

School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Plan Approved	Local Board Approval Date
Carmel High School	27-65987-2730414	May 8, 2019	

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

For the past two years, CHS has been immersed in a WASC self-study which has resulted in the 2019 WASC Report & Action Steps. During that time, School Site Council meetings were subsumed into those regular meetings which involved school staff, all faculty, parents, students and the Padre Parent organization. This was achieved by soliciting verbal and written feedback at WASC meetings, staff meetings and Padre Parent/LCAP meetings.

- In November 2017, home group (department) chairs were asked to divide their home group members among the five focus groups, factoring in individual preference and the need for even distribution. Focus groups were formed from these lists. In addition, parents responded to invitations posted in our school newsletter and school website, and promoted through our Padre Parents. Student representatives were solicited through ASB. Rosters were adjusted in August 2018 to account for changes in personnel and student/parent clientele
- The leadership team met monthly from December 2017 through May 2018, semi-monthly from August through October 2018, weekly in November and December 2018, and then again bi-weekly again between January 2018 and the site visit in March.
- One staff collaboration day each month in the spring was devoted to WASC focus groups, and another was allotted for departmental home groups. In the fall of 2018, five staff collaboration meetings were dedicated to the analysis of student work in course-alike Professional Learning Communities, and the outcome of this work contributed to the evidence provided to the visiting committee. Three staff development half-days in January, March, and August 2018 were also utilized for the self-study process. Parent Home Group meetings were combined with LCAP meetings in our outlying communities of Big Sur and Cachagua. There was also a parent home group meeting in October to get input into our action planning process. The WASC coordinator also met with five student groups in October to get input into the action planning process. Attendance at all meetings related to the self-study was verified by sign-in sheets.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

All students engage in challenging, innovative, and relevant learning experiences to prepare them for college, career, and global citizenship. Aligns with District / LCAP Goal 1)

Identified Need

Based on CHS 2019 WASC Report:

- Areas for Growth in Curriculum, Instruction, and School Culture findings indicate a desire for more innovative instructional methods; relevant, real-world curriculum; and authentic assessments.
- Areas for Growth in School Culture and Student Support findings indicate a need for more preparation for career and global citizenship.
- Student Perception Surveys indicate a need for more student engagement in their learning.

Performance data show that Carmel High students are achieving at high rates and are outperforming their peers at the county and state level. Still, achievement gaps exist. Develop a plan to narrow the achievement gaps revealed in our performance data.

- Hispanic/Latino students are performing above their peers statewide, and our gap is smaller, it still persists. (See WASC Critical Academic Needs Chapter 4--1)
- Gap exists between the overall student population and socioeconomically disadvantaged students. (See WASC Critical Academic Needs Chapter 4--1)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHS graduates who meet the UC A-G requirements	75% of graduates meet UC A-G requirements	Maintain the percentage of at least 75%
Targeted support students (Tier 2 support for Math & ELA) will meet their defined growth target	Math Support - 80% Writing Strategies -	Maintain the percentage of at least 80%
Apply academic skills to real-world problems and challenges.	--	80% of students will report that they are regularly asked to apply academic skills to real-world problems and challenges.

Meet or exceed state standards on the new state science exam.	TBD - Results due in June 2019	80% of students will score at or above grade level.
Meet or exceed state standards on the CAASPP.	82% English overall -73% of Hispanic/Latinos -64% Socioeconomically Disadvantaged 65% Math overall -44% Hispanic/Latino -45% Socioeconomically Disadvantaged	Maintain 80% of ELA students and attain 75% of math students Subgroups -Increase at least 3% in English -Increase at least 5% in Math
Complete a CTE pathway.	230 students completed a CTE pathway in 2018	5% increase in students that complete a CTE pathway.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Improve use of formative assessments to identify achievement gaps and provide early intervention.

1. WASC/MTSS Leadership Team along with support from Instructional Coaches work with teachers/departments in PLC's to analyze formative assessments and results as well as student performance data

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Site/Local.

Amount(s)

Source(s)

N/A	All programs funded by district general funds.
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Conduct disaggregated analysis of student academic performance data to identify individual student learning needs.

1. Work within Departments, Site Leadership, PLCs, and with Instructional Coaches to review data from Illuminate and/or Core Data analytics to inform instructional decisions based on need.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	All programs funded by district general funds. PD costs will be funded through site or C&I funding sources.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Analyze, then revise as appropriate, the scope and sequence of math instruction at the secondary level.

1. Math Curriculum Coach will facilitate and provide guidance to the math department and special education staff in an indepth look at the scope and sequence.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
.2 FTE Curriculum Coach	All programs funded by district general funds. PD costs will be funded through site or C&I funding sources.

to look at the sequence and scope of math instruction at the secondary level. Expectation is to work with special education staff with a review of curriculum

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Begin to develop and define, collaboratively with Administrators and CTE teachers, a baseline set of competencies and assessments for each CTE pathway capstone course .

2. Use course syllabi and competency certificates to define competencies.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

All programs funded by district general funds.

PD costs will be funded through site or C&I funding sources.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Expand student certifications and dual enrollment in collaboration with Monterey Peninsula College.

1. Use course syllabi to explore options with Administrators, CTE teachers and MPC staff.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

All programs funded by district general funds.

PD costs will be funded through site or C&I funding sources.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Complete Tiered Intervention Matrices to define universal instructional expectations (Tier 1), as well as Tier 2, and 3 interventions and protocols.

1. WASC/MTSS Leadership Team work with academic MTSS team/committee and corresponding departments to complete Tiered Intervention Matrices for English (literacy) and math.

Goal 2

All students achieve personal wellness through an environment that fosters health and happiness. (Aligns with District/LCAP Goal #2)

Identified Need

With its college-going culture, open access to Advanced Placement classes, and abundant elective and extracurricular offerings, Carmel High School provides a breadth of opportunities for students to challenge themselves with a rigorous course load and to become actively involved in their school and community. With many opportunities, however, comes the need to assist students in developing a healthy balance of commitments and effective tools to manage stress.

On 2017 Challenge Success survey,

- 76% of participants reported that they were often or always stressed by schoolwork;
- 72% reported that schoolwork often or always kept them from having time with family or friends;
- 74% reported that schoolwork often or always kept them from getting enough sleep
- 48% of respondents report going to bed after 11:00 p.m.
- 17% of respondents reported “full engagement” with school, meaning that they work hard, enjoy the work, and find it meaningful.

- 42% reported that they “do school”: that they often or always work hard, but they rarely, if ever, find their schoolwork interesting, fun, or valuable.
- 51% reported that a stress-related health or emotional problem caused them to miss a social, extracurricular, or recreational activity more than once in the past month.

While opinions differ as to the causes of student stress--from academic overload to ineffective time management to the early school start time to the ubiquity of technology--the reality is that stress among our students has risen to a level of concern. Through the WASC self-study, it was determined that more needs to be done to explore and address this concern.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHS student reports of caring relationship and school connectedness on the California Healthy Kids Survey (CHKS).	92% caring relationship 73% connectedness	Maintain 90% or higher
CHS student reports of school stress and academic worries as measured by the Stanford Survey (Challenge Success) of Adolescent School Experiences and local measures.	65% reported they were often or always stressed by how doing in school	Decrease by at least 5% annually
Suspended students with disabilities	Dashboard data reflects orange *7.8% suspended at least once	Dashboard data will move into the Green
CHS student reports of drug or alcohol abuse, feelings of sadness or hopelessness, and harassment or bullying on the CHKS and local measures.	Drug/Alcohol (last 30 days) 9th - ~5% below 11th - ~5% below Sadness/Hopelessness 9th - same 11th - 3% above Harassment/Bullying 9th - 1% below 11th - 4% below	5% drop to get closer to the district goal of 10% below state averages

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students / Students with disabilities

Strategy/Activity

Further develop and refine alcohol, drug, and tobacco education program.

1. Work with SRO, Site Administration, District Administration and Counselors to develop annual educational plan that includes delivery model and content for 9 - 12.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A	District general funds. Anti-Tobacco grant for SRO PD costs will be funded through site or C&I funding sources.
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

CHS Leadership class will work with administration to create a task force to help promote healthy decision making.

1. Review most current data from student reported surveys to extract and include in social norms campaign.
2. Identify supplemental resources to help promote healthy decision making and build on Purple Project work from 2018/19.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$5,000	Combination of site funds and supplemental resources paid for from C&I department budget.
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, especially Juniors and Seniors

Strategy/Activity

Improve college & career counseling support

1. Revisit current College & Career Counseling structure then create a plan for equity and continuity of services. Communicate widely.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

All programs funded by district general funds.

PD costs will be funded through site or C&I funding sources.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Review how we structure time (start time, bell schedule, block schedule, potential advisory period) and present potential alternate schedule options.

1. Challenge Success Committee will work with WASC/MTSS Leadership Team and Administration to research and develop proposal(s) for site and district leadership.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

All programs funded by district general funds.

PD costs will be funded through site or C&I funding sources.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Begin to conduct deeper analysis of student stress and anxiety and better understand its causes.

1. WASC/MTSS Leadership Team will use data from the 2019 Challenge Success student survey to better understand the causes of student stress and anxiety.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

All programs funded by district general funds.

PD costs will be funded through site or C&I funding sources.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Begin to create matrices to define universal instructional expectations (Tier 1), as well as Tier 2, and 3 interventions and protocols to meet the social-emotional needs of all students.

2. WASC/MTSS Leadership Team work with social emotional MTSS team/committee to begin defining what Tier 1 looks like at CHS.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

All programs funded by district general funds.

PD costs will be funded through site or C&I funding sources.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Identify a protocol to evaluate current homework practices and make recommendations for refinements.

1. Working with guidance from district Wellness Committee and Challenge Success Committee, research and develop protocol proposal(s) for Site Leadership Team (department chairs) and site administration to choose from then implement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	All programs funded by district general funds. PD costs will be funded through site or C&I funding sources.

Goal 3

Goal 3: All staff engage in high quality professional learning to meet the district’s academic and social-emotional goals. (Aligns with District / LCAP Goal #3)

Identified Need

Based on Topic Team surveys and the district goal that all staff engage in high quality professional learning, CHS staff will continue delving into learning opportunities including Topic Teams, department PLC’s, and those developed and orchestrated by the Professional Learning Committee. CHS will continue to create professional learning and leadership opportunities for teachers and staff. CHS will continue Topic Teams created by teacher interest and based on research-based effective instructional practice.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHS teachers report that professional learning supports their work.	98%	Maintain 90% or above
The number of teachers participating in formal and/or informal instructional coaching	84 teachers	Increase by 25%
Classified staff will report that professional learning supported an identified need and that the	---	50%

professional learning activities were effective.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Work with district office to train all teachers in the use of Illuminate to streamline the use of data to differentiate instruction according to student need within the next 3 years.

1. Site Professional Learning Team will work with Site and District administrators to develop a plan for all faculty to get trained.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

All programs funded by district general funds.

PD costs will be funded through site or C&I funding sources.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Work to refine teacher-driven Topic Team professional learning model and determine means of measuring how it is improving the student learning experience.

1. Employ the Cycle of Inquiry to measure how the professional learning model is improving the student learning experience

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A	All programs funded by district general funds. PD costs will be funded through site or C&I funding sources.
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to train all faculty and staff in the language of MTSS to ensure a common understanding in facilitating its implementation.

1. Develop a means for determining teacher understanding and collect the data.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	All programs funded by district general funds. PD costs will be funded through site or C&I funding sources.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement PLC/Topic Team/Department facilitator training to ensure the cycle of inquiry is effectively used to analyze data.

1. Site Professional Learning Team will develop and implement the training for all facilitators.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	All programs funded by district general funds.

PD costs will be funded through site or C&I funding sources.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Establish expectation that the professional learning model include a cycle of inquiry with an embedded evaluation component.

2. The professional learning team will work with site administration to ensure all faculty is trained in the components of the cycle of inquiry.
3. Each faculty team will be asked to share progress at a minimum for three designated times through the year.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

All programs funded by district general funds.

PD costs will be funded through site or C&I funding sources.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Utilize math coach to provide math curriculum coaching and facilitate professional development for math department

1. Provide instruction and follow up coaching on research based instructional strategies to increase math scores as measured by the CA dashboard.
2. Schedule MS & HS collaboration time with general ed math instructors, special ed teachers, and math coach to refine math schedules

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

All programs funded by district general funds.

PD costs will be funded through site or C&I funding sources.