Caring Capable Collaborative Committed Compassionate Complex Considerate Creative Curious Connected



Carlmont High School Self-Study Report

1400 Alameda de las Pulgas
Belmont, CA 94002

Sequoia Union High School District

March 4 - 6, 2024

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

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Carlmont High School *"Home of the Scots"*

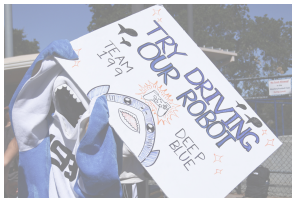


















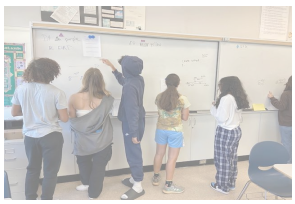













Introduction

Brief Background of School

Carlmont is a well-established, comprehensive high school with approximately 2,359 students. Located in San Mateo County, Carlmont High School is situated in close proximity to prestigious universities, such as Stanford and UC Berkeley, as well as in the heart of Silicon Valley and the cosmopolitan cities of San Francisco and San Jose. We are the largest school in the district

The mission of Carlmont High School is to provide a supportive learning environment that allows all students to achieve success in academics and careers. A Carlmont education fosters a community of creative thinkers who are confident and collaborative in a rapidly changing society. Above all, we aspire to provide students with the skills they need to make positive contributions to their community and the world. Our core values are to be a community of learners who are: Caring, Capable, Collaborative, Committed, Compassionate, Complex, Considerate, Creative, Curious, and Connected.

The school has parent and community support as evidenced by an active Parent Teacher Student Association (PTSA), an involved Academic Foundation (CAF), Music, Drama and Sports Boosters, English Learner Advisory Committee (ELAC), and a Site and Governance Council. A quick guide can be found here: CHS Parent Community Information & Data and throughout chapter 3.

Programs at Carlmont High School

Carlmont High School offers robust and varied academic programming for all students. Specific details about all course offerings can be found in our Course Catalog. Additional information about testing can be found on our School Profile. The general course of study includes graduation course requirements totaling 220 credits. Students may also qualify for a certificate of completion if they are enrolled in our ILS program. During the years of the pandemic, and for subsequent graduating classes, the District has been able to offer a diploma for fewer credits, 140 and 180 for the classes of '22 and '23 respectively. At the time of preparing this report, it is unclear if the District will offer a reduced credit diploma for the class of '24.

Carlmont High School offers robust and varied academic programming for all students. Carlmont has a wide range of courses, as well as a few specialized programs. The Biotechnology Institute (BTI) is one of our specialized programs. BTI is a three-year program that combines science-themed English and social studies classes with biotechnology courses. Students in BTI focus on community college science. Another one of our specialized programs, Media Arts Studies (MAS), equips individuals with skills in communication, journalism, and graphic design. Advancement Via Individual Determination (AVID) is a four-year course preparing students for four-year colleges, emphasizing writing, inquiry, collaboration, organization, and reading skills. The Computer Science Pathway currently offers up to three year-long classes. Our Business Pathway currently includes 3 courses, and will have four in the coming year. Students Offering Support (SOS) is an extracurricular program addressing mental health challenges through psycho-educational presentations and peer counseling. The English Language Learner (ELL) program supports new US students academically, socially, and emotionally.
Beyond these specialized programs, Carlmont has strong core courses and varied elective offerings. In the Visual Arts Department, Carlmont offers additional CTE offerings. The performing arts department at Carlmont is noteworthy, often producing award winning singers, musicians and actors. Carlmont also offers a wide range of AP courses, both as core options and as electives.

All students can access the full curriculum at Carlmont High School. Students in the special education program and in the English Learners program, for example, are mainstreamed for most of their courses. The co-teaching model is used to support students in mainstream classrooms in English, social science, science, and math.

Diversity, Equity and Inclusion

Carlmont High School is an inclusive community that supports and serves all learners. Our student body is diverse, both in interests and in backgrounds. The demographic makeup of the Carlmont student body has changed since the last full cycle report. Carlmont is a "majority minority" school, with 57% of the students identifying as non-white. Carlmont has worked to create curriculum and school culture that is responsive to the students we serve.

The concepts of inclusion and community are key in how we function as a school. The following list details some of the equity work that has been central to our campus community identity over the past few years. Following that list is a more detailed narrative about the role equity plays in the work we do at Carlmont.

- Creation of EDI/JEDI collaboration group (evolution to XC access group)
- Racial affinity groups - initial groups, transitioned to current cohort
- Circle Up Site based training, Spring '21, Year '21-'22
- Circle Up Community circle cohorts '22-'23, '23-'24
- Redesign of interview packet
- Creation of Equitable Grading Practices collaboration group
- Redesign of Social Studies sequence, adoption of Ethnic Studies
- English Department expansion of representative authors

- District USC training, Conflict Resolution, Book Groups
- Nuestra Grad - graduation event for Hispanic/Latino students
- Heritage Fair
- Support for Student Identity Clubs (ex. Jewish Club, Muslim Fellowship, Latinos Unidos, BSU)

In the '19-'20 school year, the Governance Council, working in tandem with the Site Council, revisited and revised our Respect policy. The policy states "The expectation is for all people within the Carlmont community to be treated with dignity and respect." In the following two years, stickers and posters were widely distributed to maintain the positive messaging of belonging, community, respect and inclusivity.

Rather than just have words on page, Carlmont continues to work in this area. In the '20-'21 school year, though we were in distance learning, Carlmont started a JEDI group (Justice, Equity, Diversity, and Inclusion). The collaboration group has had some leadership changes, but Carlmont is committed to creating this working space for staff to discuss and promote these campus values. For the '23-'24 school year, the JEDI group has transitioned into an Inclusion Collaboration group, focusing on a sense of belonging for all students on campus, with special focus on extracurricular activities.

In the '20-'21 school year, Carlmont also began working with Circle Up to provide additional training. The summer of '20 had brought issues of racial injustice, systemic bias and the importance of inclusive communities to the fore. Circle Up provided some introductory training for the staff to open conversations about diversity at Carlmont in the Spring of '21. That work evolved into a series of staff development workshops attended by all staff in the '21-'22 school year. For the '22-'23 school year, and ongoing this year ('23-'24), Carlmont continues to work with Circle Up. The training now is less adult focused, and more about bringing open community conversations into the classroom. All ethnic studies teachers and some additional 9th grade teachers were in the first cohort. This extended to additional 9th grade teachers and some World studies teachers (10th grade) for a second cohort this year.

Other site level work to promote and maintain a healthy and supportive inclusive community has included our Heritage Fair, our clubs roster, affinity groups and how we manage hiring of staff (recruitment and interview process). Carlmont hosts over 100 student led clubs. Many are ethnic or cultural celebration clubs. These clubs participate in an annual Heritage fair (link) that is focused on recognizing and honoring the rich diversity of our student body. Clubs are primarily for students (though with adult sponsors). For staff, we have created Affinity Groups. Initially, we had a White Ally Anti-racist Affinity Group and an AAPI Affinity Group. During the '23-'24 school year, with the support of the District, we will be broadening our affinity groups. The plan is to have a cohort of 25 trained affinity group leaders every semester, thus building capacity for more spaces for staff to engage in this type of inclusion and belonging work.

At Carlmont, we have been working to hire staff that is more representative of our student body, and staff that have a sensibility for creating a learning environment that is welcoming and affirming for all our students. Carlmont staff have extended which job fairs they attend to recruit new staff. Our interview process now includes questions about promoting equity on campus. Once hired, Carlmont strives to create a sense of community for staff, in order to maintain that sense of value of diversity and inclusion.

The district works with Carlmont on recruiting, hiring, and on the Affinity Groups training. Another way the district has tried to promote diversity, equity and inclusion at Carlmont and in the other schools of the Sequoia Union High School District is through Anti-bias training. In the '22-'23 school year, the district contracted with the USC Race and Equity Center to provide anti-bias training for all staff. Though the USC training was not successful, the district remains committed to providing resources to its employees to continue this ongoing education. There are two teachers on special assignment to work on issues of equity and diversity on our campuses, who have engaged with Carlmont, for example, on ways to increase a sense of belonging for our BIPOC staff and to improve affinity groups.

Chapter I: Progress Report

Significant Changes and Developments

2018 - 2019
- Canvas adoption across the District.

2019 - 2020
- New Bell Schedule 2019 - 2020 to include ***FLEX time*** in the schedule.
- The Algebra Initiative was created and implemented across the District. Carlmont Algebra teachers implemented the course designed to increase problem solving and critical thinking abilities among students.
- Addition of an Intervention Counselor position to work with the increased number of 504 referrals.
- Addition of an additional counselor from CAF funding.

2020 - 2021
- New Bell Schedule 2020 - 2021 to accommodate for **Distance Learning** .
- New staff and one new administrator - Instructional Vice Principal
- Professional development for teachers and staff to continue the focus and support of equity and diversity.
- Ethnic studies was adopted by the District in October 2020 through board approval; including a requirement for all students to take an ethnic studies course as part of graduation requirements.
- Launch of EDI group
- New AP Coordinator

2021 - 2022
- Modified Block Schedule 2021-2022
- 1:1 Bring Your Own Device (BYOD)
- Roll out of Ethnic Studies as the 9th grade Social Studies course.
- Shift of Modern World History as the 10th grade Social Studies course, and opening of AP World History.
- Addition of Green Tech and Engineering in the Science Department.
- Transition of leadership - previous principal resigned at the end of semester 1. Interim principal role is shared.
- Circle UP site level EDI training & use of minimum days
- Attendance policy transition
- Staff experts PD established (continues annually - this year's example)

2022 - 2023
- Offering of AP Environmental Science
- Offering of Explorations in Data Science
- New principal and new IVP
- District USC EDI training and use fo District Minimum Days
- Expanded AVID leadership
- Change of start time to 8:30
- Expanded co-teaching model
- Collaboration group model started (including JEDI)
- Circle UP Community Circles cohort 1
- Mission Be training year 1
- New Digital Photography lab
- New SpEd classroom (Expansion allows all SpED teachers their own room)
- Additional campus aide
- Additional bilingual instructional aide
- Opened a second school lunch distribution location (kiosk)
- Measure W passes for construction projects

2023 - 2024
- 1:1 Chromebooks for all 9th graders
- Digital filmmaking (CTE)
- Opening of the Wellness Center (with increased therapist support)
- Community Liaison position
- Full time Bilingual Resource Teacher
- Added academic literacy & split ELL levels
- AP Coordinator becomes stand alone position
- Circle Up Community Circles cohort 2
- Mission Be training year 2
- Inaugural year of Girls' Flag Football
- Resurfaced stadium field
- Resurfaced the tennis courts (including new colors & pickleball lines)
- PTSA/Carlmont Pantry space created

Impact of Changes on School and/or Specific Programs

The change in bell schedule has had a significant impact on Carlmont campus. The addition of block days allows for greater curricular depth, especially for our lab based classes (science, arts). The use of FLEX for students to have choice and time twice a week supports academics. Anecdotally, FLEX works as well for student stress reduction. Students have built in time for help, to do make up work, or to just have down time. The inclusion of teacher flex/collaboration

time once weekly has been a popular hold-over from distance learning. During the 20-21 year, teachers had ample collaboration time on asynchronous Wednesdays. It was difficult to recapture the "spirit" of that time, but the 50 minutes once a week for teachers to meet or to work on curriculum is our attempt. Again, anecdotally, this has helped with teacher stress to have that additional time. In the previousWASC visiting committee report, the bell schedule was a recommendation to consider. Our use of FLEX is also part of our response to the overall school goal from the previous report of reducing student stress.

Our wellness and counseling services are a marked change from six years ago. The counseling office is staffed with two counselors funded by our foundation. This has decreased the counselor student ratio. In 22-23, each counselor had around 250 students. That number increased in the 23-24 school year as we tried to structure in a college/career counselor. Unanticipated staff changes have resulted in that program not developing as planned. Moving forward, we are hopeful that staffing will return to previous levels.

The Wellness Center has been a strong program addition. Previously, Carlmont operated with one Mental Health Therapist (for the gen ed population) and one part time outside therapist. In the '22-'23 school year, we gained an additional outside therapist, so a therapist was on campus for the general population daily. This year, we now have a separate Wellness space, which is staffed by our Mental Health Therapist, as well as four additional therapists to support students. There is also a Wellness admin support position to help with in-take and with managing the space.

Carlmont has worked to expand course offerings. We have added to our CTE offerings, especially in Art (Digital Filmmaking is new this year). We are expanding our dual enrollment courses beyond the BTI. Our Intro to Business and our Marketing Communications courses are now dual enrolled. In science and math, we have tried to create courses for students to take four years in both of those subject areas, even if they do not want to explore AP (Green Tech and Engineering, Explorations in Data Science). There is now a co-taught Physics section, in addition to Bio. We are hoping to co-teach CTE Biotech in the coming year. We have expanded access to rigorous course offerings for all students. In addition, we have added AP Environmental Science and will be adding an additional Physics option (AP E & M) in the coming year. Another program impacted by these changes is our English Language Learners. We have seen a steady increase in ELs coming to Carlmont. We have been able to add an additional Bilingual Instructional Associate. A transitional course - Academic Literacy - was added in '23-'24. The Bilingual Resource Teacher is also now on full release, thus able to better support our ELs in their courses.

As mentioned in the previous paragraph, we have benefited from several new support positions being added. In addition to an additional bilingual instructional associate position, we have been able to add a community liaison to help with attendance, and an additional campus aide to help with security. These additional classified positions make a huge difference in the programs they support. Our teaching staff has 21 teachers with less than 5 years of experience in the classroom. This accounts for about 16% of our teachers. We have had multiple other new hires, some with more experience, thus the staff has some dynamic energy, a mix of experienced and developing professionals. Carlmont also has two new administrators - both of whom have less than five years in administrative roles, though a combined total of 55 years in the classroom. The new admin team has also brought a renewed sense of community as the staff has emerged from the tumult of COVID and previous administrative changes.

Site Plan (SPSA) and Previous School Goals Summary

- 20-21 Site Plan
- 21-22 Site Plan
- 22-23 Site Plan
- 23-24 Site Plan

The linked Site Plans above each include action plans related to the WASC goals established in the 2018 visit, and updated in the mid-cycle visit report. In each plan, CHS has outlined how certain actions and expenses have been related to the goals. Each Site Plan is a progress report, of sorts, of the WASC goals. Listed below is a summary of some of the actions taken to support each goal (many of which are listed in mid-cycle report or in the Site Plan).

Goal #1: Improve academic achievement for underperforming groups (esp. ELL, SpED, SED)

- Constructing Meaning training (DO)
- Algebra Initiative math training
- Cohorts & pods during distance learning
- EL Collaboration group meets monthly
- Equitable Grading Collaboration meets monthly (Standards based grading & alternatives)
- Full release BRT
- Additional (now 2) Bilingual Instructional Associate
- Academic Literacy class for transitioning ELs
- Bilingual Community Liaison working with attendance
- Classroom spaces for all SpED teachers
- Increase in number of SpED teachers
- Expansion of co-taught model (using 2 subject area teachers)
- AP coordinator works with students who qualify for reduced fees (fee forgiveness)
- Staff teaching staff PD with focus on ELs or SpED (past 3 years)

- Circle Up training
- Bell Schedule & FLEX
- Increased use of Academic Tutoring Center
- Expansion of AVID coordinator position (recruiting & support)

Goal #2: Improve preparation of students for post secondary life (career and adult responsibilities)

- Increased offerings in AP (AP Seminar/Research, AP Environmental Studies, AP Physics C E & M)
- Expansion to over 2000 AP tests administered
- Biotech Institute established a dual enrollment agreement with Skyline
- Business pathway expands - Personal Finance, Intro to Business, Marketing Communications, and Entrepreneurship. Two courses are dual-enrolled.
- CTE Art - Illustration and Design, Digital Filmmaking
- Expansion of Leadership courses (Sports Leadership & Community Service Leadership, plus expanded 9th grade sections)
- Addition of College & Career Center counselor
- FLEX student choice
- Robust field trip opportunities (mentors in BTI, college visits in AVID)

Goal #3: Improve overall student mental health

- FLEX student choice
- Addition of Intervention Counselor (504s)
- Homework timesheet with counselors
- AP waiver for 3 or more AO courses
- SOS topic revisions with Social Studies
- Panorama Survey (Establishing longitudinal data)
- Wellness center
- Increase in on-site therapists
- Mission Be training
- Staff teaching staff PD with focus on Wellness (past 3 years)
- Mental Health collaboration group meets monthly

Goal #4: Implement, employ and ultimately transition out of Distance Learning

- Technology distribution (during DL)
- Alternate Schedule during DL
- Pods and Hybrid during DL
- Pass/NoPass for Spring 2020
- Alternate credit threshold for graduation (130/180)
- 1:1 roll out (BYOD) post DL
- 1:1 Chromebooks for all 9th (starting '23-'24)
- Revamped attendance policy
- Community Liaison
- Clubs Fair, Assemblies to rebuild community post DL
- Increase supervision duties to include Performing Arts to build community

As Carlmont has worked on these goals over the past six years, gains were made in some areas. Carlmont has a new bell-schedule. Carlmont created a student-choice FLEX. Carlmont has focused on student wellness. These were all recommendations from the previous Visiting Committee. These are areas with tangible successes, though more work needs to be done.

Looking at Carlmont now, though we are no longer in Distance Learning, we are still working with students (and staff) who were impacted by that change during the 20/21 and 22 school years. Attendance continues to be a challenge, whether it be COVID related or, to address the 3rd goal, mental health related. We are still working with staff and students who report anecdotally or as evidenced in data points on the Panorama Survey feeling disconnected from school. Thus, our goal of moving forward has changed. We are no longer focused on Distance learning, but on building community and a sense of belonging for our diverse students and staff.

The staff also recognizes that we still have performance gaps with our SpED, EL and SED populations. The staff has looked at data around achievement patterns, whether that be related to CAASPP, attendance, GPA,or college entrance. We continue to strive to create opportunities and better learning outcomes for these groups. This goal was not "achieved", rather it continues. As stated above, there is still work to be done.

Because of that identified on-going need to better serve those subgroups, there is overlap between the goals from the 2018 report to the goals in the 2024 report. We see additional overlap in our goals around student achievement and in student wellness/mental health. In examining our progress on past goals, the process has led us to develop new goals with similar focus. As this report details, we have also added new areas of attention - our major student learner needs- for the Carlmont community.

Chapter 2: School Profile and Supporting Data and Findings

District Background and History

District Overview

The Sequoia Union High School District is located in Silicon Valley, one of the most intellectually dynamic and innovation-driven regions in California. The District serves communities representing the entire socioeconomic spectrum, including Atherton, Belmont, East Palo Alto, Menlo Park, Portola Valley, Redwood City, Redwood Shores, San Carlos, and Woodside.

District Schools

The Sequoia District has four comprehensive high schools, one dependent charter high school, one continuation high school, and one adult school. There are 8,747 students enrolled for the 2023-2024 school year:

- **Carlmont High School** (opened in 1953) 2023-24 enrollment: 2,359
- **East Palo Alto Academy High School** (opened in 2001) 2023-24 enrollment: 286
- **Menlo-Atherton High School** (opened in 1951) 2023-24 enrollment: 2,154
- **Redwood High School (continuation)** (opened in 1966) 2023-24 enrollment: 193
- **Sequoia High School** (opened in 1895) 2023-24 enrollment: 1,903
- **Woodside High School** (opened in 1958) 2023-24 enrollment: 1,644
- **SUHSD Adult School**

    SUHSD has small learning environments:

    - **TRACE** - 2023-24 enrollment: 71
    - **Tide Academy**: Opened Fall 2019, 2023-24 enrollment: 208
    - **Middle College:** 2023-24 enrollment:110

    There are two independent charter high schools in the District boundaries:

    - **Everest High School**
    - **Summit Preparatory Charter High School**

The Sequoia District also provides an independent study program where students remain enrolled in their home school and have access to take one site-based class each semester. Students meet with the independent study teacher for the rest of their coursework.

District Facts and Demographics

- Ethnic/racial composition of the District as a whole is as follows:
    - 42.5% Hispanic/Latino
    - 36% White
    - 13.2% Asian
    - 2% African-American
    - 1.8% Pacific Islander
    - 3.6% Two or More Races
- 14% English Learners
- 29% Free and Reduced Lunch

Impact

Carlmont is the largest school in the District and serves a markedly different population than the other schools. For example, Carlmont has a 15% Hispanic population, but a 33% Asian population (see subsequent tables). We also serve a smaller population of English learners and students on Free and Reduced lunch. Carlmont continues to struggle with the achievement levels of those subgroups, as evidenced by data in Chapter 4. This has become one of our major student learner needs.

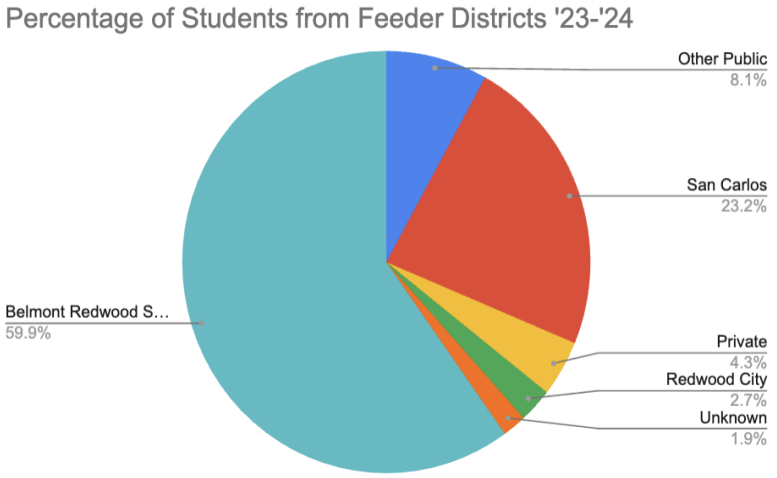
Carlmont High School Demographics & Impacts

As the table below illustrates, not only has Carlmont grown in overall population since our last self study, but the towns we serve have also shifted. Significant changes are evident in the increase of students matriculating from Redwood City and Belmont, and the decrease in students from East Palo Alto and Menlo Park. This change in population has led to a major student learner need about community - Carlmont must continue to work on a sense of belonging for all students.

Number of Students Each Year from Local Cities			
City	**2017 - 2018**	**2020 - 2021**	**2023-2024**
Belmont	992	1,142	1,132
East Palo Alto	80	36	33
Half Moon Bay	1	1	-
Menlo Park	7	8	4
Redwood City	438	465	493
San Carlos	603	604	615
San Mateo	60	51	68
Woodside	1	2	-
Other	6	6	14
Grand Total	**2,188**	**2,315**	**2,359**

Source: Infinite Campus

Our students primarily come from two local sending Districts, with a smaller number entering from private middle schools, or schools out of the area.



SUSHD dashboard

Enrollment

The SUHSD Dashboard Data shows that in 2017-18, Carlmont's student body was 2,177. The school has grown to 2,359 since our full WASC accreditation visit. There have been slight alterations in the composition of the student body. The overall increase in population has created stresses in classroom and office spaces on campus, but has also created opportunities for growth in course offerings. There is a student learner need to focus on generating more class options.

Population Sub Groups	2017-2018	2023-2024
Hispanic/Latino	15.3%	15.53%
Asian	23%	33.26%
Pacific Islander	1%	.5%
African American	1.6%	1.4%
White	51.5%	43.32%
Two or More	7.2%	5.39%

Population Sub Groups	2017-2018	2023-2024
SpEd	8%	9%
ELL	3%	4.3%
SED	12%	7.5%

SUHSD dashboard

Parent Education Level

Out of 2,359 school registration responses in 2023 - 2024, 55.24% of parents indicated having graduate degrees (1,292). This percentage is not hugely different from our mid-year cycle data, however it is a marked increase from the last WASC report of 2018 (46%). A possible impact of parent education level on the Carlmont student population is an increased expectation of college preparedness and admission, rather than an interest in alternative post secondary options. CHS recognizes a major student learner need for school-life balance and improving overall student well-being.

Parent Education Level						
Academic Year	**Grad School Degree**	**Undergrad Degree**	**AA Degree**	**H.S. Grad**	**No High School Diploma**	**Decline to State**
2017-18	1051	683	331	125	73	N/A
2020 -21	1262	670	241	87	48	4
2023-24	1292	751	169	81	46	N/A

Source: Infinite Campus, Registration

Staff Description

Carlmont High School is proud of their dedicated staff. There is a healthy balance between experienced and newer certificated and classified staff. We appreciate this mixture of experience and institutional knowledge with new perspectives and ideas. The Carlmont Scots staff is committed to excellence and supports all learners.

Certificated Staff

There are 133 certificated Carlmont staff members. This includes four administrators, one library media teacher, ten counselors, one psychologist, one therapist, and one speech pathologist. We also have four mental health therapists on campus who are contracted through local organizations (MIRI and Acknowledge Alliance).

- 77 certificated staff members have Master's degrees, and 2 have doctoral degrees.
- 71 certificated staff members identify as female, 62 identify as male.
- 100% of Carlmont and District teachers are teaching within their Subject Area of Confidence with full credential.
- Two staff members are National Board Certified.

Certificated Staff Years of Experience

- 70 certificated staff members have over 15 years of educational experience.
- 17 certificated staff have 11-14 yrs experience.
- 25 certificated staff have 6 - 10 yrs experience.
- 21 certified staff have 5 or less yrs experience.

Certificated Staff Ethnicity

- 92 certificated staff identify as white (69%).
- 41 certificated staff identify as teachers of color (31%).
  - 18 Latinx/American Indian/Alaskan
  - 2 Asian
  - 7 Chinese
  - 5 Filipino
  - 1 Japanese
  - 1 Samoan
  - 3 Vietnamese
  - 1 Korean
  - 3 DTS

Classified Staff

Academic and Support programs at Carlmont depend on the assistance of classified staff. Our classified staff is 59 employees strong. Our current classified staff is comprised of the following positions:

- 17 Paraprofessionals
- 2 BIA (bilingual instructional associate)
- 2 GIS (guidance information specialists)
- 1 College and Career Center Assistant
- 1 registrar
- 1 attendance clerk
- 1 community liaison
- 1 library assistant
- 4 school administrative assistants
- 4 campus security supervisors
- 1 testing support staff
- 10 custodians
- 1 plant manager
- 10 food service employees
- 1 health aide
- 1 treasurer
- 1 theater manager

Classified Staff Years of Experience	Classified Staff Gender & Ethnicity
• 13 classified staff members have more than 15 years of educational experience. • 4 classified staff have 11-14 years experience. • 19 classified staff have 6 - 10 years of experience. • 23 classified staff have 5 or less years of experience.	• 37 classified staff members identify as female and 22 identify as male. • 14 classified staff identify as white (23%). • 1 classified staff member declined to state. • 44 classified staff members identify as people of color (75%). - 29 Latinx - 6 African American - 5 Asian - 1 Pacific Islander - 1 Chinese - 1 Samoan - 2 Fijian

Trends & Impact: Carlmont is aware that our staff does not reflect our student body. As a community we are being intentional about recruiting and retaining employees, both classified and certificated, that share a vision and value of the importance of equity and diversity. This is discussed in greater detail later in this chapter. As stated earlier, there is a student learner need to focus on a sense of belonging and inclusion.

Carlmont High School Performance Data & Impacts

Carlmont spends considerable time reviewing CAASPP data and our own District Interim Comprehensive Assessment (a CAASPP prep test). That data can be found here. The following data below is what we found the most impactful in relation to the work we did in this process and in identifying Major Student Learner Needs and creating our Action Plan.

CAASPP Data - ELA (Percentage of Students who Met or Exceeded)			
Student Group	**2018 - 2019 Met or Exceeded**	**2021 - 2022 Met or Exceeded**	**2022 - 2023 Met or Exceeded**
11th Graders	84.9%	87.97%	91.44
EL	21%	21%	n/a
SpEd	30.0%	51%	45%

CAASPP Data - Math			
Student Group	**2018 - 2019 Met or Exceeded**	**2021 - 2022 Met or Exceeded**	**2022 - 2023 Met or Exceeded**
11th Graders	73.6%	69.44%	74.95%
EL	30%	20%	n/a
SpEd	15.4%	20%	21.05%

Trends & Impact: Carlmont has some of the highest achievement overall in our district in terms of performance data, although we have still noticed a decline in scores for math and ELA over the past six years. With the challenges that rose from distance learning, Carlmont is still seeing the foundational gaps some students have. While we have made great strides in helping support our SpEd students in math, there is room for improvement with ELA based on the most current data. Our EL students show a decline in math and remained unchanged based on the 2018 vs. 2021 data. Based on this trend we analyzed that the support provided for EL students was not as impactful as the support provided to our SpEd students. With these underperforming subgroups, Carlmont determined our major preliminary student learner needs to be improving scores for both EL and SpEd specifically with an emphasis on ELA for SpEd and math for EL.

The district administers the Panorama Survey to all students annually. The most recent data is not available at the time of this report, however will be available in coming weeks to generate a greater longitudinal data profile. We have used this data to measure student wellness and a sense of belonging at Carlmont.

Panorama Survey - Student Competency and Well Being			
Question	**Fall 21**	**Fall 22**	**Fall 23 n/a || Winter 24**
When you are feeling pressured, how easily can you stay in control?	Quite Easily - 40%	Quite Easily - 45%	*Pending - data will be available at the time of the visit*
How often are you able to pull yourself out of a bad mood?	Almost Always - 26%	Almost Always - 38%	
Do you have a teacher or other adult from school who you can count on to help you, no matter what?	Yes - 62%	Yes - 70%	

Panorama Survey - School Culture - Belonging/Inclusion (Fall 22)					
Question	**Not at all fairly**	**Slightly Fairly**	**Somewhat fairly**	**Quite fairly**	**Extremely fairly**
How fairly do students at your school treat people from different races, ethnicities or cultures?	1%	2%	21%	52%	25%
How fairly do adults adults at your school treat people from different races, ethnicities or cultures	1%	3%	17%	45%	34%

Trends & Impact: After the mid-cycle report, Carlmont needed to collect data about how students were responding to pressures of being back in person. We also needed to measure how students were feeling about the sense of belonging on campus, both based on the return to in-person school and in response to DEI thinking. Based on this data, we see a trend that suggests students are feeling more comfortable since Fall of '21. Regarding the question about how students are treated, Carlmont will measure this data against the coming survey of Winter '24. With the growing emphasis on student mental health, Carlmont recognizes that helping students goes beyond just academics and one of our major preliminary student learner needs is to continue increasing overall student well being.

Based on our prior school goal about post-secondary preparation, Carlmont has been tracking CTE enrollment and pathway completion. We have also looked at data about AP enrollment and testing. That information is detailed in the Action plans in Chapter 5.

CTE Course Enrollment			
	2021 **Total # of students enrolled**	**2022** **Total # of students enrolled**	**2023** **Total # of students enrolled**
All students	532	467	457

CTE Pathway Completion (Capstone Course)			
CTE Group	**2021** **# completed**	**2022** **# completed**	**2023** **# completed**
Advanced Digital Communications	n/a	30	28
Advanced Biotechnology	87	91	35
Advanced Marketing	33	35	68

Trends & Impact: Our school has shown a decline in the number of students who participate in our CTE courses over the past three years. With enrollment in CTE courses dropping we were curious as to why that was; many students at Carlmont receive their CTE credit through a third year of world language. Due to our limited CTE course offerings,

students were participating less in these courses. This has helped lead us to our major preliminary student learner need of increasing course offerings for students, particularly CTE courses, to better support students' college and career readiness while supporting their diverse career goals and interests.

Major Preliminary Student Learner Needs:

Using the data listed in chapter two, in addition to our equity work outlined in the introduction, the Carlmont community (including parent groups) has identified the following student learner needs:

1. With these underperforming subgroups, Carlmont determined our major preliminary student learner needs to be improving scores for both EL and SpEd specifically with an emphasis on ELA for SpEd and math for EL.
2. CHS recognizes a major preliminary student learner need to focus on a sense of belonging and inclusion to our school community.
3. With inconsistent messaging about achievement at Carlmont, it was identified that there is a major preliminary student learner need for school-life balance and improving overall student well-being.
4. Students are not accessing our CTE courses as much as in previous school years; CHS hopes to expand course offerings to better support students' career goals and interests.

Our Major Student Learner Needs and supporting evidence and data can be found in Chapter 4 along with our strategies and actions to address the identified major student learner needs.

Questions raised by our demographic and data analysis:

1. How can Carlmont attract and retain staff members that are more representative of our student demographic? How can the district support Carlmont with this need?
2. As the largest school in the district, what additional support can be provided to better serve our underperforming subgroups? (Specifically, our Special Education population)
3. How can Carlmont expand our CTE programming options to increase student enrollment in those courses?
4. As a large school, what more can Carlmont do to help students and staff feel a sense of belonging?

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.

Findings	Evidence
The **mission** of Carlmont High School is to provide a supportive learning environment that allows all students to succeed in academics and careers. A Carlmont education fosters a community of creative thinkers who are confident and collaborative in a rapidly changing society. Above all, we aspire to give students the skills they need to contribute positively to their community and the world. The **vision** statement for Carlmont is to provide all students with a relevant education in a collaborative and supportive environment that inspires excellence in learning.	Carlmont High School Site Plan Carlmont School Profile School Site Council Minutes
All Carlmont students will: 1. Read and communicate proficiently. 2. Use problem-solving skills. 3. Understand & work collaboratively with diverse groups of people. 4. Demonstrate individual responsibility and respectful behavior. 5. Explore a variety of courses and enrichment activities. During the WASC process, Carlmont High School identified Carlmont values for our students and community: Caring, Capable, Collaborative, Committed, Compassionate, Complex, Considerate, Creative, Curious, Connected	CHS Student Learning Outcomes The Department Chair Meeting Minutes
The district leadership team works with site administration to have goals that reflect site needs. Sites present to the school board and to cabinet members multiple times throughout the year. School plans/site plans are linked to district goals. Site staff participate in the development of the LCAP and district Strategic plan. Resources are provided by the District to Carlmont to assist staff in learning new instructional strategies that connect the standards-based curriculum that aligns with the CHS mission and vision statements.	SUHSD Governance Team Goals SUHSD Financial Information Strategic Planning Process 23-24

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

Findings	Evidence
Addressing the needs of the students and their course choices in the master schedule; requesting funding to support the needs of various students with the proposed changes to the master schedule. Significant hiring changes for the 23-24: Community Liaison focused on attendance, 100% release for Bilingual Resource Teacher, and two Bilingual Instructional Aides. Master schedule changes: Increased co-teaching partnerships and the creation of EML stand-alone classes, opened a new beginning band, started CTE digital video production, and added a ninth-grade leadership class within the elective offerings.	Master Schedule
Weekly FLEX Schedule-Student Choice to select a teacher for FLEX to receive additional tutoring or make-up work- Block Schedule Wed./Thurs.	Carlmont FLEX Information

Meeting the SEL needs of students at CHS by creating the new Wellness Center in the fall of 2023. Increase mental health support staff from one person to five people.	Wellness Center and Support from District SEL Coordinator.
Students currently bring their own devices to school. The district and Carlmont have created a plan to roll out Chromebooks starting with the class of 2027 and continue to provide computers to incoming students at CHS.	SUHSD Technology Plan Link to SUHSD Technology Page
Carlmont Administration works with local high schools and community colleges in a K-14 Equity Promise Initiative. The vision of this group is to examine institutional barriers and affirm a commitment to provide learning and opportunity for all students.	

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

Findings	Evidence
In the 2023-2024 school year, the District is re-envisioning the goals and creating a graduate profile for the new six-year goals for LCAP. Various strategic planning groups are meeting to create this new vision and goals. to guide the district.	**Pending**- New LCAP Goals & "Portrait of a Graduate" are still in development and in process at the time this report was submitted
The School Site Council comprises parents, students, classified and certificated members, community members, and administration; the council meets monthly on Zoom.	School Site Council Meeting Notes
Several other groups submit feedback to the administration and the School Site Council/ Governance Council about goals, initiatives, and school climate: the Department Chair Council, collaboration teams, department meeting groups, ELAC, PTSA, student leadership, and the Carlmont Academic Foundation (CAF).	Carlmont Arts Council (CAC), Sports and Music Boosters, and Carlmont Academic Foundation (CAF)
Staffing Allocations for the 2023-2024 school year: Community Liaison, 100% Bilingual Resource Teacher, and two Bilingual Instructional Aides. Increased co-teaching partnerships and EML stand-alone classes.	Community Outreach Notes November Slides
The district sends the Panorama survey to students, staff, and parents yearly. The students take the Healthy Kid Survey once a year. The data is used to guide best practices and improve school culture.	Panorama Survey Healthy Kids Survey *DATA for 2024 Pending*
The local community supports Carlmont through business sponsorships of sports teams, drama, and music. Local engineers volunteer their time to support the Robotics team. The College and Career Center invites the community to lunch presentations to present options for after-high school. Our Biotechnology Institute offers a mentorship program involving parents from our community to engage students with the field of BTI and STEM.	
Academic Outreach for student support outside the classroom.	After School Tutoring in the Library, PAPER Online Tutoring Service.
Community Outreach events occur 2-3 times a year to bring parents and the community together to strengthen the partnership of the stakeholders, elicit responses to survey data, and receive input on the vision and purpose of the school.	Notes from various meetings.
AVID Program supports students in skill building and college and career readiness.	AVID at Carlmont

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: Carlmont has

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**
Communication with stakeholders and educational partners is essential to the continued success of Carlmont High School. The Mission and Vision statements are posted throughout the school; the students have a school planner with specific information within the first pages, weekly Principal's message, monthly Bagpiper, regular updates to the school website, announcements on Canvas and School messenger, and the Strategic Plan posted on both the school and district websites assist in communicating goals and vision for the school.	Weekly Principal's Message to the Community through School Messenger. PTSA Bagpiper Newsletter
Currently, Sequoia Union High School District is embarking on the process of developing a three-year strategic plan. Since August 2023, The District has been meeting with stakeholders throughout the district in strategic planning groups to define the district goals and create a graduate profile to ensure that the goals align with the LCAP. Work on the new LCAP Goals and "Portrait of a Graduate" is still in process in the spring of 2024.	Strategic Planning Process 23-24-
The participation of parents in the decision-making process for resource allocations and the implementation of school programs by the School Site and Governance Council. This council and department chairs play a role in advancing the school's objectives, which include enhancing educational programs, continually improving student academic achievement across various metrics, and establishing a Wellness Center to aid students facing emotional conflicts, and fostering student engagement for all.	ELAC, PTSA, and CAF Foundational monthly meetings solicit parent input, students and parents involved in WASC process, Department Chair Meetings, School site council, and Community meetings of stakeholders to solicit input and feedback from the Panorama and Healthy Kids survey.

Summary Analysis:

Carlmont High School's clearly established mission is to provide a learning environment that supports all students in succeeding academically and professionally. A Carlmont education is designed to foster creative thinking, confidence, excellence, and the spirit of collaboration in students, as Carlmont's vision statement outlines. This vision clearly reflects a belief that all students can learn and achieve. This is demonstrated through Carlmont's most recent master schedule, which includes many more co-teaching partnerships, the creation of EML stand-alone classes, new CTE and leadership electives, 100% release time for a Bilingual Resource Teacher, and two additional Bilingual Instructional Aides. It is further demonstrated by Carlmont Administration's work with local high schools and community colleges in a K-14 Equity Promise Initiative, the gradual roll-out of chromebooks to all Carlmont students, weekly FLEX time for students to seek additional tutoring/support or make-up work on Wednesday and Thursday, the creation of the new Wellness Center in fall of 2023 to better support students SEL needs, and the addition of 4 more mental health support staff. Carlmont has effective processes in place to ensure the involvement of all stakeholders and educational partners in the development, review, and refinement of the vision and mission, as well as the schoolwide goals/graduate profile. This is shown through the various District level strategic planning groups who are meeting to create new district wide vision and goals, the School Site Council which includes parents, students, classified and certificated staff, community

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: CHS 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**
The School Board has bi-monthly meetings using a hybrid model of in-person and online meetings. Agenda notes, District goals, and public comments are available on the District website.	SUHSD School Board Meetings and Agendas SUHSD District Goals 2022

Sequoia Union High School District is revisiting and updating the strategic plan. The strategic plan process began in September 2023 and will continue through January 2024. The foundation for the new goals will be input from five teams, the District's Board of Trustees, and the community throughout 28 meetings/events, including three community forums. The strategic plan aims to guide the District's future by setting priorities, focusing energy and resources, strengthening operations, and ensuring that employees, board members, and stakeholders work toward common goals.	SUHSD Strategic Planning Process Outline
The board maintains transparent communication with stakeholders by publishing policies on the District Website. Additionally, the board collaborates directly with district and site administration through various channels. Administrators convene twice during the summer for a "camp" session, addressing new directives from the Governing Board and discussing their implications for the upcoming year. Board members regularly visit school sites, engage with stakeholders throughout the day, and actively participate in evening community engagement events. Principals attend board meetings to endorse academic changes, deliver essential reports, and acknowledge staff contributions at the school site.	
The SDTA Union, or Sequoia District Teachers' Association, is crucial in facilitating communication regarding board policies. It serves to clarify how these policies intersect with the teachers' work environment, duties, and responsibilities. The SDTA routinely engages with District personnel and regularly attends Board meetings.	SDTA Website
The board allows Carlmont to develop training for staff relevant to specific site needs, and the board approves texts and organizes common units.Common units accepted by the various Departments in the school district are available in Canvas.	List of PD January 8, 2024, at Carlmont H.S.

Summary Analysis

The school board and superintendent are responsive to the values, beliefs and priorities of the community by setting direction, establishing effective and efficient structures, providing support, ensuring accountability, and by providing community leadership as advocates for children, the district and public schools. The SDTA clarifies board policies as they intersect with teachers and staff, meet with district personnel and attend board meetings. The board gives the Carlmont site personal development training autonomy to address needs that are site specific. There is a strength in the number of opportunities for community members to provide input as well as receive information from the district and admin. Areas of growth include continuing to gather and establish areas of need for relevant future personal development training.

Criterion A3: Leadership for Learning

The school leadership, faculty, staff, and parent/community collaborate, make decisions, and initiate actions focusing on all students' needs and achievements. 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.	
Findings	**Evidence**
The contractual calendar has professional development days to provide opportunities to review data and monitor student learning. The district has five minimum days throughout the year to come together to learn about equity and implicit bias and analyze data from the ICA.	ICA Results Math and Literacy Debrief List of PD January 8, 2024 at Carlmont H.S. SUHSD Calendars 2023-2024 Website
Department meetings, grade-level collaboration meetings for curriculum development, collaboration team meetings, and Site-Based Professional Development provide avenues for implementing strategies and actions to improve student learning.	Each department chair takes notes.

Scheduled release days are allocated for unit planning and grade collaborations, with substitute teachers arranged to cover these periods.	
Programs and activities focusing on achieving schoolwide learning outcomes: MTSS counselors work with students and staff to ensure support. The Hatchings Institute partnership will guide counselors in leading more presentations and small group learning to ensure students can access MTSS. Building the CTE Pathways and providing real-life learning for students (Business, Journalism, Art, and BTI). Increasing the dual enrollment offerings beyond the business and science courses in BTI Academy.	MTSS Attendance Intervention Plan MTSS Strategic Plan MTSS and Hatchings Results-Counseling Department 2023

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.

Findings	Evidence
The School Site Council meets monthly, and this leadership group collaborates with the monthly Department Chair meetings. There is a continual effort to encourage open communication between departments and the administration.	Department Chair Meeting Schedule 2023-2024 Department Chair Meeting Notes 2023-2024 School Site Council Meeting Notes
Carlmont has a staff website that has a wealth of resources available to help guide new hires as well as push out pertinent information related to CHS.	Staff Resource Google Site (only accessible with seq email)
To foster a stronger community spirit at Carlmont and to have everyone engaged with the site and district goal work, every teacher, many PARAs, and some additional classified positions at Carlmont participate in collaboration groups at monthly meetings. The scope of these groups is interdisciplinary, encouraging voices from all departments to be engaged, providing input, and taking action.	Collaboration Groups 2022-2023
Monthly staff meetings are held regularly to build community, focusing on professional learning that impacts student achievement, such as EL strategies, academic language strategies, and building student rapport. It is a time for the staff to ask questions on new learning, system changes, and other concerns.	23-24 Wednesday Meeting Calendar
School communication is through the weekly principal Friday newsletter and weekly communication with the staff. Staff emails always highlight celebrations on campus, necessary information, and upcoming events. School Messenger is used for emails and phone calls to families regarding important dates and events.	Sample Community Message (from December '23)

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
Improved Academic Achievement for Low Performing Groups: Work with increasing co-teaching partnerships to support students in the classroom, work on the Algebra Initiative, BRT release 100% to work with students who are dual identified as EL and Special Education, open up more EML stand-alone classes, brought back Academic Literacy for juniors and seniors, and increased elective offerings in leadership and beginning band, and work with the ICA for Literacy and Math to create plans within each department to improve learning outcomes for students.	SPSA Carlmont High School School Plan for Student Achievement
Post Secondary Planning: Counselors, College and Career Center, College Day/Seminar Day, A-G Completion rates, CTE Pathways, Dual-Enrollment,	

after-school academic support for students, online tutoring through Paper, lunchtime and after-school presentations by colleges and professionals, parent informational meetings about college and financial aid, all play a role in post-secondary planning for students at Carlmont High School	
Mental Health: MTSS with counselors, intervention counselor, and Hatchings Institute. Creation of the Wellness Center and increasing the support in the Wellness Center from one person to five people. A new receptionist for the Wellness Center will begin in January 2024. Staff training in "Mission Be" mental health training.	
Transition out of distance learning: Students have returned to in-person learning with masking optional. COVID Testing is available, and the staff works with students if they need to miss days due to having COVID. Mental health is key to supporting students dealing with anxiety and other post-pandemic trauma. Dances and assemblies have returned. Ensuring students still have technology and Wi-fi is essential to their learning and to ensure that Carlmont can pivot if COVID returns to a pandemic level that requires online learning.	

Summary Analysis

Carlmont High School uses a multitude of methods to assess student progress, needs and supports. This information is analyzed through several collaborative bodies. Department Chair/Admin meetings, the School Site Council/Governance body along with time spent in Department meetings, grade level collaboration, and curriculum development meetings are an important part of this process. The Principal's weekly community email, the school's news magazine *The Highlander*, the on-line *Scot Scoop*, and our School Messenger tool all inform the community of important dates and events. Our Counselor Department working with a multi-tiered system of supports (MTSS) uses data to support instruction, emotional health, and social/behavioral needs in a preventative and proactive manner. The Wellness Center continues to grow to meet the increasing need for well-being services, post Covid. Carlmont has had a successful transition from distance learning to in person learning. The social aspects of school such as sports activities, dances and assemblies have been important for students to regain a sense of normalcy. Equipping every student with a laptop has helped to improve student's technical skills and assess their own progress through the Canvas school gradebook. Areas of growth continue to be identifying and providing services for the growing mental health needs of our student population. We will continue to strengthen the lines of communication between administration, staff, students and the parent community.

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 the 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.

Findings	Evidence
There are 133 highly qualified Carlmont staff members, 59 classified employees, and 2 student teachers. This number includes four administrators, one library media teacher, nine counselors, one psychologist, one therapist, two mental health case workers, and 1.4 Speech and Language service providers.	
Orientation for new teachers (TOW Week) occurs the week before school begins. Teacher induction program (TIPS) at the district level with supporting teachers at each site. Teachers, classified staff, counselors, and department chairs are invited to participate during the week of P.D.	Link to TIPS Information
Evaluations for temporary and probationary teachers occur yearly. Permanent members are formally evaluated on a two or three year cycle. If a member has	23-24 Certificated Evaluation Dates

permanent status and ten years of service in the district, they can complete a self-evaluation.	
A probationary classified employee must be evaluated prior to the end of the 6-month probationary period. All non-probationary classified employees are evaluated yearly.	Link to SUHSD Website-Evaluations
District and Administration do classroom walk-throughs to observe curricular and instructional needs within the school.	
PAR (Peer Assistant Review) Program is an option for teachers to use for additional support within the classroom.	PAR Information
Kick-Up and online PD registration have been used over the past two years to allow teachers and staff members to select their professional learning based on their needs and schedules. Specialty programs such as AVID, BTI, Co-teaching partnerships, Algebra Initiative, Hatchings, Constructing Meaning, EL, and Intensive English participate in additional training during school or paid after-school meetings.	KickUp offerings. PDs include Common Core alignment, PDs focused on diverse mental health, standard-based grading,
Carlmont has 2 days a year of in-house staff leading P.D.	List of PD January 8, 2024, at Carlmont H.S.
At the end of the school year, a week of P.D. is offered in June so that the staff can prepare for the next school year.	Only available through secure LMS

A4.3 Communication and Understanding of School Policies and Procedures: Carlmont 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**
Weekly announcements, emails, or department chairs are the communication channels for all school operations. The district surveys staff to garner feedback after each professional development.	
Teacher evaluations occur yearly for temporary, probationary I, and probationary II employees. Tenure employees are on a 2 or 3-year cycle. Observation standards and the process are available online. Classified employee evaluation uses templates from Informed K12 aka Frontline.	Certificated Eval Rubric Frontline is the online resource used for the evaluation process.
The school employs Department Chairs to serve as a bridge between the administration and department members. This framework facilitates transparent communication regarding crucial expectations, policy revisions, decision-making procedures, and operational practices.	Dept Chair Mtg Schedule 2023-2024 Dept Chair Mtg Notes 2023-2024
Systems and procedures are in place; communication occurs through monthly staff meetings, email communications, department chair meetings, department meetings, weekly announcements, sports announcements, and messages sent through School Messenger.	

Summary Analysis

Carlmont certificated and classified staff are integral in assessing and facilitating the schoolwide goals leading to increased student academic success. Professional Development is an important part of this process. Beginning with TOW week and the TIPS program, and PAR for continuing teachers, these programs add additional support to teachers to strengthen their development. Certificated and classified personnel are evaluated on a regular schedule. Admin will visit classrooms and shout out the positive interactions/strategies they observe. District development days are planned throughout the year, allowing staff to choose among offerings that fit their particular needs. Carlmont also hosts two PD days with topics based on feedback from site staff. Additional training occurs during school or paid after school as needed. District surveys post PD measure their effectiveness. Department Chairs play an integral role in the communication between the district, admin and staff, regarding policy, expectations, procedures and practices. Carlmont will continue to improve the communication between staff and admin for PD needs, and work to recruit more and newer staff into decision making processes.

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 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.	
Findings	**Evidence**
The School Site Council, made up of teachers, staff, students, and parents, currently reviews the allocation of funds for Carlmont High School. Department Chairs also are allocated budgets. This is worked on between department chairs and administration.	School Site Council Meeting Notes

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.	
Findings	**Evidence**
Department budget meetings occur at the beginning of the school year with Department Chairs and Principal for yearly allocations based upon sections, consumables, and needs. The Principal works closely with the School Bookkeeper to ensure all systems and procedures are followed according to the state. There is a Finance and Compliance officer at the District level to ensure regulations at the site are adhered to. ASB has its approval process for the allocation of funding and accounting practices. This leadership body and the ASB treasurer work closely with the school Bookkeeper.	Link to SUHSD Financial Information

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.	
Findings	**Evidence**
The supplies are made available through the department budgets. Any requests for additional materials and textbooks go through department chairs and the administration.	
Departments pilot textbooks before Board adoptions. The department chair works with Librarians to ensure adequate textbooks (hard copy and online) are ordered yearly to meet the growing needs of specific classes.	Textbook Adoption Info
Carlmont has begun the rollout of one-to-one devices for the class of 2027. Each year, new ninth-grade students will receive a Chromebook. Loaners are available in the office if a need arises.	SUHSD Tech Master Plan
The Learning Management System (LMS) for Carlmont is Canvas; some teachers also use Google Classroom. Grades and attendance are submitted through Infinite Campus.	Canvas
New course proposals follow a system, and when a course is approved, materials are provided at the district level, then the site, and finally, the department level.	New Course Proposal Form Outline

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**
Staff reports concerns to admin or admin assistants as issues arise. Custodians and maintenance staff quickly respond and work with staff to ensure facilities are safe and clean. The staff utilizes SchoolDude to complete online requests for maintenance and operation at the school. Facilitron processes online work orders to maintain the school's facilities.	
The School Safety Plan is updated yearly by the Carlmont High School Safety Team and then reviewed by the School Site Council and Governance Board.	CHS School Safety Plan 24-25
The site Safety Team (AVP, health aide, campus aides, staff) has updated AED locations, and have included EPI pens and Narcan in the AED locations.	AED spreadsheet
Two full-time technology assistants support digital learning. The tech team provides loaner computers for students, upgrades to software, orders tech equipment, and works with the district to ensure the stability of the Wi-Fi on campus. In the summer of 2023, upgrades were made to the Wi-Fi to strengthen the signal and improve digital learning in various classrooms. A new electronic system and a computer locker have been added to the office to allow students to check out a computer for daily use. This system is being piloted for the 23-24 school year and has received positive feedback from students and staff.	
Measure W was passed in Fall '22. Carlmont will be renovating the T wing to increase classroom capacity. Other projects outlined are improvements to outdoor facilities, and possible redesigns of admin, media center/library, and the student union eating area.	District Facilities Master Plan

Summary Analysis:

Carlmont High School demonstrates effective resource management, involving staff in allocation decisions aligned with student needs and school goals. Transparent procedures are in place for budget development, audits, and quality accounting practices. The acquisition and maintenance of instructional materials are well-executed, supported by policies covering various resources. The school's facilities, including recent upgrades to Wi-Fi, are safe, well-maintained, and conducive to learning. The implementation of a computer checkout system receives positive feedback, contributing to digital learning. Instructional supplies are efficiently managed through department budgets, with a thorough process for textbook adoption and ordering. The rollout of one-to-one devices for the class of 2027, using Chromebooks, enhances student access to technology. The use of Canvas and Google Classroom supports the Learning Management System, with grades and attendance handled through Infinite Campus. Despite these strengths, areas of growth include continuous improvement in resource allocation processes, ongoing evaluation of technology integration, and feedback mechanisms for stakeholders in resource planning and decision-making.

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

Areas of Strength

- The growth that has occurred in the past few years surrounding mental health and the creation of the new Wellness Center is an area that brings pride to the school and sends a message to students and staff that mental health is just as important as academic health.
- The administration works hard to communicate with the staff, students, families, and the community about the dynamic opportunities available at Carlmont High School.
- There is a strong working relationship between the staff, students, administration, and community at Carlmont High School.

Areas of Growth

- Create a chart that clearly maps out the MTSS pathways so that teachers, students, and families will be able to access and understand the complex process.
- Work to refine the mission and vision statement to make it clear and concise.
- To achieve high academic standards for all students, it is essential to distribute resources such as money, time, qualified staff, suitable facilities, materials, instructional hardware and software, as well as academic and other support in an equitable manner. Equity needs to be a continual area of growth moving forward.
- Work to realign reports once the new LCAP Goals have been formally adopted in the spring of 2024.
- Work with the District to design and build effective spaces on campus with Measure W funds.

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
The Student Learning Outcomes are broken up into five main categories: 1) Read and communicate proficiently. 2) Use problem-solving skills. 3) Understand and work collaboratively with diverse groups of people. 4) Demonstrate individual responsibility and respectful behavior. 5) Explore a variety of courses and enrichment activities. CHS has worked these student learning outcomes into our curriculum in a variety of ways. Some examples include: • School wide annual summer reading activity that happens during the first few weeks of school. • There are many opportunities for collaboration through various projects and activities at all grade levels. • School wide respect policy for the entire Carlmont community is reviewed with Site council to ensure the policy updates and evolves as needed. • Department level discussions about vertical alignment and consistent expectations among classes	Carlmont Student Learning Outcomes Carlmont Summer Assignments Summer Reading 9th Summer Reading 10-12th
As a school CHS strives to provide a quality education for all students. All courses provide a rigorous and relevant curriculum to students in a way that utilizes the most current educational expertise and understandings to help all students reach their academic goals.	Various course syllabi
Over the past two years, 2021-2023 nearly 38% of all students participated in AP Placement Testing. Of this total group, 90% of all students passed with a score of 3 or higher. Lastly, our school follows the policy of Open Enrollment or Equal Access to take and complete advanced placement courses. This means that students who do not necessarily receive qualifying grades or recommendation from their previous level teachers may enroll and move into the next subsequent course.	AP Testing
Technology Integration: In Fall 2021 - 2022, Carlmont adopted a "Bring Your Own Device" policy to help support students with 21st century skills and promote equitable access to online platforms. Following the 2021 - 2022 school year, Carlmont continued this adoption and expanded offerings to help all incoming Freshman students; starting in the Fall of 2023 all Freshmen were provided with a school issued HP Chromebook for the duration of their high school career.	Carlmont BYOD policy
In an effort to close the achievement gap of our most impacted sub groups, Carlmont has been utilizing a wide variety of resources to increase access to the curriculum and provide support to students in multiple ways. Below is a list of some resources and support systems currently offered by Carlmont. • **The Academic Support Center** is available to provide academic support to students before and after school. • **Accommodation Requests** for AP testing and PSAT or ACT testing. • **Paper** is an online tutoring platform Carlmont has worked with for the past three years. Paper is helpful in that the online platform can provide support for student learning 24/7. This has been a helpful tool for students to get feedback outside of school hours. • **Flex Support** is our school wide tutorial that occurs twice per week.	The Academic Support Center Accommodation Requests Paper Flex Support Integrated Math Info

Students choose which teacher to go to for a 30 minute tutorial period. Students get additional support, make up work and get one-on-one help from teachers during the school day. • **Credit recovery (Summer)** • **English I Intensive** • **Integrated Math** is our course for students who need help bridging the gap between Algebra 1 and Geometry; many of the students are grades 10-12. • **ILS-Multiple Levels of Support**	
Math Department All math classes focus their curriculum within the California Education Standards for Mathematical Practices. There is alignment among the courses along with shared assessments and assignments. Every year nearly every Geometry class participates in the Cardboard Boat Project. This project highlights student learning outcomes and the standards of mathematical practice. Nearly every Geometry class participates in this activity and students from grades 9-12 are working together. The goal of this work is to help provide real world examples of the mathematical work the students are studying. You can find an example of the project description and rubric in the evidence.	Cardboard Boat Project - Rules & Expectations

B1.3 Academic Standards and College and Career Readiness Indicators: CHS 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: CHS has integration between/among areas of study, academic standards, and college and career readiness indicators.

Findings	Evidence
Carlmont Course Planning Handbook is used to help guide students to the right courses for them. Additionally, CHS has a **Youtube page** with videos providing information about academic classes and pathways offered to Carlmont students. There is also a video featuring activities and ways to get involved for students and community members at Carlmont.	Carlmont Course Planning Guide Carlmont Course Pathway Youtube Carlmont Course Catalog
There are multiple pathways available for students: • **Biotechnology Program:** Carlmont High School's Biotechnology Institute (BTI) is a competitive three-year, cross-curricular program that offers a series of dual-enrollment, biotechnology courses from Skyline College, and science-themed English and social studies classes. Special benefits include access to state-of-the-art lab equipment and facilities; field trips to both start-ups and pioneering companies in the biotechnology industry; and the opportunity to build relationships with professionals in the scientific community through an annual symposium, and a year-long mentor program. • **Business - Marketing Pathway:** Carlmont's Marketing Pathway is for students interested in exploring the world of business. The two-course pathway includes Introduction to Business and Marketing Communications. Students have the opportunity to build their skills in business through our business -marketing pathway. Students can take *Marketing Communications* following *Introduction to Business*. Students are eligible for dual enrollment credit with Cañada college for both courses; intro to business became dual enrollment 2022-23. • **Media Studies - Media Arts Pathway:** Our award winning journalism program is part of our Media Arts pathway offered at Carlmont. A graduate from the Media Arts Pathway at Carlmont will earn English and CTE credit. Students will have real world experience with the publication of our digital newspaper and quarterly magazine. • **Advancement Via Individual Determination (AVID)** • **AP Course Offerings**	Carlmont Biotechnology Institute (BTI) Business (Marketing Pathway) Media Arts Studies (Media Arts Pathway) AVID at Carlmont

50% of our math teachers have participated in professional development with the Silicon Valley Math Initiative. New math hires are enrolled in current cohorts. The goal is to explore and create common course components including but not limited to: a common scope and sequence, common pre- and post-assessments, and common Formative Assessment Lessons. CHS has been working on restructuring our curriculum in Algebra 1 to align closer to the district's math initiative course.	SUHSD Math Initiative - Algebra 1
An impressive 96-98% college attendance rate over the last 3 years since 2020.	Carlmont School Profile
UC Admissions for Carlmont students: 59% of the 563 seniors applied for UC college and 69% of the students who applied were admitted to a UC in Fall 2023.	UC admissions for CHS students

B1.5 Community Resources and Articulation and Follow-up Studies: CHS engages with community partners and resources articulates regularly with feeder schools, local colleges and universities, and technical schools.	
Findings	**Evidence**
8th Grade Transition Team is available for incoming students to get support in the transition from middle school to high school. Additionally, Carlmont has information nights and campus tours available for incoming students. Our open house is also a place where possible students can come see our campus and meet some teachers before enrollment. Carlmont Counselors visit local middle schools in the Spring (March) to provide incoming 8th graders information regarding enrollment, programs, athletics and transition to high school.	8th grade transition team Campus Tours & Talks
9th grade and new families event in August	9th grade/new families event
Dual Enrollment • **BTI:** There are a series of dual-enrollment biotechnology courses from Skyline College as well as year-long mentorships with professionals in our local scientific community. • **Business - Marketing Pathway** Students have the opportunity to earn college credit through participating in *Marketing Communications* following *Introduction to Business*. Students are eligible for dual enrollment credit with Cañada college.	Carlmont Biotechnology Institute (BTI) Business (Marketing Pathway)
Bilingual Community Liaison on site	
Carlmont has Career Guest Speakers in College & Career Center as well as Support Courses with a variety of expertise and insight for students.	

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**
As a school we strive to provide a daily quality education for all students. Carlmont strives to facilitate an educational environment for the academic and personal success of its students, the Mission of Carlmont High School is to provide a supportive learning environment that allows all students to achieve success in academics and careers. More than simply building strong students	Mission & Vision

to prepare for the next level in academics, Carlmont strives to hone skills needed to make positive contributions to their community and the world.	
An impressive 96-98% college attendance rate over the last three years since 2020. Over the past two years, 2021-2023 nearly 38% of all students participated in AP Placement Testing. Of this total group, 90% of all students passed with a score of 3 or higher. Lastly, our school follows the policy of Open Enrollment or Equal Access to take and complete advanced placement courses. In other words, students who necessarily do not receive qualifying grades or recommendation from their previous level teachers may enroll and move into the next subsequent course. At the national level 27 semi finalists for the National Merit Scholarship were from Carlmont H.S. (Link)	Carlmont School Profile
Carlmont has Career Guest Speakers in College & Career Center as well as courses to help students with college applications and help with determining the best fit for them.	College & Career Workshops
Media Studies - Media Arts Pathway: Our award winning journalism program is part of our Media Arts pathway offered at Carlmont. A graduate from the Media Arts Pathway at Carlmont will earn both English and CTE credit. Students will also have real world experience through the publication of our digital newspaper and our quarterly magazine.	Media Arts Studies (Media Arts Pathway)
Advancement Via Individual Determination (AVID): is a four year course designed to prepare students for success at a four-year college. The AVID program focuses on building foundational skills in writing, inquiry, collaboration, organization and reading skills of students.	AVID at Carlmont

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**
A rigorous, relevant, and coherent curriculum is offered to all students in each department. Carlmont offers core subjects and a wide variety of electives including various opportunities for real world applications of understanding and skills learned throughout the course/program.	Course catalog
Carlmont has recently adjusted different course requirements for certain courses to increase access to all students. This increased access to our AP/AS course offerings resulted in an increase from 868 to 964 students since 2021 and an incredible 92% of students scored a 3 or higher.	Course catalog
Carlmont also offers a variety of specialty programs highlighting opportunities for real world applications of skills. More information about these pathways can be found in B1.3 and B1.4, earlier in this section. • **Business - Marketing Pathway** • **Biotechnology Program** • **Media Studies - Media Arts Pathway** • Our **computer science program** offers a pathway consisting of up to 3 year-long classes • There is an **English Language Learner program** (ELL) which supports students new to the U.S with their academic, social and emotional adjustment. The support team consists of a bilingual resource teacher, instructional aide, and ELL Counselor.	Carlmont Biotechnology Institute (BTI) Business (Marketing Pathway) Media Arts Studies (Media Arts Pathway) Computer Science Program ELL Program
As our school population continues to grow so does the number of students participating in our AP/AS program as well as our various pathways. Several	AS/AP Enrollment Demographics

AP/AS courses reflect CHS school wide diversity but we continue to work on increasing access and student participation in the full range of our school program.	

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**
CHS has a wide range of programs available for all stakeholders to take part in developing and monitoring our school program. More information can be found through the provided links • **Carlmont PTSA** - The Carlmont PTSA strives to advocate for our students and families and bring a closer relationship between the home and school so that parents and teachers may work collaboratively in the education of children and youth. • **Carlmont Academic Foundation (CAF)** - The CAF partners with parents, teachers, business and the community to enrich the educational environment for all students beyond what is possible with public dollars. • **Carlmont Athletic Boosters:** The goal of the Carlmont Scots Booster Club is to support one of the finest high school athletic programs on the Peninsula. With the additional support from the Athletic Boosters student athletes at Carlmont are given a diverse and competitive experience that helps their overall high school experience. • **Music Boosters:** A non-profit organization that was created to support and enhance the instrumental music program. The mission, "Promoting Excellence through Music Education" is realized with the help of community volunteers. • **ELAC (English Learner Advisory Committee):** Meeting six times per school year and working together to help represent and support the needs of our English Learners at Carlmont.	Carlmont PTSA Carlmont Academic Foundation (CAF) Carlmont Athletic Booster Carlmont Music Boosters Carlmont ELAC

ACS WASC Category B. Curriculum Summary

Areas of Strength

- CHS offers a strong program that helps students reach their academic goals and many of our students are accepted to college and attend college; an average of 96-98% college attendance over the last three years.
- Identifying the need to support underperforming students in SPED, ELL, SED with wrap around services.
- CHS offers a wide range of courses for students to explore their interests.
- A growing number of students are participating in dual enrollment courses at Carlmont.

Areas of Growth

- Review the ways we currently provide support to ensure that all of our students can succeed in our most challenging courses.
- Online tools such as ChatGTP are creating new challenges with academic integrity. CHS will explore comprehensive strategies to better address the challenges that come with our ever changing technology. Addressing these academic integrity issues may require significant changes to elements of our instructional delivery. We need to embrace these changes and we need the support to develop them.
- Explore offering CTE pathways in other subject areas and provide training to teachers.
- CHS must work with the District to allocate resources to improve the quality and number of substitute teachers available.
- Continue to expand and explore various dual enrollment offerings; while students currently participate in our offerings we have a limited amount of dual enrollment opportunities.

Category C: Learning and Teaching

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting 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
Teachers had access to the CAASPP and ICA data in multiple all staff and department meetings. Staff was able to review and discuss provided data; trends and patterns were identified so that teachers could consider the information for lesson planning. Potential causes were brought up as well as how to address issues.	CAASPP data - Admin ICA data - Admin A-G eligibility of post-graduate students data - Guidance
Academic Tutoring Center and FLEX periods allow for students to receive additional support in understanding their challenging work. On average there are 40-60 students who are utilizing this resource.	Academic Tutoring Center
Due to the increased integration of technology, many teachers use Canvas Modules to help organize their classes. Teachers post assignments and assign assignment submissions on Canvas to help facilitate equity of access.	Canvas Scavenger Hunt Quiz Module for AP Research Week 7
The majority of required graduation core classes have one to two co-taught sections to ensure that students of all abilities have access to rigorous and scaffolded curriculum with two teachers.	Co-taught sections for most core classes - Master Schedule
In addition, regardless of whether students are enrolled in AP courses, they have access to take the AP exams, which opens up opportunities for students at Carlmont.	AP exam sign up list - Admin/AP Coordinator

Summary Analysis: At Carlmont High School, our focus is to ensure that students of all abilities have equal access to a challenging and rigorous curriculum that supports their success. Teachers use data to inform their lesson planning and to reflect on strengths and areas that need improvement. All students have equal access to AP exams and special needs students are enrolled in co-taught classes that provide access to rigorous curriculum with additional scaffolding and specialized support. Additionally, all students have multiple ways to access support outside of the classroom, including FLEX periods, Academic Tutoring Center, and Paper, a tutoring program provided by the district. We aim to ensure that the students at Carlmont receive challenging and relevant work in an equity-based environment that is supportive that inspires excellence in learning.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Evidence
Common assessments allow students across a grade level to understand the learning expectations and standards required and ensure that there is consistency in the course.	Common Assessments in some courses - Math, Spanish, Chinese, English
Most teachers at Carlmont establish an agenda at the beginning of the period to provide a guide for the daily lesson. Most teachers use Canvas to ensure that students have access to assignments; some teachers use Canvas as a grading tool where students have access to annotated comments and the rubrics that teachers use to grade. Assignments and Modules that teachers use are especially helpful for absent students. Teachers use Canvas to keep students up to date on their grades.	Most teachers have agendas and use Canvas - Modules (link) We created a "WASC Evidence 2024" course to see canvas
Carlmont approved a Homework Policy in May of 2023 to ensure that there is consistency in assigning homework across the subjects so that students understand the expectations for homework and homework submission.	Homework Policy

In the English department, all essay rubrics are aligned with the Common Core English Standards so that students understand the expectations aligned with college and career readiness.	Argument Essay Rubric Narrative Rubric
At Carlmont, all 10th grade students are scheduled to take the PSAT for free on campus through funding from our PTSA. This allows for students to understand the types of questions and expected demands of the SAT to better prepare them for college applications. Because the PSAT is built into the school calendar, students do not need to schedule the PSAT outside of school, on their own time, allowing for equity of access.	PSAT free for all
In our World Language Department, placement tests are given if students would like to take higher level courses. These placement tests ensure that students understand the rigor and expectations of joining a Level III or Honors course.	World Language placement tests to provide access to higher level classes (level III and honors)
Some teachers use standards-based grading. Teachers who use standards-based grading provide an explicit list of standards that students should aim to demonstrate their growth over time and levels of proficiency. This ensures that students understand both the standards and the expected performance levels.	Some teachers use standards-based grading through our LMS - Canvas (Integration Tool for Standards Based Grading LINK)
Many teachers in various departments across Carlmont share learning goals on the class syllabus, unit plans, or individual lesson plans. There is a syllabus template provided to all staff including the student learning outcomes in the document.	CHS Syllabus Template
Teachers are encouraged to use technology tools to check for understanding, to help students study, as a learning resource, and provide instant feedback. Some examples include Quizizz, Quizlet, NoRedInk, Peardeck, Kahoot!, and EdPuzzle.	NoRedInk
Summary Analysis: At Carlmont, teachers employ a variety of strategies to communicate the learning standards and expectations for students. Examples of this are agendas, Canvas, technology tools, standards-aligned rubrics, standards-based grading, and so on. When students understand their learning goals and expectations, they are better prepared to take on the challenges of a relevant and rigorous learning path, access the resources provided, and are able to be reflective and communicative about their learning and needs. Thus, teachers and students become partners in the road to their academic success.	

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources
All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency. **C2.3 Digital Learning and Problem Solving:** Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.	
At Findings	**Evidence**
At Carlmont, a variety of evidence-based instructional methodologies have been implemented to promote student learning and encourage student agency, including graphic organizers, sentence frames, equity cards, think-pair-share, and collaborative learning activities.	§1.1 Building Blocks of Geometry Graphic Organizer Think-Pair-Share; cooperative group activities with designated roles
To create an equity-centered learning environment, the district provided teachers options with participating in observations and programs to help implement Constructing Meaning. A series of workshops were provided for teachers of all subjects to attend to learn about Constructing Meaning and to reflect on how to implement the strategies in their individual classrooms. This was supplemented by having some cohorts visit other teachers' classrooms to observe Constructing Meaning lessons take place. Discussions and reflection followed these observations.	District Cohort: Constructing Meaning

As a district, Carlmont has participated in several equity trainings to ensure that we are all aware of implicit bias and microaggressions so that teachers can help support students of all backgrounds.	Receipts/contracts with presenters for equity trainings (Admin/DO)
Technology is an essential part of the teaching at Carlmont. Our technology team provides one device for each student to allow for technology to be used in the classroom and at home. The district also provides a Tech Support site so that students can obtain support directly.	District Tech Support site
Carlmont teachers use technology tools to check for understanding, to help students study, as a learning resource, and provide instant feedback. Some examples include Quizizz, Quizlet, NoRedInk, Peardeck, Kahoot!, and EdPuzzle. Some teachers record their lessons, enabling absent students to have access to class lessons and also supporting students who would like to review the material for assessments or for their understanding. In the Math department, teachers use DESMOS, TI calculator emulators in the classroom to enhance understanding, Geogebra, and AP Classroom.	Canvas Quizizz NoRedInk Kahoot EdPuzzle
Digital textbooks for all core subjects are made available to students to access which supports students who are absent, traveling, or who prefer a digital text. Most English teachers offer audiobooks to accompany novels to support auditory learners.	Digital textbooks/Audiobooks
Summary Analysis: Teachers value supporting students and their learning at Carlmont. To do this, teachers employ a variety of evidence-based instructional strategies to support all learners and attend regular PDs that touch upon essential topics such as implicit bias and microaggressions to create an equitable and welcoming learning environment. Digital resources help teachers to help students in many ways, including as a learning resource, as a study tool, and as self-assessments.	

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, & 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**
Carlmont provides a multitude of electives for students to explore their interests and career paths. Some choices that students have are Journalism, Intro to Business, Ceramics, Choir, Band, Digital Photography, Leadership, and AVID. These all provide a myriad of experiences for students to learn new content and skills.	Master Schedule Seal of Biliteracy (Trend) Carlmont ASB & Leadership Classes
Some clubs and classes engage in community outreach, including Introduction to Business, Chinese Culture Club, and KEY Club. Some of the outreach includes volunteering to file taxes for low income members and volunteering in local events.	
DECA is an international club that simulates what it is like to be a business professional by competing with other students from around the nation and world in various business fields. Carlmont consistently has produced award winners in DECA competitions.	DECA/Business Class
BTI is our biotechnology pathway that opens up opportunities for students beyond the classroom by taking them on field trips to companies, pairing students with mentors, and performing labs. The program holds students to the professional standard through their rigorous curriculum, so that students are ready for entry-level jobs in the biotechnology industry.	CHS Biotechnology Institute (BTI)
Carlmont provides learning opportunities that extend beyond the textbook and classrooms. Sojourn to the Past is a field trip that students voluntarily sign up and fundraise for and helps them to deepen their knowledge of the Civil Rights movement and the struggle for equality in the United States.	Sojourn to the Past

There are presentations given to promote student interest and participation given in the months leading up the trip (which occurs over spring break).	
Through Ethnic Studies, Mock Trial Club, Site Council representation, Associated Student Body, Model United Nations Club, and SOS student-led presentations, students learn the impact of their voices and learn to self-advocate for themselves and advocate for others.	Ethnic Studies Scope & Sequence Mock Trial/Model United Nations Club
For students who desire a different high school experience at a smaller school with a mature learning environment, Carlmont allows for transfers to the Middle College. Carlmont also has several courses that allow for dual enrollment, so students can simultaneously earn high school and college credit.	Middle college info
Carlmont allows for concurrent enrollment up to 40 from outside accredited institutions.	Concurrent enrollment form
The Carlmont College and Career Readiness Center hosts representatives from a wide variety of colleges in the United States, arranges community college visits, helps provide scholarship and internship opportunities, and supports students through the college application process.	College visits and workshops Naviance and Resumes/Goal Setting
Performing arts classes offer students opportunities to work with and learn from other performing arts professionals, both within the classroom (clinicians, workshop leaders, etc.) and beyond it (after-school productions, field trips, etc.). For example, the Carlmont Drama Program recently brought students to the NorCal Thespian Leadership & Tech Conference, where they took classes with theater professionals in a range of topics. This directly prepares students for post-secondary careers.	
Carlmont also has a work permit program which allows students who are under 18 to apply for jobs.	Work Experience/Permit Website
Summary Analysis: At Carlmont, new courses and new programs are offered to meet our students' interests and needs. As we are in the neighborhood of Silicon Valley, the interests of our students generated our BTI program, Computer Science, and Business program. Not only does Carlmont provide a variety of options for electives, it also promotes learning opportunities outside the classroom with a variety of clubs that deepen the connection between students and their broader communities. Student voice is also important at Carlmont and we seek to empower students through different courses and by encouraging students to take advantage of the opportunities provided to them through clubs, internships, electives, extra-curricular activities to meaningfully engage with and positively contribute to a rapidly changing society.	

ACS WASC Category C. Learning and Teaching Summary

Areas of Strength

- CHS emphasizes equitable access to differentiated instruction for all students; through programs like Compass, providing targeted support for transitioning students, offering reading support classes, and facilitating inclusive enrollment in advanced courses without restrictive prerequisites.
- CHS provides a comprehensive academic support system to all students; this includes the after-school Academic Center with peer tutors and certified teachers, individual Paper Tutoring accounts to give additional support outside of school hours, and the FLEX program during school hours which allows students to receive targeted support and reteaching from instructors on a timely basis.
- CHS teachers have worked to integrate technology post-pandemic across subject matters to inform, communicate with, and engage students in their learning.
- CHS excels in diverse CTE course offerings.
- CHS has made on-site PDs more relevant to teacher and student needs; fostering cross-subject sharing of strategies and resources.

Areas of Growth

- Consistent messaging about responsible technology use in and out of the classroom.
- During FLEX having meaningful support to all students in 30 minutes can be hard to accomplish. Carlmont could try different schedules that include a FLEX period (ex: increase the number of FLEX periods per week) or consider creating a longer FLEX period.
- Carlmont has many support programs available but our subgroups still have struggles in reaching grade level success and beyond. An area of growth is to provide teachers with more information and resources available

so that staff is more accurately informed about the different support systems in order to work cohesively to support students of all needs more effectively.

- Carlmont would benefit from more alignment within courses and strong vertical alignment with grade levels to provide students with consistent and clear expectations. Carlmont can begin exploring this process by creating common assessments, aligning the standards on culminating/summative assessments to help students understand standards and expectations across classes and grade levels and provide more opportunities for teachers to collaborate over common curriculum.
- Reflecting on teacher turnover to determine additional supports or areas of need to focus on for growth. With new staff members, we want to work towards ensuring alignment in rigor and expectations for incoming staff, so that our students receive consistency in curriculum and expectations.

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.	
Findings	**Evidence**
Carlmont High School places a high value on assessment and making adjustments as needed to support all students. Carlmont initiated a program collaboration group this year to discuss equitable grading practices and ways to introduce and support standards-based grading or other equitable grading practices; the program collaboration group is continuing into the 23-24 school year, with the support of the district's equitable grading coach.	Equitable Grading Collab (year 2)
The district also maintains an English language learner dashboard so teachers can check on the progress of individual students to support them in their classroom.	EL Website ELAC Website
Every core subject area has a common unit by grade level with a common assessment and rubric. Teachers use the data from this to inform and adjust educational practices to support students.	Common Rubrics and assessments by subject and grade level: English Essay Rubric, English Common Unit Plan, Social Studies Department "4-Year Plan", Geometry Cardboard Boat Project
Parents have access to Canvas, this allows parents to immediately receive feedback on how their student is doing in any given course. It also provides a convenient system for teacher contact if there are any questions or concerns. Parents receive a copy of students SBAC Scores	Canvas - WASC Evidence 2024
Carlmont has allocated funds for a student academic center to provide a space for supported study as well as an opportunity for Edgenuity for credit recovery. The ASC is open every day, and averages around 50 students per day.	Student Academic Center Schedule
Counselors review and monitor student progress grades; if needed, students, parents, and staff have the option to request an SST team meeting to determine the best way to support the student. Counselors use data to support the SST process and proper accommodations and services.	Counselor D-F List, SST Meeting Calendar, and SST Meeting Notes are confidential
Part of the Carlmont Academic Foundation fundraising revenue is used to maintain low-class sizes and provide additional sections of high-demand honors and AP courses. The funding for the CAF is included in the linked document.	CHS Parent Community Information & Data 2024
• GMRT scores are used to assess reading achievement by measuring things like oral language skills, as well as reading comprehension. • Students take the SBAC ELA assessment in 11th grade. The scores are used to evaluate skills such as reading, writing, listening, and research. They can also be used to assess overall college and career readiness. • The SBAC Math assessment measures 11th graders' knowledge of numbers and operations, algebra, functions, geometry, and statistics & probability. This is also used to assess overall college and career readiness. • The CAST assessment measures problem solving and critical thinking while using questions from multiple areas of science content, such as life	District Dashboard

sciences, physical sciences, and earth and space sciences. • The ELPAC assessment is administered to English Learners in order to measure their English language acquisition if it is not their primary language. This helps determine students' schedules and placement in classes.	
The district annually sends a student-wide survey to evaluate overall student mental health and areas of concern for students. This information is shared school-wide and analyzed by staff. This has led to changes in homework due dates and the school dress code to be more supportive of students and promote well-being.	Updated Dress Code Policy

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.	
Findings	**Evidence**
Course teams in the mathematics department meet frequently to collaborate on grading rubrics and review student results. Reviewing student results allows for guided error analysis activities.	Common Units Ethnic Studies Scope and Sequence Ethnic Studies Individual Unit Plan Algebra 2 Common Units
AP Statistics and other APs use Exam analysis reports to see areas where students struggle and adjust lessons accordingly.	Test Corrections directions for AP Stats, Student sample of test corrections
Social studies department has created the 4 year plan that provides teachers with choices for common assessments by grade level	4 year plan document for Social Studies
The Special Education department collaborates with co taught teachers in order to go over curriculum and collaborate with subject grade matter.	Collaboration Roster for SpED
Many science teachers participated in the Stanford SNAP Program or district PD to create three dimensional NGSS assessments. 3D means science practices or skills, cross-cutting concepts, and content ideas.	SNAP Program

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 Site and Governance Councils use different assessment data in order to create homework policy recommendations, bell schedules, and other relevant school programming recommendations.	Site and Governance Council Meeting Notes
Using different types of assessment data, the Department Chair meetings work to improve relevant aspects of school functions, meeting once a month. Their work is shared with departments in order to support improvement across subject areas.	Department Chair Meeting Notes
ICA given annually in the fall	ICA data debrief activity

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**
Hiring a full-time EL Coordinator	EL Coordinator
Funding for co-taught classes due to underperformance in SBAC scores	Co-Taught Classes (LCAP)
Annually adjust the English Intervention course based on number of students who qualify due to DORA/Lexile reading scores	

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**
The Social Studies Department uses the textbook which is standards-based which enables teachers to monitor students' progress in mastering the standards.	Student grades, unit test scores, and essay scores
Teachers ensure that lessons follow the state standards. All teachers have access to state standards and meet during department collaboration meetings to determine which standards are being met by grade level to ensure that the scope and sequence meet all standards.	Dept meeting notes
AVID teachers monitor student grades, coursework, etc. in collaboration with AVID counselors.	
Case Managers monitor student grades, coursework, and transcripts to ensure college readiness. Students are also supported with enrollment and receiving accommodations for college.	
Many teachers also use standards-based grading. This is typically based on a rubric written to reflect the standards	Rubric based on standards

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.	
Findings	**Evidence**
Teachers have access to tools such as Canvas Comments, Speedgrader Annotations & Rubrics, and Turnitin - Teachers can efficiently digitally grade student work with built-in teacher-provided rubrics, and provide feedback in the comments section in Canvas and also respond to student responses	Canvas grading
The websites Canvas and Turnitin allow teachers to easily annotate on the student digital document- as well clearly label common student mistakes.	Not linked to maintain confidentiality
Many courses have student reflection opportunities post each exam. This allows them to reflect on their grades and feedback in a guided way. It also facilitates students asking questions if they do not understand the feedback provided.	Model of Student Reflection

Student Grade Analysis - in some classes teachers have students analyze their course grades/missing assignments/late work, etc. and then set goals for improvement. (Ex. AVID, some biology classes, etc.)	AP Statistics Test Corrections format and student work, Post AP Exam Reflections
In classes using Standards Based Grading as well as many Math classes, as well as in some other courses. Students are provided feedback on assessments and provided the opportunity to reassess.	Syllabus with retesting Pg 7

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.	
Findings	**Evidence**
Canvas Quizzes and other online assessment tools - After summative assessments are administered, Canvas grades student's responses, and provides a breakdown of student data. This helps the teacher reflect on the lesson and develop support for areas that need to be retaught.	A standards breakdown can be seen in the school city portal and also with canvas quizzes. • Canvas Quiz: Exit Ticket 10/29 (Spanish) • Canvas Quiz: Word Problem Check for Understanding • Discussion through canvas:
Scantron machines - MCQ summative assessments are processed through scantron machines. Afterward, an analysis strip is processed to break down the percentage of questions answered correctly. This helps students hone in on content to improve on.	
Think-Pair-Shares provide teachers with authentic formative assessment during lessons. This allows teachers to adjust their lessons for areas where students need support to master the current standard.	
Exit tickets provide teachers with a formative assessment of the lesson objectives for the day. This allows them to plan and adjust the next day's lesson to meet student needs.	

ACS WASC Category D. Assessment and Accountability Summary

Areas of Strength

1. Course collaboration.
2. Error analysis/assessment analysis to drive fine-tuning instruction
3. Variety of assessment types
4. Rigor of assessments is high
5. We now have a community liaison to help with chronic attendance issues

Areas of Growth

- Attendance follow-ups and encouragements using MTSS Attendance Intervention strategies.
- Increase the idea of standards-based grading- Not as an absolute but as the idea is used. (they don't pass the class they mastered the following standards.
- Increased focus of equitable grading practices.
- Continue to examine assessment results like ICA and CAASPP to track performance bands of identified groups

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

E1: Family and Community Involvement

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

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.	
Findings	**Evidence**
Carlmont offers frequent opportunities for 8th-grade students and their parents to participate in activities to learn about Carlmont before enrollment. They meet a variety of Carlmont students, staff and administrators who inform them about what Carlmont has to offer academically, support classes that are offered, various clubs and extracurricular activities available, what a typical day as a Carlmont student is like, mental and counseling services available and more.	8th Grade Parent & Student Forum Carlmont Corner CHS Enrollment Flyer Videos: Academics, Extracurriculars & More
Every February, parents can attend a virtual parent and student forum where they can meet and hear from Carlmont students, staff, and administrators. The virtual forum is recorded so parents and students who are unable to attend, can view the forum when it is convenient for them. Every March, there is a Parent Information Night for 8th-grade parents hosted by Carlmont's Counseling Department to inform parents about academic pathways, college requirements, course placement, and student life. Parents can sign up for Carlmont Corner newsletter to stay abreast of 8th-grade transition information.	Information Nights for 8th Grade Students
There are four occasions when parents and students can take a campus tour of Carlmont led by Carlmont Student Ambassadors. They cannot only take a tour of campus but talk directly to current Carlmont students to learn more about the school and student life. Also, all incoming freshmen will tour the campus and participate in Freshmen Orientation the day before school starts. During Freshmen Orientation, incoming students tour the campus, receive their class schedule, attend a fair about Carlmont clubs and are provided lunch and an opportunity to meet other freshmen.	Freshmen Information Handout Campus Tours & Talks
Carlmont has an English Learner Advisory Committee (ELAC) that is composed of parents, guardians and Carlmont staff members. ELAC members review school plans, policies, school programs, and available resources for students and their families for Carlmont's English Learners. They make recommendations to the Principal and School Site Council regarding the needs of English Learners. They meet six times per school year.	ELAC
The Carlmont Academic Foundation (CAF). The mission of CAF is to work with parents, local businesses and community members to raise funds to support Carlmont High School and enrich the educational environment for all students beyond what is possible with public dollars.	CAF
Carlmont's Parent Teacher Student Association. PTSA provides mini-grants for teachers and staff, ACT/SAT practice tests, Senior scholarships, Honorary Service Awards, a Parent Education series, Grad Night, and a Reflections Art Program. They strive to communicate frequently with parents, students and community members through a bi-monthly newsletter The Bagpiper. PTSA supports the Carlmont Pantry which provides students in need with school supplies, food, toiletries, PE clothes, spirit wear, etc. PTSA members help chaperone and volunteer at a plethora of events at Carlmont throughout the school year.	Carlmont's PTSA The Bagpiper Info & Submissions Page Sample Bagpiper Message (Aug. '23)

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.	
Findings	**Evidence**

Leadership is developing culture through adult groups that meet monthly. Carlmont Connections exists to help create a healthy culture among staff at Carlmont.	List of Carlmont Collaboration Group
SUHSD has had district-wide training on diversity and equity through professors from USC. SUHSD has offered staff members the opportunity to join the Affinity Group Training Fellowship through completion of a google form. It is training taught by the non-profit organization The Teaching Well.	Diversity & Equity Speaker
All freshmen students take Ethnic Studies for their social studies class during their freshman year. Ethnic Studies examines the history, experiences and cultures of many racial and ethnic groups. They also explore race and ethnicity in various social, cultural, historical, political and economic contexts.	Ethnic Studies Curriculum
In 2023 Carlmont held the first Nuestra Graduation to honor our students who identify as Latine/Latinx. This is going to be continued for the class of 2024 as well. This was a wonderful way to honor our students with a special ceremony as well as a special stole for them to wear on graduation day.	Nuestra Grad 2024 flier

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
The administration provides teachers with Staff Flex every Wednesday morning. During Staff Flex, staff members have time to collaborate with their department members, meet up with teams that they are on (BTI, AVID, etc.) or use the time to enhance their lesson plans. Additionally, Carlmont staff are allowed to choose which professional development they would like to attend throughout the year on Wednesday mornings.	Staff Flex
Fall of 2024 was the start of Carlmonts "Student Advisory Council" Club which meets twice a month with admin, at lunch, to discuss the progress of our school program, provide insight and feedback as well as ask questions and develop strategies to help Carlmont serve our community best. The first meeting was at the end of September 2023.	More information about this can be found on this document: CHS Student Advisory Info
Carlmont has adopted a modified block schedule that includes 2 weekly Flex periods where students choose to attend a specific teacher's Flex to get help, make up assessments or labs or use it as a study hall to complete homework. Flex has been beneficial to students as they are able to get one on one help from their teachers, review assessments, get a jump start on their homework, etc. Teachers have benefited from Flex because they are able to work with individual students, give make-up assessments, etc. during Flex and not have to give up their lunch time to do these activities.	Carlmont Flex Flex Expectations

Summary Analysis:

Carlmont prides itself on involving families and the community in improving not only learning and teaching policies for all students but also providing families and the community with educational community information nights about current topics concerning today's youth. Using feedback from all stakeholders and data, Carlmont has developed a new bell schedule, adopted a new ethnic studies course for all incoming freshmen, and created new positions such as the Bilingual Resource Teacher to better serve our school population. In addition, Carlmont strives to provide many opportunities for the community and parents to learn about Carmont's diverse course offerings as well as informing parents and students about all possible extracurricular opportunities and club offerings. Our school has created new professional development days for staff to learn about equity, diversity, and inclusion. The administration has worked with staff to create new collaboration groups that meet monthly to work on improving school culture amongst the staff, but also amongst the staff and students.

Criterion E2: School Culture and Environment Criterion

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

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.	
Findings	**Evidence**
Carlmont has many policies that range from an academic honesty policy to a respect policy to ensure students feel safe and to maintain an orderly environment for our students.	Carlmont Policies
Sequoia Union High School District provides many resources for students and their families regarding digital citizenship and instructional tech.	Digital Citizenship and Instructional Tech
School Site Council is a council composed of students, parents and staff members who participate in governing Carlmont High School. Some of their duties include but are not limited to: Carlmont's Single Plan for Student Achievement, develop and assess the Site Council budget, measure the effectiveness of improvement strategies at CHS, etc.	School Site Council
Governance Council is a council that includes parents, students and staff. Their purpose is to assess and recommend policy to administrators and other school bodies on topics such as curriculum, facilities, safety, communication and rules. The Carlmont Respect Policy, Carlmont Homework Policy, and Parent-Teacher-Student Communication are some of the policies and recommendations the Governance council has created for Carlmont High School.	Governance Council Parent-Teacher-Student Communication Respect Policy Homework Policy

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.	
Findings	**Evidence**
Students Offering Support (SOS) is a student leadership program at Carlmont where SOS student leaders facilitate conflict mediation between peers, do presentations a range of topics from suicide prevention to academic stress and everything in between to Carlmont freshmen. Also, they present to other schools in the community and to the Carlmont staff as well. Shelley Bustamante is the staff member that oversees the SOS program.	SOS Program
Carlmont students created a Mental Health Matters website where students have access to many resources to help with their mental health. There are playlists, a student referral form, a list of links to activities to help with mental health and a form to send to Shout Out another student or staff member.	Mental Health Matters Website Carlmont Mental Health Counseling Referral
Carlmont fosters inclusivity by having monthly Friday Hangouts and an annual MORP dance for special education students, SAC students and STARS students. These events are to support our students who are in specialized programs to build friendships in a smaller more sensory supportive environment. MORP especially helps students feel like they have an opportunity to participate in a typical high school experience by going to a prom that is smaller, quieter and supportive of their needs.	ASB Reach Out Committee
The Carlmont administration supports special education students by offering co-taught classes, attending IEP meetings for students, attending special education events (Friday hangouts & MORP)	
Students have a plethora of clubs that they can join and participate in during lunch or after school. There are over 90 clubs that fall in one of the following categories:	List of Clubs

awareness, business, debate, politics, educational, environmental, mental health, ethnic/cultural, performing arts, religious, social, service, social/play, STEM and tutoring. Two club fairs are held each year to promote their clubs and encourage new membership.	

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.	
Findings	**Evidence**
Carlmont has a respect policy that was developed to ensure everyone can feel safe at school.	Respect Policy
The administration and staff worked together to create collaboration committees for staff members to join in order to improve the school culture at Carlmont. These committees are: English Language Learner (ELL) Group, Carlmont Connections Group, Mental Health Group, JEDI (Justice, Equity, Diversity and Inclusion) Group, AVID (Advancement Via Individual Determination) Group, BTI (Biotech Institute) Group, SpED (Special Education) Group and the Equitable Grading Group. These groups meet approximately six times a year and are led by staff members. Each committee has their own individual goals and their members work collaboratively to achieve those goals.	Carlmont Collaboration Committees
The Carlmont Connections Committee specifically works at providing opportunities for the staff to connect with other staff members and to foster a positive school culture through staff events and activities to build staff morale.	Carlmont Staff Trivia Thanksgiving Cook-off You've Been Booed Super Bowl Trivia

Summary Analysis:

School culture and environment is something that is intentionally cultivated at Carlmont through policies, committees and programs. The strengths of our culture and environment lie in the communication of policies. Policies like the respect policy and the academic integrity policy are communicated very clearly to all members of the community and are made by all stakeholders including teachers, parents and students in the Governance Council. Beyond that, culture is cultivated through clubs and organizations that create engaging social opportunities for both students and staff. ASB is responsible for many of the student activities on campus while Carlmont Connections focuses on creating opportunities for staff to create meaningful relationships. Beyond that, support for positive culture is fostered through SOS, a program run by students to help other students (Students Offering Support).

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

All students receive appropriate academic, social-emotional, and multi-tiered supports 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.	
Findings	**Evidence**
The Academic Center provides robust support and offers supplementary assistance to students beyond regular school hours, exemplifying its commitment to their holistic education and success.	The Academic Center Calendar
Optimal counselor caseloads have facilitated the opportunity for counselors to engage in one-on-one sessions with students who may be facing academic or personal challenges, enhancing the level of personalized support and guidance provided by the school.	Caseload numbers
FLEX time allows students the opportunity and agency to get support in whichever classes they need.	Bell Schedule
AVID provides ways for students who are typically underserved to learn the skills necessary to become successful.	8 classes, college and career readiness

Paper Tutoring is an online resource available for students 24/7 and can provide individual support when teachers are unavailable outside of school hours.	Paper, Academic Support Center, Peer Tutoring in French
Edgenuity available as credit recovery for students.	Summer School Credit Recovery - Edgenuity

E3.2 Multi-tiered Support Effectiveness: School leadership assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.	
Findings	**Evidence**
Increased number of therapists to address student mental health. Students have access to an intervention counselor.	Staff List SST Team Meeting Forms
All freshmen students take Life Skills during the first quarter of their history class.	Life Skills Final Project
Students Offering Support (SOS) is available for students to receive and provide support for their peers. It is an award winning community service program that helps a large number of students at Carlmont.	SOS Information Slides Intervention Counselor Job Description

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.	
Findings	**Evidence**
AP Courses & Dual Enrollment: Offering dual enrollment courses that are open to all students regardless of level. Increased number of co-taught classes and an abundance of AP classes.	Master Schedule
Student Clubs on Campus: Student Clubs provide opportunities for students to pursue interests with other students. Carlmont currently has 159 clubs available for students to participate in.	List of Clubs
Counseling, College & Career Center: The College and Career Center offers support for students applying to college and helps guide students who are unsure about their plans after high school. They regularly have visits from colleges and universities from all around the U.S. to help provide information to students and offer a wide range of universities for students to choose from to find the right fit. Additionally, our counseling department helps guide students in choosing the right courses as well as helping students understand what offerings are available to them.	College and Career Center In process of construction behind student union
Visual & Performing Arts: Participation in the Music program is strong, with three full-time teachers and a large number of students participating in one or multiple music courses. Carlmont offers a wide and diverse range of music programs like orchestra, symphonic band, jazz band, pep band, drumline, choir and multiple acapella groups. All Drama productions are open to all students (Fall Play, Spring Play, Musical) and involve students on stage and off stage. Students can also participate by being members of the pit orchestra as well.	Drama About Us Page Choir About Us Page

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**
ASB Events to help bring the student community together.	Semester 2 '24 ASB Activities List

Students are encouraged to communicate directly with their teachers regarding any support they may need from their teachers.	Parent-Teacher-Student Communication

Summary Analysis:

Carlmont has done great work at providing resources to help support students' social-emotional needs. This is an area of strength based on the addition of counselors, therapists and access to our wellness center; students are encouraged to utilize these resources and ultimately learn coping skills that will help them for future issues. Carlmont shows strength in our diverse course offerings for students and emphasis on student choice when determining schedules. An area of growth for Carlmont is how to best support students in choosing the "right fit" in terms of class selection and advanced placement. We have an academically motivated student population and more recently have seen students overloading themselves with advanced and AP courses. This then leads some students to feelings of stress and anxiety which negatively impacts their mental health.

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

Areas of Strength

1. **Mental Health and Student Support:** The school demonstrates a commitment to addressing student mental health by providing a wellness center, school-based therapists, and a revamped SOS curriculum. The addition of a 5th therapist and the focus on students in crisis showcase strong efforts in this area.
2. **Diversity, Equity, and Inclusion (DEI):** The school is actively engaged in DEI initiatives, such as ethnic studies, DEI training, and culturally responsive teaching strategies. There is a focus on enhancing cultural understanding, promoting equity, and respect.
3. **Student Involvement and Leadership:** The school encourages student involvement and leadership through student-led clubs, events, and activities. This demonstrates a commitment to providing opportunities for students to shape their educational experience and school culture.

Areas of Growth

- **Communication:** There is a need for more frequent and clearer communication among all stakeholders regarding news, events, school policies, etc.
- **Academic Programs:** The school needs to address concerns about diversifying course offerings to serve a larger group of students and students of varying abilities..
- **Support for Special Needs:** The school needs to improve support for incoming SPED 9th-grade students and consider solutions to assist new students from different backgrounds/home languages, such as providing advocates who speak certain languages.
- **Cultural Interaction:** There is a call for more opportunities for different student groups to interact, increase feelings of belonging, and provide support and representation for minority groups on campus.
- **Equity and Inclusion:** The school acknowledges the need for continued work on equity, staff morale, and minority group support.

Prioritized Areas of Growth Needs from Categories A through E

After reviewing the data as an entire staff and then more specifically in our focus group, Carlmont developed areas of strength and growth listed at the end of each category. Below are our prioritized areas of growth that we are using as our guides for the work outlined in our action plan.

A	• Create a chart that clearly maps out the MTSS pathways so that teachers, students, and families will be able to access and understand the complex process. • Work to refine the mission and vision statement to make it clear and concise. • To achieve high academic standards for all students, it is essential to distribute resources such as money, time, qualified staff, suitable facilities, materials, instructional hardware and software, as well as academic and other support in an equitable manner. Equity needs to be a continual area of growth moving forward. • Work to realign reports once the new LCAP Goals have been formally adopted in the spring of 2024. • Work with the District to design and build effective spaces on campus with Measure W funds.
B	• Attendance follow-ups and encouragements using MTSS Attendance Intervention strategies. • Continue to explore course options. • Increased focus of equitable grading practices.
C	• Consistent messaging about responsible technology use in and out of the classroom. • During FLEX having meaningful support to all students in 30 minutes can be hard to accomplish. Carlmont could try different schedules that include a FLEX period (ex: increase the number of FLEX periods per week) or consider creating a longer FLEX period. • Carlmont has many support programs available but our subgroups still have struggles in reaching grade level success and beyond. An area of growth is to provide teachers with more information and resources available so that staff is more accurately informed about the different support systems in order to work cohesively to support students of all needs more effectively. • Carlmont would benefit from more alignment within courses and vertical alignment with grade levels to provide students with consistent and clear expectations. Carlmont can begin exploring this process by creating common assessments, aligning the standards on culminating/summative assessments to help students understand standards and expectations across classes and grade levels and provide more opportunities for teachers to collaborate over common curriculum. • Reflecting on teacher turnover to determine additional supports or areas of need to focus on for growth. With new staff members, we want to work towards ensuring alignment in rigor and expectations for incoming staff, so that our students receive consistency in curriculum and expectations.
D	• Attendance follow-ups and encouragements using MTSS Attendance Intervention strategies. • Increased focus of equitable grading practices. • Continue to examine assessment results like ICA and CAASPP to track performance bands of identified groups.
E	• CHS needs to review the current ways we are diversifying course offerings to serve a larger group of students and students of varying abilities. • CHS needs to improve support for incoming SPED 9th-grade students and consider solutions to assist new students from different backgrounds/home languages, such as providing advocates who speak certain languages. • There is a call for more opportunities for different student groups to interact, increase feelings of belonging, and provide support and representation for minority groups on campus. • CHS acknowledges the need for continued work on equity, staff morale, and minority group support.

Chapter 4: Summary Analysis of Identified Major Student Learner Needs

	Category A	Category B	Category C	Category D	Category E
Strength	CHS cares about mental health, as shown by the Wellness Center's growth. They're committed to putting students first and involving the community, working together to ensure all stakeholders' voices are heard.	CHS demonstrates strength in providing a diverse range of courses for students to explore their interests and passions. There has been a growing number of students in dual enrollment courses, showcasing a growing and positive trend in educational opportunities.	CHS excels in equitable education with programs like Compass for differentiated instruction and inclusive enrollment in advanced courses. A robust academic support system, integrated technology, diverse CTE offerings, and relevant professional development showcase CHS's commitment to student success.	CHS demonstrates strength in course collaboration, utilizing assessment analysis to refine instruction. The school maintains a high level of rigor in assessments.	Supporting student mental health, with strength in crisis intervention. A commitment to Diversity, Equity and Inclusion through collaboration groups, ethnic students and cultural understanding. CHS has an incredible student leadership program shaping a vibrant educational experience.
Growth	CHS will prioritize equity by creating a clear chart for MTSS pathways, refining our mission and vision statements and ensuring equitable distribution of resources.	CHS is actively working on improving support for students in challenging courses. CHS will work on exploring additional CTE pathways and embracing changes in instructional delivery.	CHS has a need for more alignment among courses and grade levels in relation to rigor & course expectations. There is room for improvement with providing assistance in helping teachers navigate the various support programs we have. Teacher education about our support programs and teacher collaboration would be very beneficial.	CHS will work on implementing MTSS Attendance Intervention strategies for attendance follow-ups. We also aim to continue exploring equitable grading practices to increase overall student growth.	Diversify course offerings and enhance support available to students. Add opportunities for representation of minority groups, student interaction, and fostering a sense of belonging, with efforts in equity and staff morale.

Summary Analysis:
Carlmont faces challenges, especially concerning the underperformance of EL, SpEd, and SED students. This was observed through our analysis of our current CAASPP data and anecdotal evidence provided in focus groups. As a school we need to improve the performance of our underperforming subgroups. Concerns were raised after observing the decline in enrollment for CTE courses, capstone course completion, and a decrease in overall student attendance. Our students need more diverse course offerings, specifically CTE to help support more students in achieving A-G completion. Despite an increase in AP course offerings and exam participation, Carlmont continues to see issues with student productivity. Noted through individual student reports, teacher observations and Panorama survey data our students need more consistent messaging about student life balance in addition to mental health resources and support; we need to improve overall student well being. The school's demographic shift to a majority-minority status raises important concerns regarding the lack of representation in the staff. As a community we found a need for more equitable representation to also increase feelings of belonging in our community. With the narrative from chapter 3, various input provided by focus groups and collaborative analysis of student performance data we created four goals addressing our major student learner needs described above. More information is detailed in chapter 5.

Chapter 5: Schoolwide Action Plan/SPSA - Carlmont HS Action Plan

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

Alignment with District Goals:
District Goal #1: The District will strengthen innovative, quality instruction by improving attendance, engagement, rigor, and preparation for college, career, adult, and civic responsibilities for all students, including building on innovative practices developed during distance learning.

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. Continuing on improvements and additions made since 2018, there will continue to be more resources and support available to students for academic achievement. Another way in which staff specifically would like to improve the support for these students is through a better utilization of FLEX time; we will continue to identify and implement best practices for FLEX time in the coming years.

Measurable Outcomes

- Improvement for all subgroups on CAASPP in the "Met or Exceeded" category.
- Increased percentage for all subgroups in A-G completion.
- Improve the average GPA of 9th grade students.

CAASPP Data - ELA (Percentage of Students who Met or Exceeded)

Student Group	2018 - 2019 Met or Exceeded	2021 - 2022 Met or Exceeded	2022 - 2023 Met or Exceeded
11th Graders	84.9%	87.97%	91.44
EL	21%	21%	n/a
SpEd	30.0%	51%	45%

CAASPP Data - Math

Student Group	2018 - 2019 Met or Exceeded	2021 - 2022 Met or Exceeded	2022 - 2023 Met or Exceeded
11th Graders	73.6%	69.44%	74.95%
EL	30%	20%	n/a
SpEd	15.4%	20%	21.05%

A-G Requirements				
Student Group	**2020 % Completing A-G**	**2021 % Completing A-G**	**2022 % Completing A-G**	**2023 % Completing A-G**
All students	78.7%	76.6%	69.2%	76.7%
EL	27.3%	25.0%	0.0%	6.67%
SpEd	14.8%	N/A	40.5%	19.05%
SED	58.6%	46.6%	40.7%	43.3%

Average GPA for 9th Grade Students				
Student Group	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
General Population	3.38	3.41	3.33	*Pending*
EL	2.36	2.39	2.36	*Pending*
SpEd	2.53	2.49	2.35	*Pending*
SED	2.69	2.36	2.32	*Pending*

FLEX Survey Data	
Percentage of students who received help from a teacher during FLEX time (30 minutes)	65.2%
Percentage of students who feel FLEX is a good use of their school time	75.9% answered YES or Most of the time
Percentage of students who self-identified as being focused and on task during FLEX time.	60.8%
Percentage of students who would like FLEX to continue the following year.	60.1%

Strategy 1		
Provide professional development to support new curriculum initiatives.		
Actions	**Timeline**	**Person(s) Responsible**
Continue with Mission Be & Circle UP	2024-2025	Admin, staff
Site level PD on Wellness, ELs, SpEd, Connections	2024-2025	Admin, staff
Site level PD time for articulation & collaboration.	2024-2025	Admin, Dept. Chairs, 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
Explore additional math courses to support students in meeting course standards.	Ongoing	Admin, math department
Capitalize on the current expertise of CHS math department to help provide professional development to support students not meeting standards.	Ongoing	Admin, math department

Strategy 3		
Improve technology access for all students.		
Actions	**Timeline**	**Person(s) Responsible**
1:1 Chromebook distribution for all 9th grade	2023 - 2025	Admin, Tech department
Provide Laptop carts for Media Arts & Illus./Design to augment Chromebooks	2024-2025	Admin, Tech department, CTE

Strategy 4		
Provide targeted services to ELs.		
Actions	**Timeline**	**Person(s) Responsible**
Full release BRT	2023 - 2025	Admin, BRT, District
Additional sections to support ELL needs.	2023 - 2025	Admin, staff

Strategy 5		
Provide support and targeted services to SpEd students.		
Actions	**Timeline**	**Person(s) Responsible**
Full time transition specialist		Admin, District
Continue working with the district to increase the number of school psychologists available on our campus.	Ongoing	Admin, District
Collaboration with our transition specialist to help students recognize options available post high school.	Ongoing	Transition specialist, SpEd team
Increase the number of co-taught sections available for core subjects.	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

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

Alignment with District Goals

District Goal #2: The District recognizes that equity requires strategic and sustainable action to meet the needs of every student and employee. We commit to design and implement structures, systems and policies that achieve equity in our instructional, institutional, and employment practices.

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

- We hope to see an increased number of CTE course opportunities for students along with increased participation in our CTE course offerings.
- Seeing an increase in the number of students completing a capstone course.
- With an increased amount of AP course offerings, we hope to see increased participation in our AP program.

CTE Course Enrollment

	2021 Total # of students enrolled	2022 Total # of students enrolled	2023 Total # of students enrolled
All students	532	467	457

CTE Pathway Completion (Capstone Course)

CTE Group	2021 # completed	2022 # completed	2023 # completed
Advanced Digital Communications	n/a	30	28
Advanced Biotechnology	87	91	35
Advanced Marketing	33	35	68

AP Course data

	2021	2022	2023
Total AP Students	868	869	964
# of exams	1825	1892	2149
AP students scoring 3+	739	784	884
Percentage total of 3+	85%	90%	92%

Strategy 1		
Expand CTE course offerings.		
Actions	**Timeline**	**Person(s) Responsible**
Staff and Fund CTE Digital Filmmaking	2023-2024	Admin, staff
Staff and Fund CTE Entrepreneurship	2024-2025	Admin, staff
Staff & Fund CTE and/or dual enrolled Intro to Law	2025-2026	Admin, staff
Explore additional CTE courses - ex. Child Development	Ongoing	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	Admin, staff
Expand AP Research offering to 11th	2025-2026	Admin, staff
Expand AP Physics to AP Physics C, E & M	2024 - 2025	Admin, Science Dept
Explore additional AP course offerings (such as AP Spanish Lit or emerging AP Women's History)	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	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	Admin, staff
Fund and staff co-taught Chemistry.	2025-2026	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	'23-24, '24-25	Admin, staff
Fund and staff academic literacy	2023-2024	Admin, staff

Fund and staff bilingual aide at Academic Center	2024-2025	Admin, staff, CAF
Maintain a full release BRT	'23-24, '24-25	Admin, staff
Increase EL book offerings in the library	2023-2024	Library media 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	2024 - 2026	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

Strategy 6		
Increase the number of guest speakers		
Actions	**Timeline**	**Person(s) Responsible**
Generate an AVID speakers list (alumni, sponsors).	2023-2024 2024-2025	Admin, AVID staff
Increase career speakers in the College and Career Center.	2024-2025	Counseling staff
Increase the number of speakers presenting for specific subjects.	ongoing	Department Chairs

Strategy 7		
Promote student choice of classes and student understanding of course offerings.		
Actions	**Timeline**	**Person(s) Responsible**
Use surveys to gauge student interest when exploring new course offerings.	2024 - ongoing	Admin, Counseling staff
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

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

Alignment with District Goals:

District Goal #3: The District will ensure the well-being of students, and students will receive appropriate academic, behavioral, and socio-emotional support, including full implementation of Multi-Tiered Systems of Supports (MTSS) at all sites in the district.

Major Student Learner Needs:

1. The panorama data suggests students are re-acclimating to having in-person school, but other measures raise concerns of student productivity.
2. There has been increased demand for mental health support services for students, both in general education and in special education.
3. There has been a decrease in student attendance.

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 attendance for a full day of instruction
- Increase students ability to use coping skills and be able to participate in class when issues arise thus increasing attendance on a period basis.
- Increase the percentage of students who feel they have a teacher or other adult from school that they can count on no matter what.

Panorama Survey - Student Competency and Well Being

Question	Fall 21	Fall 22	Fall 23 n/a Winter 24
When you are feeling pressured, how easily can you stay in control?	Quite Easily - 40%	Quite Easily - 45%	
How often are you able to pull yourself out of a bad mood?	Almost Always - 26%	Almost Always - 38%	
Do you have a teacher or other adult from school who you can count on to help you, no matter what?	Yes - 62%	Yes - 70%	

Attendance

Category	2020-21	2021-22	2022-23
Full Day	97.8%	95.2%	95.2%
Period	95.3%	92.8%	92.4%

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.	2023-2024 2024-2025	Admin, staff, CAF
Use Google form sign-in.	2023-2024	Admin support
Refine referral system for students to WC.	2024-2025	Admin, counselors, admin support

Strategy 2		
Increasing mental health support on campus during the school day.		
Actions	**Timeline**	**Person(s) Responsible**
Contract with agencies to hire 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

Strategy 3		
Implement wellness/mindful practices in curriculum and provide staff resources related to integrating mindfulness practices into day to day classes.		
Actions	**Timeline**	**Person(s) Responsible**
Continue to provide Mission Be PD.	2023-2024 2024-2025	District, Admin
Site level PD on Wellness, meditation, visualization.	2024-2025	Admin, staff
Maintain and further develop our staff collaboration group that is focused on student wellness.	Ongoing	Admin, staff, Shelley Bustamante
Continuing reviewing and implementing best practices that teachers already utilize to help students with mindfulness and mental health.	Ongoing	Admin, staff, Susan Gold

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 2024-2025	Counseling staff
Update homework time estimation worksheet.	2024-2025	Counseling staff
Continue department level conversations to improve consistency and alignment with course work expectations and amount of homework.	Ongoing	All staff

ACTION PLAN GOAL #4: Foster a positive and inclusive school culture by acknowledging and celebrating our school-wide diversity.
Alignment with District Goals District Goal #2: The District recognizes that equity requires strategic and sustainable action to meet the needs of every student and employee. We commit to design and implement structures, systems and policies that achieve equity in our instructional, institutional, and employment practices.
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 minorities 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 a sense of belonging at CHS on the Panorama Survey. • Increased percentage of students reporting fair treatment

Panorama Survey - School Culture - Belonging/Inclusion					
Question	**Not at all fairly**	**Slightly Fairly**	**Somewhat fairly**	**Quite fairly**	**Extremely fairly**
How fairly do students at your school treat people from different races, ethnicities or cultures?	1%	2%	21%	52%	25%
How fairly do adults adults at your school treat people from different races, ethnicities or cultures	1%	3%	17%	45%	34%

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	Chinese teacher

Strategy 4		
Increase the opportunity for staff/student/parent voice in decision making bodies.		
Actions	**Timeline**	**Person(s) Responsible**
Increase representation in Site Council	2023-2024 2024-2025	Admin, Site Council, staff, parents, students
Implement collaboration group report-outs in departments, all staff meetings	2024-2025	Admin, Dept chairs, staff
Increase participation in Student Advisory Council	2024-2025	Admin, students
Maintain bi-annual Carlmont Community Conversations	Spring 2023 2023-2024 2024-2025	Admin, staff, students, parents
Increase participation in ELAC.	2023-2024	Admin, counseling staff, parents
Increase opportunity for student voice within the Carlmont	Ongoing	Admin, Student Advisory Council club advisor

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

Appendix

Include hyperlinks to relevant evidence:

1. Local Control and Accountability Plan (LCAP): This includes an annual update at the beginning of the LCAP. The district LCAP is posted on each district's website. LCAP 2023 - 24
2. California School Dashboard Summary performance indicators
    - **2.1.** 2021 - CAASPP data
    - **2.2.** 2022 - CAASPP data
    - **2.3.** 2023 - CAASPP data
3. The most recent California Healthy Kids Survey Summary Results
4. Master schedule: Master schedule SY 2023-24
5. Approved AP course list: https://apcourseaudit.epiconline.org/ledger/
6. UC A-G approved course list: https://doorways.ucop.edu/list/app/home/
7. Additional details of school programs, e.g., online instruction, college and career readiness programs, partnership academies, IB, AVID
    - 7.1. AVID
    - 7.2. BTI
    - 7.3. AP Capstone
8. School accountability report card (SARC)
9. Graduation requirements
10. Summary of School Budget

CAF Funding 2023-2024

20 Class Sections	$470, 000
2 Counselors	$247, 050
College and Career Assistant	$90, 000
After school Tutoring/Academic Support	$15,000
Cross Departmental Collaboration	$13,000
Choir Support	$15, 500
PSAT for Juniors	$16,000
Oracle Grant (biotech/science support)	$20,000
College Essay Support (*)	$5,000
Scholarships	$2, 580
Instructional Supplies	$50,000
AVID/Sojourn to the Past	$2,000
Teacher/Staff Mini-Grants	$13, 880
Biotech Institute	$66, 722
Total:	**$1,026,732**

11. Any additional local data
12. RE: FLEX Time survey: It should be noted in the data provided that there were 462 responses for the Flex survey identified below. The majority of responses came from students who were in 11th and 12th grade; these students have a good understanding of how FLEX works and have worked.
13. Parent Community Information/Data: CHS Parent Community Info

Carlmont High School

Principal - Gay Buckland-Murray
Instructional Vice Principal - Jennifer Lang
Administrative Vice Principal (10th/12th) - Grant Steunenberg
Administrative Vice Principal (9th/11th) - Gregg Patner
WASC Coordinator - Molly McNinch
WASC Co-coordinator - Justine Hedlund

CARLMONT COMMUNITY

MISSION

The mission of Carlmont High School is to be a supportive learning community that allows all students to achieve success in academics and careers. A Carlmont education fosters creative thinkers who are confident and collaborative in a rapidly changing society. Above all, we aspire to provide students with the skills they need to make positive contributions to their community and the world.

VISION

Our vision is to provide all students with a relevant education in a collaborative and supportive environment that inspires excellence in learning.

GOALS

1. *Improve academic achievement overall, with attention on underperforming groups, specifically ELL, SPED, and SED.*
2. *Increase access to diverse academic and career pathway courses, ensuring equitable opportunities for students with varied learning styles and preferences.*
3. *Enhance overall student well-being.*
4. *Foster a positive and inclusive school culture by acknowledging and celebrating our rich, school-wide diversity.*

CORE VALUES

CARING
CAPABLE
COLLABORATIVE
COMMITTED
COMPASSIONATE

COMPLEX
CONSIDERATE
CREATIVE
CURIOUS
CONNECTED