January of 2024. The district reviews data and seeks input from stakeholders and the LCAP survey and listening sessions with the superintendent, district staff, and board members in the spring of 2024. The administrative task is to align the district LCAP with our SPSA.

We will implement and monitor the Schoolwide Action Plan from this cycle and align it with our SPSA and LCAP goals based on the process we used during the creation of our current SPSA. Our current SPSA was developed by site administration using information including LCAP surveys, student surveys, district LCAP information, 2019 WASC report, 2022 mid-cycle report, and the most recent data from the California Department of Education. This was then adjusted based on stakeholder feedback which included the entire CHS staff, the site leadership team, the school site council, the Principal's Advisory Council, and the Associated Student Body (ASB) class. There has been positive stakeholder feedback about this WASC process, the number of opportunities to give feedback, and increased transparency as all stakeholders have had access to draft documents of the report throughout the process.

SPSA & Action Plan Progress

WASC Action Plan Goal #1:	Develop a plan to narrow the achievement gaps revealed in our performance data on the 2019 WASC Report.
LCAP GOAL #1 & 3	All students engage in challenging, innovative, and relevant learning experiences to prepare them for college, career, and global citizenship. All staff will engage in valuable, high-quality professional learning that assists them in meeting the district's academic and social-emotional goals.
SPSA GOALS:	**Goal 1:** All students engage in challenging, innovative, and relevant learning experiences to prepare them for college, career, and global citizenship. **Goal 4:** All staff engage in high quality professional learning to meet the district's academic and social-emotional goals.

PROGRESS Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.	**IMPACT** Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.	**EVIDENCE (link)** Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
In the 23-24 school year, an English Learner support class (double block class) was offered to provide more English language support. Since the 2019 visit, we have strengthened our CTE pathways and provided more dual enrollment opportunities so more students are considered college and career ready. In addition, some departments on campus are in the process of converting AP classes to dual enrollment to lower the barrier to college/career courses. AVID is currently changing recruitment practices on campus to target First Generation and underrepresented groups in college to assure we are reaching these groups. CUSD has also placed a counselor and community liaison in a one-day-a-week First Generation college counselor position at CHS. In the fall of 2022, the MTSS Working Group met four times to evaluate our support systems and make recommendations as to how we could better organize and restructure the supports offered in various classes and at various levels. We defined the entrance and exit criteria for several support classes including Writing Strategies, English Language Development, Math Tutorial, and Strategies for Success. We also made a recommendation to add an actual Study Hall class because we felt we needed more Tier 2 supports.	The achievement gap between White students and Hispanic/Latino students still exists at Carmel High School; however, now with our new site administration we are more focused than in previous years on specifically targeting this issue in a systematic way. This is especially true in light of the increase in this subgroup from the 2019 WASC report. The achievement gap between socio-economically disadvantaged and non-socioeconomically students also persists. Our site's new administration has made CAASPP testing participation a priority and to increase the number of students who partake in state testing. We included a series of incentives to make participation in state testing enjoyable and more celebratory. These changes were positively received by many students. Moving office hours to the middle of the day has made access to teachers more equitable and has increased attendance. In our student Empathy Interviews, students reported that despite initial reluctance to the shift, they see the benefit of regular Office Hours attendance on their schoolwork. Future plans include using the 5 Star program to assign students to specific places during Office Hours and monitor attendance. Students have more flexibility to use their time more efficiently in the	Current Bell Schedule CAASPP Incentives • Math • CAST CTE Pathways MTSS Working Group Agenda Entrance and Exit Criteria for Support Classes Office Hours Data

The practice of giving students Open Periods, especially in the middle of the day, did not seem like the best use of school time. We shifted Open Periods to the beginning and end of the day and changed our bell schedule to put Office Hours in the middle of the day so that more students can access teacher support. Finally, we continue to offer professional development opportunities via district, local, state, and national conferences as well as opportunities for professional development at our site led by our Instructional Coach.	absence of open periods in the middle of the day. Students with open periods at the end of the day can leave for employment opportunities and not miss class due to athletic competitions.	

WASC Action Plan Goal #2: **WASC Action Plan Goal #3:**	Address the high-stress levels reported and exhibited by students. Ensure that all students feel connected, supported, and valued.
LCAP GOAL #2 & 3	All students will achieve personal wellness through supportive and engaging school environments that fosters health, happiness, and collaboration between our schools and families. All staff will engage in valuable, high-quality professional learning that assists them in meeting the district's academic and social-emotional goals.
SPSA GOALS	**Goal 2:** All students achieve personal wellness through an environment that fosters health and happiness. **Goal 3:** All students gain an understanding of the common CHS school culture and expectations which includes both academics and behaviors. **Goal 4:** All staff engage in high quality professional learning to meet the district's academic and social-emotional goals.

PROGRESS Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement	**IMPACT** Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.	**EVIDENCE (link)** Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high

from the last full self-study and all intervening visits.		achievement for all students.
During distance learning, the instructional coaches led an online Resilience Series for teachers in order to promote self-care and wellness among our K-12 staff. This was followed in the summer of 2021 with an intensive Summer Institute workshop for K-12 teachers on Social and Emotional Learning. CHS then devoted all of our professional learning in 2021-22 to social-emotional learning, using Covid grant money to contract with Roni Habib from EQ Schools. Roni worked closely with our staff, equipping them with knowledge, tools, and techniques to address student social-emotional health and wellness in the classroom. He also worked with our SEL Leadership Team to develop and communicate a vision for SEL at Carmel High School. In 22-23, our Professional Learning Coach, who is also a certified SEL instructor, continued this work by working with the SEL Leadership Team to develop a list of priorities to support our SEL vision and by leading professional development on the CASEL core competencies and the integration of social-emotional and academic learning in order to support student wellness and academic success. The Principal's Advisory Council is a student centered, data focused group that meets with the principal monthly to discuss current issues in the CHS culture and climate. They provide feedback on specific things such as Office Hours, bell schedule, finals schedule, student activities, facilities and discipline issues.	Significant progress has been made in our ability to systematically address student mental health and wellness at CHS since the last WASC cycle. Covid grant money was used to open a Wellness Center in 2021 where students access mental health and emotional support services from licensed mental health professionals on staff. The center has become a vital resource for both students and staff members at CHS. The increased focus on wellness is also evident in the school's programs and student-led initiatives. The popularity of the yoga class, which has doubled to two sections since returning from distance learning, demonstrates a growing interest in physical and mental well-being among students. Additionally, the formation of new clubs, such as the Feminist Club, Diversity Club, Jewish Food and Culture Club, Be Yourself Club, and the Association of Latin American Students (ALAS), reflects a heightened awareness and emphasis on community, inclusivity, and personal identity. These clubs provide safe spaces for students to connect, express themselves, and support each other, directly addressing their social-emotional needs.	Wellness Center SEL Summer Institute Workshop, June 2021 EQ Schools - SEL with Roni Habib SEAL PD Fall 2022 Carmel High School Clubs Safety Presentation Working Groups

Administration meets with each grade for a safety presentation at the beginning of the school year. This includes topics such as bullying, attendance, dress code, vaping/drugs/alcohol, driving, etc. CHS has a well-utilized Wellness Center. Students have access to a calming area and support from mental health clinicians. The Wellness Center team also pushes into the classroom for Tier 1 education. They also provide training to staff regarding trauma informed practices, mental health awaremess and suicide prevention. We now have a Tier ⅔ team that meets biweekly to discuss student referrals. The Wellness Center team has a large role in supporting student referrals.		

Growth Areas from 2019 WASC Report and 2022 Mid-Cycle Report	
Growth Area	**Update**
WASC GROWTH AREA #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 moved to a zero-based budgeting process for the 24-25 school year, involving the entire staff in the process of decision-making and resource allocation by the site. We have discovered a need for increased communication between the Site Leadership Team and department members. During this WASC cycle, we are working to implement a clear cycle of inquiry and continuous cycle of improvement for our school as part of our action plan.
WASC GROWTH AREA #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.	New district administration has made an effort to implement additional processes to involve school staff in decisions about the school; however, the perception of the efficacy of these efforts is mixed among other stakeholders. These efforts have included listening sessions with CHS staff. They have also retained the services of a consultant to assist with strategic planning for the district which will include several CHS staff members. They have also secured the services of a Title IX attorney to handle our Title IX reports. They have retained the services of a communications company to assist with district communication to

	stakeholders. The new superintendent has started a monthly newsletter to increase communication with all stakeholders. Despite these changes, communication between the district and the site remains an issue for many stakeholders, with much of the CHS staff feeling that communication from the district office could be more regular and transparent. With the hiring of many new CUSD positions and employees, systems could be clearly delineated and communicated to staff. Sustained district leadership is perceived by many as essential to continued growth in this area.
WASC GROWTH AREA #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.	Post-Covid, our professional learning focus shifted from Topic Teams to Working Groups in 22-23. With our new site administration, and in light of our extensive WASC process this cycle, Topic Teams no longer exist at our school. Conversation about what will take their place in the future is ongoing with our site instructional coach, administrators, and other stakeholders as part of the WASC process. We no longer consider this as a growth area for our site; however, we recognize the importance of site-wide implementation of effective practices as we create a new professional learning focus and systems to support a continuous cycle of improvement at our school.
WASC GROWTH AREA #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.	The new administration at the high school collaborated with the principal at the middle school to align our calendars so that our professional time overlaps. This alignment allowed for a day of vertical articulation on 9/6/24 between the high school and the middle school for every department, for the first time in a decade. Administration also encouraged ongoing vertical articulation by utilizing our newly aligned Thursday professional development time.
WASC ADDITIONAL GROWTH AREA FROM MID-CYCLE REPORT: Carmel High School needs to address the use of data to evaluate the effectiveness of their programs and teaching. There is a need to focus on their student subgroups, especially the increasing SPED population, SED (Serious Emotional Disability), and EL English Language Learner students, to ensure these students are given equitable access to the comprehensive educational program and opportunities at Carmel High School.	We have made much progress in this area since 2022 and continue to work toward this in our current action plan. This WASC cycle has actively engaged many stakeholders in the process of using data from a variety of sources to evaluate the effectiveness of our programs. These sources include internal data (Aeries), CAASPP Scores, California Department of Education data, stakeholder surveys, focus groups, parent information meetings, student empathy interviews, presentations to a variety of student groups and more. Many stakeholders have reported that the renewed focus on data at CHS and regular stakeholder feedback during the WASC cycle, coupled with regular and

	transparent communication by the WASC coordinator and leadership team, has been positive for our school culture and community. After many years of changes in administration, there is a feeling among stakeholders that this WASC cycle has been a positive experience overall and a catalyst for change at our school with our new administration. Looking at the data together in our focus groups has engaged staff in ongoing, important conversations about equity and access to our programs and making sure the wide variety of opportunities at CHS are available and well communicated to all students. These conversations have led to our current action plan.

Chapter 2: School Profile & 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, values, and schoolwide learner goals in the evidence column.

For information on the collaborative process used to complete our WASC report, please refer to this document.

Student Demographics

Enrollment Data

Current Data Trends:

- General enrollment at CHS decreased between the 22-23 school year and the 23-24 SY by 62 students or 7.3%. Enrollment as of the 24-25 is 774 students which has decreased from 23-24 by 25 students for a decline of 8.3%.
- The number of students with disabilities has steadily increased over the past five years, moving from 6.9% of our total population, or 58 students in 18-19, to 13.2% of our total population, or 106 students, in 23-24. This represents an increase in this subgroup of 82%.
- Our population of students identifying as socioeconomically disadvantaged increased during the Covid pandemic from 20-21 to 21-22 by over 7% or 63 students.
- The number of students identifying as Hispanic/Latino has steadily increased since 18-19, and is up 4.3% since that time.
- The English Language Learner subgroup at CHS has recently doubled in size, from 9 students in the 20-21 school year to 18 students as of the 22-23 SY.
- After examining the diversity index for CHS for the 23-24 SY and other local schools, we discovered that our diversity index is higher than expected. For example, we have a 40% diversity index, which is higher than some local schools such as Salinas High (25%) and Seaside High (21%).

Student Demographics Analysis: Link to CA School Dashboard Summary

The ethnic makeup of our student body has remained relatively consistent over the past five years with a few exceptions. We have noticed a slight increase in our Hispanic/Latino population each year, and a decrease in our White population between the 22-23 and 23-24 SYs. In order to better serve our English Language Learners (ELL) and their families, we have added one full-time aid and implemented a true ELD class. All certificated staff also attended a professional development session on multilingual learners in the 23-24 school year which included time for teachers to view internal data and identify multilingual learners and RFEP students in their classes with the goal of providing additional scaffolding and support. Special Education has hired two 1.0 FTE teachers in addition to previous staffing (one mild/moderate in the 21-22 school year and one moderate/severe in 23-24 school year). With our new site administration, we have made examining school data a focus in the 23-24 and 24-25 SYs.

Student Performance Data

CAASPP- English Language Arts

Current Data Trends:

- The number of students who are in the RFEP, socioeconomically disadvantaged, or have disabilities subgroups who “Exceeded” or “Met Standards” on the ELA CAASPP has decreased over the past three years.
- The number of students taking the CAASPP English test increased from 148 to 198 from 20-21 to 23-24.
- Hispanic/Latino students have decreased in number at the “Standard Exceeded or Met” level consistently over the last three years (2020-2023).
- Since 20-21, approximately 60% of students with disabilities who take the ELA CAASPP are scoring

at a Level 1 or 2.

CAASPP- Mathematics

Current Data Trends:

- Participation percentage went up across all subgroups from 22-23 to 23-24.
- From 22-23 to 23-24, the percentage of students in the "Below standard" category declined in the subsections "Concepts & Procedures," (29.14% to 20.40%) and "Communicating Reasoning" (14.29% to 13.93%).
- On the 23-24 CAASPP, 49% of CHS students met or exceeded the math standards, up slightly from approximately 47% in 22-23.
- From 2021 to 2024 the number of CHS students not meeting standards on the CAASPP Math test rose by 4.5%.
- 20% of 11th graders are below standards on applying mathematical concepts.
- The number of Hispanic/Latino students not meeting math standards at CHS increased by approximately 27% from 2021 to 2024.

CAASPP Analysis English and Math: Link to CA School Dashboard Summary ELA /Link to CA School Dashboard Summary Math

Fewer students in our subgroups are passing the CAASPP test in both English and math when compared to pre-Covid years. It was significant that decreases were seen across our student populations along with subgroups. The scope and sequence of mathematics especially led to a decrease in student performance during the Covid years. Staff perception was that motivation to do well on the CAASPP tests up to 22-23 decreased due to administrative turnover, messaging around the test, and a focus on SEL over academics. To improve, we have reevaluated the logistics of the CAASPP testing environment and testing culture in general at CHS. For the first time, we offered a wide array of incentives for taking and doing well on the test in the 23-24 SY. Student motivation and success on the CAASPP was a main priority for the site, which led to an increase in both participation and scores in the 23-24 SY.

CAST- Science

Current Data Trends:

- The number of students meeting or exceeding science standards at CHS (50% for 21-22, 56% for 22-23, and 49% in 23-24) are significantly higher than the state average (29% for 21-22 and 30% for both 22-23 and 23-24).
- There was an increase from 21-22 to 22-23 school year in students "Meeting Standards" at level 3 from 30% to 35% but then it decreased to 27% in 23-24.
- The percentage of students taking the CAST from 21-22 to 22-23 dropped from 98.18% to 89.8%. There is even a larger drop in percentage of students taking the test for students in the socioeconomically disadvantaged (100% to 81%), Hispanic/Latino (100% to 81%) and students with disabilities subgroups (96% to 81%). However these numbers increased in 23-24 as the percent of students taking the test increased to 95%.

CAST Science Analysis: There are positive trends in student performance and achievement levels in science as indicated by the notably higher than state average. This suggests that CHS is performing well in terms of science education compared to other schools in California. More specifically, there was a higher number of students at Level 3 indicating positive progress in student achievement. The data did reveal a decrease in the percentage of students taking the CAST within specific demographic subgroups; however, this did improve with the incentives offered in the 23-24 SY.

CHS English Department Writing Performance Task Benchmark Results Fall 2023
CHS English Department Writing Performance Task Benchmark Results Spring 2024
CHS English Department Writing Performance Task Benchmark Results Fall 2024

Current Data Trends and Analysis:
See the document for current data trends and analysis prepared by the English Department.

English Learner Data (**ELPAC**)

Current Data Trends:

- The number of students who are English Language Learners at CHS have increased from 5 students in 18-19 to 18 students in 22-23. The number decreased slightly from 18 students to 16 students from 22-23 to 23-24.
- Our level 3 ELPAC scores are stagnant from 20-23.
- The majority of students are in level 3 in oral (61%) but level 2 in written (69%).

Analysis: The English Learner subgroup has doubled at Carmel High School in recent years. This subgroup has become a priority for the school. Link to CA School Dashboard Summary

Student Performance Data Analysis (Overall): While CHS numbers are strong compared to state numbers, there is a discrepancy in our subgroups, particularly Hispanic/Latino students, students with disabilities, and socioeconomically disadvantaged students who are underperforming when compared to other groups. Moving forward, we need to work on addressing this achievement gap for these students. This is an area for continued growth for our site. Since 2021, our number of students with disabilities has effectively doubled. In the past few years, our ELL population has also almost doubled. It is clear that with the rise in special populations at our site, our action plan goals should address their needs.

College & Career Preparation

Students Meeting A-G Requirements

Current Data Trends:

- There is an achievement gap revealed for CHS graduates meeting A-G requirements in the Hispanic/Latino, Students with Disabilities, and socioeconomically disadvantaged subgroups when compared to all students.
- There is a dramatic drop in the number of socioeconomically disadvantaged students (from 24 students to 13 students) who meet UC/CSU requirements during the years of 21-23.
- In the 23-24 school year, 45.83% of Hispanic students and 38.46% of students with disabilities met UC/CSU Requirements (met A-G requirements) compared to 62.30% of the general population at CHS.
- The number of students at CHS overall meeting UC/CSU requirements fell from 72.4% in 22-23 to 62.30% in 23-24.

Career Technical Education Completion Rates

Current Data Trends:

- There has been an increase, from 69 students in 19-20 to 81 students in 22-23, in the number of students who have completed a CTE pathway.

Advanced Placement Data

Current Data Trends:

- The average AP scores for male and female students have equalized as of the 22-23 school year. However, since 2018, male students taking AP tests are dropping (53%-45%) and females taking AP tests are increasing (47%-55%). Scores for females taking AP tests have stayed the same. Most

students at CHS take 2 or more exams (437 students took 895 exams).
    - There is a consistent level of success among students taking AP exams. The pass rate (score of 3 or above) is relatively flat (about 72%) from 2018-2023, with a blip in 2021 and a 5-year average of 71%. In 2024, the pass rate increased to 76%.
    - The average score on AP exams has remained relatively constant, with a 5-year average of 3.175. The percentage of scores of 5 have steadily increased over the past 5 years (16% to 23%).
    - The Hispanic/Latino subgroup has seen a slight increase from 2021-2024, with the average score increasing from 2.7 to 3.3.

Analysis: Over the past several years, the number of female students at CHS taking the AP exam has increased (with more than half the population taking two or more tests), and during this time period the average pass rate and scores has remained consistent. This evidence shows that we are closing the score gap between males and females, with them having the same average score in 2022 and 2023, and our top end scores are increasing.

College and Career Readiness Indicator
College & Career Presentation- District

Current Data Trends:

- Students with disabilities are not reaching the CCI "prepared" indicator at the same rate as their peers (67% difference).
- Socio-economically disadvantaged students are not reaching the CCI "prepared" indicator at the same rate as their peers (12% difference).

Graduation Report

Graduation Rates

Current Data Trends:

- The percentage of 12th grade cohorts who graduated during the years 2021-2023 has been consistent (98%) as a whole.
- The graduation rates of CHS groups between 2021-2023 are consistent for White students (98%) and Asian students (100%) with decreases among Hispanic/Latino students (<3%) and socially disadvantaged students (<10%).
- Graduation rates for students with disabilities have increased each year (83%-96%).
- The percentage of 12th grade cohorts who meet UC/CSU requirements has averaged 70% with a decrease of 3% for the class of 2022.
- Graduation rates for groups categorized by ethnicity during the years 2021-2023 have been consistent for White students (74%) and Asian students (70%), but the range for Hispanic/Latino students has fluctuated more with an average of 53% in 2021 & 2023 to a high of 59% in 2022.

Carmel High School to College Report

Graduating Class	4yr College/ University	Community College	Vocational Ed or other Post-Secondary	Military	Straight to Career or Other Plans
2021	114 (75%)	39 (25%)	1	0	0
2022	112 (67%)	52 (31%)	2	1	0

2023	132 (71%)	54 (29%)	0	2	0
2024	114 (62%)	64 (35%)	0	2	2

Current Data Trends:

- Graduates earning a Seal of Biliteracy has increased from 0% to 30.88%.
- Graduates earning Golden State Seal Merit Diploma increased from 0% to 63.59%.
- There was a drop in the percentage of graduates meeting U.C. requirements for our socioeconomically advantaged population (54.55% in 21-22 to 29.5% in 22-23) and students of two or more races (90% to 59.09% to 70%).
- There has been an increase in graduates with disabilities meeting UC requirements (46.7% to 21.43% to 48%).
- Hispanic or Latino students are below the schoolwide percentage of graduates meeting UC requirements.

Analysis: In the fall of 2023, it was revealed through this WASC process that the number of students earning a Seal of Biliteracy at CHS in the years 20-21 and 21-22 was not reported by CUSD to the California Department of Education, resulting in a 0% rate for all students at CHS both years. This reveals a communication gap between the site and the district office. The numbers were reported correctly for the 22-23 school year. The numbers were reported correctly for the 22-23 school year with 30.88% of graduates earning a Seal of Biliteracy and 63.59% the Golden State Seal Merit Diploma. Addressing these disparities will be essential for ensuring equitable access to post high school opportunities for all students. We also need to develop a plan to address bridging the gap for our subpopulations not meeting U.C. requirements including our socioeconomically disadvantaged students, our Hispanic students, and our students of two or more races.

School Climate

Suspension and Expulsion Rates

Current Data Trends:

- There has been an increase in suspension/expulsions after COVID from 1.1% in 18-19 to 4.4% in 22-23. However, the most recent data for 23-24 shows a large decrease (-3.4%), with only 1% for suspensions and 0% for expulsions.
- Students with disabilities/socioeconomically disadvantaged students have a higher rate of suspension/expulsion than other student subgroups at CHS.
- 65.8% of students who were suspended in the 21-22 school year had multiple suspensions suggesting an issue with recidivism.
- The “drug and violence” offense category has seen a steep increase.

Challenge Success High School Student Survey

Current Data Trends:

- In the Challenge Success survey for 2023, Black students at CHS reported the lowest levels of belonging and teacher caring followed by Hispanic and Multi-Ethnic students. Black and Hispanic students reported the lowest levels of having a teacher they could turn to if they have a personal problem.
- In the 2023 Challenge Success survey, 55% of student respondents reported that they are just “doing school” and that grades are more important than content in their course. It also revealed that school is the highest reported cause of stress among students.
- In the 2023 Challenge Success survey, 75% of students reported that they have an adult to go to on campus, and 89% of students reported they have another student on campus that they can go to.

- In the 2023 Challenge Success survey, 30% of students report that parents have higher expectations for their future than they do and revealed that students perceive parent expectations as overwhelmingly stressful (60% think parents expect excellence at everything).

Race Relations Survey 2023-2024

Current Data Trends:

- 200 students feel it would be good to adopt a more diverse curriculum. Specifically: "It would be good to adopt different books that discuss historical facts from a new perspective and feature the voices of a wider range of authors."
- 76% of students are neutral or not interested in improving race relations at Carmel High School.

California Healthy Kids Survey (CHKS) 2023

CHKS Note: On February 17, 2023, teachers planning to administer the CHKS received an email from the Director of Student Services at CUSD that the testing window would be changed pending board approval to administer the test. At the board meeting, the District Office chose for students to "opt in" to the survey rather than "opt out". Therefore, we had 28 students of the 200 person target in the 11th grade and 49 students of the 223 target in 9th grade take the 2023 CHKS, representing 14% and 22% of the target population respectively, for a total of 77 students of the 800 general population at CHS. With such a small sample size, staff collectively concluded that the data collected may not accurately represent the views of the student body.

Analysis: Our data highlights concerning trends in suspension and expulsion rates post-COVID, with a notable impact on students with disabilities and those from socioeconomically disadvantaged backgrounds. The high percentage of students experiencing multiple suspensions underscores the need for targeted support and interventions in disciplinary practices. The Challenge Success High School Student Survey reveals disparities in students' sense of belonging and access to support, particularly among Black, Hispanic, and Multi-Ethnic students. The Race Relations Survey highlights the importance of fostering a more inclusive and culturally responsive educational environment to promote understanding and appreciation for diversity among students at CHS. The presence of racial slurs on campus during the past several years highlights a need to review discipline/consequences with the staff regarding hate speech. Our site would also benefit from exploring restorative justice options over suspension/expulsion based on our suspension/expulsion data to help address both areas of need. Finally, we need to encourage the District to adopt an "opt out" policy to produce more reliable data on our next CHKS.

Attendance Data

Chronic Absenteeism

Current Data Trends:

- Our rates of Chronic Absenteeism have doubled from 10.9% in 18-19 to 21.5% in 21-22 and 20.2% in 22-23 respectively.
- This is a problem at CHS, as our absenteeism rate is higher than the district overall.
- Most chronic absences are excused absences.
- Socioeconomically disadvantaged students with unexcused absences are high when compared to other student groups.

Analysis: We could explore adopting more stringent graduation requirements, including adherence to a more specifically outlined attendance policy, to encourage more regular attendance by students. The sick/makeup

policy could be refined for the school to find a balance of compassion and accountability. A SART team has been established to provide support to our truant students, with Administration working directly with the Monterey County District Attorney's Office.

Additional References

For specific information about staffing, professional development, school safety, facilities, and more, please review the most recent School Academic Report Card (SARC) below.

SARC: 2024* / 2023

*Will be provided during the visit. This is up for CUSD Board approval on 1/22/25.

Major Preliminary Student Needs

We decided on our major preliminary student needs collectively as a stakeholder group through a Google Form vote after multiple focus group data dives.

- Socioeconomically disadvantaged students and students with disabilities are not meeting A-G and UC/CSU requirements compared to other student groups.
- Feedback from all stakeholders, and particularly students, indicates that there is an unhealthy fixation on grades over learning.
- High rates of chronic absenteeism post-COVID indicate a need to align and adapt instructional practices to enhance student engagement and meet the needs of all students.
- There is a need to address cultural inclusivity on campus and the lack of a strong sense of belonging for diverse student groups.

Important Questions Raised by Chapter 2 Analysis

Questions raised by analysis of student performance data and demographic data include the following:

- How can we more regularly come together as stakeholders to review data systematically?
- How can we create a plan to address the high rates of chronic absenteeism that exists currently at Carmel High School?
- How can we create space for more vertical articulation with Carmel Middle School, as well as horizontal articulation at Carmel High School to include common curriculum and grading practices?
- How can we help our students with disabilities and our socioeconomically disadvantaged students meet A-G requirements at a rate that matches the general student population at Carmel High School?
- How can we increase CTE opportunities at our school to meet the growing demand for these types of courses among our students?
- How can we develop programs at Carmel High School that increase inclusivity and diversity on campus?
- How can we create more support and effective intervention strategies for our growing population of English Language Learners at CHS?
- What are the implications of declining enrollments between the 22-23 and 23-24 school year to FTEs, assignments, and program funding? How will our school site navigate a future with potentially fewer students each year? How will we anticipate or react to this change?
- How can we develop a school plan to explore and implement an alternative discipline model that includes restorative practices and education?

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
Previously, CHS stakeholders reviewed the mission and vision statements somewhat regularly to ensure they meet the needs of all students, typically through a combination of professional development days and the WASC cycle. More consistent review is an area for growth for our school. Our previous processes for mission and vision review have been documented through previous WASC reports and the school's LCAP and SPSA. Carmel High's mission and vision statement were recently updated during the fall of 2024-2025 to reflect who we are and what we value as a school in the post-Covid era, with a strong emphasis on equity and inclusion, in order to help clarify our needs as a school and create a meaningful action plan around them. The newly energized School Site Council team, which began to meet more regularly under our new administrative team in January of 2024, discusses student data and makes decisions on school wide goals, which are incorporated into the SPSA following a vote by the Site Council. At the district level, several LCAP input meetings, surveys, and forums are held throughout the district, including in our outlying communities, to generate stakeholder input. Carmel's LCAP is	Carmel High Mission Statement 1996-current Schoolwide Learner Goals Updated 2024 Course Catalog 2024-2025 CA State Standards CHS SPSA LCAP Student Empathy Interviews WASC Parent Survey 2024-2025 Encuesta para Padres de WASC de la Escuela Secundaria Carmel, Primavera 2024-2025 Site Leadership Minutes 2023-2024 Site Leadership Minutes 2024-2025 Example of School Site Council meeting

shared periodically with staff during its development and regularly with the School Site Council for input. Both the district and site LCAP support Carmel High's newly updated mission and vision. The current CUSD administration is working to develop a graduate profile that builds on the Schoolwide Learner Goals to help students and families better understand our school goals and expectations and how they translate to life post-CHS. During the previous administration, specific planning work had been done on CHS' Portrait of a Graduate, and a program called "Find Your Grind" was purchased. Work on this halted when our previous principal was placed on administrative leave. At the site level, the Carmel High School counseling team has partnered with the California College Guidance Initiative (CCGI) to support CHS students in developing a well-informed college and career plan. CCGI is dedicated to ensuring that all 9-12 grade students in California receive consistent guidance and support as they navigate post-secondary education and training. CCGI has outlined two overarching objectives: 1. Equipping all high school seniors with a comprehensive and well-informed post-secondary plan. 2. Ensuring that students' academic transcripts, unique identifiers, and college and career planning data are seamlessly integrated to minimize any information gaps that may hinder student success. CCGI is a "one-stop shop" where students can apply directly to colleges and universities (UC, CSU, and CCC) from the platform. As a partner with CCGI, CHS students also have access to exclusive tools such as: 4 Year Academic Planner, A-G college subject requirements, College Applications (CCC, CSU, UC), Financial Aid (FAFSA/CA Dream ACT), and Scholarship Resources, Career Assessments, Career Exploration. One area for growth is making Carmel's mission and vision more visible and accessible to all stakeholders, which we have been working towards in the 2024-2025 school year. Our vision, mission, and student learning goals were not uniformly posted in classrooms and common areas, or regularly communicated with students and parents, although they were included in the Parent/Student Handbook, featured on the website, posted in some classrooms, and revisited with stakeholders during each WASC cycle. In student focus groups during the current WASC cycle, few of the students were familiar with the school's mission, vision, or student learning goals. The majority of stakeholders felt that the school community needed to better communicate these goals so that stakeholders could take ownership of them to promote	minutes CHS Website Updated 2024 Student Handbook 2024-2025 Week of Welcome (First Week of School) Back-to-School Night Empty Bowls (Open House) Preliminary Postsecondary Guide (Previous Administration's Work) Portrait of a Graduate (Previous Administration's Work) SLG Feedback Form Previous SLGs New SLGs 2024-2025

community. In the fall of 2024, the Student Learning Goal Committee met and decided on implementing a simple and elegant school motto: **"The Carmel Way"** which is a "**C**aring Community" that is "**H**onorable" and "**S**uccessful" (CHS). This motto and acronym will be used in school branding, discipline plans, student handbook, with the goal of being widely known and understood by staff, parents and families. In a survey of 40 staff members, 92.5% of respondents said the SLGs reflect values important to them and supported approval. Stakeholders could be further informed of our new Schoolwide Learner Goals during Back-to-School Night and our Empty Bowls Open House events this year. Collecting ongoing feedback on how well the school is meeting its mission and vision will also be beneficial. As evidenced by our Parent Survey, which yielded few results from parents in outlying communities, we need to explore innovative ways to increase parent involvement in the school among a broader audience. Although a core group of parents is actively involved and knowledgeable about the mission, vision, and Schoolwide Learner Goals, engaging a wider audience will reflect more inclusivity at a CHS which has seen an increase in historically underrepresented groups at the school in the last several years. **Summary Analysis:** Carmel High School has historically reviewed its mission and vision statements regularly, primarily through professional development and the WASC cycle, but recognizes the need for more consistent review. Recently, the SLGs were updated to emphasize equity and inclusion, reflecting the school's values in the post-COVID era. However, a key area for growth is making these statements more visible and accessible to all stakeholders, as current awareness among students and families is limited. The newly active School Site Council and ongoing LCAP meetings at both the site and district levels aim to support this renewed focus. However, there remains a need to create more opportunities for the school community to engage with and understand the mission, vision, and Schoolwide Learner Goals, as well as to enhance parent involvement, particularly among historically underrepresented groups.	

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**
Public comment opportunities at Board of Education (BOE) meetings allow stakeholders, including parents and community members, to voice concerns and provide feedback on issues impacting the school. Over the past few years, BOE meetings have been widely attended by the Carmel community. Listening sessions have also taken place between BOE members and CHS staff over the past several years. BOE meetings are live streamed via Youtube and accessible to all stakeholders. Student involvement on the governing board has expanded to include an elected ASB officer, the Student Board Representative. This student attends each Board of Education meeting offering a report and student feedback; however, does not go into closed session. The Superintendent meets with the Student Board Representative prior to each Board Meeting. CUSD is well resourced; however, communication between the district office and the site remains an issue for many stakeholders. Significantly impacting this feeling has been district and site administration turnover. CUSD has had seven superintendents in the past nine years, and CHS has had three principals in the past six years. Stable leadership within the district is seen by all stakeholders as critical to ongoing progress in this area. The district's commitment to equipping educators is evident through the recent hiring of dedicated personnel, such as a CTE Coordinator and a Benefits Coordinator, who oversee and support various programs. However, frustration has been voiced at the site level, particularly by teachers, at the lack of effective systems for integrating new technology, with a particular emphasis that the system for replacing outdated devices needs to be addressed. CUSD engaged educational partners in the development of the LCAP in the 2023-2024 SY. An LCAP engagement meeting was held in person at CHS and outlying communities and provided an overview of how CUSD is funded, the annual LCAP process, a data review, and an opportunity to share opinions and provide comments. The 2021-2024 LCAP survey was shared with the community in a Parent Square message. Paper copies in English and Spanish were made available. At the site level, the principal's weekly email updates serve as a consistent communication channel, keeping staff and parents informed about school developments and reinforcing our priorities. A new weekly "Staff Tidbits" update sent by administration via e-mail covers non-emergency staff notifications	CUSD Board Meeting Youtube Channel Listening Sessions with BOE Members (Staff Invitation) Student Involvement on Governing Board Budget Roadshow LCAP Roadshow Superintendent Monthly Message CUSD LCAP LCAP Staff Tidbits

which has increased communication between administration and site staff, ultimately benefiting students. The longstanding school policy requiring staff to respond to parent emails or calls within 48 hours ensures timely communication, fostering a culture of responsiveness and accountability to our students and families. **Summary Analysis:** The BOE and district officials at Carmel High School significantly impact student learning. The systems in place, such as public comment opportunities at BOE meetings, listening sessions, the district LCAP engagement visits, the principal's weekly updates, and the 48-hour response policy for staff, ensure that leadership, community, family, and staff hold each other accountable in a structured and timely manner. While these practices are effective in supporting the school's goals, continued attention to maintaining open communication between the BOE, district administration, and CHS site staff and ensuring all stakeholders are actively engaged will be essential for sustaining a positive impact on student outcomes.	

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.

Findings	Evidence
Currently, the protocols regarding decision-making and the involvement of stakeholders are in transition after a change in administration in the 2023-2024 school year. Currently in place, we have a clear flow chart of admin responsibilities, a strong School Site Council, Teacher on Special Assignment (TOSA) appointments for Instructional Coaching and Student Support, a Tier 2-3 Support Team, a strong Associated Student Body (ASB) class, and and new Principal's Advisory Council. Since Covid, and due to significant administrative turnover in the last several years, much of the site's decision making has had to	SPSA 2024-2025 LCAP 2024-2025 Flowchart of Admin Responsibilities Tier 2-3 Support Team Principal's Advisory Council Meeting Minutes CHS SPSA

be made in real-time in response to data. The CHS School Site Council has reviewed the academic performance of all student groups and evaluated the effectiveness of key instructional program elements for students not meeting academic performance index and adequate yearly progress targets. It has established new school goals for 2024-2025, as outlined in the CHS SPSA, which are aligned with District Goals and the LCAP.	LCAP

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.

Findings	Evidence
The school follows structured district procedures to ensure all staff meet qualification standards, with specialized support provided to new teachers through orientation and ongoing mentoring. Teachers are required to hold the necessary certifications, and all AP teachers attend the AP Summer Institute for targeted training. Supervision and evaluation procedures focus on professional growth, with feedback mechanisms in place to enhance teaching practices and align them with schoolwide goals. The school offers a variety of professional development opportunities designed to meet the instructional needs of both teachers and students. Professional development includes: • **Summer Institute** with compensation for curriculum development. • **In-house professional development** totaling two full days and four half days annually. • **Individualized support** through access to an Instructional Coach. • **Choice-based workshops** and data-driven sessions, which allow teachers to select relevant topics that align with their	AP Institute Evaluation Process Summer Institute In-house professional development Instructional Coach Choice-based workshops

teaching needs. • **Focus on Social-Emotional Learning (SEL)** for two consecutive years, reinforcing the school's commitment to holistic student support. **Summary Analysis:** Professional development is strategically structured to address both academic standards and college/career readiness, with additional emphasis on SEL. Conferences, collaboration sessions, and goal-oriented workshops collectively foster skill-building among staff, contributing to a positive impact on student learning outcomes. CHS continues to strive for a clear system to communicate its policies, procedures, and roles to staff. Key components include: • **Monthly department, faculty, and collaboration meetings**, where staff plan, reflect, and align on shared goals. • **Agendized and goal-oriented meetings** that ensure sessions are purposeful and geared toward schoolwide objectives. • **Dedicated collaboration time** and prep periods allow co-teachers and common course teachers to coordinate on curriculum and instructional strategies.	Focus on SEL - EQ Schools 2021-22 Faculty/Staff Meetings Agendized Department Meetings Vertical Articulation

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
School leadership works with department chairs to create a zero-based budget for the upcoming year. This new process was implemented in the 24-25 school year. Department chairs list any materials, professional development, general supplies, guest speaker or field trip fees, etc. that they need. Most items were	Department Zero Budgeting Process Padre Parents (Parent Teacher Organization) Focus Foundation (CUSD Grants)

approved for the school year that were requested by the departments. The distribution of resources at CHS is aligned with schoolwide goals, directly impacting both student learning and well-being. Resources are allocated through a budget process that prioritizes the school's core objectives, ensuring that essential programs and initiatives receive necessary funding to enhance educational outcomes. This systematic approach allows us to address areas of need and support the academic and social-emotional development of all students. Community partnerships also play a key role in supplementing our resources. Groups such as Padre Parents, FOCUS, and other community organizations contribute additional funds, especially for innovative projects and department-specific needs. These partnerships enable the school to provide enriched learning experiences and targeted support services that might otherwise be unavailable within the standard budget. **Summary Analysis:** Our facilities are generally in strong shape, with upgrades like new stadium lights, new parking areas, and a Wellness Center for student support. While the campus is well-maintained, challenges were discussed in our Focus Groups. These include insufficient classroom space, with some teachers teaching in our main conference room, and a need for an upgraded HVAC system to provide climate control to older classrooms (particularly during hot weather). Among students, bathroom safety and cleanliness during the school day remain a concern, particularly with vaping. Staff has voiced concerns over the need to improve technology options for both staff and students, ensuring access to reliable tools and resources that enhance teaching, learning, and overall school operations.	

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, Resources 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. Carmel High has clear, updated Schoolwide Learner Goals (SLGs) rooted in equity and inclusion, reflecting a belief that all students can learn and succeed.
2. CHS staff has shown great resilience and actively worked together as a team to strengthen collaboration, communication, and transparency among leadership, staff, and the school community during this WASC cycle, with the goal of ensuring shared decision-making and data-driven action after repeated administrative turnover.
3. CHS provides ongoing professional development at the site level focused on academic achievement and social-emotional learning, supporting continuous improvement in teaching.

Areas for Growth:

1. The school needs to make its mission, vision, and SLGs more visible and consistently communicated to all stakeholders.
2. Communication between district leadership and site staff needs to be strengthened for better alignment and decision-making.
3. We need to develop and clearly communicate our system for regular data review and analysis as a staff and school community with the goal of shared decision making and the effective allocation of resources.
4. We should explore new strategies to engage a broader and more diverse group of parents, especially those from underrepresented communities.

Chapter 3: WASC Criteria and Indicators

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
Carmel High School delivers an effective, rigorous, relevant, and coherent curriculum through the use of digital tools and platforms. The Social Studies, Math, and World Languages departments have all gone through adoption recently, so the curriculum in those content areas is updated and aligned with the frameworks as well as California's environmental and social standards. Science is aligned to the NGSS standards. ELA will be adopting a new curriculum in the 2025-2026 school year. This dedication to maintaining high standards is reflected in our robust offering of AP and dual enrollment courses and our growing CTE program. Teachers at CHS engage in a diverse array of professional development opportunities to enhance their understanding of current educational research and practices that support all academic standards including the Learning Forward Conference, Standards Based Assessment, CAPHERD, Visible Learning Conference, the California Math Conference (South & North), California Association of Teachers of English (CATE) Conference, NCTM National Conference, and the California Science Teachers Association Conference (CSTA). However, the alignment between the skills and concepts taught in the classroom and CHS' Student Learning Goals (SLGs) appears to be less consistent. While there is a clear alignment with academic standards, the connection to the SLGs seems more coincidental, as these goals have not been a primary focus in recent curriculum planning. We hope to change that with the adoption of our new SLGs in the fall of 2024 along with additional vision planning with educational stakeholders at both the site and district levels for the spring of 2025. **Summary Analysis:** Carmel High School ensures an effective and rigorous curriculum by leveraging site and and recently adopted frameworks in Social	**Effective, Rigorous, Relevant, and Coherent Curriculum** ● Science - NGSS Alignment **Recent Textbook Adoption Processes** ● Social Studies Textbook Adoption Folder #1 ● Social Studies Adoption Folder #2 ● World Languages Department Adoption ● Math Department Adoption **Staff PD** ● Year long 2021-22 staff PD with focus on SEL using EQ Schools. ● Year long 2024-25 staff PD with focus on Visible Learning from Hattie ● Teaching With Intent - Staff Meeting 12/5/24 ● Teacher Clarity - Staff Meeting 10/3/24 **Outside PD- CHS Teachers Have Attended PD recently at:** ● CAPHERD ● CSTA Conference ● Learning Forward Washington DC 2024

Studies, Math, and World Languages, as well as aligning Science to NGSS standards. ELA is set for curriculum adoption in 2025-2026. Teachers evaluate student performance using diverse tools aligned with academic standards, complemented by strong AP and dual enrollment offerings. Professional development supports adherence to educational standards. However, while classroom instruction aligns well with academic standards, its connection to broader SLGs and a well communicated district vision has seemed less deliberate for many staff due to our significant administrative turnover. When Covid hit and instruction pivoted online, the K-12 instructional coaching team provided immediate and ongoing professional development and support in synchronous and asynchronous teaching through Zoom and other digital applications such as Nearpod and EdPuzzle. We also adopted Google Classroom and Parent Square as standard platforms and trained all teachers in their usage. As we planned to return to in-person learning, it was clear that student wellness would need to be the priority. Addressing social-emotional learning was already as a District, Site, and WASC goal from our 2019 cycle, and with a substantial state grant during the pandemic, we were able to fund the new CHS Wellness Center and contract with EQ Schools for PD on SEL, which was reinforced and supported by our instructional coach, who followed up in the 2022-23 SY with social-emotional-academic learning. Also, based on feedback from the 2019 visiting committee, we wanted to ensure that all teachers had extensive training on SEL, as it had emerged from our Topic Teams and WASC self-study as such a critical area of focus. Following that, we moved into another learning stage, wherein teachers split into Working Groups to gather knowledge on a variety of topics, from changing the bell schedule to the use of data to drive instruction, among others, and we were in the process of determining which topics would be our next area of schoolwide focus when our principal was put on leave and ultimately let go. Also, in the spring of 2023, the former superintendent, who was also subsequently let go at the end of that school year, restructured the positions at the district office, dismantling the instructional coaching team and positions, and replacing them with two district wide curriculum coaches, which centralized PD largely at the district rather than site level. Our new site administration team, hired to start the 2023-24 SY, chose to focus on emphasizing best practices, which has since been our site PD focus.	

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
Our school is committed to ensuring that all students meet or exceed rigorous academic standards and college and career readiness indicators. Each subject area, course, and program is aligned with state and national standards, ensuring that students are equipped with the knowledge and skills necessary for post-secondary success. In addition to meeting graduation requirements, our curriculum emphasizes the development of critical thinking, problem-solving, and communication skills. Advanced coursework, such as Advanced Placement (AP), dual enrollment opportunities, and career-technical education (CTE) programs, further support college and career readiness by offering students pathways to explore their interests and develop specialized skills. CHS is currently reviewing the graduation requirements, with the possibility of revisions that would ensure that each student that graduates from CHS will be A-G qualified. Many districts in California have made this change. Our counseling team provides various sessions on college and career choices, including A-G. To monitor progress, we utilize a variety of college and career readiness indicators, including standardized assessments, graduation rates, college acceptance rates, and career certification attainment. These indicators help us identify areas of strength and opportunities for growth, ensuring that all students are prepared for their future endeavors. **Summary Analysis:** We are dedicated to preparing students for post-secondary success through a curriculum aligned with rigorous state and national standards. By offering advanced coursework, numerous electives, career-technical education, and counseling sessions on college and career options, we ensure students develop critical skills and explore specialized pathways. Revision and evaluation of our current graduation requirements will enable us to continuously improve support for student achievement and future readiness.	A-G Rates (Table from Chapter 2) College & Career Readiness Indicator (Dashboard) Current Graduation Requirements (page 8 of Course Catalog) CCGI Counseling Graduation Presentations

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**
Opportunities for vertical articulation at CHS vary significantly across departments. For example, the world languages department at CHS shows strong vertical articulation, particularly because students begin their language education in middle school, necessitating collaboration between middle and high school teachers. On the other hand, the English department historically has lacked formal vertical alignment with middle schools or local colleges, except for occasional meetings between department chairs on specific topics. The science and mathematics department have had some interaction with the Carmel Middle School teachers, meeting once between the departments. However, this has recently been a priority for the curriculum and assessment coordinator at CUSD, who led a series of vertical articulation workshops district wide in the fall of 2024. The Social Studies department, which offers several courses via dual enrollment with the local community college, Monterey Peninsula College, had some articulation with professors there before the COVID-19 pandemic. These efforts have stalled in recent years. Although articulation with professors at MPC has fallen off, communication and collaboration with the Dual Enrollment Department have increased and we created a Dual Enrollment Team to make the collaboration smoother and now have a liaison that meets with MPC on a monthly basis. The Dual Enrollment Team includes teachers, high school admin, District Office Staff, and the Director of Academic Affairs for Dual Enrollment at MPC. **Summary Analysis:** Opportunities for vertical articulation at CHS with CMS vary by department, though recent efforts by CUSD's curriculum coordinator have prioritized these connections. Collaboration with MPC's Dual Enrollment Department has improved through the formation of a dedicated team and regular liaison meetings.	CUSD Vertical Articulation Agenda & Materials (2024) Vertical Articulation Agenda (English) Vertical Articulation Agenda 2023 (Math) Dual Enrollment Team - Meeting Agenda

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**

CHS is committed to providing all students with equal opportunities to excel academically by ensuring open access to honors and AP classes. This inclusive approach allows every student to challenge themselves and take advantage of a full range of advanced coursework. There are a variety of high quality electives on campus, representing a diverse array of educational options, including multiple CTE offerings which we are hoping to expand in the coming years. In addition to academic offerings, the CHS counseling team is excited to introduce a new platform called "California College Guidance Initiative" (CCGI), designed to further support students in their college and career planning. This comprehensive tool will assist students in conducting career assessments, exploring college options, and integrating their data to streamline the application process for both college admissions and financial aid. To complement these resources, students also benefit from personalized guidance through one-on-one college and career counseling sessions with the school's counselors. These sessions provide tailored advice and support, helping students navigate their post-secondary education and career paths with confidence and clarity. Our bell schedule, which includes a seven period day, allows students the freedom to choose multiple courses to suit their interests and needs and allow them to pursue a full range of realistic college and career choices. **Summary Analysis:** CHS provides equitable access to advanced coursework, including honors and AP classes, alongside a range of high-quality electives, ensuring students have the freedom to pursue their academic interests. The school's counseling team enhances college and career planning through personalized guidance and the implementation of the California College Guidance Initiative (CCGI). With the opportunity to take more electives with a seven period day, students are able to explore more opportunities and prepare for their post-secondary education and career paths.	Course Catalog Elective Fair Presentation Bell Schedule Reflecting Seven Period Day Senior Course Selection Counseling Scope and Sequence Career Presentation and Assessment Senior Parent College Night Post Secondary Options Presentation Counseling Activities by Date

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
CHS provides a rigorous, relevant, and coherent curriculum with real-world applications that are accessible to all students. Diverse course offerings, including dual credit options, World Languages,	**English:** • Diverse Texts • Padre Talk Assignment • English 4 Resume Assignment

CTE, and arts programs, ensure inclusivity and practical learning. • Students engage in hands-on experiences like labs, field trips, job shadows, and professional collaborations across disciplines. • AVID invites guest speakers to talk to AVID students about career opportunities, particularly in the 10th grade year. This year we are working with CHS' College and Career Coordinator to pair guest speakers with short "job shadow" field trips. For Juniors and Seniors, graduates are asked to come speak about college experiences. • Efforts to reflect diversity in enrollment and curriculum are ongoing. While open enrollment supports accessibility, Hispanic/Latino representation in honors and AP courses remains low. English courses are expanding to include diverse voices, though traditional Western works still dominate. • Initiatives like the West End Festival and professional-level student projects in our VAPA department foster strong community connections. VAPA students are also able to receive reviews and interviews from working art professionals, colleges, and trade schools through the Art Expo event held on campus each year. Overall, CHS is striving to offer a robust, inclusive, and career-ready curriculum, with room to grow in reflecting the school's diversity and expanding CTE offerings. **Summary Analysis:** CHS offers a diverse, accessible, and innovative curriculum with strong real-world applications and growing inclusivity. Challenges remain in fully reflecting the diversity of the student body.	• Newspaper Class Syllabus **Math:** • Project Description • Sample of Student Work • Desmos Activity • Predicting Movie Ticket Prices • Desmos Activity #2 **Science:** • Egg Car Collision Lab • Biology Vomit Lab • Proficiency Scale for Science Unit **Social Studies:** • History in the Headlines Assignment • Discussion: 1619 Project • Discussion: Trump and the Alien Act **Student Services** • Modified Resume Template • Disability Awareness Project • Job Interview Question Template • Monterey Bay Aquarium project **World Languages:** • Evidence of real world experiences field trips: crepes, cheese, beignets, reunion/marche **AVID:** • AVID Guest Speaker List • AVID Guest Speaker Worksheet **VAPA:** • West End Festival • Art Expo

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
Every April, we host an Open House event known as Empty Bowls. Students create clay bowls and sell them to raise money for the Monterey County Food Bank. We also have a dozen or more local businesses donate soup for the event. We have students, parents, teachers, and community members attend the event and buy tickets to eat all you can eat soup. While the event is going on, there is live music performed by our student-led Singer-Songwriter Club. In the theatre, we also host an art show to sell student art and raise money for the Art Club, at which 20% of the sales goes to	**Community Events at CHS** Back to School Night Empty Bowls [Open House Event] **Soliciting Family Feedback** Parent Survey (English) Parent Survey (Spanish) Parent Survey (Results)

the local food bank with the rest of the funds going to student artists. This is the strongest representation of a community wide event held at our school, and it has been positively received by stakeholders since its inception.

At Back to School Night, parents were asked to take a survey about their perception of their student's experience at the school. The Parent Survey data reveals strong parent satisfaction in areas like student safety, respect, and academic rigor, indicating that the school creates a positive learning environment. The regular use of the Aeries Parent Portal reflects engaged parents monitoring student progress, but varying responses to cultural celebration activities suggest opportunities for increased inclusivity efforts.

While we have a number of opportunities for parents to be involved with our school community at both the site and district level. These opportunities include Padre Parents, our parent teacher organization, the CHS Athletic Boosters, the CUSD Music Boosters, and the School Site Council. However, it seems that historically, many of the same parents are involved in many of these groups. There is work to be done in engaging a more diverse group of parents, particularly from our outlying communities.

In the 2024-2025 SY a new parent and community outreach program began on campus called the Family Speaker Series. Each quarter, a speaker is booked and the greater Carmel community is invited. The idea is to promote community engagement and communicate important topics in a new way, and it has been positively received by stakeholders. Our College and Career Center also hosts a family FAFSA night to assist Senior students and families with filling out the FAFSA forms

Starting with the 2023-2024 SY and continuing into the 2024-2025 SY, the new principal started the Principal's Advisory Council. This council of approximately 40 members is made up of a wide array of students, of all grades and a variety of interests. Each month the principal meets with the council, asking for feedback on upcoming and past events and issues. A key component of the agenda is a Round Table session, where students are given the chance to share their concerns. Student voice from this council has been responsible for changes to such things as the finals schedule, office hours, and how to best communicate with students.

As part of the WASC process, we engaged families in a variety of ways. The WASC Coordinator held informational and progress updates at Padre Parent meetings and regular parent home group meetings were held throughout the process to solicit feedback on the report. We sought additional internal data from our families through our parent survey, which introduced at our Empty Bowls event

Family Education at CHS
Flyer for Family Speaker Series

Family Involvement at CHS
Padre Parents
CHS Athletic Boosters
CUSD Music Boosters
CHS School Site Council
FOCUS

Student Collaboration at CHS
Example Principal's Advisory Council Agenda
Example Principal's Advisory Council Minutes
CHS ASB

Summary Analysis: CHS fosters a strong sense of belonging and collaboration among students, parents, and staff through various initiatives. Events like the annual Empty Bowls Open House, build connections while supporting local causes. Parent surveys highlight positive perceptions of safety, respect, and academic rigor, though opportunities that exist to enhance cultural inclusivity and communication. Overall, the cleanliness of the school and the welcoming atmosphere are positively perceived by families based on focus group comments and parent survey data for this WASC cycle. New initiatives, such as the Family Speaker Series and the Principal's Advisory Council, further promote engagement. There is work to be done in engaging a more diverse group of parents, particularly from our outlying communities.	

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. CHS offers a diverse array of courses, including a variety of AP and honors courses, dual credit options, multiple World Languages courses, visual and performing arts courses, and electives, ensuring that all students have access to a broad range of enriching learning opportunities.
2. The recent adoption of textbooks and frameworks in Social Studies, Math, and World Languages, and the upcoming adoption in English ensures that these subjects are aligned with current standards.
3. We have made some strides in amplifying student voice on campus through the Principal's Advisory Council and providing parent education opportunities to stakeholders like the Family Speakers Series.

Areas of Growth

1. We do not have a strategic approach to expanding diverse perspectives, voices, and content in courses across all subjects which would make our curriculum more inclusive and relevant for all students. Increasing family and community engagement in curriculum adoption and feedback processes when possible would ensure that the curriculum better reflects and respects the diversity of the student body.
2. There is a need to address the gap in academic outcomes, particularly in meeting A-G requirements, between the overall student population and subgroups such as socioeconomically disadvantaged students and students with disabilities, with a particular focus on the areas of math and English language.
3. While progress has been made in vertical articulation, vertical and horizontal alignment remains inconsistent across many departments. Further efforts to establish strong alignment within our own departments and also with CMS, CHS, and local colleges are needed to ensure smooth transitions and a cohesive educational experience for students at CHS.

Chapter 3: WASC Criteria and Indicators

Category C: Learning & 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 school wide 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
We strive for an equity-centered learning environment at CHS that enhances student engagement, learning, and well-being. CUSD's core belief that "every individual can achieve personal excellence", and that "everyone has the opportunity to develop [their] potential" demonstrates our district's commitment to equity and ensures that CHS students have access to the resources and support they need to succeed. This approach is evident in several key areas. In addressing the diverse needs of our students, CHS teachers employ a variety of strategies. Scaffolded assignments, rubrics, and Google Classroom tools provide structured support, while teacher-student conferences offer personalized guidance. Based on rising levels of student stress highlighted in our 2019 WASC Report, we built a Wellness Center on campus that focuses on students' mental and emotional well-being. For our English language learners, we provide a Bilingual Intervention Specialist who assists students by providing targeted language support in core classes, assists in scaffolding assignments, and provides small group and 1-1 support to students, particularly our newcomers. Our new Special Education Day Class Program and the existing co-teaching model in our Student Services Department further ensure that students with varying abilities receive the support they need. We offer an accelerated math track, multiple Advanced Placement (AP) classes, and dual enrollment opportunities as opportunities for extending learning. Classroom activities and lessons throughout the school are designed to cater to different learning styles—whether oral, visual, or auditory—ensuring that all students can engage with the material effectively. Beyond academics, our school offers a diverse range of programs in the visual and performing arts, sports, and extracurricular activities, providing students with various avenues to explore their talents and interests. We also have a wide array	CUSD Vision & Mission Statement 2019-2025 **Examples of student agency, collaborative projects, and/or PBL** • Muckraker Project • Philosophy Semester Project • The French Revolution • Padre Talks Overview Slides • Padre Talks Community Contributions • APLAC 21st Century Solutions Project • NPR Student Podcast • APLAC Defining My Dream Project • AP Lit Final Project: Literary Game **Examples of Scaffolded Assignments:** • APLAC 21st Century Solutions Project • English 2 Argumentative Essay and Speech • AP Lit Poetry Analysis Practice • Of Mice and Men Essay Part 1 • Of Mice and Men Essay part 2 • Of Mice and Men Essay Part 3 **Examples of discussions/socratic seminars:** • Discussion: 1619 Project • Discussion: Trump and the Alien Act • Discussion: Bacon's Rebellion • Discussion: John Brown **Hands-On Learning Assignments:** • Sports Medicine Field Work • 18th & 19th Century Art and Modern Music • Kite Project

of clubs that cater to academic, extracurricular, service, and social interests, creating a well-rounded environment that supports the development of every student. **Summary Analysis:** Overall, the equity-centered learning environment at our school fosters a culture of inclusivity and support, enabling students to thrive academically, socially, and emotionally.	

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 and Evidence	Evidence
Teachers at CHS currently use various approaches to communicate learning objectives, standards, and expected performance levels including course syllabi, agendas, Google Slides presentations, whiteboard notes, and direct instruction. We are currently working as a campus community on specific professional development with staff to ensure that our students have a clear understanding of the standards and expected performance levels in different classes. Rubrics and self-assessment tools are commonly employed in many courses on campus to clarify performance expectations across subjects at CHS. Notably, the English and History departments use rubrics on almost all summative writing tasks. Rubrics help students grasp the descriptors of various performance levels, allowing them to assess their own progress and identify areas for improvement. In the math department, tools like Desmos help communicate and reinforce learning goals. Additionally, Google Classroom serves as a vital tool for maintaining transparency about upcoming deadlines, assignments, and resources. This platform ensures that all students, including those who are absent, can stay informed and on track. Many teachers at CHS provide weekly schedules that outline learning objectives, activities, due dates, and often include standards. To communicate learning objectives and expected performance levels, the World Language (WL) teachers use "Can Do" statements; however, these types of techniques are not currently standardized or uniform at our school. Students note the variability between teachers in how well expectations are explained, particularly regarding rubrics and	CHS Syllabi Folder **Examples of course objectives being shared/communicated with students** • Enlightenment Project • Civil Rights Presentation • AP Psych Unit HW with Objectives and AP Daily Objectives • AP Lit Weekly Slide Deck with Objectives **Evidence of daily goals/standards/agendas aligned to standards** • Proficiency Scale - Atomic Structure • Proficiency Scale - Bonding and Structure • Deckelmann weekly schedule • French 1: Can Do Statements • Dini, WWI Proficiencies • English 2 Coming of Age Narrative Instructions **Examples of Site Professional Development:** • Family Meal / Best Practices PD Agenda 12.9.22 & Staff Input Form • Best Practices PD January 2023 • Teacher Clarity PD Slides • Teaching with Intent PD Slides

success criteria. Students also expressed a desire for teachers to expand feedback practices beyond rubrics to ensure students understand their progress and areas of growth beyond earning a grade. Some students shared that even though they earn high grades, they don't always feel like they truly understand the material, suggesting that we could work toward shifting the focus toward mastery-based learning, where understanding and skills are prioritized over grades. Professional development in these areas in the 2024-2025 school year has included work with the book *Visible Learning* by Hattie, Frey, Fisher, and Almarode, led by the CHS Instructional Coach, covering topics such as teacher clarity and teaching with intent. Administrative walkthroughs, which are done regularly by the new administration, have helped to provide more information about the areas in which we need to improve, leading to initiatives like the teacher clarity professional development this year. We also have planned classroom walkthroughs for the spring semester of 2025 led in tandem with our Instructional Coach. **Summary Analysis**: Our review of programs at CHS show that students are supported through general communication of learning goals tailored to each subject area. Rubrics, syllabi, agendas are used widely and provide a transparent framework for understanding expectations across content areas. However, the self-driven nature of professional development at CHS has led to inconsistencies in how effectively objectives, standards, and success criteria are communicated across classes. Developing site wide guidelines for presenting learning goals and standards could reduce variability and make expectations easier to understand for students. We could also continue our structured training on best practices for articulating learning expectations and seek out ways to emphasize learning over grades.	

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 engage 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 and encourage student agency within an equity-centered environment.

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

At CHS, teachers utilize a variety of evidence-based strategies and resources to ensure students are engaged, challenged, and supported in their learning, fostering both academic success and well-being. Technology and digital learning tools are used in each department with all students equipped with Chromebooks.

Post Covid, Google Classroom has emerged as a central platform for communication and resource sharing at CHS. The wide use of this platform ensures continuity in learning for absent students and helps maintain clear communication between teachers and students.

CHS teachers employ innovative instructional methods to engage and challenge students, often using technology for this purpose. The use of untethered teaching with iPads allows some teachers to move freely around classrooms, fostering dynamic interaction and immediate feedback.

Math classes leverage touch-screen televisions to enhance visual learning and real-time progress monitoring. Science teachers in particular use a plethora of different lab types to engage students including: inquiry-based labs, open-ended-labs, skill-building labs, and verification labs. Spanish 1 and 2 uses the digital platform called Formative. On this platform, assessments include features such as audio (for both student listening and feedback), writing, multiple choice, and the ability for instructors to upload lessons (ie: Google Slides) to itemize them into questions and interactive prompts. This platform is also used for formative and summative tasks/activities.

VAPA teachers use the Adobe Suite to provide real-world experience to students in the visual arts. VAPA students in the Broadcast class create a daily show to share activities and information for across campus in a daily video bulletin shown to the entire school during 3rd period each day. These students also compete at a statewide competition called Student Television Network where they produce short documentaries, commercials, and segments for broadcast.

In our WASC focus groups this cycle, however, many teachers expressed the need for high quality tech tools, like iPads, high quality teacher laptops, and touch screen televisions, to be more widely available to all teachers through a more transparent process at the site and district level. Much frustration was expressed by teachers in focus groups at the lack of choice in and quality of devices to support untethered teaching in particular. A lack of ability to choose effective tech tools was also noted.

Parent survey responses reflect a need for growth or improved communication to families in this area, with 17% of parent respondents responding that they either “disagree” or are “neutral”

Digital Learning and Problem Solving (Using digital tools to help students solve real-world problems)

- US President TikTok Video
- US Government Jaywalking Video Project
- AP Psych Monocular Cues Project
- Economics Skills Packs (various from tracking spending and reconciling to filing taxes)
- American Lit. Research Paper
- Padre Talk,
- English 1 Research Paper Presentation
- APLAC 21st Century Solutions Project APLAC Rogerian Argument
- Macromolecule Lab
- Intermolecular Forces Activity
- AMDM Vacation Project (rubric)

CHS Video Bulletins

- PadreTv
- STN Events

Examples of Digital Tools Used By Students:

- Adobe Photoshop Certification Guide
- Gizmos
- Phet
- Desmos Activity Builder

Evidence of Field Trips:

- Student Services: Community Based Instruction [See Slides 1-8]
- French language class field trips: crepes, cheese, beignets, reunion/marche
- Science Field Trips & Real World Experiences

when asked if Carmel High School provides appropriate access to technology that supports student success and career readiness. Engagement through questioning has emerged as a clear strength at CHS. Many teachers use elements of Bloom's Taxonomy to structure their lessons. Teachers also use structured group activities such as Socratic Seminars to encourage critical thinking and in-depth discussions. Some courses, such as AP Statistics, employ activity-based approaches to make abstract concepts more accessible and engaging. An emphasis on enriching field trips and real-world experiences across departments further enhance instruction. Subject-specific field trips connect classroom learning to real-world applications. Ongoing professional development at the site level presented by our Instructional Coach and guest speakers, summer learning opportunities provided by the district, and local and national conference opportunities for teachers at CHS ensures that the teaching staff stays informed about the latest educational strategies. The district has also placed a focus on increased collaboration through vertical articulation, both within the high school and across district sites, with the goal of ensuring consistency and continuity in instructional practices. The reality of mixed leadership at the site level until now has led to exposure to best practices, but there hasn't been a required list of practices to be incorporated into lessons by the teaching staff which could be an area of focus for our action plan during this WASC Cycle. **Summary Analysis:** Ongoing professional development and vertical and horizontal articulation of teaching strategies at CHS will ensure consistency and innovation in instructional practices. There is a clear need to expand equitable access to advanced teaching tools and improve communication about how our use of technology supports student success and career readiness, as highlighted by teacher focus groups and parent surveys. Addressing these gaps will further enhance CHS's ability to support all students effectively.	

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
CHS has engaged in work to empower student voice and agency by offering professional learning and providing several new avenues for students to engage in decision-making and	Principal's Advisory Council Sample Agenda Associated Student Body (ASB)

leadership roles. Initiatives like the Principal's Advisory Council, Athletic Student Council, and the Music Student Council allow students to engage in decision making about school activities and policies. Our active student government (ASB), which includes a student representative on the CUSD school board helps students have further direct influence on school-wide and district-wide decisions, giving them a platform to voice concerns and contribute to the direction of the school.

Additionally, CHS offers students open enrollment in AP and dual enrollment courses, allowing them to select the academic track that best aligns with their interests and future goals.

At CHS, we provide a unique student experience called Office Hours, during which students can meet with teachers individually to seek help, and senior meetings show our commitment to fostering a supportive environment where students have access to personalized guidance. We have experimented over the past several years with moving the time of Office Hours to the middle of the school day, ensuring that more students can take advantage of the opportunity to meet with teachers. Through student feedback gathered from this WASC cycle, it has been indicated that students appreciate the change in time.

Teachers extend learning beyond the classroom at CHS in a variety of dynamic ways, particularly in our elective and CTE courses. For example, Biotech students earn OSHA 10 certificates and sit for the BACE exam to earn a certificate that enables them to get summer internships. Additionally, both Biotech and AP Bio students use cutting edge technology such as micropipetting, PCR, CRISPR, DNA transformation, and gel electrophoresis to engage in content and develop core real-world biotechnology skills.

Our Student Services department works with the Dept Of Rehabilitation (D.O.R.) for students with disabilities to help students plan for their futures by mapping out a path to their career goals. They provide funding and paid internships as well. CHS Student Services includes the D.O.R. in preparing IEPs and facilitates the admission process. For students with IEPs, transition plans and IEP goals within the IEP also help map out career pathways.

However, student and family input through surveys, focus group responses, and student Empathy Interviews indicate that while there are many opportunities for learning beyond the classroom in certain courses, as well as leadership opportunities throughout, there is still a gap in student agency within the classroom in some areas.

Many students expressed that assignments, particularly in core subjects, often feel predetermined, leaving them with little room

ASB Election Info

CHS Clubs & Leadership Opportunities

Student Representative on the Board of Education:

- Board of Education Agenda [Student Representative Report]

Dual Enrollment Information

Student Empathy Interview Results

Parent Survey Results

Site Professional Development on Student Voice & Choice:

- Promoting Student Voice & Choice PD
- What are you "SEL"ing? Episode 5 Voice & Choice

Examples of student choice on/within assignments:

- Muckraker Project
- Philosophy Weekly Reading Assignment
- Philosophy Semester Project
- AP Psych Development Project
- 19th Century Art & Music
- Unit 1 Independent Book Schedule and Summaries, Unit 2 Independent Book Schedule and Summaries
- American Lit. Research Paper and Padre Talk, English 1 Research Paper and Presentation
- Honors English 1 Author Research Paper
- Digital Music Student Choice Example

Beyond the Classroom:

- Art Expo
- Empty Bowls Commercial Promo
- Participation in +20 art shows, events, and competitions each year

Evidence of Field Trips:

- Student Services: Community Based Instruction [See Slides 1-8]

for choice in how they learn or which projects they work on. Students mentioned they would appreciate the ability to make more decisions about the format of their assignments or the topics they explore, similar to the flexibility offered in group projects or PBL (Project-Based Learning). Another key finding from student feedback via our Empathy Interviews is the varied reception of receiving student feedback by teachers. While some teachers actively seek and respond to student input, students perceive other teachers as less receptive. A more consistent and transparent schoolwide feedback process—such as implementing and requiring regular course surveys be administered in each course—could help bridge this gap, ensuring students feel their voices are being heard and their progress is being adequately supported. Although this technique has been addressed with professional development in the past, and implemented in some courses, our new administration could refocus the teaching staff with specific guidelines in this area. Additionally, while many teachers take previously made testing schedules seriously and often adjust their plans to reduce student stress, in conversation with students during the WASC cycle, there is more work to be done in this area. Students highlighted issues with the lack of coordination in assignment planning of some courses, which contributes to stress. They expressed frustration with overlapping due dates and too many exams occurring on the same days, which suggests a need for better implementation of our testing policy across departments. By aligning assignment deadlines and revisiting and adhering to testing schedules, teachers could reduce student anxiety and give them more time to engage deeply with the material. **Summary Analysis:** CHS provides students with meaningful opportunities to engage in school-wide decision-making and academic choices, there is still room to enhance student voice and agency within the classroom. By increasing student choice in assignments, standardizing feedback practices, improving coordination around due dates, and fostering a more respectful, inclusive classroom culture through more regularly seeking student input, CHS can empower students to take more control over their learning and problem-solving. This would not only improve academic outcomes but also enhance student motivation and well-being.	• French language class field trips: crepes, cheese, beignets, reunion/marche • Science Field Trips & Real World Experiences

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. We continue to demonstrate a willingness on campus to explore and expand instructional methods. Teachers employ evidence-based strategies, including questioning techniques aligned with Bloom's Taxonomy, structured group activities like Socratic Seminars, and activity-based learning across the campus.
2. The Principal's Advisory Council, student government involvement, leadership opportunities within athletics, music, and through our numerous club offerings, coupled with an open enrollment in AP and dual enrollment courses offer students meaningful leadership roles and autonomy in selecting their academic paths.
3. Teachers extend learning beyond the classroom at CHS in a variety of dynamic ways, particularly in our elective and CTE courses.

Areas of Growth

1. There is a clear need to expand equitable access to advanced teaching tools and improve communication about how our use of technology supports student success and career readiness, as highlighted by teacher focus groups and parent surveys.
2. While we employ a variety of effective instructional strategies, there is room for growth in expanding and diversifying our teaching, assessment, and grading approaches and grading to foster deeper student engagement and active learning through closer collaboration among staff.
3. Although we do offer some opportunities for students to participate in school-wide decision-making, student feedback indicates that there is room for improvement in empowering students within the classroom. Many students reported feeling that assignments were often predetermined, with little choice in how they learn or which projects they work on. Incorporating more flexibility in assignment formats and topics, particularly in projects or PBL (Project-Based Learning), could foster greater student agency and engagement.

Chapter 3: WASC Criteria and Indicators

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
The current WASC process has brought about a crucial transformation by prioritizing the use of relevant data and enhancing how we communicate it to stakeholders. This refinement ensures data-driven decisions are made effectively, driving improvements across our school. It has been a complete reset and refocus on how we collect, disaggregate, analyze, and report student performance data, fostering improved communication among staff, students, and families. Our new administration has prioritized establishing transparent systems, leading to more effective assessment processes at our site in recent years. Over the past three semesters, as part of the WASC process, we have reviewed data from various sources, crafted data statements in focus groups, and shared our findings with stakeholders through multiple channels. Where data gaps were identified, we developed internal surveys and processes to enhance our understanding. The results of this work are documented in our collaborative process records and detailed in Chapter 2 of our WASC report. We aim for the outcomes of the WASC process, along with the systems we have implemented, to endure and grow stronger over time. While we have made significant progress in prioritizing and dedicating time to whole-school data assessment, there is room to strengthen our processes for implementing data analysis practices within individual departments. While some departments on campus effectively use data to inform instruction and planning, this practice is not yet fully integrated as a cohesive, vertical, and horizontal process across all departments. **Strengths Noted in Our Current Practices** We currently employ a variety of methods to assess student progress,	WASC Report Chapter 2 **WASC Report Collaboration** • Data Statements Padlet • Chapter 2 Jigsaw Group A: School Organization • Chapter 2 Jigsaw Group B: Curriculum • Chapter 2 Jigsaw Group C: Teaching & Learning • Chapter 2 Jigsaw Group D: Assessment and Accountability • Chapter 2 Jigsaw Group E: School Culture & Support Math Common Finals English Benchmarks & Data Review History Common Assessments World Language Common Assessments Junior Post-Secondary Survey Senior Exit Survey

including state assessments, districtwide common benchmarks, teacher-created unit tests, and informal checks for understanding. Performance data, such as CAASPP, AP, and ELPAC scores, are shared with parents and students through mailed reports. We currently use department meeting time as well as regularly scheduled course alike meetings to analyze common assessments to drive instruction. For departments with no course alike partner, district alike partners have been identified in most cases; however, this could be an area for further review this WASC cycle. In the math department, common finals were implemented as part of a departmental collaboration that began two years ago when we adopted a new textbook. Teachers who instruct the same subject work closely to align their assessments and instructional strategies. In English, we utilize benchmark assessments in 9th, 10th, and 11th grade to track student progress. In Social Studies, there are also some common assessments in course-like sections. In World Languages, there are common assessments for both middle school and high school students, ensuring vertical alignment between the sites. Specifically, Spanish I and II, as well as French I and II, share common midterms and finals. Parents have access to both Google Classroom via guardian notifications (if requested) and Aeries, our grading platform, and can check student assignment grades as well as overall grades at any time. Teachers establish their own grading policies. These expectations are outlined in course syllabi. Teachers use board-adopted curriculum alongside alternative physical and digital resources to enhance instruction. Beyond academics, the Counseling department administers an annual exit survey to seniors, using both data and anecdotal feedback to inform and refine services to better address needs of students. Our College & Career Specialist administers Junior Postsecondary Survey to identify career and major interests to inform and guide college tours, annual college fair, and career guest speakers. **Summary Analysis:** Through the WASC process, we have discovered a need to more regularly collect common assessment data within departments, and adopt a method of disaggregation that doesn't significantly impact teachers' time. Additionally, there is a clear need to develop a more uniform process for reporting the impact of student data to stakeholders. For example, it would be beneficial to establish a system for tracking benchmark data in the English department over multiple years, disaggregating it by student subgroups to monitor their writing progress, and providing students with information about their performance trends year over year so they have a clear picture of their growth and areas of need. Although programs for data disaggregation, such as Illuminate, were adopted at the district level in the past, high district staff turnover in the	

past several years resulted in insufficient training for effective use. As a result, the district chose not to renew Illuminate. However, under new district administration, a newly purchased data software called Schoolytics will be rolling out over the next two years to allow curriculum discussions to be more data centered. Though we are early in the process, the goal is to provide all staff members at CHS with the tools to make meaningful decisions about curriculum based on data.	

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
CHS is currently focused on improving how student performance data is collected, analyzed, and used to support academic growth. CHS relies on tools like district benchmarks, teacher created final assessments, formative assessments, department created assessments, and state test results to assess and enhance student achievement. The goal for us is to ensure data-driven decision-making that fosters better outcomes for all students. At CHS, state standards guide classroom instruction and serve as a basis for measuring achievement. Teachers collaborate in department and course alike meetings. Some departments work together to identify key standards, create common assessments, and address learning gaps, striving for equitable opportunities for every student; however, the process for doing this could be improved. Student progress is monitored using a combination of state assessments, district evaluations, AP/dual enrollment evaluations, and classroom-based measures. Grading equity could be improved at CHS. In our WASC focus groups, most staff indicated a willingness to explore and implement consistent, equitable, and fair grading practices and receive additional training in this area. CHS continuously reviews its programs and priorities through its Site Leadership Team (SLT) comprised of site administration, department chairs, our instructional coach, our ASB advisor, our Athletic director, and our WASC Coordinator. Our newly re-energized School Site Council (SSC) evaluates the School Plan for Student Achievement (SPSA). This process involves analyzing available data, assessing program success, and adjusting resources or strategies when necessary. This is an example of clear progress toward becoming more data-driven at our site. Our course-like and department meetings are a cornerstone of CHS's efforts to align instructional strategies with student needs. In these meetings, many teachers aim to collaborate to design common assessments, analyze	**Note for Visiting Team:** Please see evidence of **syllabi and objectives** for each teacher in the folders placed in each teacher classroom during your visit! English Common Pacing Guides Math Common Summative Finals Science Common Finals Science Common Labs Math Common Grading System - example from Consumer Math Biology Common Final Chemistry Common Final Chemistry Common Labs Spanish Common Grading System NWEA Map Testing - sample class report **English Common Agreements:** **Social Studies Common Assessments & Assignments:** • US History Common Assignment

results, and adapt their teaching methods; however, adherence to utilizing this time varies widely, as course-like teams at CHS can be as few as one or two individuals. More focus on utilizing this time effectively for all staff members should be explored as we create our action plan. **Strengths Noted in our Current Practice:** In the English department, many courses follow common pacing guides, and students in grades 9-11 participate in common benchmarks. English teachers use release time after these benchmark assessments to analyze student work, review data, and adjust instruction based on student performance. This process also allows for the calibration of grade-level expectations to ensure consistency in standards of proficiency and mastery. In the math department, common summative finals, CAASPP Interim Assessment Blocks, and performance tasks are utilized to ensure consistent grading practices. Additionally, a common grading system is used, with categories and weights standardized across courses. NWEA Map testing is conducted in Math during the fall and spring. These results are discussed in department meetings, allowing teachers to evaluate student growth and adjust instructional strategies accordingly. In the science department, though the weighting system varies by course, the NGSS-aligned Biology and Chemistry courses have adopted common finals and lab assignments. World Languages has a similar approach with weighted grading systems in Spanish I-IV and AP, while vertical alignment is maintained in courses where the same teacher instructs all levels, such as in French and ASL. In the social studies department, in years where there are multiple teachers teaching U.S. History sections, common assignments, common assessments, projects, essays, and finals are used to ensure consistency for all students taking the course regardless of the teacher. **Summary Analysis:** We are focused on improving the use of student performance data to support academic growth with new energy this WASC Cycle. The school uses tools like district benchmarks, state assessments, and teacher-created evaluations to inform instruction. Collaboration within departments aims to create common assessments and align strategies, with strong practices seen in English and Math. Science and World Languages have also implemented common finals and alignments, while Social Studies ensures consistency through shared assessments. Grading equity could be addressed with further professional development and the development of common grading practices and agreements more widely across departments. Our new administration could also strive to reinforce a more effective use of course alike collaboration time.	• US History Common Essay

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**
At Carmel High School, teachers monitor student growth and progress toward meeting schoolwide goals, academic standards, and college and career readiness expectations in a variety of ways. Multiple methods are used to track students' development across various areas, including formative assessments, summative assessments, progress reports, quarterly grades, district benchmarks, performance tasks, and AP/dual enrollment exams, state testing, and more. Teachers use data from formative assessments, such as Albert.io in math, and AP Classroom for our AP course, which provide targeted feedback and guide instruction. Additionally, course selection is monitored closely on a student by student basis by our counseling team in order to ensure alignment with A-G requirements and post-secondary goals. Evidence of our success in this area includes the following: ● The school maintains a high graduation rate of 99.3%. ● 72-78% of students meet A-G requirements annually. ● Students participate in annual 1:1 meetings with counselors to review and adjust their current course needs as well as begin to identify their post-secondary plans. ● Senior students complete a research paper to explore their intended college major or career path. ● Teachers use a variety of assessment tools, including Moodle quizzes, Google Forms, Kahoot/Quizizz to create formative and summative assessments. ● Tech tools such as AP Classroom provide AP-style questions that offer feedback to teachers, aiding in the monitoring of student performance. **Summary Analysis:** Carmel High School effectively monitors student growth across multiple areas, including academic achievement, college readiness, and post-secondary planning. By using a variety of formative and summative assessment tools, along with regular counseling meetings and structured assignments, the school ensures that students are progressing toward meeting graduation goals and preparing for future academic and career success. While assessments are being used in individual classrooms and some	**Note for Visiting Team:** Please see evidence of student growth monitoring for each teacher in the folders placed in each teacher classroom during your visit! 99.3% average graduation rate 72-78% of students complete A-G requirements annually **Formative Assessment Examples:** ● Precalculus **English Department Examples:** Senior research paper requiring students to investigate college major and/or career interest. **Determining & Monitoring Student Performance** ● Moodle Quizzes are used by some teachers for assessments ● Google Classroom Private Comments and Rubrics ● Mote Voice Notes Integrated on Google Classroom ● AP Classroom offers AP-style problems that provide feedback for teachers. ● Common Rubrics in ELA Classes ● Include AP Instructional Reports as tools used by teachers to evaluate student performance ● Math teachers use Kahoot and Quizizz as a formative assessment.

horizontally aligned courses to inform instruction, there is room for deeper, more regular, and more strategic analysis of this data in teacher teams. Teachers could collaborate more consistently in course-alike teams to examine student performance across courses and grade levels, identifying trends or gaps in learning. This could be facilitated by a systemic change, or the implementation of a new system, such as requiring regular cross-department data review sessions where teachers collectively analyze data, share insights, and make more targeted instructional adjustments based on student needs.	

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 and Evidence	Evidence
At CHS, we emphasize the importance of providing timely, specific, and descriptive feedback to support students in achieving their learning goals. Each department within the school employs a variety of feedback strategies tailored to their unique curriculum and learning objectives, while also maintaining a consistent focus on preparing students for future academic and career success. In all subject areas, teachers use the grading system Aeries, which allows students and families to stay informed about progress and performance. Quizzes, multiple-choice tests, and other assessments are graded promptly, with results entered into Aeries to provide immediate feedback. This practice helps students understand their progress and guides teachers in adjusting instruction to meet students' needs. Teachers are required to update grades in Aeries every two weeks at a minimum, and to respond to parent communication within 48 hours in order to ensure effective communication about student progress and achievement. Departments such as English incorporate common reflective exercises following assessments. For example, after each essay, students reflect on their work by answering questions like: "What are you most proud of?" "What could you have improved on?" "What could have been taught better?" and "What did you learn?" These reflections help students engage in self-assessment and apply feedback to future tasks. English teachers engage in individual writing conferences in most courses and provide both written and recorded feedback on essays and presentations through platforms like Google Docs and Mote. Students use tools like Writing Feedback Logs to track trends in their writing, set personal goals, and refine their skills. Across departments, rubrics aligned with state standards are used to a high degree and provided before assignments, assessments, and performance	**Note for Visiting Team:** Please see evidence of **student work and teacher feedback** for each teacher in the folders placed in each teacher classroom during your visit! **Evidence of Student Reflections:** ● Essay Reflection Sheet **Common Rubrics:** ● World Languages Rubric for Oral Final (Rubrics aligned with ACTFL)

tasks, ensuring students understand expectations from the start. In the VAPA department, feedback is an ongoing process, with verbal feedback provided consistently during class, studio time, and rehearsals. Students also engage in self-reflection through skills checklists and peer critiques, which enhance both individual and group development. This regular feedback ensures that students continuously improve their performance and understanding of artistic and musical concepts. Across all departments, Google Classroom facilitates private conversations between teachers and students about assignments, goals, and individual progress. This system allows for personalized feedback, whether regarding late work, quality of assignments, or extensions due to absences. Communication is open and accessible to all students, fostering a supportive environment for their growth and achievement. **Summary Analysis:** Carmel High School's feedback practices generally offer consistent, timely feedback. departments through transparent grading systems, self-reflection exercises. However, we can improve by increasing consistency in feedback practices across all departments. We also need to find ways within our departments to enhance student engagement with feedback to ensure it leads to actionable improvements. By addressing these areas, and continuing our work in creating transparent systems for improvement at our site, we can further refine our feedback process to ensure every student is supported in achieving their academic and career goals.	

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 and Evidence	**Evidence**
At CHS, teachers use both formative and summative assessments to guide, modify, and adjust their curricular and instructional approaches to ensure student achievement. In the VAPA department, ongoing skills reviews through real-time formative assessments, such as rehearsals and critiques, are incorporated into performances and art shows/competitions. This allows teachers to address students' skill development as they engage in real-world activities, ensuring constant improvement. In World Languages, teachers analyze assessment results to identify areas where students need more support. They modify instructional approaches regularly to meet the diverse learning needs of students, providing a variety of teaching methods to ensure all students	**Note for Visiting Team:** Please see evidence of formative and summative assessments for each teacher in the folders placed in each teacher classroom during your visit! **Evidence of assessment data being used to inform teaching** ● Mish: smartstart ● Data from Friday quiz ● Assessment Survey **Evidence of group assessment** ● Force Group Quiz

receive the support they need. In the English department, teachers analyze trends in student work, including summative assessments like essays, to identify areas of deficiency, such as elaborating on evidence or maintaining a line of reasoning. This data is used to adapt instruction through reteaching, revision of planning, and focused activities to address learning blind spots. Informal assessments, such as homework, help to identify areas for improvement, allowing teachers to quickly adjust instruction. Science teachers use assessment data to pinpoint concepts students struggle with, providing targeted re-teaching and groupings based on proficiency for tailored support or enrichment activities. Summative assessments inform adjustments in future units or lessons, ensuring that effective instructional methods, like group work or hands-on activities, are incorporated based on assessment outcomes. In Math, common final exams and the NWEA testing system provide valuable student learning data, highlighting areas of concern and strength. Teachers collaborate across subjects to review these results, noting trends and making adjustments to future instruction. This data-driven approach helps teachers refine their teaching strategies and adjust content delivery to best support student learning. Finally, in Student Services, collaboration with general education teachers in co-taught classes ensures that students receive the appropriate support and intervention. This collaborative approach allows for timely adjustments based on student needs and progress, further enhancing student achievement. However, it was noted in WASC focus groups that not all Student Services teachers have common prep periods in order to collaborate with their general education co-teachers, which should be an area of focus during the creation of our upcoming master calendar for the 25-26 SY. **Summary Analysis:** Carmel High School's teachers use both formative and summative assessments to inform and adjust their teaching practices. The consistent analysis of student performance data allows for real-time instructional adjustments, with the goal that students are supported and challenged in the areas they need it most. Teachers modify pacing, reteach content, and incorporate varied instructional methods, such as group work, hands-on activities, and individualized support, to ensure student success. Moving forward, a continued focus on inter-department, course-alike, and co-teacher collaboration as well as a focus on refining our data analysis processes and systems as a site are necessary will be key to further growth in this area.	**World Languages group assessment** • AP Spanish • Video Assessment • Final video assessment ELD

ACS WASC Category D. Assessment and Accountability 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. The current WASC process has brought about a crucial transformation by prioritizing the use of relevant data and enhancing how we communicate it to stakeholders.
2. Each department within the school employs a variety of feedback strategies tailored to their unique curriculum and learning objectives, while also maintaining a consistent focus on preparing students for future academic and career success.
3. Across departments, rubrics aligned with state standards are used to a high degree and provided before assignments, assessments, and performance tasks, ensuring students understand expectations from the start.

Areas of Growth

1. While assessments are being used in individual classrooms and some horizontally aligned courses to inform instruction, there is room for deeper, more regular, and more strategic analysis of this data in teacher teams.
2. Grading equity could be addressed with further professional development and the development of common grading practices and agreements more widely across departments.
3. Not all Student Services teachers have common prep periods in order to collaborate with their general education co-teachers, which should be an area of focus during the creation of our upcoming master calendar for the 25-26 SY.
4. We should explore systemic change, such as requiring regular cross-department data review sessions where teachers collectively analyze data, share insights, and make more targeted instructional adjustments based on student needs.
5. We should explore ways to effectively use Schoolytics to disaggregate data as a site, and we should advocate to be effectively trained in its use by the district.

Chapter 3: WASC Criteria and Indicators

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 and inclusive 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
Over this past WASC cycle, CHS has worked to incorporate more culturally sensitive strategies to foster family and community involvement in the learning and teaching process; however, after a review of our systems, more could be done in this area. **E1.1 Strategies and Processes:** The school has implemented several culturally sensitive strategies and processes aimed at encouraging ongoing family and community involvement. One key initiative is the use of ParentSquare, which allows for weekly communication from the principal in both English and Spanish, ensuring accessibility for families. Teacher-parent direct email contact ensures that teachers and parents can collaborate on individual student needs, creating a more personalized approach to learning. In addition, the school has embraced Zoom meetings to break down geographical barriers, allowing parents who may have trouble attending meetings in person to stay engaged. The Student Services department has a contract with Hanna Interpreting for Special Ed related information and meetings. Language Line is also available to teachers at CHS as a tool for CUSD staff to use when needing to communicate with a non-English speaking parent which provides a live translator over the phone. However, staff perception is that Language Line is not frequently utilized, which may limit its effectiveness in ensuring full communication and engagement with all parents. To address our needs in this area, some bilingual classified staff members have chosen to take a test to allow them to help with translation at our site. We currently have five staff members who can help with basic translation and two of those staff members who can also do more complicated translations in meetings like IEP or 504s. In terms of community engagement, Carmel High School facilitates family involvement through programs such as Padre Parents, Music Boosters, School Site Council, Athletic Boosters, and through the	Focus Group E Jigsaw Materials link Student Empathy Interviews Language Line Resource Hanna Interpretation Services (SPED) CHS Weekly Update Example The Carmel Sandpiper Website Padre Parents Music Boosters Athletic Boosters ALAS Dia de los Muertos Student Clubs **Evidence of Diverse Curriculum in ELA:** • Anti-Hate Speech Document • English Department Statement on Reading Selections • CHS Reading List Follow the CHS ASB on Instagram: @padrebob to see photos of our cultural and other events on campus. CUSD's CHS Club Instagram Accounts List

Parent Home Group as part of the WASC process. These initiatives ensure that families and community members are actively contributing to the decision-making process. Our Back to School Night and our spring Empty Bowls events also encourage family participation. It has been noted anecdotally; however, that parents from outlying communities and non-English speaking families often have difficulty attending and/or participating in these events due to geographic, time, and language barriers. Conversation is ongoing about how to be more inclusive to these families in terms of event participation and could be explored as part of our action plan this WASC cycle. Our Padre Parents group began offering their monthly meetings in person and online. They make sure to have a Spanish speaker in case anyone needs translation. CHS has long standing relationships with various community organizations in the Carmel area. This includes several Lions Clubs and Rotary Clubs that support CHS with speakers, awards, scholarships, leadership training, and volunteering at our events. **E1.2 Inclusive Cultural Understanding:** Carmel High School demonstrates a commitment to inclusivity by celebrating a wide variety of cultures through school activities and curriculum. This is especially evident in the cultural celebration events hosted by clubs on campus, such as those organized by the Association of Latin American Students (ALAS) club, The Jewish Culture and Culinary Club, the Korean Club and other cultural clubs. Our library, in conjunction with ASB and our student club leadership team, serves as a cultural hub on campus, providing a safe space for students to learn more about and celebrate different cultural identities by recognizing and promoting a variety of library activities including monthly books displays celebrating national heritage months (i.e Black History Month; Women's History; Latin American Heritage Month), increasing the number of diverse materials in the Library's collection, and by collaborating with student clubs to create events in the Library that observe occasions including Transgender Day of Remembrance; Día de los Muertos (Day of the Dead); the Sexual Assault Awareness Month, and LGBT Pride month events. The Carmel High School community strives to ensure that every student feels valued, regardless of their cultural background and has taken strong steps with our new administration in response to previously reported incidents of racism on campus. Culturally responsive teaching methods emphasized in our professional development during the 24-25 SY was planned in conjunction with the Anti-Defamation League and local Rabbi Bruce Greenbaum, attended by the whole staff, with the goal that students from all backgrounds have access to meaningful learning experiences. Rabbi Greenbaum also led student presentations on racism and specifically anti-semitism, which all CHS students attended. **E1.3 Rapport and Trust:** Building rapport and trust with students is at	Teacher Check-In samples Student Self Evaluation Example Wellbeing Playbook (CHS Health)

the core of Carmel High School's efforts to create an inclusive and supportive environment. Teachers and school leadership have fostered strong, meaningful relationships with both students and families through consistent communication. Examples of communication from the school include the weekly principal's emails and the monthly newsletters from the Counseling and Wellness Centers. CHS also has a video program called Padre TV, which features many of the different activities, athletics and clubs that make CHS special. The student-led newspaper, *The Carmel High Sandpiper*, also features important current topics at CHS and the community, and highlights students and staff. This regular interaction helps to establish trust between the school and families, ensuring that everyone is informed and involved in the learning process. Teachers at CHS pride themselves on their strong ability to build relationships with students as a staff by offering personalized support. For instance, teachers check in with students if they seem to be struggling, fostering an environment where students feel cared for and supported. Robust faculty involvement in after-school programs and their willingness to stay late when road closures impact student transportation further demonstrates their commitment to the well-being of the students. Trust is also cultivated through student-centered initiatives like the new Ambassador Program at CHS, which offers students new to CHS support. Current students (all grades) are invited to apply in the spring to be an Ambassador the following year. They welcome new students through a freshmen orientation, new student orientation, introductions to new students arriving throughout the year, and other other opportunities to make connections with new students. Responses from the student body reflect a positive attitude towards inclusivity at CHS, with many reporting feeling safe and respected by their peers and teachers. However, isolated incidents involving issues like bullying, homophobia, and racism still persist, particularly in bathrooms and other less supervised areas, which has prompted further response from the new administration in the form of regular campus safety meetings and talks. **Summary Analysis:** Carmel High School is committed to fostering a culturally inclusive environment through strategies like ParentSquare for communication, WASC focus groups, and diverse student clubs celebrating various cultures. However, there are gaps in fully addressing incidents of discrimination, as some students feel that previous administrations did not adequately address issues of racism and homophobia. While the current administration is making efforts to improve, students suggest expanding cultural events to represent more diverse backgrounds. Barriers such as geographical distance, language, and time constraints limit parent involvement for some families, and the school could improve by offering more accessible meeting times and stronger support. Continuing professional development in culturally	

inclusive practices, and opportunities for staff to create relationships with underserved families could further enhance the inclusive atmosphere.	

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 develops a culture that is characterized by trust, inclusivity, 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.

Findings	Evidence
CHS prioritizes maintaining a safe, clean, and orderly environment that fosters learning for all students which is reinforced through the implementation of new principal-led safety meetings held throughout the year. These meetings provide information and expectations for students and staff. At the presentations, site administration addresses safety concerns and reviews protocols ensuring the school remains proactive in addressing campus safety. CHS staff collectively work to create a safe, clean, and orderly campus. Parents comment that the campus is welcoming and clean as evidenced by our internal Parent Survey. However, because of the age of many of our campus buildings, staff, students, and parents have noted issues with the heating and cooling systems, the size and shape of rooms, and the overall comfort of the physical spaces. Additionally, teachers note that the technology in the spaces does not allow for untethered teaching. Although enrollment has declined, there is still a lack of space on campus leading to teachers sharing classroom and work spaces. Staff noted that storage spaces and seating are also an issue. Some teachers have flexible seating options, some do not. This has led to very different spaces and learning environments with little explanation over the years on the reason for these differences. With that said, there have been gradual upgrades to the campus over the past several years. Stadium lights were installed after much community discussion. Currently, the school is undertaking a large construction project to increase parking to address long standing parking issues on and surrounding our campus.	Safety Presentation Link CHS Student Handbook [Internet Use Page 15] Internet Safety Contract Board Policy on Cyberbullying Storage/Parking Lot Construction Article

CHS has long been known for its close-knit campus community, with many staff members having served the school for years, and in many cases, decades. This long-standing presence has cultivated an environment where strong personal connections are the foundation of the school's culture. Staff at CHS are valued by the community for their ability to form meaningful connections with students, their families, and fellow colleagues. However, it is important to acknowledge that the school is currently in a phase of rebuilding a once-strong culture of trust. While many of Carmel High School's long-serving staff have built deep connections over the years, staff members who joined more recently have come up having to navigate a changing school environment. In focus groups, newer staff members expressed differing views about staff culture compared to their more established colleagues, with both established and new staff alike expressing a clear desire to spend more time teambuilding to restore a sense of collaboration, trust, and mutual respect, ensuring a positive and cohesive environment for all. As noted earlier in the report, there have been a number of issues within the past decade at the administrative levels that have led to distrust from both staff and the community. This mainly involves the decisions and behavior by former district leadership that have been perceived by many as inconsistent, unclear, and lacking transparency, leading to feelings of mistrust and frustration among both staff and community members. The new administrative team at the high school has worked steadily since their hiring in the fall of 2023 to rebuild this trust. The implementation of programs like the Principal Advisory Council and the implementation of the SLGs along with the transparent and collaborative WASC process have been a good start toward these efforts, with many stakeholders commenting on the positive direction and stability of the school in the past year. **Summary Analysis:** Carmel High School staff works hard to maintain a safe, clean, and welcoming campus, with new safety presentations implemented to keep students and staff informed. However, the school faces challenges with aging facilities, space shortages, and inconsistent classroom setups, which impact the learning experience. While there have been some trust issues due to the decisions and actions of former district administrators, the new leadership team at CHS has been making efforts to rebuild trust and improve communication among staff and the broader community which have been positively perceived.	

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Support

All students receive appropriate multi-tiered personal, social-emotional, and academic 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.

Findings	Evidence
CHS is in the process of establishing a systematic approach to academic and behavior intervention. In the past, our school did not have a cohesive, school-wide positive behavior support strategy. Although we lacked a unified approach, recent changes illustrate a positive change for our campus. This school year *The Carmel Way* was introduced to students and staff. *The Carmel Way* includes a site-wide approach to acknowledging positive student actions and drawing attention to those that are not acceptable. Students are either above the line, with on track behavior, or below the line, with behavior that needs correction. This also includes bottom line behaviors, which are suspendable, serious discipline infractions. This common language allows all staff and students to interact in a positive way to praise and correct behaviors. This has been shared with families as well, with the hope and intention that the common language is also used at home. Various student activities contribute to fostering positive behavior. For instance, we previously had a positive referral program and continue to use restorative discipline practices through our Wellness Center, addressing issues between students and between students and teachers. Additionally, we recognize students through the "Student of the Month" program, which supports and encourages positive behavior. Students with significant attendance issues have Student Attendance Review Team (SART) meetings where the team discusses what can be implemented to support the student to attend school. In addition, the student, parent and admin sign the contract to work as a team to alleviate the attendance issues. In the 2024-2025 school year, we doubled our support offerings, increasing from two to four periods of Strategies for Success classes, supporting 45 students. This course supports 504 students and students struggling in school (with a wide range of needs, from anxiety to academic struggles). We have one 0.4 FTE teacher who provides academic Interventions which include monitoring the D/F lists and providing 1-1 check-in. With the start of the 23-24 SY, a Tier 2-3 Intervention Team was established. Teachers and staff are able to refer students that need Tier 2-3 support. Weekly meetings this group include admin, counselors, wellness center, health tech, intervention team and strategies teachers, where they review teacher referrals and create a plan to support the referred student. Each week they follow up and	Student of the Month Wellness Center Services Slides Wellness Center Services Outcomes SY 23-24 Wellness Center Website Tier 2/3 Referral Form Student Wellness Self-Referral Form Above/Below the Line

continue to build actions to support students' eventual exit from Tier 2-3 support. Additionally, four classes of Advancement Via Individual Determination (AVID) are offered for underrepresented groups. **Summary Analysis:** CHS is implementing a systematic academic and behavior intervention approach, with the introduction of "The Carmel Way" providing a unified method to acknowledge and correct student behaviors. A variety of support programs, including positive referrals, restorative practices, and the Strategies for Success classes, aim to promote student growth and address individual needs, such as attendance and academic struggles. Additionally, the establishment of a Tier 2-3 Intervention Team allows for more targeted support, ensuring students receive the resources and guidance necessary to succeed and eventually transition out of interventions.	

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
CHS provides ample opportunities for students to get involved on campus. Carmel High's strength is the vast array of extra and co-curricular opportunities it offers for students and the high participation among students and staff in these programs. The school offers a number of programs that contribute to a positive school culture such as our comprehensive athletic program with a variety of interscholastic sports including Cross Country, Cheerleading, Field Hockey, Flag Football, Football, Golf, Tennis, Volleyball, Water Polo, Basketball, Soccer, Wrestling, Baseball, Lacrosse, Softball, Swimming/Diving, and Track & Field. Our sports teams have a long history of success. This year, the school's football team went undefeated, and for the first time in history took home the state championship, among several other strong team finishes this year. The CHS Dance Team is also a popular new addition to the school and was formed in 2021. We have over 50 clubs on campus representing a vibrant and wide range of interests. Some clubs on campus include This Club Saves Lives, Model U.N., Ethics Bowl, Dungeons & Dragons, the Association of Latin American Students (ALAS), Jewish Culture and Culinary, the Great Outdoors Club, Poetry Club, Anime Club, Puzzle Club, Be Yourself Club, Fellowship of Christian Athletes, Gardening Club, Coral Club, Doctors without Borders Club, Cooking Club, Feminist Club, Women in STEM Club, Marine Biology Club, Comic	**Sports and Clubs:** • Sports at CHS • Clubs at CHS **VAPA:** • Art Expo • Dance Show Videos • Dance Show Articles • Music Program Article • Drama Production 2024 • Padre TV • Student Films and Documentaries **School Events Videos** • Singer Songwriters Club, Band Show, Theater Productions, VAPA Show Videos • CHS Video Bulletins **Academic Teams and Clubs:** • Mock Trial Article

Book Club, Book Club, and more. Of note are our strong academic teams on campus. Our award-winning Mock Trial program is ranked 3rd in the nation. Additionally, the school's robotics team participated in the FRC World Championships last year. Carmel High School's VAPA programs are a vibrant cornerstone of the school's culture, offering students countless opportunities to showcase their talents across music, dance, theater, and video production. The annual VAPA Show, a highlight of the year, brings together the best of these disciplines, with music concerts, theatrical performances, and captivating dance routines all sharing the stage. The music department regularly performs at prestigious events like the Anaheim Heritage Festival, the Monterey Jazz Festival, CCS, and state-level competitions. Our dance program dazzles audiences with yearly performances in which students present original choreography, and handle all costuming, lighting, and music for their dances. Theater productions in our state of the art facility, like last year's hugely popular *Mean Girls* production, engage students in the full scope of theater arts, from acting to set design. Additionally, the popular video production program allows students to take their craft to the next level through PADRE TV, showcasing their work in events like the CHS Film Festival and the STN Competition. Our community connections at CHS are strong. We encourage students to participate in community service activities with a 60 hour community service graduation requirement.	

ACS WASC Category E. School Culture and Support for Student, Personal, Social- Emotional, and Academic Growth 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. CHS continues to provide unique and vibrant opportunities for extracurricular and co-curricular activities that represent a vast array of student interests, with high levels of student participation across these programs.
2. With the start of the 23-24 SY, a Tier 2-3 Intervention Team was established. Teachers and staff are able to refer students that need Tier 2-3 support. Weekly meetings this group include admin, counselors, wellness center, health tech, intervention team and strategies teachers, where they review teacher referrals and create a plan to support the referred student.
3. We offer a vast array of extra and co-curricular opportunities for students with high participation among students and staff in these programs.

Areas of Growth

1. CHS needs to expand on the success of the new Tier 2-3 Intervention Team to establish a cohesive, well communicated systematic approach to academic and behavior intervention.
2. Continuing professional development in culturally inclusive practices, and opportunities for staff to create relationships with underserved families could further enhance the inclusive atmosphere on campus.

3. Creating structured events where staff can come together to share experiences, discuss ideas, and engage in team-building activities would help foster a stronger sense of community that would translate to students.

Chapter 4: Summary of Identified Major Student Learner Needs

Strengths by Focus Area	
Chapter 3: A Organization	• CHS staff has shown great resilience and actively worked together as a team to strengthen collaboration, communication, and transparency among leadership, staff, and the school community during this WASC cycle, with the goal of ensuring shared decision-making and data-driven action after repeated administrative turnover.
Chapter 3: B Curriculum	• CHS offers a diverse array of courses, including a variety of AP and honors courses, dual credit options, multiple World Languages courses, visual and performing arts courses, and electives, ensuring that all students have access to a broad range of enriching learning opportunities.
Chapter 3: C Teaching & Learning	• We continue to demonstrate a willingness on campus to explore and expand our diverse instructional methodologies. Teachers employ evidence-based strategies, including questioning techniques aligned with Bloom's Taxonomy, structured group activities like Socratic Seminars, and activity-based learning across the campus.
Chapter 3: D Assessment	• The current WASC process has brought about a crucial transformation by prioritizing the use of relevant data and enhancing how we communicate it to stakeholders.
Chapter 3: E Culture	• With the start of the 23-24 SY, a Tier 2-3 Intervention Team was established. Teachers and staff are able to refer students that need Tier 2-3 support. Weekly meetings this group include admin, counselors, wellness center, health tech, intervention team and strategies teachers, where they review teacher referrals and create a plan to support the referred student.

Growth Needs by Focus Area	
Chapter 3: A Organization	• We should explore new strategies to engage a broader and more diverse group of parents, especially those from underrepresented communities. • Communication between district leadership and site staff needs to be strengthened for better alignment and decision-making
Chapter 3: B Curriculum	• There is a need to address the gap in academic outcomes, particularly in meeting A-G requirements, between the overall student population and subgroups such as socioeconomically disadvantaged students and students with disabilities. • While progress has been made in vertical articulation during the 24-25 SY by the district, vertical and horizontal alignment remains inconsistent across many departments at our site. Further efforts to establish strong alignment within our own departments and also with CMS, CHS, and local colleges are needed to ensure smooth transitions and a cohesive educational experience for students at CHS.
Chapter 3: C Teaching &	• While we employ a variety of effective instructional strategies, there is room for growth

Learning	in expanding and diversifying our teaching, assessment, and grading approaches and grading to foster deeper student engagement and active learning through closer collaboration among staff.
Chapter 3: D Assessment	• While assessments are being used effectively in individual classrooms and some horizontally aligned courses to inform instruction, there is room for deeper, more regular, and more strategic analysis of this data in teacher teams as well as more aligned assessment between and among similar courses.
Chapter 3: E Culture	• CHS needs to expand on the success of the new Tier 2-3 Intervention Team to establish a cohesive, well communicated systematic approach to academic and behavior intervention. • Continuing professional development in culturally inclusive practices, and opportunities for staff to create relationships with underserved families could further enhance the inclusive atmosphere on campus. • Creating structured events where staff can come together to share experiences, discuss ideas, and engage in team-building activities would help foster a stronger sense of community that would translate to students.

Identified Student Learner Needs

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

1. Socioeconomically disadvantaged students and students with disabilities are not meeting A-G requirements compared to other student groups.
2. Feedback from all stakeholders, and particularly students, indicates that there is a fixation on grades over learning.
3. High rates of chronic absenteeism post-COVID indicate a need to align and adapt instructional practices to enhance student engagement and meet the needs of all students.
4. There is a need to address cultural inclusivity on campus and the lack of a strong sense of belonging for diverse student groups.

Evidence to Support Our Findings

Student Groups Not Meeting A-G Requirements

- In the 2023-2024 school year, 10 out of 26 students with disabilities (38.46%) met the UC/CSU requirements. In comparison, 62.30% of all students at Carmel High School met these requirements.
- Data collected over the past six years at Carmel High School indicates that students with disabilities consistently underperform compared to the general student population, with a performance gap ranging between 20% to 50% compared to all students.
- There was a dramatic drop in the number of socioeconomically disadvantaged students (from 24 students to 13 students) who meet UC/CSU requirements during the years of 21-23 when compared to previous years.

Fixation on Grades Over Learning

- In the 2023 Challenge Success survey, 55% of student respondents reported that they are just “doing school” and that grades are more important than content in their course. It also revealed that school is the highest reported cause of stress among students.

- Student Empathy Interviews conducted as part of the WASC process revealed that the focus on grades on campus is a big concern; one student even mentioned getting straight A's but still feeling lost about what they were learning.

Chronic Absenteeism

- Our rates of Chronic Absenteeism have doubled from 10.9% in 18-19 to 21.5% in 21-22 and 20.2% in 22-23 respectively. We are still awaiting results for 23-24 from EdData. Our SART Team has moved the dial toward fewer student absences, as indicated by our 23-24 California Dashboard results, but there is more work to be done.

Cultural Inclusivity

- Our internal Race Relations Survey found that 38% of students feel it would be good to adopt a more diverse curriculum.
- In that same survey, 76% of the 532 students surveyed are “neutral” or “not interested” in improving race relations at Carmel High School.
- Our Student Empathy Interviews provided evidence that some students feel that the school’s efforts to celebrate diversity could be more authentic and integrated into everyday life. The word “performative” was used by several students in the interviews to describe our current efforts in this area.

Our Schoolwide Growth Areas Moving Forward

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

1. There is a need to address the gap in academic outcomes, particularly in meeting A-G requirements, between the overall student population and student groups such as socioeconomically disadvantaged students and students with disabilities.
2. We need to develop and clearly communicate our system for regular data review and analysis as a staff and school community with the goal of shared decision making and the effective allocation of resources.
3. We should explore new strategies to engage a broader and more diverse group of parents, especially those from underrepresented communities, and represent more diverse voices across the curriculum.
4. Communication between district leadership and site staff needs to be strengthened for better alignment and decision-making.
5. We need to update and enhance our facilities, including upgrading technology, to better support dynamic and innovative teaching practices that meet the evolving needs of our students and staff.
6. We need to continue to build a positive school culture that fosters a sense of trust and community for all stakeholders, particularly for staff.

Our Schoolwide Growth Areas Moving Forward

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

Throughout the focus group process, we confirmed that our subgroups at Carmel High School, including students with disabilities and English Language Learners, are growing, reflecting an increasingly diverse student population. This growth highlights the importance of rebuilding and strengthening systems such as targeted academic interventions, teacher training, and expanded student services to ensure all subgroups, including students with disabilities and English Language Learners, receive equitable support to thrive academically and socially. Additionally, the focus groups revealed concerns not immediately apparent in the data, such as the state of some of our aging facilities and their ability to facilitate dynamic teaching and learning. While parent surveys indicate our campus is clean, inviting, and welcoming, stakeholders in our focus groups pointed out that the aging infrastructure in some areas of campus and the inconsistent quality of the technology readily available to teachers present challenges to fostering dynamic and innovative teaching practices that would enhance student engagement.

Addressing these areas will be crucial in supporting both staff and student success as we move forward. Additionally, the focus group process brought to light the need to rebuild trust among site staff and district staff, as well as the importance of creating better and more authentic connections and more transparent communication between all stakeholders. Strengthening these areas will be essential as we strive to foster a more unified and supportive school community.

Chapter 5: Schoolwide Action Plan/SPSA

The goal statements for Carmel High School are purposefully broad and short to enable stakeholders to keep them in mind as we work toward improving our school program and culture. There are a handful of strategies under each goal statement - these strategies indicate major areas of focus for the Action Plan.

The following is a brief listing of our goals:

- Goal 1: Improve A-G completion rates and CTE pathway completion rates with an emphasis on our socioeconomically disadvantaged students, students with disabilities, and multilingual learners.
- Goal 2: Align and adapt instructional practices to enhance student engagement, encourage a focus on learning over grades, and meet the needs of all students, with an emphasis on socioeconomically disadvantaged students, students with disabilities, and multilingual learners.
- Goal 3: Continue building a positive school culture that is welcoming to every student and fostering both their academic and social-emotional needs.

Statement - Area of Improvement
Ensure all student groups are college and career ready.
Goal #1: Improve A-G completion rates and CTE pathway completion rates with an emphasis on our socioeconomically disadvantaged students, students with disabilities, and multilingual learners.
Alignment with LCAP/SPSA Goals:
SPSA 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 and Goal 1 in the 2021-2024 LCAP) **LCAP Goal #1:** All students will engage in challenging, innovative, and relevant learning experiences to prepare them for college, career, and global citizenship.
Major Student Learner Needs:
There is a discrepancy between schoolwide rates of students meeting A-G requirements among our subgroups, notably our socioeconomically disadvantaged students and students with disabilities, with a need to specifically address the areas of English language and math.
Identified Schoolwide Growth Area:
There is a need to address the gap in academic outcomes, particularly in meeting A-G requirements, between the overall student population and subgroups such as socioeconomically disadvantaged students and students with disabilities.

Actions to be Taken to Reach Goal #1: Specific Steps	Evidence	SMART Goal
Strategy #1: Review and improve existing support systems and create new systems where needed		
CHS will regularly review and improve its support systems to ensure that students receive the right level of help based on their needs. ➔ Use CA Dashboard data from this WASC Cycle to determine the Tier 1 supports that need to be implemented site-wide for all students ➔ Use our existing system effectively to find students	**Disaggregated enrollment data** for existing and newly created Tier 2 and 3 Supports showing that more students who need	By the 26-27 school year, CHS will review, adjust, and finalize the MTSS systems for Tier 1, 2, and 3 support, ensuring that placement strategies for programs such as Strategies for Success, Math Tutorial, English Tutorial, and Office Hours are clearly defined and consistently applied across all departments.

eligible for Tier 2 and 3 supports ➔ Expand FTE for Strategies for Success classes ➔ In light of declining enrollment, use existing staff to create additional supports ➔ Allocate more staff for providing Tier 2 supports on campus ➔ Provide professional development surrounding Tier 2 supports tailored to our particular subgroups ➔ Clearly define how students are entered and exited into extra support programs like Strategies for Success, Math Support, and Writing Strategies ➔ Track attendance for supports like Office Hours	Tier 2 and 3 supports have access to them, particularly in our subgroups.	This includes collaborating with staff to refine placement criteria, provide professional development on the updated systems, and ensure that all students are appropriately supported based on their individual needs as measured by adding additional sections reflected in the staffing and master schedule during the 27-28 school year.
Strategy #2: Make sure every course at CHS that qualifies applies for A-G status		
The new course request process has been revised for the 2025-2026 SY, and it includes applying for A-G status as part of the process. ➔ Existing courses that qualify will apply online for A-G status. ➔ Department heads, course teachers, and counseling team will review course curricula, aligning them with UC/CSU requirements ➔ Submit all required documentation to ensure all courses are properly classified	**CHS Course Handbook reflecting A-G Status**	By the end of the 24-25 SY, CHS will ensure that every course eligible to be classified as A-G goes through the necessary review and approval process with their new A-G status being reflected in the 25-26 course catalog.
Strategy #3: Continue creating and aligning CTE pathways relevant to stakeholders and aligned to the labor market		
Make sure that CTE pathways are available, inclusive, and that students and their families understand the benefits of choosing those pathways. ➔ Communicate with families and students about the benefits of CTE pathways ➔ Ensure we are reaching all families with our communications ➔ Gather student and family input on additional CTE pathways of interest to stakeholders ➔ Research, identify, and align pathways to the labor market (ex: medical field, agriculture, natural resources, etc.) ➔ Evaluate support services and CTE facilities available to accommodate the needs of diverse learners, including necessary adaptations for our subgroups	Counseling presentations reflecting CTE pathway importance Pre-registration meetings with students include information about the benefits of completing a CTE path	By the fall of 26-27, ensure that 100% of students and their families are informed about the benefits of available CTE pathways through targeted outreach events, bilingual informational sessions, and bilingual digital resources, while increasing student enrollment in CTE pathways by 5% compared to the 23 baseline.
Strategy #4: Develop a team to review our graduation requirements		
Develop a team to review our current graduation requirements compared to other schools in the area and other schools with similar demographics. ➔ Create more robust requirements that would naturally increase A-G and CTE completion rates. ➔ Work with the CHS Counseling department to identify exactly where students are falling short of meeting the A-G requirements. Counseling staff to help provide internal data to all stakeholders to facilitate this data-driven conversation in tandem with site administration. ◆ Communicate this effectively with staff ◆ Provide internal data from Aeries to staff ◆ If course grades are identified as a contributing factor, consider implementing Action Plan Item #2 Strategy #2: staff training on equitable, consistent, and	Revised graduation requirements in future Student Handbooks and CHS Website Enrollment data showing an increase in participation in CTE courses by our subgroups	By the end of the 24-25 SY, we will create a diverse team of stakeholders that will review our current graduation requirements with the goal of creating more robust graduation requirements for students, with the goal of also increasing A-G and CTE completion rates, with the new graduation requirements reflected in the 25-26 Student Handbook. By the end of the 24-25 SY, submit recommended changes to the graduation requirements to the district office for approval.

transparent grading practices. Also continue to implement Action Plan Item #1 Strategy #1: review and improve existing support systems and create new systems where needed. ◆ If discrepancies in A-G status reporting between the site and the district office are identified, work with applicable district office staff to correct the errors, communicate the updates to site staff transparently, and implement measures to prevent future misreporting. ➔ Publish new graduation requirements in future CHS Handbooks and on the CHS Website ◆ Make sure new Student Handbooks are approachable, accessible, and available in multiple languages so the new requirements are clear ◆ Edit old Student Handbooks to remove outdated and unnecessary information so that they serve as a better tool for our community		
Strategy #5: Provide more career exploration opportunities		
Ensure that students are provided with continuous, structured opportunities to explore their career interests at CHS by integrating career exploration opportunities to promote self-reflection on career interests and future goals. ➔ CTE Technician to coordinate additional field trips, guest speakers, and career exploration opportunities ➔ Increased communication with the staff about the role of the CTE Technician and opportunities for collaboration and integration of career exploration into the curriculum ➔ Staff training on the CCGI career exploration resource newly available at the school ➔ Staff training on new CTE pathways and their importance for students	Field Trip Rosters and Invitations Staff Meeting Slides CCGI Training Logs	By the 25-26 SY, 100% of staff will understand the current role of the CTE Coordinator and opportunities for collaboration, and 100% of staff will be trained in the use of CCGI as measured by training logs and staff meeting slides.
Our one-sentence succinct plan for how we will achieve the action plan goal listed above:		
To improve our A-G completion rates and CTE pathway completion rates, we will expand our Tier 2 and 3 supports, allocate more FTE to Tier 2 supports, make sure all existing courses that qualify are A-G compliant, and create a diverse team of stakeholders to review and revise our graduation requirements at Carmel High School.		

Statement - Area of Improvement
Adapt and align our instruction, assessment, facilities, and tech to meet the needs of all students.
Goal #2: Align and adapt instructional practices to enhance student engagement, encourage a focus on learning over grades, and meet the needs of all students, with an emphasis on socioeconomically disadvantaged students, students with disabilities, and multilingual learners.
Alignment with LCAP/SPSA Goals:

SPSA Goal #4: All staff engage in high quality professional learning to meet the district's academic and social-emotional goals. (Aligns with Goal 3 in the 2021-2024 LCAP.)

LCAP Goal #3: All staff engage in valuable, high quality professional learning that assists them in meeting the district's academic and social-emotional goals

Major Student Learner Needs:

Focus group feedback, along with student empathy interviews, highlight the need to foster intrinsic motivation and shift the focus from grades to meaningful learning at CHS, while also expanding real-world learning opportunities through increased CTE course offerings on campus.

Chronic absenteeism has significantly increased at CHS post-COVID, highlighting a need to improve attendance rates through targeted interventions and to establish a structured, ongoing process for stakeholders to review attendance data, make informed decisions, and allocate resources effectively.

Identified Schoolwide Growth Area:

Communication between district leadership and site staff needs to be strengthened for better alignment and decision-making.

We need to develop and clearly communicate our system for regular data review and analysis as a staff and school community with the goal of shared decision making and the effective allocation of resources.

Actions to be Taken to Reach Goal #2: Specific Steps	Evidence	SMART Goal
Strategy #1: Strategically update aging or ineffective hardware and increase the efficacy of software used on campus		
Strategically update and replace aging hardware and increase the efficacy of software used to provide students with enhanced learning experiences. ➔ Conduct a technology audit to evaluate current hardware and software used on campus ➔ Identify and prioritize devices that are most crucial for student learning, such as classroom laptops, smartboards, or projectors ➔ Collect more specific feedback from teachers, students, and staff about the technology challenges they face ➔ Make sure the software used aligns with educational goals and is up-to-date	Staff Surveys & Feedback Student Surveys and Feedback Classroom Observations	By the end of the 26-27 SY, site leadership will work collaboratively with the district IT department to develop a strategic technology plan for CHS that addresses the technology issues identified in this WASC report.
Strategy #2: Provide staff training on equitable, consistent, and transparent grading practices		
Provide targeted training for staff on equitable, consistent, and transparent grading practices that emphasize the impact of grading on student motivation, engagement, and well-being. ➔ Collect further data on current grading methods and challenges ➔ Facilitate teacher-led discussions to reflect on current and best practices ➔ Use survey results to pinpoint inconsistencies or inequitable practices affecting motivation, engagement, and well-being ➔ Identify and invite grading specialists in conjunction with district and site instructional coaches who are experts in equitable assessment and grading	Survey Results Documentation of Staff Training sessions and workshops Common Grading Agreements	By the end of the 25-26 SY, CHS will identify and provide targeted training for 100% of the teaching staff on equitable, consistent, and transparent grading practices, ensuring that all teachers understand and apply grading strategies that positively impact student motivation, engagement, and well-being, as documented through professional development materials and post-training reflections.

practices		
Strategy #3: Develop and implement a school-wide approach to assessment and grading that meets the needs of all learners		
Develop a plan to implement a school-wide approach to assessment, grading, and recognition that values diverse assessments, celebrates achievements beyond grades, and fosters a community-wide shift in perspectives on success. ➔ Form a planning team of stakeholders ➔ Review current practices and set clear goals ➔ Research best practices and pilot the approach ➔ Provide professional development to staff on new assessment practices ➔ Showcase student achievement beyond grades and positive changes in schoolwide communications	Increased recognition of diverse student achievements in school communications (Principal's Weekly Update, Rallies, Recognition Ceremonies, etc.)	By the end of the 25-26 SY, site leadership will propose and begin implementing a school-wide approach to assessment, grading, and recognition that values diverse assessments, celebrates achievements beyond grades, and fosters a community-wide shift in perspectives on success, as measured by improved stakeholder feedback, along with increased recognition of diverse student achievements in school communications and events.
Strategy #4: Develop uniform grading policies that align with school-wide goals in course-alike teams		
Collaborate within departments and across grade levels to develop uniform grading policies that align with school-wide goals. ➔ Communicate the "why" behind uniform grading policies with staff ➔ Assign department-level teams to focus on subject-specific needs and align grading practices for similar subjects ➔ Agree on key elements such as weighting, late work policies, retake policies, and use of zeros	Common Grading Agreements and Rubrics	By the end of the 25-26 SY, CHS staff will collaborate within departments and across grade levels to develop and adopt uniform grading policies and shared grading rubrics that align with school-wide goals, ensuring consistency in grading practices in course-like teams.
Strategy #5: Expand the availability of engaging hands-on and practical courses and CTE pathway completion		
Expand the availability of engaging hands-on and practical courses and CTE pathway completion to enhance student engagement, including additional CTE options, to provide diverse opportunities for student success and better serve underrepresented subgroups.	The CHS Handbook will include a pathway to completion for every CTE course offered so that students can be considered college and career ready.	By the end of the 2025-2026 school year, CHS will expand the availability of pathway completers at CHS, making sure that every CTE offering has a "completer" course in place, opening up the door for more funding for CTE from state and federal funds.
Strategy #6: Develop a strategic plan with the district office to examine facility barriers at CHS		
Site leadership will develop a strategic plan together with the district office to examine any facility barriers that may exist at CHS which may inhibit student engagement, innovative teaching practices, and the implementation of more CTE courses from occurring. ➔ Conduct surveys, interviews, and focus groups with students and staff to identify facility barriers that impact student engagement, teaching practices, and access and availability of CTE courses ➔ Create a comprehensive strategic plan that outlines identified facility barriers, goals, and action steps for improving access to CTE opportunities ➔ Create clear, documented objectives regarding CTE course offerings and physical changes required to support them (e.g., updated classrooms, specialized equipment).	Surveys, interviews, focus groups feedback from stakeholders Strategic Facilities Plan for CHS Evidence of Budget Allocation or funding efforts	By the end of the 25-26 SY, CHS will reinforce a line of communication with appropriate district office personnel to develop a strategic plan to examine any barriers that may exist that inhibit student engagement, innovative teaching practices, and the implementation of more CTE courses from occurring.
Strategy #7: Evaluate existing curriculum with district office personnel to ensure representation of a wide range of perspectives and voices in core instructional materials		

Review existing materials to identify gaps in representation ➔ Collaborate with teachers, librarians, and local experts to select a range of curricular materials that reflect diverse voices and perspectives ➔ Identify and offer training on culturally responsive pedagogy, strategies for teaching challenging topics, and ways to create inclusive classroom discussions using new materials	Updated Scope and Sequences Updated Course Materials and Syllabi	By the end of the 24-25 SY, CHS will reinforce a line of communication with appropriate district office personnel to evaluate and diversify existing curriculum at CHS.

Our one-sentence succinct plan for how we will achieve the action plan goal listed above:

CHS will align and adapt instructional practices to increase student engagement by expanding hands-on CTE courses, examining and working to remove any facility barriers that inhibit student engagement and innovative teaching practices, increase CTE completion rates for underrepresented groups, diversify existing curriculum, and implement consistent grading policies through targeted staff training and collaboration.

Statement - Area of Improvement

Continue to build a positive school culture by fostering trust among students, staff, the district office, and the community.

Goal #3: Continue building a positive school culture that is welcoming to every student and fosters both their academic and social-emotional needs.

Alignment with LCAP/SPSA Goals:

SPSA 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).

LCAP Goal #2: All students will achieve personal wellness through supportive and engaging school environments that fosters health, happiness, and collaboration between our schools and families.

Major Student Learner Needs:

Student surveys and empathy interviews reflect the need to address a lack of connectedness felt by our Hispanic/Latino and Multi-Ethnic Students, as well as the student indifference to improving race relations revealed in our internal Race Relations Survey.

Chronic absenteeism has been increasing at CHS post-COVID and reveals a need for growth in this area as well as more regular data review amongst stakeholders to make decisions and allocate resources.

Identified Schoolwide Growth Area:

We should explore new strategies to engage a broader and more diverse group of parents, especially those from underrepresented communities.

We need to continue to build a positive school culture that fosters a sense of trust and community for all stakeholders, particularly for staff.

Actions to be Taken to Reach Goal #3: Specific Steps	Evidence	SMART Goal

Strategy #1: Enhance connections with families from outlying communities		
Focus on enhancing connections with outlying communities, staff, and district through targeted presentations and events. Develop clear communication materials such as agendas, event posters, and consistent parent communication. ➔ Create a team to collaborate with families from outlying and underserved communities with the goal of co-creating solutions that would increase the ability of families to receive information and participate in events. ➔ Host targeted presentations for parents in these communities ➔ Explore hosting events in outlying communities ➔ Develop clear communication materials such as agendas and event posters in multiple languages ➔ Develop a system for <u>consistent</u> communication with parents in outlying communities ➔ Consider having specific Student Ambassadors from each outlying community in our Ambassadors program	Co-created solutions for increased attendance Increased attendance rates for on-campus events for parents from outlying communities	Increase attendance at community events for families in outlying communities by 25% by the end of the school year 2025-2026, as measured by event attendance tracking.
Strategy #2: Create Back-To-School-Night One Pagers and Increase Participation in the Event		
Create a poster/one-pager with a QR Code to a video for each class to increase participation in Back-to-School-Night for <u>all</u> families at CHS. ➔ Assess the feasibility of adding food trucks to the Back-to-School-Night event to increase participation and family interest in the event ➔ Consider adding music or more community elements to the Back-To-School-Night Event ➔ If syllabi are provided by teachers at BTSN, have translated copies available for families	Track follow-up surveys and assess the acknowledgment rate of the one-pager to ensure 90% of families are informed.	By the end of the fall semester in 2025, achieve a 90% acknowledgment rate of the Back-to-School Night one-pager, as measured by follow-up surveys.
Strategy #3: Implement a Homework Center After School and a Test Center during Office Hours		
Establish a comprehensive academic support system by implementing a homework center after school and test center during Office Hours. ➔ Track student attendance to evaluate the effectiveness of these centers ➔ Assess the need for reintroducing study halls led by certificated staff or an academic resource center based on student usage and feedback	Attendance records at Homework Center Attendance Record at Test Center	Establish a homework center after school and a test center during Office Hours, monitor attendance, and aim for a 20% increase in student participation in both by the end of the 25-26 fall semester.
Strategy #4: Continue building a staff culture of trust through regular team-building and continue building stronger lines of communication with the district office		
Assess staff interest in team building activities and social events aimed at fostering collaboration, communication, and support among staff members. ➔ Ensure activities are inclusive and address various staff needs and interests ➔ Make sure that a twice yearly team building event is incorporated into the schedule for school staff **Work with site administration to continue to improve transparency, collaboration, and consistency in communication between CHS site staff and the district office to ensure accurate information sharing and streamlined decision-making** ➔ Gather feedback from CHS staff to understand their perspectives on what **clear, open, and effective communication** from the district should look like to identify specific gaps in current district communication	Mid-year and end-of-year survey to evaluate improvements in staff morale and trust	By the end of the 25-26 SY, increase staff engagement in team-building activities by 20%, as measured through participation rates and post-activity surveys, with 90% of staff reporting improvements in trust and collaboration.

Use this input to advocate for better practices in how the district informs and involves CHS staff in their decision making processes ➔ Establish a regular communication schedule by inviting district office staff representatives to CHS staff meetings to provide information and updates ➔ Consider advocating for a quarterly district Q&A forum where staff can ask questions and receive clarifications directly from district leaders ➔ Ensure CHS staff representation in new or existing district-level groups and ask district staff to communicate to CHS staff who the representatives are, why they were selected, and how staff can provide input through them		
Strategy #5: Work on a proposal to present to the district office to begin the process of acquiring workforce housing for school staff to strengthen staff connections to the school community if staff interest allows		
Evaluate staff interest in workforce housing options and work on a proposal to present to the district office if interest allows: ➔ Inform staff about the recent Affordable Housing on K-12 Lands Act of 2024 (AB 3210) for workforce housing ➔ Evaluate staff interest in forming a committee comprising school administrators, district officials, teachers, union representatives, and community stakeholders to discuss workforce housing options and feasability ➔ Research neighboring districts that have successfully implemented workforce housing for their staff ➔ Develop a proposal to present to the district office if staff interest allows	Staff Interest Form Workforce Housing Proposal to District Office	By the end of the 25-26 SY, assess staff interest in workforce housing solutions and work on a proposal to present to the district office to begin the process of acquiring workforce housing for school staff if interest allows.
Our one-sentence succinct plan for how we will achieve the action plan goal listed above:		
Our school will continue building a positive school culture that is welcoming to every student and meets both their academic and social-emotional needs by providing events in outlying communities to foster stakeholder connections; Back-to-School Night literature in both English and Spanish to create an inclusive environment for more families; building a culture of trust and open communication between and among site and district staff, and supporting further academic resource opportunities to provide all students with school-day and after-school support.		

Appendices

The following are links to relevant additional evidence:

Include hyperlinks to relevant evidence:

A. Local Control and Accountability Plan (LCAP)
B. California School Dashboard Summary performance indicators
C. Results of student questionnaire/interviews
    a. Student Empathy Interviews
D. Results of parent/community questionnaire/interviews
    a. Parent/Key Adult Survey 2024
E. The most recent California Healthy Kids Survey Summary Results
F. Master schedule
G. Approved AP course list: https://apcourseaudit.epiconline.org/ledger/
H. UC A–G approved course list: https://doorways.ucop.edu/list/app/home/
I. School accountability report card (22-23 SARC) (23-24 SARC)
J. Graduation requirements [page 8]