

2018-19

Carmel High School

Single Plan for Student Achievement



A Resource for the School Site Council

Part II: The Single Plan for Student Achievement Template

School: Carmel High School

District: Carmel Unified

County-District School (CDS) Code: 27-65987-2730414

Principal: Rick Lopez

Date of this revision: 5/23/18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Debbi Puente

Position: Assistant Principal

Telephone Number: 831-624-1821

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E-mail Address: dpuente@carmelunified.org

The District Governing Board approved this revision of the SPSA on June 13, 2018.



Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: 1 All students shall engage in challenging, innovative, and relevant curriculum that prepares them for college and career and global citizenship.

School Goals:

CHS will engage and support all students to achieve at high levels. (WASC Goal B)

| What data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? |
|---|--|--|
| <p>Data and feedback from LCAP meetings with:</p> <ul style="list-style-type: none"> • Students • Faculty and Staff • Parents • Community members <p>Surveys of:</p> <ul style="list-style-type: none"> • Students • Faculty and Staff • Parents <p>Site, District and School Board Meetings</p> <p>CAASPP Results</p> | <p>A-G completion continues to be a priority for parents, the school board and the community</p> <p>Rtl needs to remain a focus primarily with our socioeconomically disadvantaged students.</p> | <p>Maintain the percentage of CHS graduates who meet the UC A-G requirements (at least 75%)</p> <p>85% of English Learners will advance at least one proficiency level per year</p> <p>80% of targeted support students will meet their defined growth target.</p> <p>80% of students will report they are regularly challenged to explain their thinking in class.</p> <p>80% of students will report they are regularly asked to apply academic skills to real-world problems and challenges.</p> <p>80% of students will score at or above grade level on the new state science exam.</p> |

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| <p>CELDT Results</p> <p>WASC self-study 2017-18 (in process)</p> | | <p>80% of ELA students and 75% of math students will meet or exceed state standards on the CAASPP.</p> <p>5% increase in students that complete a CTE pathway.</p> <p>Student achievement scores, as measured by CAASPP will keep CHS in the top decile in the state and the top decile among comparable schools.</p> <p>CHS students will be informed of our CTE/ROP pathways and sequences of courses. 80% of students choosing career pathways will be satisfied with their preparation.</p> <p>CHS will refine the survey of graduates to understand perceptions regarding student preparedness for post high school pathways.</p> |
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STRATEGY:

CHS will continue to align curriculum and provide resources to the ongoing implementation of the California State Standards and remain current in the CTE Pathway offerings and seek innovative opportunities in the classroom.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|--|--|--|--|
| <ul style="list-style-type: none">• All CHS teachers will integrate technology to enhance learning. Grades 9-12 will continue to utilize 1:1 devices with students.• All CHS students will use instructional materials aligned to State Standards.• All CHS math teachers will improve math instruction to align closely to CCSS through the incorporation of performance tasks• CHS career and technical education students will engage in updated pathways, certifications and equipment. | Site admin and site & district computer support personnel District and site admin, dept. chairs, instructional coaches District and site admin, math coaches and dept. chair Site and district admin, College & Career Counselors, CTE/ROP teachers | Teachers, with support from technology and instructional coaches, will work to move from using technology to replace and amplify instruction and student work to transformational practices where tech promotes forms of instruction and learning that were previously inconceivable. District and site administrators will continue to support CHS instructional coaches as they work alongside teachers and course-alike teams to get the most of CHS' current state standard aligned text and materials for the 2018-19 school year. Site administrators will continue to support instructional coaches who will work with each member of the math department to ensure performance tasks are embedded into each unit of study for the 2018-19 school year. The site and district admin will use CTEIG and Perkins funding to update existing equipment in our pathways and continue to seek those in the industry sectors to guide the type of certificates students will need as well as the type of equipment and software they should know how to operate. | All programs funded by district general funds. |

LEA GOAL: 2 - All students will achieve personal wellness through an environment that fosters health and happiness.

SCHOOL GOAL:

CHS will support the district goal that students will achieve personal wellness through an environment that fosters health and happiness.

| <p>What data did you use to form this goal?</p> | <p>What were the findings from the analysis of this data?</p> | <p>How will the school evaluate the progress of this goal?</p> |
|--|---|---|
| <p>Data and feedback from LCAP meetings with:</p> <ul style="list-style-type: none"> • Students • Faculty and Staff • Parents • Community members <p>Surveys of:</p> <ul style="list-style-type: none"> • Students • Faculty and Staff • Parents <p>Site, District and School Board Meetings</p> <p>WASC Self-study</p> | <p>The 2018 parent survey indicated that student alcohol and drug use along with the use of E-Cigarettes/Vaping Devices were of concern.</p> <p>The Stanford Survey of Adolescent School Experiences (2017) found that CHS students experience stress related overwhelmingly to homework/workload and sleep as a distant second.</p> <p>The 2018 CHS School Climate survey taken by students showed large increases in high expectations and caring relationships. Opportunities for meaningful participation in class also showed large increase. Bullying and harassment was not a concern amongst the majority of students.</p> <p>The last Health Kids Survey (2016-17) showed reductions in the number of students using marijuana and alcohol</p> | <p>CHS student reports of caring relationships and school connectedness will exceed 90% on the California Healthy Kids Survey (CHKS).</p> <p>CHS student reports of drug or alcohol abuse, feelings of sadness or hopelessness, and harassment or bullying will be 10% below state averages on the CHKS and local measures.</p> <p>CHS staff reports on their working environment will be at 90% each year on the California School Climate Survey.</p> <p>CHS student reports of school stress and academic worries will decrease by at least 5% annually, as measured by the Stanford Survey of Adolescent School Experiences and local measures.</p> |

STRATEGY:

CHS will support student wellness and create opportunities for students to reflect on their emotional and physical well-being.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|---|--|--|
| <ul style="list-style-type: none"> • All CHS 9th grade students will be introduced to skills in self-management, perseverance, social awareness, interpersonal skills, resilience, mindset, and other key indicators of social-emotional wellness. • CHS 9th grade students will set personal wellness goals and monitor their own progress. • All CHS counselors will provide both academic and social-emotional support to at-risk student. • Digital Citizenship curriculum will be developed and provided to all CHS students in the district's 1:1 program. • CHS will continue with Alcohol EDU in the 9th grade and replace Alcohol EDU for 11th grade. | <p>Site admin, counseling staff and teaching staff</p> <p>Teachers</p> <p>CHS Counselors (Social-Emotional & Academic), District Psychologist and Site admin.</p> <p>Site admin, Library Media Teacher, CHS staff</p> <p>Health teacher, site and district admin., teachers in science department</p> | <p>The health and global studies classes for 9th grade students will implement coursework in these areas to build a foundation of being a healthy high school student for the 2018-19 school year.</p> <p>The health classes for 9th grade students will implement coursework around these areas in an effort to build a foundation of being a healthy 2018-19 school year.</p> <p>Counseling staff will continue to see students at risk through referrals and the RTI process for the 2018-19 school year.</p> <p>CHS will expand the Digital Citizenship curriculum delivered to 9th grade students as they receive their 1:1 device.</p> <p>CHS will look for alternative online instruction for Alcohol EDU in 11th grade during the 2018-19 school year.</p> | <p>Costs funded from district general funds.</p> |

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| <ul style="list-style-type: none"> • Incorporate a school wide social norming campaign focused on alcohol, drug and vaping device use. • Continue to hold school wide campaigns/initiatives with a speaker and follow-up activities that provides a consistent anti-drug/alcohol/tobacco/bullying message. • Continue evening speaker series regarding drug/alcohol use, depression/suicide, cyber safety and parenting of teens. • Continue to build positive student culture in which students care for each other, themselves and their school. • CHS will focus on looking at homework in relation to student stress. | <p>Site and District Admin., Activity Director, Library Media Teacher, CHS staff</p> <p>Site Admin., Activities Director, Students and teachers/advisors from Leadership Class and Link Crew</p> <p>District Admin., Site Admin., Health Teacher, Librarian, Counselors</p> <p>Activities Director, site admin, teachers, coaches, staff</p> <p>Site Admin., Leadership Team, CHS faculty</p> | <p>CHS will kick off a campaign Fall 2018 that addresses the dynamic of students/parents/community overestimating alcohol/drug/vaping/e-cigarette use by using school-based media to inform students about the true levels of consumption among their peers. Data based on Healthy Kids (2017) and CHS School Climate (2018) data.</p> <p>Hold an annual kickoff campaign/event toward the beginning of the year then follow up throughout the year with various activities (4-5) that reinforce original message.</p> <p>CHS will work with the District Office to host 3–4 parent nights in an evening speaker series. Topics reflect parent and student needs from Spring 2018 survey data.</p> <p>Continue student mentorship programs, including Link Crew and Leadership, to develop support from upperclassmen to freshmen, increase student attendance at sporting events, and build cohesion, support and awareness.</p> <p>Beginning in the fall of 2018 the Social Studies Department will pilot a review process to revise department homework practices. This team will then lead other departments through a similar process in the spring.</p> | |
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LEA GOAL: 3 - All Staff will engage in high quality professional learning to meet our district's academic and social-emotional goals.

School Goals:

CHS will fully participate in our District's professional learning opportunities as well as create opportunities on campus.

CHS will continue to work as a staff on the Topic Teams chosen by teacher interest

| What data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? |
|--|--|---|
| <p>LCAP meetings with:</p> <ul style="list-style-type: none"> • Students • Faculty and Staff • Parents • Community members <p>Surveys of:</p> <ul style="list-style-type: none"> • Students • Faculty and Staff • Parents <p>Site and District and School Board Meetings</p> <p>WASC Self-study</p> | <p>Teachers asked for specific leadership training in order to effectively lead a productive PLC's and Topic Teams.</p> <p>Provide time for teachers to work within departments and continue with cross-curricular opportunities (Topic Teams) to enhance student learning.</p> <p>Provide regular time for entire staff to come together for staff meetings and to celebrate each other's work with students.</p> | <p>80% of CHS teachers will report that professional learning supports their work.</p> <p>The number of teachers participating in formal and/or informal instructional coaching will increase by 25%.</p> <p>90% of teachers participating in instructional coaching will find the support valuable.</p> <p>Classified and non-represented staff who attends professional learning will be surveyed about the effectiveness of the learning activities.</p> <p>50% of classified staff will report that professional learning supported an identified need and the professional learning activities were effective.</p> |

STRATEGY

CHS will create professional learning and leadership opportunities for teachers and staff. CHS will continue Topic Teams created by teacher interest based on research based effective instructional practice.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|--|---|---|
| <ul style="list-style-type: none"> CHS Physics teachers will have access to professional learning that supports the implementation of Next Generation Science Standards through coaches, workshops and release time. All CHS teachers will have access to instructional coaching services. CHS math teachers will continue to receive support in the effectiveness of performance tasks in math through coaches, workshops and release time. | <p>Site and district admin along with science instructional coaches</p> <p>Site admin, instructional coaches and site leadership</p> <p>Site admin, math dep chair and math instructional coach.</p> | <p>Provide opportunities for Physics teachers to attend trainings and have release time to support the implementation of Next Generation Science Standards for the 2018-19 school year.</p> <p>Team will meet regularly to promote and support the services instructional coaches provide for the 2018-19 school year.</p> <p>Math teachers will engage with instructional coaches and access appropriate trainings and workshops when required or requested for the 2018-19 school year.</p> | <p>All programs funded by district general funds.</p> <p>PD costs will be funded through site or C&I funding sources.</p> <p>MTSS training and self-study funded by CA SUMS Grant and CUSD general fund</p> |

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| <ul style="list-style-type: none"> • CHS teachers will collaborate to provide targeted Instructional strategies supporting English Learners and Socioeconomically Disadvantaged students. | <p>Site admin, instructional coaches, strategies teachers</p> | <p>Continue to fund ELA, Math and strategies classes and provide time for teachers to collaborate to support English Learners and Socioeconomically Disadvantaged students for the 2018-19 school year.</p> | |
| <ul style="list-style-type: none"> • All CHS teachers will have access to vertical articulation as related to their content areas. | <p>Site and district admin</p> | <p>Provide time for instructors to meet with their CMS counterparts during collaboration days for the 2018-19 school year.</p> | |
| <ul style="list-style-type: none"> • District and site staff will continue to explore approaches to align and expand career and technical options. | <p>Instructional coaches, Tech coach and site admin</p> | <p>CTE and Core teachers will explore ways to expand CTE Pathways and Dual Enrollment options for the 2018-19 school year.</p> | |
| <ul style="list-style-type: none"> • All CHS classified staff will have access to professional learning. | <p>Site and district admin</p> | <p>Provide professional learning opportunities to classified staff for the 2018-19 school year.</p> | |
| <ul style="list-style-type: none"> • CHS will continue to build teacher awareness of the resources available to them. | <p>Site and district admin., CHS librarian</p> | <p>CHS teacher librarian will continue to provide resources and support teachers with 21st century instruction.</p> | |
| <ul style="list-style-type: none"> • CHS will be represented on the District MTSS (Multi- Tiered Systems of Support) Leadership Team to complete training and a self-study process. | <p>CHS administrator, counselor & teacher.</p> | <p>MTSS leadership team will attend required training and facilitate the self-study protocols.</p> | |

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

| State Programs | Allocation |
|---|------------|
| <input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school | \$ -- |
| <input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program | \$ -- |
| <input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners | \$ -- |
| <input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring | \$ -- |
| <input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas | \$ -- |
| <input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school | \$ -- |
| <input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement | \$ -- |
| <input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs | \$ -- |
| <input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety | \$ -- |
| <input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students | \$ -- |

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| <input type="checkbox"/> | List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE]) | \$ -- |
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Total amount of state categorical funds allocated to this school \$0

| Federal Programs | Allocation |
|-------------------------|-------------------|
|-------------------------|-------------------|

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| <input type="checkbox"/> | Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) | \$ -- |
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| <input type="checkbox"/> | Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | \$ -- | |
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| <input type="checkbox"/> | For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2) | \$ -- | |
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| <input type="checkbox"/> | Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals | \$ -- | |
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| <input type="checkbox"/> | Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards | \$ -- | |
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| <input type="checkbox"/> | Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs | \$ -- | |
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| <input type="checkbox"/> | For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement | \$ -- | |
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| <input type="checkbox"/> | Other federal funds (list and describe) | \$ -- | |
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| <input type="checkbox"/> | Other federal funds (list and describe) | \$ -- | |
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| <input type="checkbox"/> | Other federal funds (list and describe) | \$ -- | |
|--------------------------|--|-------|--|

Total amount of federal categorical funds allocated to this school \$0

Total amount of state and federal categorical funds allocated to this school \$0

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Rick Lopez | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Debbi Puente | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Golden Anderson | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Aubrey Powers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lisa Jones | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lisa Morgan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Murial Lin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Molly McCrea | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Julianna Smith | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Diego Cabrera | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Numbers of members in each category | 2 | 2 | 1 | 3 | 2 |

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- | | | |
|--------------------------|---|-----------|
| <input type="checkbox"/> | State Compensatory Education Advisory Committee | Signature |
| <input type="checkbox"/> | English Learner Advisory Committee | Signature |
| <input type="checkbox"/> | Special Education Advisory Committee | Signature |
| <input type="checkbox"/> | Gifted and Talented Education Advisory Committee | Signature |
| <input type="checkbox"/> | District/School Liaison Team for schools in Program Improvement | Signature |
| <input type="checkbox"/> | Compensatory Education Advisory Committee | Signature |
| <input type="checkbox"/> | Departmental Advisory Committee (secondary) | Signature |
| <input type="checkbox"/> | Other committees established by the school or district (list) | Signature |

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting

Attested:

Rick Lopez

Typed name of School Principal

Signature of School Principal

Date

Lisa Morgan

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

