School Year: 2026 - 2027

School Plan for Student Achievement

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Carlmont High School	41 69062 4130993	May 11, 2026	May 20, 2026

Purpose and Description

Carlmont High School's School Plan for Student Achievement (SPSA) creates measurable goals to guide our focus on student achievement for the upcoming 2026-27 school year. These goals are in line with the District goals set forth by the Sequoia Unified High School District's Board of Trustees. Our school-wide action plans are in alignment with our WASC goals which were revised and updated in our most recent WASC report in Spring of 2024.

This SPSA efficiently and effectively guides instruction and programs at Carlmont High School to have the most impact on our subgroup performance, specifically ELL, SPED, and SED groups.

We have tried to tailor our School Plan to meet recommendations from the WASC visiting committee. Their primary areas of concern were in data collection and analysis, and in effective communication of policies and procedures. This plan has goals to address those areas. In addition, the action plan has steps specifically in response to needs identified in the most recent district LCAP. Those action plan items are around suspension rates for targeted populations, and for academic performance on the CAASPP for SPED, ELs and SED students.

Stakeholder Involvement

The site plan/action plan was the work of all stakeholders (staff, students, parents, community) during the most recent WASC full cycle report. Carlmont staff revises and updates the action plan annually, with smaller groups and with the Department Chairs, then presented to and approved by the Site Council. Site Council is composed of teachers, administrators, classified staff, parents, and students.

Data Sets

CAASPP Data - ELA (Spring 25)

All Students

All Students | State



Green

106.3 points above standard

Declined 12.9 Points

Number of Students: 549

Socioeconomically Disadvantaged

Student Group | State



Orange

14.1 points below standard

Declined 22.1 Points

Number of Students: 78

Students with Disabilities

Student Group | State



Red

65.6 points below standard

Declined 32.5 Points

Number of Students: 62

CAASPP Data - Math (Spring 25)

All Students

All Students | State



Green

49.7 points above standard

Declined 29.7 Points

Number of Students: 550

Socioeconomically Disadvantaged

Student Group | State



Orange

87.2 points below standard

Declined 31.9 Points

Number of Students: 78

Students with Disabilities

Student Group | State



Red

143.9 points below standard

Declined 61.2 Points

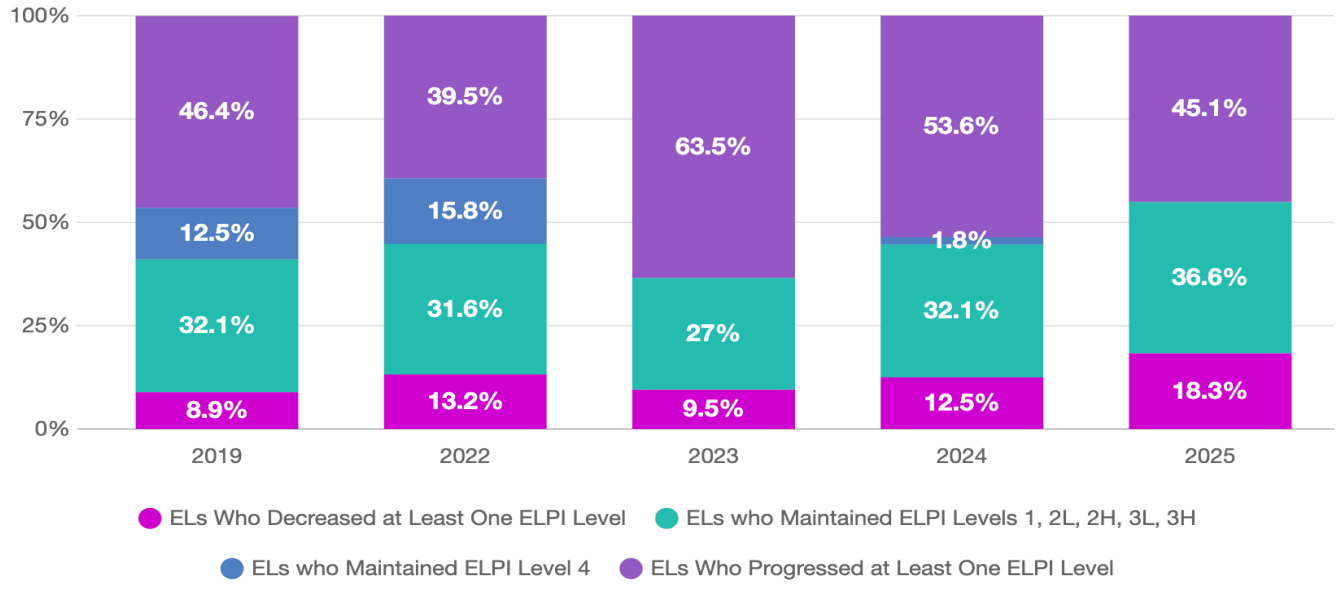
Number of Students: 62

ELPAC Summative Yearly

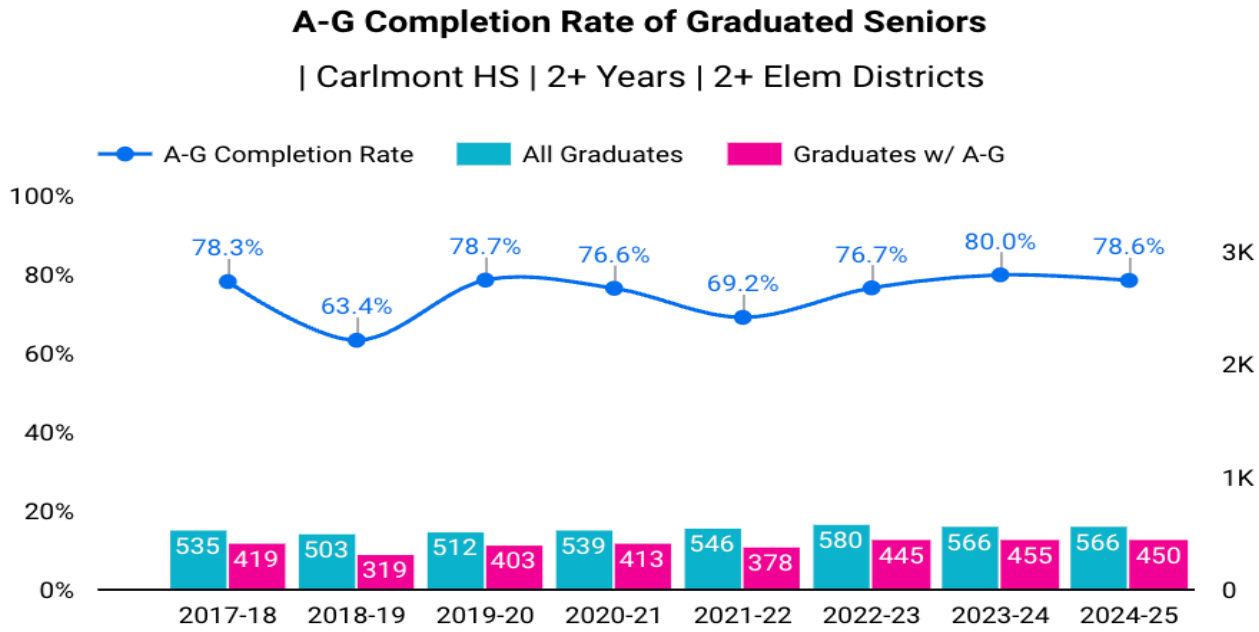
Student English Language Acquisition Results

Summative ELPAC

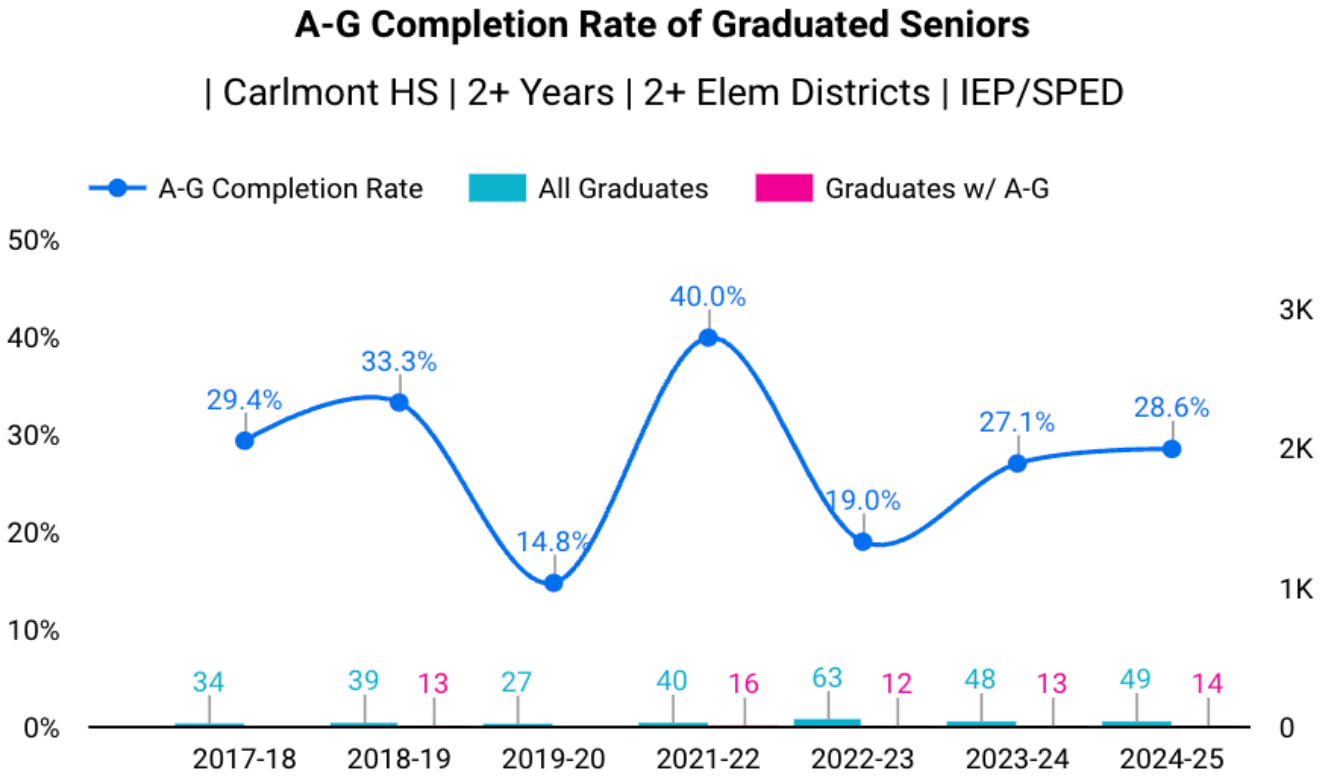
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



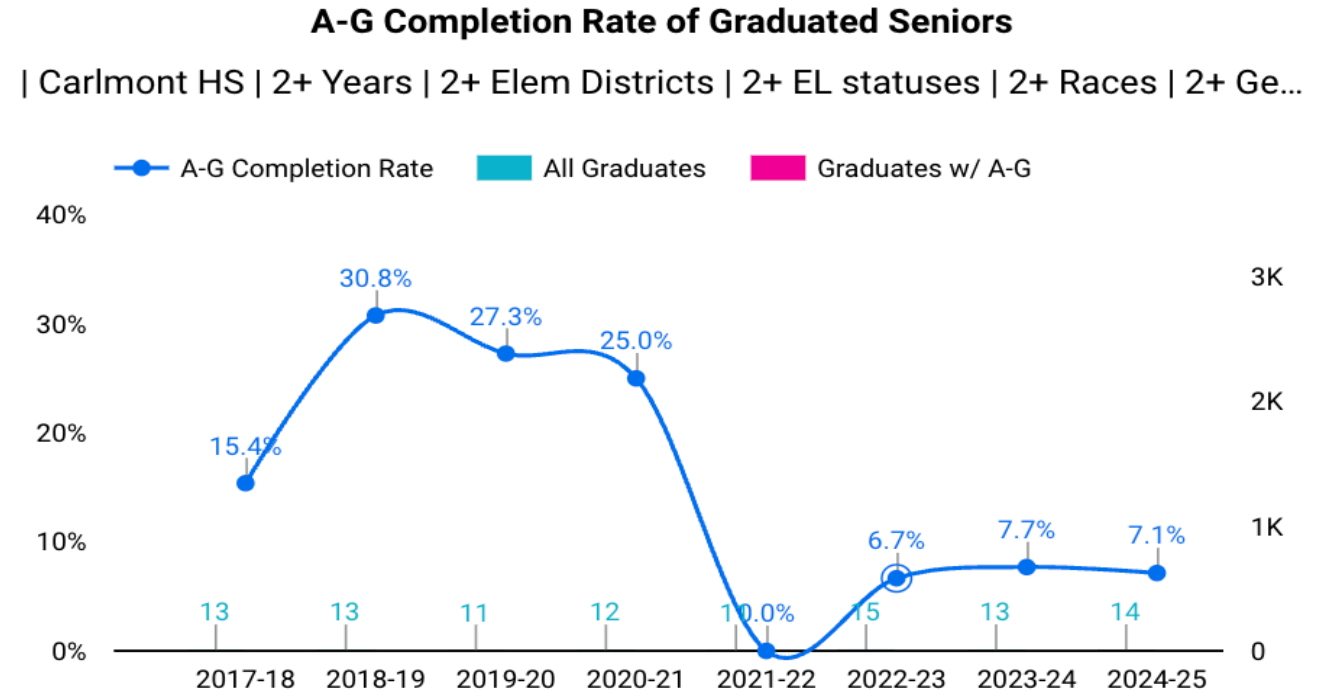
A-G Completion Rate - Overall



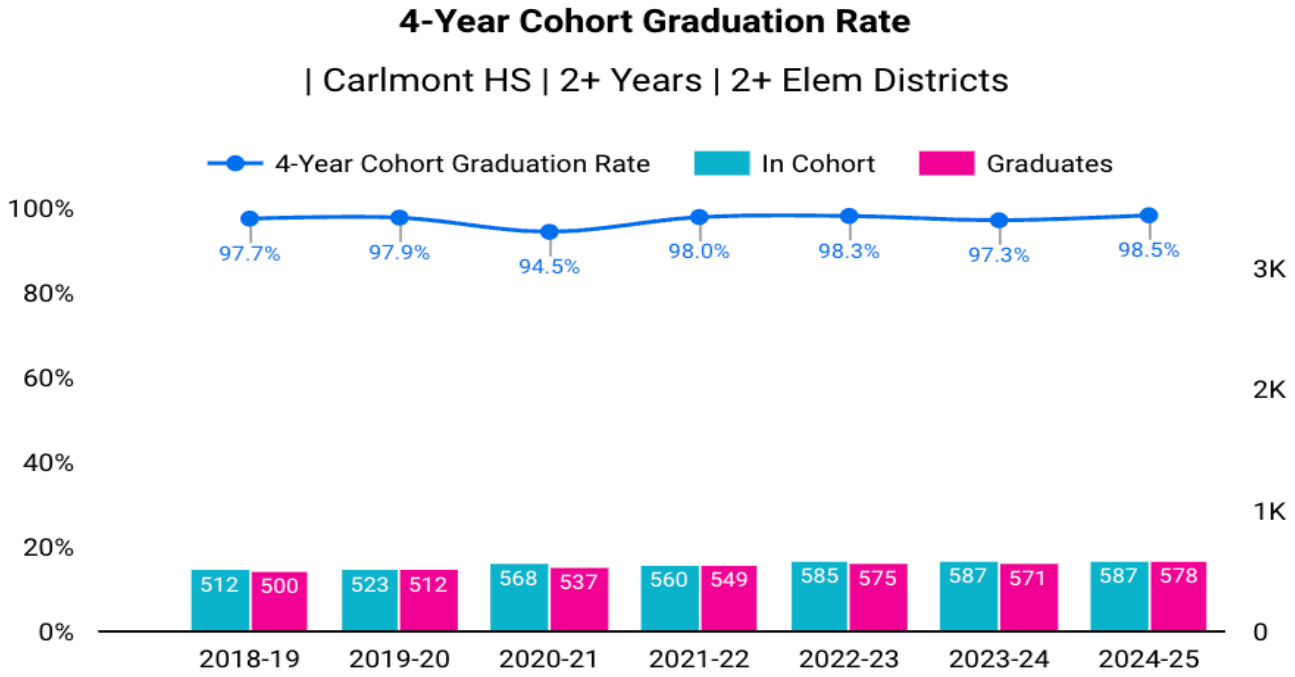
A-G Completion Rate - SPED



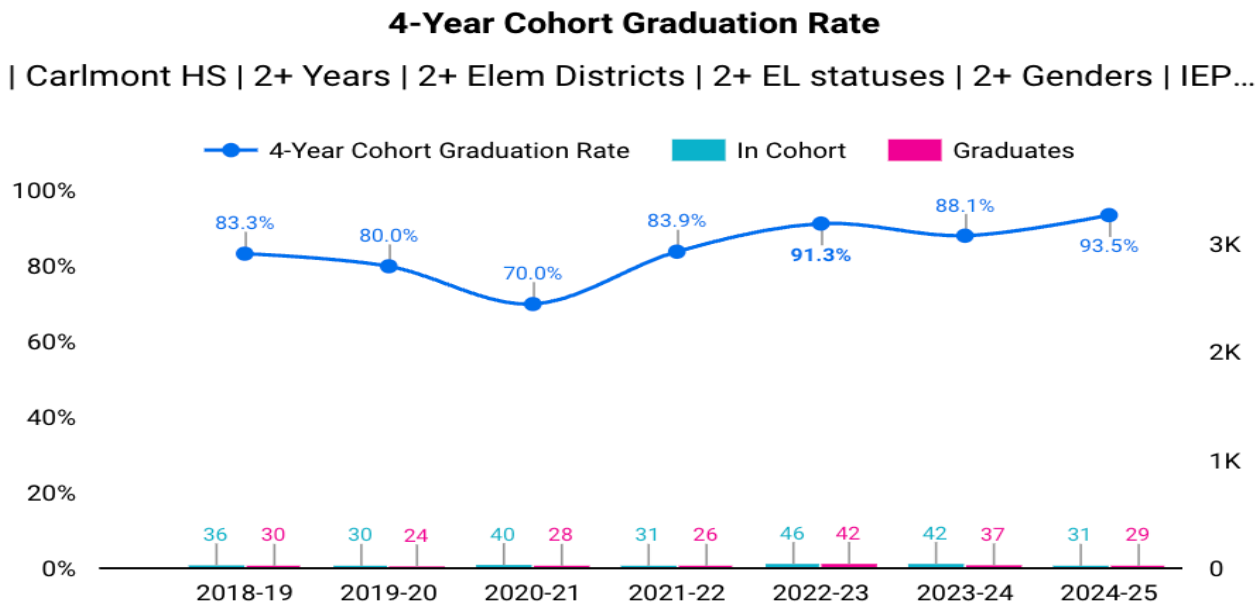
A-G Completion Rate - SPED



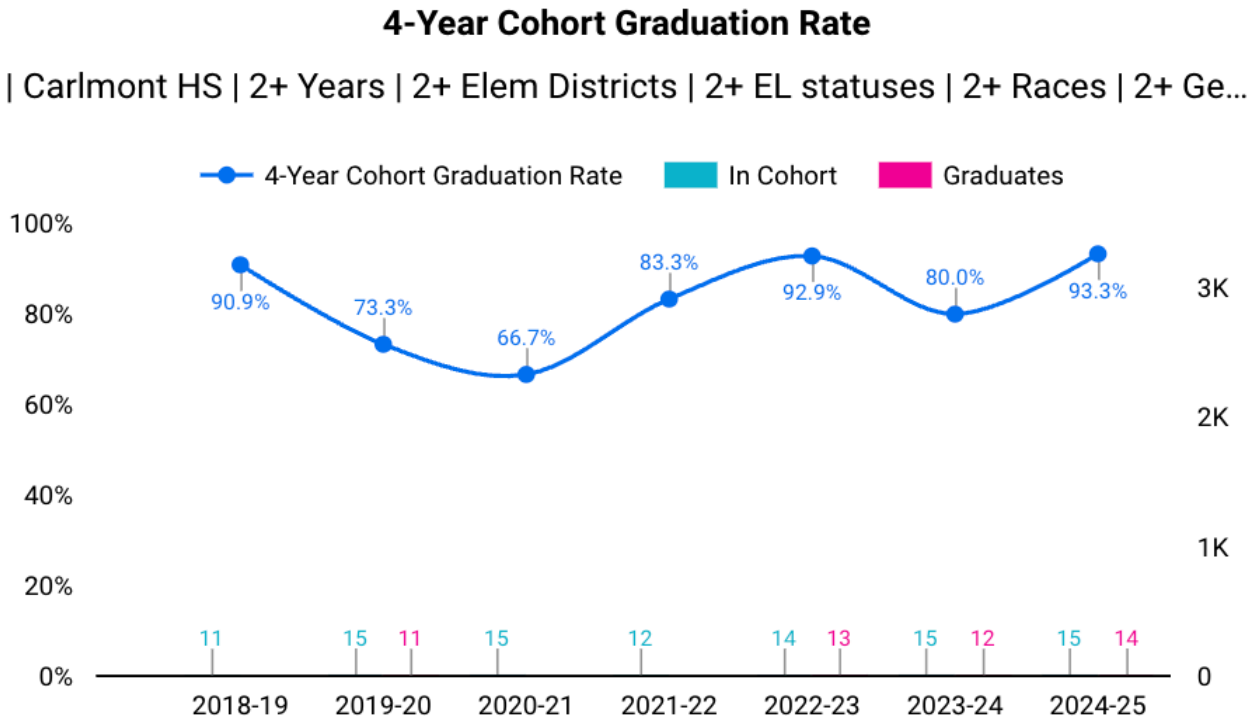
Graduation Rate - Overall



Graduation Rate - SPED



Graduation Rate - EML



Strategic Survey Questions - Campus Culture

2024-2025	2025-2026

To what extent do you find school to be a nurturing learning environment?

	2024-2025		2025-2026	
Extremely	14%	(257 Responses)	17%	(345 Responses)
Quite a bit	49%	(899 Responses)	48%	(967 Responses)
Somewhat	27%	(497 Responses)	26%	(521 Responses)
A Little	7%	(123 Responses)	7%	(134 Responses)
Not at all	2%	(41 Responses)	1%	(28 Responses)

I feel valued at school

	2024-2025		2025-2026	
Extremely	15%	(268 Responses)	17%	(330 Responses)
Quite a bit	48%	(872 Responses)	50%	(1006 Responses)
Somewhat	29%	(533 Responses)	27%	(533 Responses)
A Little	6%	(108 Responses)	5%	(98 Responses)
Not at all	2%	(36 Responses)	1%	(28 Responses)

To what extent do you feel safe at school?

	2024-2025		2025-2026	
Extremely	23%	(415 Responses)	23%	(460 Responses)
Quite a bit	53%	(957 Responses)	53%	(1051 Responses)
Somewhat	19%	(353 Responses)	20%	(393 Responses)
A Little	4%	(66 Responses)	4%	(71 Responses)
Not at all	1%	(26 Responses)	1%	(20 Responses)

2024-2025

Do you have a teacher or other adult from school who you can count on to help you?

Yes	**86%**	(1547 Responses)
No	**14%**	(253 Responses)

2025-2026

Do you have a teacher or other adult from school who you can count on to help you?

Yes	**86%**	(1707 Responses)
No	**14%**	(270 Responses)

2024-2025

My teachers encourage me to learn about people from other races, ethnicities or cultures.

Strongly agree	**27%**	(478 Responses)
Agree	**38%**	(687 Responses)
Neither agree nor disagree	**26%**	(473 Responses)
Disagree	**6%**	(110 Responses)
Strongly disagree	**3%**	(46 Responses)

2025-2026

My teachers encourage me to learn about people from other races, ethnicities or cultures.

Strongly agree	**31%**	(602 Responses)
Agree	**41%**	(800 Responses)
Neither agree nor disagree	**22%**	(438 Responses)
Disagree	**5%**	(95 Responses)
Strongly disagree	**2%**	(36 Responses)

Schoolwide Action Plan/SPSA - Carlmont HS

ACTION PLAN GOAL #1:
Improve academic achievement overall, with attention on underperforming groups, specifically ELL, SPED, and SED.

Alignment with District Goals:

District Strategic Plan: ACADEMIC GROWTH & MASTERY FOR ALL
Our students receive equitable access to high-quality curriculum and supports, demonstrate continuous growth towards mastery of rigorous academic standards and targets, and acquire skills to shape their own learning at school and beyond.

LCAP Goal: The District will improve the academic performance of student subgroups who score "very low" (red) in ELA and Math, as indicated on the CA Dashboard.

Major Student Learner Needs:

1. EL, SpEd, and SED students consistently perform lower than their counterparts on standardized tests (CAASPP/CAST).
2. EL, SpEd, and SED students consistently meet A-G requirements at a rate lower than their counterparts.
3. Average GPA data shows that EL, SpEd, and SED students consistently have lower GPAs.

Identified Schoolwide Growth Areas:

This is a goal that was part of our previous action plan but our staff and community felt that there is still work that needs to be done in this area. It is heartening to see above standard scores, but our subgroups are persistently below the overall school performance. We continue to provide and re-organize resources and support for student achievement. We are providing different co-teaching opportunities in Special Education.

Measurable Outcomes

- Improvement for all subgroups on CAASPP to be at or above standard
- Increased percentage for all subgroups in A-G completion
- Increased percentage for all subgroups in Graduation rates

Strategy 1		
Provide professional development to support new curriculum initiatives.		
Actions	**Timeline**	**Person(s) Responsible**
Continue with Mission Be & Circle UP	2024-2025 completed	Admin, staff
Explore workshops with CWAE (Center for Wellness & Achievement in Education)	2024-2026	Admin, staff
Explore new options with Deliberative Democracy Lab (DDL) for Staff - DDL activity with 9th grade 8/25, DDL staff wide 10/25, DDL collaboration group	2025-2026 completed	Admin, staff
De-escalation and classroom community workshops with Peninsula Conflict Resolution Center (PCRC)	2025-2026 completed	staff
Hosted staff workshop on “Confronting the rise of white nationalist ideology in schools”	2025-2026 completed	
Promote District PD opportunities (reformatted in response to the changing CSTPs)	2025-2026 2026-2027	Admin, staff
Site level PD on Wellness, ELs, SpEd, Connections (site level workshops twice a year)	2023-2024 2024-2025 2025-2026 2026-2027	Admin, staff
Site level PD time for articulation & collaboration (Monthly 4th Wednesday time)	2024-2025 2025-2026 2026-2027	Admin, Dept. Chairs, staff
Establish department level data measurements and procedures	2024-2026	Admin, staff
Establish course level common assessments to support data review and procedures	2024-2026	Admin, staff

Strategy 2		
Increase achievement in math for incoming students through utilization of our current math teachers providing foundational Algebra skills to help bridge the achievement gap.		
Actions	**Timeline**	**Person(s) Responsible**
Decrease class size of Algebra 1	Fall ‘22, Ongoing	Admin
Capitalize on the current expertise of CHS math department to help provide professional development to support students not meeting standards (Staff workshop days)	Ongoing	Admin, math department
Explore leveraging Integrated Math as a course option to build Algebra skills	2024-2025 2025-2026 2026-2027	Admin, math department

Strategy 3		
Improve technology access for all students.		
Actions	**Timeline**	**Person(s) Responsible**
1:1 Chromebook distribution for all 9th grade, 10th, 11th and 12th grade students - for the ‘26-’27 school year, all students will be 1:1 in all grades	2023 - 2027	Admin, Tech department
Provide Laptop carts for Media Arts & Art 2/Illus./Design to augment Chromebooks	2024-2025 2025- 2026	Admin, Tech department, CTE
Laptop Carts available for AP courses to rehearse online testing format	2024-2026	Tech department, AP teachers
Laptop Carts available for all school day SAT students	2024-2025	Tech Department, Admin

Strategy 4		
Provide targeted services to ELLs.		
Actions	**Timeline**	**Person(s) Responsible**
Full release BRT	2023 - 2026	Admin, BRT, District
Additional sections to support ELL needs	2023 - 2026	Admin, staff
EML courses in Science -Biology & Physics in 2024-2025 Biology and Chemistry in 2025-2026	Ongoing	Admin, staff

Strategy 5		
Provide support and targeted services to SpEd students.		
Actions	**Timeline**	**Person(s) Responsible**
Continue working with the district to maintain the number of school psychologists available on our campus ● 1 in '23-'24 ● 2 in '24-'25 ● 2 in '25-'26 ● 2 in '26-'27	2025-2027	Admin, District
Continue working with the district to maintain the number of ERMS and support therapists available on our campus	2025-2026 2026-2027	Admin, District
Collaboration with our transition specialist to help students recognize options available post high school	Ongoing	Transition specialist, SpEd team
Maintain the number of co-taught sections available for core subjects ● English 1,2,3,4 ● Algebra 1 ● Biology, Physics, Biotech ● Ethnic Studies ● World History ● US History	Ongoing	Admin, SpEd, District
Collaboration and professional development with Paras & Instructional Aides to ensure students' needs are recognized, understood and supported	Ongoing	Admin, SpEd, Paras & IAs

Strategy 6		
Develop and implement consistent assessment processes and procedures to inform data-based decision making.		
Actions	**Timeline**	**Person(s) Responsible**
Establish department level data measurements and procedures	2024-2025, Ongoing	Admin, teachers
Establish course level common assessments to support data review and procedures as appropriate	2024-2025, Ongoing	Admin, teachers
Develop and use common rubrics in the Visual Arts department (within course and articulated across courses to meet VA state standards)	2025-2026 Ongoing	teachers
Promote the practice of classroom level student input data collection	2025-2026	Admin, teachers
Admin will continue to identify set data points for longitudinal “point in time” measurements (see data charts pgs. 1 - 4)	2025-2026 2026-2027	Admin

Strategy 7		
Provided targeted support to improve CAASPP performance for target populations (EL, SED, SPED).		
Actions	**Timeline**	**Person(s) Responsible**
Provide training to case managers and other proctors on designated supports and online tools and on the student-facing training materials	2024-2025, Ongoing	Admin, staff
Provide Bilingual Resource Teachers and Proctors the tools to train unduplicated student groups on how to access designated supports and online tools, such as the Desmos Calculator, the Text-to-Speech feature, the Illustration Glossary and Closed Captioning.	2024-2025, Ongoing	Admin, staff
Encourage IEP teams and Intervention Counselors to understand how and why to assign various embedded designated supports and accommodations to students	2024-2025, Ongoing	Admin, staff
Provide practice opportunities to these students (EL, SED, SPED) in the use of these tools (CAASPP supports),	2024-2025, Ongoing	Admin, staff

ACTION PLAN GOAL #2:
Increase access to diverse academic and career pathway courses, ensuring equitable opportunities for students.

Alignment with District Goals

District Strategic Plan: READINESS FOR CAREER, COLLEGE & LIFE
Our students graduate from high school empowered with the mindset, knowledge, and skills for success in career, college, and post- secondary transitions of their choice.

LCAP Goal(s): The District will improve the school-level results of student groups scoring “very low” (red) on the College and Career Readiness Indicator and those student groups scoring "very low" (red) on Graduation Rates on the CA Dashboard.

The district will continue to increase the number of English Learner students for reclassification and focus on monitoring academic progress for EL and RFEP students.

Major Student Learner Needs

1. The number of students enrolled in CTE courses has dropped, even though the school population has grown.
2. The percentage of students completing a capstone course has dropped.
3. There has been an increase in students taking AP courses and exams as well as an increase in the AP course offerings.

Identified Schoolwide Growth Areas

Our school has a great deal to offer and we will continue to provide a broad range of courses that best serve our community. Based on staff and community input, we will diversify our course offerings to include more skill-based courses in addition to our variety of academic course offerings. Teachers also felt a desire for more professional development and training to teach the new courses.

Measurable Outcomes

- Increased number of CTE course opportunities for students along with increased participation in our CTE course offerings.
- With a high number of AP course offerings, we hope to see increased access/participation in our AP program.
- With the allocation of funding from Prop 28, we hope to see increased enrollment in VAPA courses.

Strategy 1		
Expand CTE course offerings.		
Actions	**Timeline**	**Person(s) Responsible**
Staff CTE and/or dual enrolled Intro to Law - Course launch ‘26-’27	2025-2027	Admin, staff
Staff additional CTE course - Child Development - Course launch ‘26-’27	2025-2027	Admin, staff
Explore opportunities for professional development to get more teachers involved in CTE courses to expand the number of sections.	Ongoing	District, admin, staff

Strategy 2		
Examine AP and AS/Honors course offerings.		
Actions	**Timeline**	**Person(s) Responsible**
Expand AP Seminar offering to 10th grade	2024-2025 completed	Admin, staff
Expand AP Research offering to 11th	2025-2026 completed	Admin, staff
Expand AP Physics to AP Physics C, E & M ● AP Physics C ● AP Physics E & M	2024 - 2025 completed	Admin, Science Dept
Explore additional AP course offerings (such as AP Spanish Lit or emerging AP Women’s History AP Comp Sci Principles)	Ongoing	Admin, staff
AP Language and AP Literature are being reordered for the ‘24-’25 and ‘25’-26 school year to open access.	2024-2026 completed	Admin, English Dept, staff

Strategy 3		
Examine Co-Taught course offerings to better serve SpEd.		
Actions	**Timeline**	**Person(s) Responsible**
Fund and staff section(s) of co-taught Bio Tech 1/2	2024-2025 2025-2026 completed	Admin, staff
Explore and implement co-taught classes with two subject specific teachers as appropriate.	Ongoing	Admin, staff

Strategy 4		
Examine current EL offerings to better serve EL students.		
Actions	**Timeline**	**Person(s) Responsible**
Fund and staff separate section(s) of ELA I/II/III	2026-2027	Admin, staff
Fund and staff academic literacy	2026-2027	Admin, staff
Fund and staff bilingual aide at Academic Center	2026-2027	Admin, staff, CAF
Maintain a full release BRT	2026-2027	Admin, staff
Increase EL book offerings in the library	2025-2026 completed	Library media staff
EML courses in Science: Biology & Physics 2024-2025 Biology & Chemistry 2025-2026	ongoing	Admin, staff

Strategy 5		
Review vertical alignment within departments and among the same classes to ensure all students are receiving the appropriate foundational skills and curriculum to support them in future classes and bridge the achievement gap between grades and course levels.		
Actions	**Timeline**	**Person(s) Responsible**
Site level PD time for articulation & collaboration	2023 - Ongoing	Department chairs, All staff
Provide release days for subject teams to collaborate and review curriculum.	2023 - Ongoing	Admin, Department chairs & teachers
The BTI English team is working to embed more research skills to help prepare students for college.	Ongoing	BTI English teachers
Common labs for all 9th graders in Biology ● Labradoodles & Brine Shrimp	2025-2026 Ongoing	Science department
All 9th grade Biology - Teen Talk	2024-2025 2025-2026 Ongoing	Science department

Strategy 6		
Increase the number of career related guest speakers		
Actions	**Timeline**	**Person(s) Responsible**
Generate an AVID speakers list (alumni, sponsors).	Ongoing	Admin, AVID staff
Increase career speakers in the College and Career Center.	2026-2027	Counseling staff
Increase the number of speakers presenting for specific subjects. ‘24-’25: ● Social Studies: ○ judge ● English: ○ SF Shakespeare ○ Jolie Cole | Humane Educator | Peninsula Humane Society & SPCA ○ Dan Pasini | Labor & Trades Representative | TIP San Mateo ○ Carlos G. Zapata | Community Program Specialist | Jobs for Youth ‘25-’26: ● Social Studies: ○ Holocaust Survivor ● PE and WT: ○ DC for Stanford Physical Education ● PE and evening event: ○ Po Shen Loh ● Various other depts (Business, VAPA, etc)	Ongoing	Department Chairs, Staff

Strategy 7		
Promote student choice of classes and student understanding of course offerings.		
Actions	**Timeline**	**Person(s) Responsible**
Provide consistent communication among guidance counselors about what each course offers to students in an effort to support students in choosing the best course option.	Ongoing	Admin, Counseling staff
Increase outreach about alternative post-secondary pathways available post high school.	Ongoing	Counseling staff, College & Career Center Staff
Provide resources to students related to alternative pathways.	Ongoing	Admin, Counseling staff

Strategy 8		
Fully engage with Prop 28 Visual and Performing Arts grant funding to increase arts offerings and support resources.		
Actions	**Timeline**	**Person(s) Responsible**
Increase staffing in VAPA department	completed	Admin, VAPA staff
Open more arts course offerings to incoming 9th graders.	2024-2025 2025-2026 2026-2027	Counseling staff, Admin, VAPA staff
Increase the number of students taking a second arts elective.	2025-2026 2026-2027	Counseling staff, Admin, VAPA staff
Provide resources to students taking arts courses.	Ongoing	Admin, VAPA staff

ACTION PLAN GOAL #3:
Enhance overall student well-being.

Alignment with District Goals:

District Strategic Plan: SAFETY, WELL-BEING & CONNECTION
Our students experience a safe and inclusive school culture through trusting relationships and formal supports that nurture their sense of belonging, connection, and growth as a whole person.

LCAP Goal: The District will improve our English Learners' chronic absenteeism and engagement, well-being, and connection with foundational, focused, and intensive support.

Major Student Learner Needs:

1. There has been increased demand for mental health support services for students, both in general education and in special education.
2. There is an anecdotal concern about students overextending themselves academically and not having healthy life/school balances.

Identified Schoolwide Growth Areas

Our school offers a diverse range of services for our students who need additional mental health support. However, a prominent area of growth highlighted by our staff and community is the improvement of mental health support for students. There is a consensus on the crucial need for more staff and additional resources to adequately address the mental health requirements of students.

Measurable Outcomes

- Increased sense of safety and belonging on campus
- Continued growth in non-academic activities
- Increase the percentage of students who feel they have a teacher or other adult from school that they can turn to for help

Strategy 1

Implement an attendance tracking system for the Wellness center

Actions	Timeline	Person(s) Responsible
Fund and staff admin support for the Wellness Center.	2025-2026	Admin, staff, CAF
Use Google form sign-in.	Ongoing	Admin support
Refine referral system for students to WC.	2024-2025, ongoing	Admin, counselors, admin support
Create a Wellness Center info sheet/poster	2025-2026	Admin, WC staff, DCs

Strategy 2		
Increasing mental health support on campus during the school day.		
Actions	**Timeline**	**Person(s) Responsible**
Contract with agencies to hire wellness therapists.	Ongoing	District, Admin
Increase support available at the Wellness center for student intake to help support students more efficiently and minimize lost class time.	2024 - 2025	Admin, counselors, admin support
Partner with *Safe Space* to host quarterly events at CHS for students - Started Spring of 2026	2026-2027	Admin

Strategy 3		
Implement wellness/mindful practices in learning spaces and provide staff resources related to integrating mindfulness practices into day to day classes.		
Actions	**Timeline**	**Person(s) Responsible**
Engage in wellness workshop with CWAE (Center for Wellness and Achievement in Education)	2024-2025 2025-2026	District, Admin, staff
Site level PD on Wellness, meditation, visualization.	2024-2025 2025-2026	Admin, staff
Maintain and further develop our staff collaboration group that is focused on student wellness.	Ongoing	Admin, staff
Continuing reviewing and implementing best practices that teachers already utilize to help students with mindfulness and mental health.	Ongoing	Admin, staff
Identify a certificated Wellness curriculum lead	2025-2026 completed	Admin
Use Wayfinder to integrate Wellness lessons into classroom lessons - Started Semester 2, 2026	2026-2027	Admin, staff

Strategy 4		
Provide consistent messaging about student life balance.		
Actions	**Timeline**	**Person(s) Responsible**
Continue to require a waiver for 3 or more advanced courses.	2023-2024, Ongoing	Counseling staff
Continue department level conversations to improve consistency and alignment with course work expectations and amount of homework.	Ongoing	All staff
Work with Parent Venture & PTSA on community speakers about student life & stress. ● Dr. Sarah Levine Spring '25 ● Dr. Po Shen Loh Winter '26 ● Edith Cabuslay & Student Panel Spring '26	2026-2027	Admin
Safe Space Flex and Lunch event on stress management at the end of the year	2026	Admin

Strategy 5		
Provide consistent messaging about school policies and procedures.		
Actions	**Timeline**	**Person(s) Responsible**
Update the Carlmont website to reflect the most current information regarding school policies.	Ongoing	Staff
Increase participation by all stakeholders in the site council.	Ongoing	Admin, Site council
Support increased community participation in partner organizations ex: CAF, PTSA, Various boosters.	Ongoing	Admin

Strategy 6		
Review and revise behavior intervention to reduce suspension rate for SED, EL and SPED students by aligning behavioral interventions with culturally responsive Restorative Practices.		
Actions	**Timeline**	**Person(s) Responsible**
Continue work with Circle Up on community circles. • Ended Spring '25	completed	Admin, teachers
Create dialog spaces with students using DDL strategies	2025-2026	Admin, teachers
Generate discipline options, like intentional FLEX invitations, attendance at the Academic Tutoring Center or tutoring during detention.	ongoing	Admin, teachers, support staff
Establish a cohort of staff members trained in de-escalation and restorative practices through PCRC (Peninsula Conflict Resolution Center)	2025-2026 completed	Admin, staff
Develop student groups working with FLY for behavior intervention and support	2026-2027	

ACTION PLAN GOAL #4:
Foster a positive and inclusive school culture by acknowledging and celebrating our school-wide diversity.

Alignment with District Goals

District Strategic Plan: **SAFETY, WELL-BEING & CONNECTION**

Our students experience a safe and inclusive school culture through trusting relationships and formal supports that nurture their sense of belonging, connection, and growth as a whole person.

LCAP Goal(s):

The District will improve our English Learners' chronic absenteeism and engagement, well-being, and connection with foundational, focused, and intensive support.

Strategically recruit and retain a diverse and qualified workforce.

Major Student Learner Needs

1. Carlmont's student population has shifted to a majority minority school.
2. Carlmont's staff does not demographically reflect the students we serve.

Identified Schoolwide Growth Areas

Carlmont has shown a strong commitment to equity and support for all populations at our school, reflecting an optimistic vision for inclusivity. Celebrating diverse cultures and accomplishments contributes to a stronger sense of community belonging. Carlmont is still developing strategies to best support students in need of mental health support and has done so through the opening of our new wellness center and additional school therapists.

Measurable Outcomes

- Increased percentage of students reporting feeling valued
- Increased percentage of students reporting feeling a sense of belonging
- Increased percentage of students reporting a curiosity and encouragement for learning about others

Strategy 1

Continue refining Ethnic Studies curriculum and explore ways to promote engagement with the material and course.

Actions	Timeline	Person(s) Responsible
Ethnic studies release days for collaboration	Ongoing	District, Department Chairs, Social Studies department

Strategy 2		
Review resources in the library and expand offerings to include more diversity within the texts available to students.		
Actions	**Timeline**	**Person(s) Responsible**
Purchase additional library resources	Ongoing	Library staff, Admin
Help librarians with diversity audits and choose updated books to serve students needs and entice them to read	Ongoing	Library staff, Admin

Strategy 3		
Increase the number of cultural events highlighting academics and student achievement.		
Actions	**Timeline**	**Person(s) Responsible**
Nuestra Graduation	Ongoing	Admin, Counseling
Heritage Fair	Annual - Spring	ASB, leadership, staff
Clubs Fair	Bi-annual	ASB, leadership, staff
Chinese New Year Celebration	Annual - Spring Semester	Admin, clubs, staff
Highlander Magazine cultural pride issue	Annual	Journalism

Strategy 4		
Increase the opportunity for staff/student/parent voice in decision making bodies.		
Actions	**Timeline**	**Person(s) Responsible**
Increase representation in Site Council	2026-2027	Admin, Site Council, staff, parents, students
Implement collaboration group report-outs on resource page, at all staff meetings	Ongoing	Admin, Dept chairs, staff
Increase participation in Student Advisory Council	Ongoing	Admin, students
Continue annual Carlmont Community Conversations ● '25-'26 Construction	2026-2027	Admin, staff, students, parents
Increase participation in ELAC ● Cafecitos (Spring 2026)	Ongoing	Admin, counseling staff, parents
Increase opportunity for student voice at Carlmont via DDL ● 9th grade orientation ● AP Psych ● Leadership/ASB ● Collaboration Group ● Various classes	2026-2027	Admin, 9th grade orientation team

Strategy 5		
Review and revise practices in hiring to ensure we are hiring staff that are an overall good fit for Carlmont		
Actions	**Timeline**	**Person(s) Responsible**
Review current hiring practices to attract highly qualified employees that embody the mission and vision of CHS.	Ongoing	Admin, Department Chairs
Revise hiring packet	2023 - Ongoing	Admin
Expand outreach to different online platforms and a variety of job fairs in an effort to build a stronger pool of qualified applicants.	Ongoing	Admin, District

Strategy 6		
Review and revise behavior intervention to reduce suspension rate for SED, EL and SPED students by aligning behavioral interventions with culturally responsive Restorative Practices.		
Actions	**Timeline**	**Person(s) Responsible**
Work with DDL on campus engagement.	2025-2026	Admin, teachers
Generate options to suspension, like intentional FLEX invitations or tutoring during detention.	2025-2026	Admin, teachers, support staff
Expand use of detention	2025-2026	Admin, teachers, support staff
Develop student groups working with FLY	2026-2027	Admin, teachers, support staff