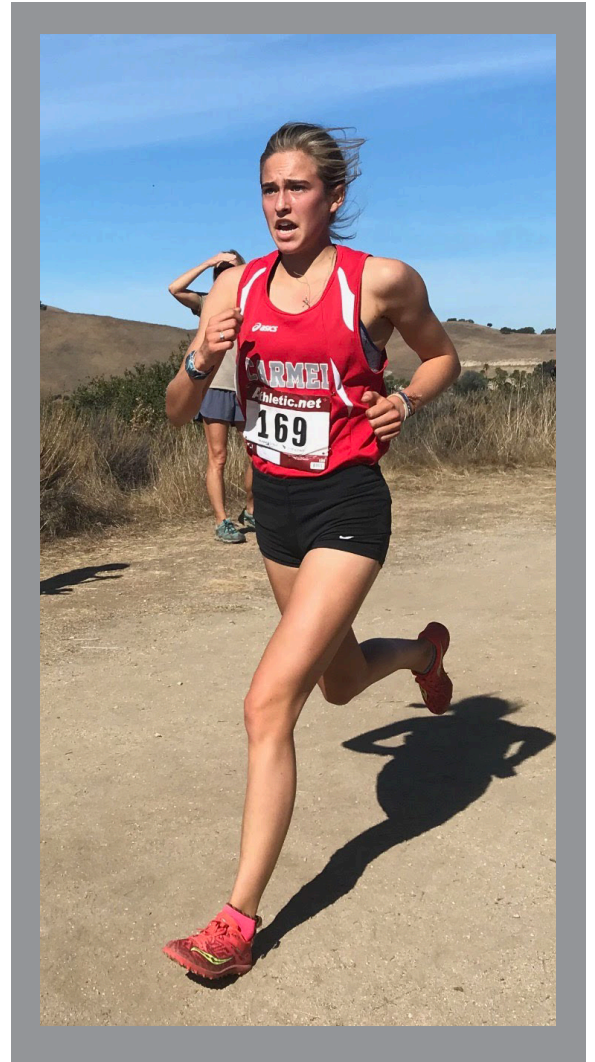


carmel high school

2019 WASC REPORT



CARMEL HIGH SCHOOL

Home of the Padres



PREFACE

PROCESS OF FOCUS GROUP FORMATION AND FUNCTIONING

In the spring of 2017, the administrative team at Carmel High School decided to reinstate Barbara Steinberg, 24 years at CHS, as the coordinator for the self-study. She also led the 2007 and 2013 self-studies and the 2010 and 2016 mid-term visits.

In September 2017, an invitation was sent out to the entire staff soliciting volunteers to serve as leadership team members and focus group leaders. There was added incentive of extra-duty pay of \$500 for the 2017-18 school year, and another \$500 for the 2018-19 year. The eight faculty members who responded represent a broad range of departments, support services, and tenure at CHS. During the self-study, two leadership team members left the school, and another teacher, who was also a Focus Group Leader passed away unexpectedly in the spring of 2018. Only one of these three leadership positions was replaced, so the bulk of the work was assumed by the existing Focus Group leaders.

In October, an invitation was sent out to parents to join both the leadership team and focus groups. A presentation was made to Padre Parents, our parent booster group, and it was included for numerous weeks in the principal's Friday email. We received several responses, and as a result, we were able to have parent representation on nearly all the focus groups.

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 parent organization. Student representatives were solicited through ASB. Rosters were adjusted in August 2018 to account for changes in personnel and student/parent clientele.

During December 2017, a presentation was given to the faculty, staff, parents, and students orienting them to the WASC self-study process, goals, and timeline. A similar orientation was given to the Board of Education in early January 2018.

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, but only one parent attended. 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.

The Focus on Learning self-study report was approved, and the action plan adopted, by the leadership team on December 17, 2018. The report was then published and presented the findings and action plan to all stakeholders on February 7, 2019 and to the the Board of Education on February 13, 2019.

At all stages of the self-study reports, drafts of the report were shared through Google Drive, and all stakeholders were invited to comment on them. The final draft of the report was also posted to the Carmel High and District websites and promoted through the principal's Friday email to parents and through the CHS bulletin.

OVERVIEW OF TASKS AND TIMELINE

Task	Participants	Product
August - November 2017		
Task 2: Refine the student/community profile	Coordinator Profile Committee	Chapter 2: Student / Community Profile
Organize self-study structure	Coordinator Principal	Shared Google Docs and Folders
December 2017 - February 2018		
Orient all teams and stakeholder groups	Coordinator	
Task 1: Analyze and reflect upon schoolwide progress and the impact of student learning since the previous self-study	Leadership Team All Stakeholders	Chapter 1: Progress Report on schoolwide action plan, including integrated critical areas for follow-up
Task 2: Refine the student/community profile based on the analyzed and disaggregated data; clarify the schoolwide learner outcomes and critical student learning needs	Leadership Team All Stakeholders	Chapter 2: Student / Community Profile
February - September 2018		
Task 3: <ul style="list-style-type: none"> Analyze the quality of the school program in relation to the ACS WASC/CDE criteria with emphasis on the identified critical student learning needs and related schoolwide learner outcomes Synthesize the information, determine strengths and growth needs, and identify potential action steps 	Focus Groups Home Groups	Chapter 3: Self-Study Findings
Task 4: Summarize identified critical student learning needs based on profile and group analysis and findings	Leadership Team All Stakeholders	Chapter 4: Summary of Identified Critical Student Learning Needs

Task	Participants	Product
October - November 2018		
Task 5 <ul style="list-style-type: none"> • Revise the comprehensive schoolwide action plan • Define schoolwide and subgroup growth targets • Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan 	Leadership Team All Stakeholders, via Home and Focus Groups	Chapter 5: Schoolwide Action Plan
December 2018 - January 2019		
Complete and publish the Self-Study Report	Coordinator Leadership Team	Completed Self-Study
Send completed report to Visiting Committee members and ACS WASC	Coordinator	Receipt of report
February 2019		
Prepare for the visit	Coordinator Leadership Team Home and Focus Groups	
March 2019		
WASC visit	School / Visiting Committee	Visiting Committee Report
Submit updated Action Plan to ACS WASC incorporating critical areas for follow-up left by the visiting committee	Coordinator	Updated Action Plan
April - Ongoing		
Implement and monitor the schoolwide action plan and its impact on student learning	School	Ongoing profile and progress reports

FOCUS ON LEARNING SELF-STUDY TIMELINE

Timeline	Self-Study Coordinator Leadership Team	Focus Groups	Faculty / Home Groups	Students	Parents and Other Stakeholders
May 2017	Select Coordinator				
August 2017	Gather data Review previous WASC reports Begin draft of Chapter 2: Student/Community Profile		Provide data for School Profile and Progress Report		
September 2017	Build leadership team Continue to draft Chapter 2: Student/Community Profile Begin updating Ch. 1: Progress Report		Provide data for School Profile and Progress Report Self-select to focus groups		
October 2017	Solicit parent and student participation Continue Chapter 1: Student/Community Profile Continue Chapter 1: Progress Report	Form Focus Groups	Provide data for School Profile and Progress Report	Solicit input on leadership team and focus groups	Solicit parent participation
November 2017	Complete draft of Chapter 2: Student/Community Profile Adjust leadership team				Adjust participation in focus groups
December 2017	Undergo orientation Analyze School Profile Complete Chapter 1: Progress Report	Undergo orientation	Undergo orientation	Undergo orientation	Undergo orientation
January 2018	Begin focus group meetings Revise SLO indicators	Meet as scheduled Analyze Chapter 2: Student/Community Profile Determine critical areas of need Begin analysis of criteria questions	Meet as scheduled Provide departmental data, as needed	Meet as scheduled Analyze Profile data Identify strengths and areas for growth	Meet as scheduled Analyze Profile data Identify strengths and areas for growth
Timeline	Leadership Team	Focus Groups	Faculty / Home Groups	Students	Parents and Other Stakeholders

February 2018	Draft profile analysis Determine critical needs	Meet as scheduled Continue analysis of criteria questions	Meet as scheduled Provide data as needed	Meet as scheduled Analyze Profile data Identify strengths and areas for growth	Meet as scheduled
March 2018	Begin work on Chapter 4: Self-Study Findings	Meet as scheduled Continue analysis of criteria questions	Meet as scheduled Begin to gather and analyze student work	Participate in focus group meetings	Meet as scheduled
April 2018	Continue work on Chapter 4: Self-Study Findings Hold Parent, Student, and Classified Home Group meetings	Meet as scheduled Continue analysis of criteria questions	Meet as scheduled Collect and examine student work Conduct interviews regarding analysis of student work Finalize evidence binders	Student Home Meeting Participate in focus group meetings	
May 2018	Draft Chapter 4: Self-Study Findings Review tasks and timeline	Meet as scheduled Review and refine analysis of criteria questions	Meet as scheduled Provide additional data, as needed	Student Home Meeting Participate in focus group meetings	Complete School Satisfaction Survey Conduct parent home group meetings
August 2018	Continue draft of Chapter 4: Self-Study Findings			First Day of School Adjust participation in focus groups, as needed	Adjust participation in focus groups, as needed
September 2018	Revise Chapter 4: Self-Study Findings Update and revise Ch. 2: Student/Community Profile Update and revise Ch. 1: Progress Report Begin Action Planning	Update on progress and visitation Revise and finalize Chapter 4: Self-Study Findings Contribute to action plan	Meet as scheduled Provide additional data, as needed		
October 2018	Begin action planning Draft Ch. 5: Action Plan	Revise and finalize Chapter 4: Self-Study Findings Contribute to action plan	Meet as scheduled Provide additional data, as needed Provide input into Action Plan	RSVP Program Participate in focus group meetings	

Timeline	Leadership Team	Focus Groups	Faculty / Home Groups	Students	Parents and Other Stakeholders
November 2018	Complete Ch. 5: Action Plan Complete draft of report Write Preface and Appendix Preliminary visit	Provide input into Action Plan	Meet as scheduled Provide additional data, as needed Provide input into Action Plan	RSVP Program Participate in focus group meetings Attend pre-visit brunch	Attend pre-visit brunch
December 2018	Revise and adopt Action Plan Finalize the report Create visitation schedule		Meet as scheduled	Create cover and dividers for WASC report	
January 2019	Publish and distribute report to VC Publish finished report to websites Prepare evidence for inspection		Prepare for WASC visitation Make evidence binders and online folders available for inspection		
February 2019	Present report to all stakeholders Prepare for visitation	Participate in report to all stakeholders Prepare for visitation	Participate in report to all stakeholders Prepare classrooms for visitation with evidence of student work	Participate in report to all stakeholders Prepare for visitation	Participate in report to all stakeholders Plan reception and parent meeting for visit
March 2019	Visitation, March 3-6	Visitation, March 3-6	Visitation, March 3-6	Visitation, March 3-6	Visitation, March 3-6
April 2019	Begin action plan implementation				
May 2019	Continue action plan implementation				

FOCUS ON LEARNING: A SELF-STUDY

submitted to the Western Association of Schools and Colleges
and the California State Department of Education
March 4 - 6, 2019

CARMEL HIGH SCHOOL

Home of the Padres

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Rick Lopez, Principal
Craig Tuana, Assistant Principal
Debbi Puente, Assistant Principal

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DISTRICT ADMINISTRATION

Dr. Barb Dill-Varga, Superintendent
Dr. Suzie DePrez, Chief Academic Officer
Ken Grist, Chief Human Resources Officer
Steve Gonzalez, Director of Special Education
Paul Behan, Chief Technology Officer and Student Services
Rick Blanckmeister, Chief Business Official

CUSD BOARD OF TRUSTEES

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Tricia Zarevich, Confidential Administrative Assistant
Juliana Smith, ASB Student Representative

CARMEL HIGH SCHOOL

Home of the Padres

FOCUS ON LEARNING: A SELF-STUDY

VISITING TEAM

CHAIRPERSON

Dr. James Green, Retired Principal
Livermore, California

MEMBERS

Mr. Stephen Doidge, Teacher
Kerman High School
Kerman, California

Mrs. Amoreena Fidani, School Counselor
Santa Clara High School
Santa Clara, California

Mrs. Nandini Gopal, Resource Specialist
Mill Valley, California

2018-2019 CARMEL HIGH SCHOOL CAMPUS LEADERSHIP

CHS Administrative Team *Meets semi-monthly, Tuesdays, 2:00-4:00, District Office*

Principal—Rick Lopez

Assistant Principals— Craig Tuana, Debbi Puente

CHS Accreditation Committee (WASC) *Meets semi-monthly, Mondays, 3:10 – 4:00, Room 19*

Self-Study Coordinator—Barbara Steinberg

School Organization Focus Group Chair—Steven Russell

Curriculum Focus Group Chair—Juan Gomez

Instruction Focus Group Chair—Brent Silva

Assessment and Accountability Focus Group Chair—Colin Matheson

School Culture and Student Support Focus Group Co-Chairs—Tom Clifford, Jillayne Ange

Administrators—Rick Lopez, Craig Tuana, Debbi Puente

District Administrative Representative—Dr. Suzie DePrez

Classified Home Group Chair—Lisa Fosler-Brazil

Parent Home Group Chair—Andy Sudol

Student Representatives—Juliana Smith

CHS Site Leadership Team *Meets monthly, last Wednesday, 3:15-4:30, Conference room*

Activities—Aubrey Powers

Administration— Rick Lopez, Craig Tuana, Debbi Puente

Counseling—Darren Johnston

English/Language Arts—Mike Palshaw, Barbara Steinberg

Library/Media--Valarie Seita

Mathematics—Steve Nacht

Physical Education—Debbie French

Science—Kevin Buran

Social Studies—Marc Stafford

Special Education—Sandy Mettler

Visual and Performing Arts—Kristine Tarozzi

World Languages—Suzanne Marden

CHS Padre Parents *Meets monthly, first Thursday, 8:00-10:00, Theater foyer*

President—Lisa Morgan

Vice President—Murial Lin

Secretary—Heidi Short

Treasurer—Kelly and Molly McRae

Ways & Means—Lisa Morgan

Teacher Appreciation—Heidi Short

Academic Excellence—Kimberly Whittaker

Volunteer Coordinator—Andy Sudol

Social Media—Boryana Griffin

Webmaster—Kath Uyeda

ACKNOWLEDGEMENTS

Special thanks to the following people for their assistance in the preparation of the Focus on Learning self-study report and WASC visitation:

<p>Rick Lopez Principal for guidance and support</p>	<p>Dr. Barb Dill-Varga Superintendent for input and support</p>	<p>Dr. Suzie DePrez Chief Academic Officer for serving on the leadership team, providing data, and coordinating with LCAP</p>
<p>Paul Behan Chief Technology Officer and Student Services for providing data</p>	<p>Lisa Fosler-Brazil Secretary for assistance in preparing the report and organizing the visit</p>	<p>Linda Galuppo Secretary for providing data</p>
<p>Aubrey Powers Activities Director for organizing the student group and promoting the SLOs through ASB and school culture</p>	<p>Holly Lederle Graphics Design teacher for creating the report cover, section dividers, and overseeing the design and printing of the SLOs posters</p>	<p>Brian Granbery Video Production teacher for creating video bulletins to promote WASC and the SLOs</p>
<p>Juliana Smith Student for serving on the leadership team and organizing and facilitating and the student home group meetings</p>	<p>Andy Sudol Parent for serving on the leadership team and focus group and for facilitating parent home group meetings</p>	<p>Lisa Morgan President of Padre Parents for organizing a reception for the visiting committee</p>



CARMEL HIGH SCHOOL

Home of the Padres

CHAPTER 1: PROGRESS REPORT



Goal A: Improve school culture through the involvement of all stakeholder groups.

Measurable Outcomes	<ul style="list-style-type: none">10% increase in involvement in school activities and attendance at school functions.Satisfaction rate of 90% on teacher, student, and parent surveys on questions regarding morale and school involvement.
SLOs Addressed	<ul style="list-style-type: none">Connected Citizens
Critical Academic Needs Addressed	<ul style="list-style-type: none">Engage all students in learning and school culture

Action Item	Evidence
A1. Develop and annually administer a survey to gauge staff satisfaction.	
A survey has been developed in which teachers are able to evaluate and provide feedback to administrators, which they consider in developing their professional goals. While a specific staff satisfaction survey was never developed, the District began administering the West-Ed California School Climate Staff Survey annually beginning in spring of 2016, which allows teachers to evaluate various aspects of the school program, culture, and climate at Carmel High School. These results, along with the Parent Survey, the Healthy Kids Survey, and Challenge Success data, are reviewed by administrators and are considered when determining annual site goals.	Administrative Survey West ED Staff School Climate Survey
A2. Develop a plan for gathering and analyzing data on participation in school activities and attendance at school functions.	
During the 2013 WASC process, we established the intention to form a Community Outreach Committee to develop a plan for gathering and analyzing data on student participation. This committee was never developed, in part because we did not have a WASC Coordinator overseeing the action plan implementation, and also because as we developed a committee to investigate the potential implementation of an Advisory program, it became clear that the goal was similar: to create an outreach plan to inform and involve students. While attempts were made several times to gather and analyze student participation data, due to our many changes in both site administration and counseling, the process was halted. In the spring of 2018, one of the assistant principals, with the help of our technology assistant, did gather data from sports, VAPA, and club rosters and	ASB meeting agendas Master calendar Sports and club rosters Participation data

determined that 83% of students participated in at least one school activity during the 2017-2018 school year. These data will be shared with the faculty and School Board during our annual site presentation and will be used to help inform the counselors' four-year planning process as well as ASB's event planning.

A3. Identify and interview unaffiliated students, and create outreach plan to involve them in school activities.

Now that data has been gathered showing the percentage and names of students who have participated in school activities, we can also identify those students who are unaffiliated. While all students complete 60 hours of community service and many participate in class-related activities such as field trips, we intend to build the discussion of activities into students' four-year plans. The new counseling team is working on converting the four-year plans from an optional paper form to a more formalized process embedded into Aeries. Once that transformation is complete, students will be counseled to set their academic, as well as college and career goals, and will complete their four-year plan by mapping out their academic courses, CTE pathways (as relevant), community service, and school activities to support their goals.

There has also been a concerted effort to reach out to involve more students in school activities, with a focus on students living in our outlying areas of Cachagua and Big Sur. Beginning in 2014-15, there was an addition of a late bus to both Cachagua and Big Sur to allow for more students to participate in sports and after school activities. The bus departs CHS at 5:30, giving students an opportunity to attend daily athletic practices. The school also holds annual outreach meetings in these outlying areas for ELAC and LCAP.

Another way that we have addressed this goal as a faculty is by devoting a full staff development day at the beginning of both 2017 and 2018 to visiting our outlying communities in order to gain first-hand exposure to the unique living conditions and challenges experienced by these students, including lengthy commutes and limited Internet access. In 2017, we spent the day in Cachagua, which included taking a hike to the Los Padres Dam and visiting the Cachagua Community Center, where the director shared information about the programs and services we offer there. Recent improvements have included staffing the center with the director as well as an academic tutor and boosting the Wi-Fi signal so that the students and community have reliable Internet access. During our van rides to and from Cachagua, we discussed the students' unique circumstances and brainstormed additional ways to provide support.

In 2018, we replicated this experience by visiting Captain Cooper, our district's elementary school in Big Sur, which also serves as a community center. In our interdisciplinary van groups, we engaged in team-building and completed a trivia quiz regarding our Big Sur population. Upon arrival, we were given 45 minutes of free time to explore Pfeiffer State Park before meeting at Captain Cooper, where we participated in group discussions based on academic and participation data on our Big Sur students as well as fun team building exercises led by our drama teacher. This was followed by lunch at the River Inn, a popular Big Sur restaurant, before heading back to campus to debrief. Follow-up discussions have been occurred at subsequent faculty meetings, and we are currently working to ensure that every student in our outlying communities is connected to at least one adult on campus.

Bus schedule
Sports rosters
ASB minutes
Activities calendar
Four-Year Plans
Naviance
SDD agendas and evaluations

A4. Identify a community liaison for each of our outlying communities.

We have engaged with this goal more through a committee than an individual. In the 2014-15 school-year, an ELAC team consisting of our ELD teacher, counselors, and the principal scheduled and hosted two meetings, one in Cachagua and one in Big Sur. Parents and/or guardians were invited, and a variety of topics were discussed, including course selection, available supports, college and financial aid information, and more. These meetings now occur annually and have merged with LCAP.

ELAC/DELAC
agendas and minutes

LCAP

A5. Increase communication with and resources for non-English speaking and outlying geographical parent communities.

We hold annual community meetings in each of our two most remote locations, and we provide translation at those meetings. We have also been more engaged with ELAC/DELAC meetings targeted at providing specific services to EL students and families. Out of the ELAC meeting in 2014, families expressed a desire for a late bus to be scheduled each afternoon so that their students could participate in extracurricular activities and stay at school to seek academic support. A daily late bus was then scheduled and continues into this school-year, providing more opportunities for our families that travel from remote locations. The principal sends out a weekly email identifying activities on the CHS campus and providing timely information on a variety of topics. These communications are translated into Spanish to promote access.

ELAC/DELAC
agendas and minutes

Transportation Data

Principal's weekly
emails

This Club Saves
Lives website

When the Pfeiffer Canyon Bridge collapsed in February 2017, effectively cutting off 24 students from campus for seven months, This Club Saves Lives initiated a relief effort by regularly purchasing and hiking in supplies to families in need. Not only did this provide needed service to our families living south of the bridge, it increased awareness and empathy among our entire student population who came to understand how remotely some of their classmates live and how challenging their circumstances can be.

A retired math teacher was also sent to provide tutoring and academic support during the bridge outage. This same teacher volunteers weekly at the Cachagua Learning Center, and the District has hired a part-time employee to run the center. The District also boosted the Wi-fi at both the Cachagua Learning Center and Captain Cooper Elementary School in Big Sur to ensure that students and their families in those communities have reliable Internet access.

A6. Hold semi-annual parent meetings with a bilingual interpreter in Cachagua and Big Sur.

Beginning In the 2014-15 school-year, a team consisting of our EL teacher, counselors, and the principal scheduled and hosted two meetings with translation provided, one in Cachagua and one in Big Sur. Parents and/or guardians were invited, and a variety of topics were discussed including course selection, available supports, college and financial aid information, and more. These meetings now occur annually and have merged with the district's LCAP meetings.

ELAC/DELAC
agendas and minutes

A7. Improve communication to address the negative student and parent perception of the "regular" college preparatory classes. (critical area for follow up)

The faculty and staff have made a concerted effort to use the term "college prep" instead of "regular" when referring to college prep courses, so students are no longer hearing this language, which carried negative connotation. In addition, counselors have

AP/Honors Night

Counseling records

<p>focused on communicating the importance of finding the right fit for college, rather than overemphasizing AP and honors classes for college acceptance. Each winter, CHS hosts an AP/Honors night for parents, and there is an emphasis on the importance of balance and appropriate course load. The counseling team also discusses the potential benefits of community college with students and their families.</p> <p>Other changes include a shift from individual student ranking to decile ranking, which began in 2016. The valedictorian selection process was also modified. Rather than selecting the top student only, any student meeting specified criteria can earn the title of valedictorian. These criteria include earning an A in all courses listed on the student's CHS transcript and completing 13 Honors and/or Advanced Placement courses. While in 2014, we had only one valedictorian, in 2018, we had 12. The position of salutatorian was eliminated in this new model. Further, while there used to be a graduation speech given both the valedictorian and salutatorian, now there is only one valedictorian speech, for which all valedictorians may compete. The other graduation speech is open to any graduating senior and is also selected by a committee.</p>	Valedictorian criteria
A8. Implement outreach plan to involve unaffiliated students.	
<p>Efforts are continually being made to involve unaffiliated students, from the late bus to the Link Crew program. CHS also offers a Club Fair at the beginning of the year to promote the more than 30 clubs on campus, and during October there is a Community Service Fair to expose students to a variety of local organizations they can serve. Carmel High offers a variety of activities, from Mock Trial and Singer Songwriters Guild to the popular ROP Desert Trip, in which more than 60 students spend Spring Break in the Mojave Desert learning about desert ecology and developing interpersonal skills. The organizers of these activities often identify and personally reach out to students to invite them to join. Once the four-year planning form has been converted to Aeries, counselors will also embed discussions about both community service and school activities into their planning conferences.</p>	Bus Schedule Link Crew program Club Fair program Club List Community Service Fair program Club rosters Field trip rosters Four-year planning form
A9. Investigate models for advisory and mentoring programs.	
<p>The topic of an advisory (homeroom) period on the CHS campus has been discussed for several years. The District had also demonstrated a desire for the high school to explore the possibility. Beginning in the 16-17 school year, the District formed an Advisory Committee to work through the challenges and identify possible ways an advisory program could both benefit the campus and be implemented in a productive manner. This group dissolved after a year without a resolution or recommendation regarding an advisory period. The discussion around mentoring and supporting all students to feel successful and connected to the school culture has been taken up by the Challenge Success committee and will be part of the MTSS framework as well.</p>	District Goals and Objectives Advisory Committee agendas and minutes Challenge Success Committee Agendas and Minutes MTSS framework
A10. Implement an advisory or mentoring program.	
<p>There are many positive adult mentor relationships on the CHS campus; however, there is not a formal mentorship program. The Advisory Committee did not reach a resolution or put forth a recommendation for the addition of an advisory period.</p>	District Goals and Objectives Advisory Committee agendas and minutes

Goal B: Engage and support all students to achieve at high levels.

Measurable Outcomes	<ul style="list-style-type: none"> 95% English Learners (ELs) will advance at least one CELDT level per year. ELs scoring Early Advanced or better will maintain this performance level. Increase the number of students who successfully complete a CTE capstone course by 5%. Maintain the average of 75% of CHS graduates who meet the University of California a-g requirements and are admitted into four-year institutions. 75% of students in a support class will earn a grade of C or better in the content courses connected with the support class. Student achievement scores, as measured by the Smarter Balanced Assessment of the Common Core Standards, will keep CUSD schools in the top decile in the state and the top deciles (8th or above) among comparable schools. All teachers will be versed in the Common Core standards and will implement CCSS reading and writing strategies, lessons, and assessments in their classes.
Rationale	<ul style="list-style-type: none"> Transition to Common Core State Standards will require training and support. All performance indicators reveal that there is still an achievement gap among our subpopulations.
SLOs Addressed	<ul style="list-style-type: none"> Connected Citizens High-level Thinkers Successful Individuals
Critical Academic Needs Addressed	<ul style="list-style-type: none"> Engage all students in learning and school culture Better serve the needs of our underperforming students

Action Item	Evidence
B1. Provide Common Core professional development and curriculum development opportunities for teachers to adjust assessments, curriculum maps, and instructional practice to align with Common Core.	
<p>Professional Development between 2013 and 2016 focused on Common Core Standards implementation. During this time, the English and Math departments both fully implemented the standards, which included a shift to a new Integrated Math sequence. In addition, teachers in all content areas were trained in the college and career readiness standards and literacy in the content areas. The Site Leadership team chose Critical Reading as the PD focus for 2013-14, followed by Writing for Common Core in 2014-15, which was extended into 2015-16. Most professional development was developed at the site level by a leadership team consisting of the principal, literacy coach, and math coach, with input from our Ed Tech coach and AVID teaching team. The professional development was facilitated primarily by the instructional coaches, with assistance from other teacher leaders. All teachers participated in the professional development, though when needed or appropriate, the math department broke out into separate sessions to address their specific needs for implementing the Common Core standards (see Math below). One PD day per year is directed by the District, and this day has focused on the integration of technology into curriculum and instruction and the effective implementation of 1:1 Chromebooks. Throughout the year, teachers work in course-alike PLCs to adjust assessments, curriculum maps, and instructional practice to align with Common Core.</p>	<p>PD agendas</p> <p>MySchool Common Core Standards strategies page</p> <p>PD feedback forms</p> <p>ELA collaboration notes</p> <p>ELA revised course outlines and curriculum maps</p> <p>Revised math course sequence, course outlines, and curriculum maps</p> <p>Administrators' walk-through observation notes</p>

2015-2016

- Crafting effective writing prompts
- Assessing student writing using 4-point rubric
- Strategies for providing effective and efficient feedback on student writing
- Using tech tools such as turnitin.com for collecting, assessing, and providing feedback

2014-2015

- Unpacking the Common Core Content Literacy Standards for Writing
- Increasing opportunities for student writing
- Using a 2-point rubric for constructed responses
- Tools and support for developing an integrated Common Core Literacy lesson and assignment

2013-2014

- Common Core: Philosophical and pedagogical shifts
- Introduction of Content Area Literacy and unpack the standards
- Examination of SBAC / analyze implications for teaching in content areas
- Marking the text
- Tier 2 and 3 academic vocabulary
- Visual literacy: analyzing image as text
- Designing text-dependent questions
- Customizing informational text with Google Blogger or RSS feeds
- Speaking and listening strategies

All teachers were also expected to develop and implement at least one Common Core across the Curriculum content literacy lesson with a writing component in each of their classes every semester. The literacy coach worked with individuals and PLCs throughout the year to assist with the design, implementation, and assessment of these assignments.

New Professional Learning Model

Beginning in 2016-2017, our professional learning approach evolved into a customized, self-directed model, in which teachers could work in interdisciplinary teams to explore instructional topics of choice. While seven of our weekly collaboration days were reserved to continue work with course-alike PLCs to monitor and adjust common curriculum and assessments, the remaining thirteen collaboration times were devoted to the newly-formed Topic Teams. The science department used this time to implement the new NGSS standards and new course sequence. Other pockets of teachers also devoted their Topic Team time to the development of innovative curriculum, such as the junior “Padre Talks” project in American Literature. Most teachers joined interdisciplinary Topic Teams to explore Project-Based Learning, social-emotional learning, makerspace, and a senior capstone project, among others.

This Topic Team model continued into the 2017-2018 school year. Some groups, such as PBL and SEL, continued their work while others dissolved and some new teams were formed. One team focused on the implementation of the new AP studio art courses; another examined best practices in giving feedback on student work.

This year, the fall collaboration days were spent in course-alike PLCs to update and revise curricular maps, common assignments, and assessments and to examine student work. Topic Teams will resume in January 2019.

B2. English and math teachers will adjust curriculum maps and assessments to align with the CCSS.	
<p>ELA As stated in B1, the English department has fully implemented the Common Core Standards, which has included redesigning the course descriptions, curriculum maps, common assessments, units, writing assignments, core texts, and instructional practice to align with the Common Core Standards and SBAC/CAHSEE. The department also updated its writing benchmarks to align to the SBAC performance task. Departmental agreements, common assessments, and benchmarks are revisited and updated annually.</p> <p>Math During the transition phase of implementing Common Core Standards, the Carmel High School Math Department spent two release days analyzing the content standards to find which standards were kept, which were moved (and to where they were moved), and which were eliminated. One of the findings of this work was the CCSS-M emphasized a “functions approach” to learning instead of the discrete laundry list of algebraic procedures that were taught under the previous standards. New pacing guides and assessments were finalized in 2014-15 and are revisited and updated annually.</p>	<p>ELA revised course outlines, curriculum maps, common assessments, writing prompts, reading lists, benchmarks</p> <p>Math course outlines, pacing guides, and assessments</p>
B3. Develop a plan to utilize instructional coaches in training and supporting all teachers to implement the CCSS in their content area and classes. (Critical Area for Follow Up)	
<p>Between 2013 and 2015 the literacy and math coaches worked with individuals and PLCs to implement the standards, develop curriculum, determine instructional strategies, and assess student learning. The math coach worked exclusively with the Math department to guide the instructional approach within the department. This involved creating a curriculum review process for textbook adoption, led by small PLC teams from those teachers that teach the course. The literacy coach worked with the remainder of the faculty, with a primary focus on Social Studies, Science, and technical subjects to implement the Common Core Content Literacy Standards into their individual courses. This involved a variety of services, including helping teachers to find informational readings to complement their lesson, develop a set of text-dependent questions, craft an argumentative paragraph prompt, convert a multiple-choice exam to constructed-response, use a rubric to assess student writing, or develop a speaking and listening activity for students to demonstrate understanding of the content.</p> <p>Beginning in 2015, under the direction of the new Superintendent and Chief Academic Officer, the Carmel High coaches became part of a new K-12 instructional coaching team; and their roles, responsibilities, and training came under the guidance of the CAO. During that same year, an additional .2 curriculum coaching position was added to facilitate the transition to the Next-Generation Science Standards, which included designing a new course sequence in science.</p> <p>Beginning in 2016-17, the School Board doubled the coaching allocation for the high school. Since then, two teachers have each been given a .4 (two period) release for coaching. The site is also served by a full-time K-12 instructional technology coach. During that year, the coaching ILT met regularly, and coaches received extensive</p>	<p>ELA and Math collaboration minutes</p> <p>Coaching logs</p> <p>Sample curriculum developed with coaching assistance</p> <p>Common Core Standards across the Curriculum assignments</p> <p>Coaching ILT meeting agendas and minutes</p>

<p>training and participated in a year-long case study in facilitative coaching. Now, under a new Chief Academic Officer, the coaching ILT meets bi-weekly and, in addition to supporting individual teachers in making progress toward their instructional goals, the coaches also help implement district and site initiatives, provide support to both PLCs and topic teams, and work closely with the principal and CAO to plan and facilitate professional learning,.</p>	
B4. All English teachers will develop and implement CCSS-aligned writing prompts.	
<p>The English department has worked both individually and collaboratively to align writing prompts to the Common Core Standards. This has involved adapting some literary analysis prompts to be argumentative and creating four benchmark essays that are aligned with the SBAC/CAHSEE Writing Performance Task. The first is given to freshmen during second semester. Two are implemented during sophomore year, and one is administered during the first semester of junior year. Both freshmen and sophomores also do one additional writing performance task each semester to prepare for the benchmark. In all, students have numerous opportunities to develop and refine their skills in reading, synthesizing multiple texts, and using textual evidence to support their claims.</p>	<p>ELA Writing prompts and benchmarks</p> <p>Benchmark data</p>
B5. Math teachers will develop a CCSS-aligned course sequence and revise math benchmarks or explore the use of Smarter Balanced Assessment Consortium interim assessments.	
<p>The Carmel High School CCSS-aligned course sequence was completed in 2016-2017 with the addition of three new courses: Advanced Mathematical Decision Making, Accelerated Integrated 2 and Accelerated Integrated 3. Integrated Math 1-3 was implemented during SY 2013-2014 based off of PLC work that happened during Spring 2013. All math courses, with the exception of Consumer Math and Math Support have been granted A-G approval.</p> <p>One of the Math Department Goals for SY 2015-2016 was to create a pacing guide for the use of Interim Assessment Blocks (IABs). Due to limited availability of IABs, creating a pacing guide has been problematic. The pacing guide will determine which IAB is used in which course and during which quarter. The current plan is to have the majority of students experience all of the IABs by their junior year. The pacing guide for the implementation of IABs was created in the Fall of 2018.</p> <p>The new Accelerated Integrated Math 2 and 3 pathway was designed for students who can handle the rigor and pace of Integrated Math 2 and 3 as well as Pre-Calculus over a two year period. Successful completion of the Accelerated Program allows students to move directly into AP Calculus AB. The first cohort of Accelerated students began AP Calculus AB in the fall of 2018.</p>	<p>Math course sequence and course descriptions</p> <p>Math benchmarks Benchmark data</p> <p>IAB data</p>
B6. All math teachers will integrate the 8 Mathematical Practices and performance- based tasks.	
<p>As a continuation of our work in using Math Performance Tasks on a daily basis, the department will continue working on finding best practices for differentiating instruction through the use of technology and small group activities. Some identified items include the use of Khan Academy or Quizizz.com in classes to help students build fluency and vocabulary necessary to effectively write in math, Desmos labs that allow students to interact virtually with their peers and problem solve, and using sentence stems for students to initiate math conversations/writing with their teacher and peers (Math Talk). Since the implementation of the CCSS, all teachers have</p>	<p>Math curriculum</p>

<p>modified their teaching style to a partner or small groups environment where students work to problem solve collaboratively.</p> <p>In January of 2018, the math department participated in a webinar with a Desmos representative. The webinar focused on both entry level applications of the Desmos graphing calculator as well and the use of Desmos teacher created activities to engage students in mathematical discovery. As a result of this work, some teachers in the department have created interactive activities where students are able to give written feedback to the teacher that is viewable by their peers. Teachers can individually determine how to use student feedback to guide class discussion.</p> <p>Within the interdisciplinary Topic Teams (PLCs), individual teachers have adapted part of their instructional units to move away from a direct instruction model of teaching.</p> <p>One of the Project Based Learning Topic Team math teachers added a first semester project based unit (Fall 2017) that incorporated all right triangle concepts into one unit. This changed the way it is typically taught as it required the students to analyze each situation and use the best tool for solving for missing measurements versus the past when the skills were isolated and only required the method itself and not understanding when to apply each method.</p> <p>One of the Project Based Learning Topic Team math teachers added a second semester project based unit (Spring 2017) that required the students to use all of the volume formulas to estimate the volume of a personal object they brought from home. They then had to estimate the value of their object if it were constructed of an assigned material (such as gold or jello or jade, etc). This is an extension to the previous learning of volume formulas on a 2-dimensional level. This forced the students to recognize the 3-dimensional aspect as well as apply precise measurements to a real-life model.</p> <p>One of the Makerspace Topic Team math teachers used paper circuits to help teach an application of complex numbers. Students sketched out a circuit, created the circuit using copper tape and/or conductive paint, and lights to illuminate a greeting card. Working on this helped to reinforce both attention to precision and the application of the mathematical concept.</p>	
B7. All teachers will teach lessons and develop assignments based on close-reading of informational texts and argumentative writing to implement Common Core across the curriculum.	
<p>Each semester, every teacher at Carmel High School is expected to give at least one content literacy assignment that includes critical reading of informational text as well as a writing component, which can be explanatory, argumentative, or narrative. Many teachers go beyond this minimum requirement.</p>	<p>Common Core Literacy Standards</p> <p>Sample Common Core-aligned Reading and Writing Assignments</p>
B8. Develop and implement a uniform site-level procedure for the analysis and utilization of assessment data.	
<p>CHS uses data to inform decisions on a multitude of levels. Teachers use student data from teacher-designed assessments; benchmarks assessments; online programs such as Kahoot, Quizizz, and Quizlet Live; SBAC Interim Assessments; and</p>	<p>Aeries</p> <p>IAB data</p>

<p>CAASPP results to inform instructional and curricular decisions they make for the classroom. After having used Edusoft, Data Director, and then Aeries Analytics, the District adopted Illuminate in 2018 as its new data analytics program. As of fall 2018, the administrators and instructional coaches have been trained in its use. In turn, the entire faculty will be trained throughout the 2018-2019 school year and procedures will be developed for its ongoing use.</p>	<p>CAASPP data Illuminate</p>
<p>B9. Strengthen the Career Technical Education (CTE) program by sequencing CTE courses using an “introductory-concentration-capstone” pathway.</p>	
<p>Since the last WASC report, CHS has added three fully CTE sequenced pathways. We added to our course catalog Advanced Placement Studio Art: 2D Design and Engineering II. The AP 2D Design class creates a pathway in Digital Media/Graphic Design by creating a capstone opportunity in that pathway. Students now can take, Graphic Design/ Photo I and the capstone AP Studio Art: 2D Design or Photo II. Carmel High offers the Adobe Certified Associate in Graphic Design, Photo II and AP 2D Design. Carmel High pays for the test, and it is currently used as a part of the students' final exam. Starting in 2018-2019 school year, AP classes cannot be considered a capstone (completer) class. This will affect the number of students who complete the pathway when we report numbers in CalPads, but not the number of students who take AP 2D Design.</p> <p>We have also created a new complete pathway in Engineering. Students may now take Introduction to Industrial Arts as an introduction, Engineering I as the concentrator, and finally Engineering II/Robotics as the completer. Carmel High School is a Project Lead the Way member, and we take full advantage of PLTW's A-G and college alignment.</p> <p>Two years ago Health Occupations was added to our course catalog as the introductory course to Sports Medicine. Health Occupations is a survey course, which exposes students to medical language, basic anatomy and health, and various occupations in vast field of medicine. Guest speakers are invited regularly from the medical community, and students go on field trips to see what various careers “look like” in the real world. Health occupations did not have enough interest in the 2017-2018 school year and was not part of the course catalog this current year. The curriculum did not seem conducive to a year-long course.</p> <p>Currently CHS has full pathways in Automotives, Professional Dance, Professional Acting, Engineering, Digital Media (which includes Video, Computer Graphics and Photography), Sports Medicine. We have secured A-G status for each pathway, and we have formal articulations with Monterey Peninsula College in Automotives and Engineering. Engineering articulation expired in the summer of 2018 and we are looking at extending the agreement.</p>	<p>Course Catalog Pathway literature</p>
<p>B10. Embed real-world connections and experiences in all CHS courses.</p>	
<p>Teachers regularly embed real-world connections and experiences into their courses and provide students with rich field trip experiences. An analysis of field trips in the 2017-2018 school year revealed that there were 150 field trips in that school year alone. These trips included a variety of experiences, such as AP Environmental Science students taking and analyzing water samples in the Carmel lagoon; AP Chemistry students attending a live, interactive presentation from inside the Kelp Forest tank at the Monterey Bay Aquarium; Spanish students visit local Mexican</p>	<p>Sample curricula Field Trip data</p>

restaurants; AVID students visiting colleges in both northern and southern California; and choir students attending the ACDA Choir Festival, among numerous others.

CTE and VAPA instructors by nature incorporate project based learning into their curriculum. Students are engaged in “learn by doing” more than “learn about doing” in CTE classes. Academic classes also have focused on real world connections and PBL, and the Common Core Standards by nature have a real-world focus. This focus on the thoughtful implementation of these standards earned Carmel High School the Blue Ribbon Award for Monterey County.

English/Language Arts: Students develop career portfolios; conduct personal interviews; write letters to the editor; write comparative analyses between historical and current real-world issues; deliver speeches arguing a position on a contemporary political or social issue; participate in debates on social or political issues; collaborate to develop an extensive curricular unit for a novel and then pitch it to a judging panel, practice SBAC Writing Performance Tasks and Benchmarks, which also address current real-world problems. Juniors in American Literature participate in Padre Talks, akin to TED Talks, in which students research an issue of importance to them and then write a paper and deliver a speech to a panel in which they explain the issue in detail, argue why we should care about it, and propose a solution.

Math: Students use exponential and logarithmic functions to solve real world problems such to estimate growth or decay of population, money or time; use polynomial functions to make predictions about future events in the manufacturing or scientific world; use calculus to determine the velocity and acceleration of an object at any point in space; determine the actual cost of late fees on credit cards and the fine print; determine the actual cost of a home based on the mortgage rate and time; estimate distances using similar triangle ratios; predict when a football will peak (reach its maximum height) as well as when it will return to the ground using quadratic functions; predict the ocean tides, amount of daylight, or location of a point using trigonometric functions. In the Advanced Mathematical Decision Making class, students use math applications within each chapter. Concepts are taught as the need arises based on the application of the concept. Applications vary from the mathematics behind UPC codes, delivery routes, Body Mass Index (BMI), and financial applications. Students use the concepts and apply them to their own specific situation.

Physical Education - In Freshman PE students take state mandated fitness tests. They are also exposed to professions the require physical exams, such as lifeguard or police officer. Students also develop personal fitness goals.

Science: Physics students watch how the Insurance Institute for Highway Safety crash tests cars and then use the *impulse equals change in momentum equation* $FT=m\Delta v$ to see how increasing impact time can lower the impact force. Students then build and test cars built to protect eggs. In Biology, students do an exercise contest as an introduction to the concept of Lactic Acid Fermentation. AP Chemistry Guided Inquiry Experiments include Climate Change/Ocean Acidification, Polymerization/Plastic Pollution, and Nuclear Energy/Weapons. In Honors Physics the NGSS Engineering Labs include Parachutes, Spinning Toys, Solar Powered Vehicles, Steam Powered Boats, and Electric Motors. AP Environmental Science classes discuss agriculture, and the students examine where their food comes from and the environmental footprint it took to grow the food. AP Environmental Science students go on many field trips to environmentally themed destinations and participate in

service learning projects on and off campus. Multiple classes participate in LIMPETS sandy beach monitoring (a large data set used a metric for various studies). Engineering students mentor students at other campuses and participate in internships at the Naval Postgraduate School and MBARI.

Social Studies: Students participate in frequent discussion of current events; complete an economics project; write synthesis essays in US / AP US History; conduct interpretive analysis of political cartoons; write notes on class discussion or reading that include reflection and personalization of concepts.

Special Education: Students engage in “21st century literacy” lessons; read a manual; participate in real-world applications of money, math, and budgeting; social/emotional skills, communication skills, real world vocabulary, and technology for the purposes of seeking a job, organization, or locating useful information; practice self-advocacy; conduct personal research; develop job skills; use a planning calendar; complete a college application and request recommendation letters and scholarship forms. Students participate in transition planning, goal creation, and preparing for IEPs.

VAPA: Students work with businesses to create graphic designs; develop portfolios; choreograph and direct dances; participate in musical performances beyond CHS. Students write music for commercials in Digital Music and conduct mock interviews in Video Production.

World Languages: Students correspond in writing and via video technology with pen pals in Spanish speaking countries; participate in discussions about real-world scenarios (such as shopping, going to school, traveling, etc..) in target language; attend many cultural field trips such as dining in authentic restaurants, going to museums representing target cultures, seeing plays, films and other productions in the target culture ; may attend workshops and trainings at the Apple Store to become familiar with products and apps that could be valuable to a deaf user; have opportunities to participate in “deaf socials”to encourage interaction with the deaf community; cook authentic international foods; listen to and interact with heritage speakers; and although not CUSD sponsored, may have the opportunity to travel abroad with educational tour companies.

B11. Provide opportunities for collaboration between academic and CTE teachers, as appropriate.

Our CTE teachers teach multiple sections, with the exception of the drama instructor, so they are fully incorporated into all professional learning. Carmel High’s CTE instructors have all the PLC and Topic Teams opportunities as academic teachers and are held to the same standards. They have been training in the Common Core Content Literacy standards and are expected to teach at least one assignment each year that involves close-reading of informational text and argumentative writing. Since 2016, CTE teachers, along with the rest of the faculty, have worked with an interdisciplinary Topic Team of choice during weekly collaboration time. This has led to interesting collaborations, such as the use of authentic assessment and student critiques in visual art and a collaborative project between engineering and dance students. A couple of the Topic Teams that CTE teachers participated in were: Makerspace, Classroom Discussions, Authentic Assessments.

PD rosters and evaluations

Departmental collaboration notes

B12. Develop strategies to assist English Learners in meeting the CELDT benchmark and improving CST / SBAC performance.	
<p>English Learners, of which currently there are only three, have full access to all content area classes and are expected to complete the A-G curriculum successfully along with their peers. A designated ELD class serves students in grades 9-12, ranging from LPAC levels 1-4 as well as some students who have been Redesignated as Fluent/English Proficient. Given the high expectations for all students at CHS, the focus of the ELD class is on content based academic English as a way to make meaning in different disciplines across the curriculum, addressing both the California ELD Standards and Common Core ELA, Content Literacy, and Math Standards.</p> <p>Strategies that have been developed to assist English Learners across the curriculum include both planned and spontaneous scaffolding, as well as interventions, based on real time comprehension checks.</p> <p>Planned Scaffolding: A variety of graphic organizers have been developed and implemented by teachers in the English and Social Studies departments including, but not limited to:</p> <ul style="list-style-type: none"> • outline templates for most process papers (all process papers in 9th and 10th grade college prep classes) • specific sentence frames and starters for reading responses, writing assignments, and collaborative conversations • “They say/ I say” templates for argumentative writing • venn diagrams • academic vocabulary flashcards and word walls <p>Students participate in a variety of collaborative groups both in ELD and in content area classes, and are exposed to good language models through the range of groupings. All ELD students are enrolled in college prep English, on grade level.</p> <p>Spontaneous Scaffolding:</p> <ul style="list-style-type: none"> • Google docs and Teacher Dashboard allow the ELD teacher to make just-in-time, differentiated adjustments to instruction based on the real time writing of EL students. • Teachers use appropriate academic register to respond to questions as well as paraphrase student responses using target academic language. • Students are given opportunities for correction and re-writes on assignments and sometimes tests- these are often completed in the ELD class. • Frequent updating of Aeries by all teachers allows the ELD teacher to emphasize areas of need as they arise in content classes. <p>Spanish for Heritage Speakers, levels 1 and 2, has offered all native Spanish speaking students an opportunity to support literacy in their home language, which has cross over effects into English.</p> <p>While there still exists an achievement gap between our English Learners and our general population, CHS ELD students compare favorably with their cohorts across the state. We continue to try to improve the program to enhance student understanding and meaning-making in English.</p>	<p>CELDT scores</p> <p>ELA and Social Studies scaffolding</p> <p>Aeries</p> <p>Spanish for Heritage Speakers course descriptions and sample curriculum</p>

B13. Develop a procedure for screening and assessing underperforming students for reading comprehension.	
<p>In response to this goal, two distinct and new procedures have been utilized. First, existing ELA teachers were asked to identify students in their classes who are struggling with performance, especially if they suspected that struggle may be based in low reading comprehension. Second, counselors analyzed incoming students' transcripts to identify possible reading comprehension concerns. This screening process lost momentum, however, because no students qualified to receive the support. Thus, the Basic English class, which uses the Read 180 program, is currently serving only students identified through their IEPs. The English department did add a Writing Strategies class in 2015-2016 which provides support to students who are earning a C or above in English but who have been identified as struggling particularly in writing. The two sections of Writing Strategies are comprised of both ninth and tenth grade students who have been identified by their previous English teacher as needing the support. Students may also be recommended based on 504 accommodations.</p>	<p>Reading support class rosters and assessment data</p> <p>Rtl agendas and minutes</p>
B14. Improve the system for monitoring students receiving Rtl support.	
<p>Each Tuesday morning the SAP Team convenes and discusses students in need of, or already receiving, support (academic, social, or emotional). Student progress is regularly monitored based on multiple measurements. Our Rtl process has been significantly improved by restructuring the assistant principals' and counselors' roles to work with two designated classes for all four years. This pairing has allowed the team to understand the students' needs on a deeper level and monitor the students' progress over a longer span of time. As we shift to the MTSS framework over the course of the next year, our ability to ensure that every student receives the support they need will improve even more. This framework includes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful.</p>	<p>Rtl agendas and minutes</p> <p>MTSS framework</p>
B15. Provide opportunities for students pursuing a CTE pathway to visit a variety of colleges and vocational schools.	
<p>Students in the Automotive, Engineering, and Video programs visit Monterey Peninsula College each year to visit their programs of study. Video Production also visits our local news affiliate KSBW and watches the 11 o'clock news behind the scenes from the producer's booth and from the floor cameras. Engineering has visited the Stanford University Engineering lab for the past two years as well as the Naval Postgraduate School. Last year several students in the robotics program were allowed access and a personal tour of the Advanced Wind Tunnel at NASA Ames. This year we hope to take students to Stanford again; however, our contact there has moved on.</p> <p>We have focused our efforts on our local community colleges instead of vocational schools due to the low cost and high quality of our colleges in the county. We are looking at expanding our trips to Hartnell, Cabrillo College in Aptos and Gavilan College in Gilroy. Normally, these trips take place during the second semester.</p>	<p>Field Trip records</p>

<p>Our new Automotive teacher is currently working on bringing in guest speakers from vocational and community colleges.</p>	
<p>B16. Ensure that CTE programs include related work experience and internship opportunities through industry partnerships, as appropriate.</p>	
<p>CHS has partnered with the Naval Postgraduate School in Monterey to provide up to ten summer internship opportunities. We currently had two students asked to continue their summer work into the school year. These internships at the Naval Postgraduate school are normally in the computer science and most often the engineering field.</p> <p>In the spring of 2015, CHS had its bi-annual Career Fair, which included 110 professionals from a wide variety of careers. We asked each if they would be willing to take either interns or provide job shadowing opportunities for interested students, and 43 responded yes. Our College and Career Counselor has made contact with a local hospital and has sent four interested students for internships in the medical field.</p> <p>For the first time this year, academic counselors will ask students during their annual four-year planning meeting whether they are interested in an internship or job shadowing opportunity. Students will then be matched with local professionals in fields of interest.</p> <p>Sports medicine is working on a partnership with CHOMP (local hospital) for our advanced sports medicine students. Our auto teacher is working on potential internships with our maintenance and transportation division within the district office. He has a strong relationship with them as he previously worked there.</p>	<p>Naval Postgraduate School summer internship literature</p> <p>Career Fair records</p> <p>Four-year planning forms</p>
<p>B17. Develop an effective schoolwide plan to analyze formative and summative assessment data to guide and differentiate instruction within each class. (critical area for follow up)</p>	
<p>Teachers consistently use both formative and summative assessment data to adjust curriculum and differentiate instruction. After the implementation of the CAASPP IABs in the spring of 2015, both the English and Math departments continued to refine their lessons, often designing standard-specific assignments. These curricular and instructional adjustments have continued now that we have several years of CAASPP/SBAC results. Further, the review of student work is strongly recommended as a topic for course-alike teacher collaboration time.</p> <p>Though the use of data is constant, the District had struggled to find a sufficient software program to support a schoolwide plan. After having tried, Data Director, EduSoft, and Aeries Analytics, the District adopted Illuminate in the spring of 2018. This data program is comprehensive, user-friendly, and customizable, and thus hold tremendous promise as a useful data tool. Currently, only the administrators and instructional coaches have been trained in Illuminate. The full faculty will be trained throughout the 2018-2019 school year. The California Department of Education's new California Dashboard has also been instrumental in our ability to effectively and efficiently consider multiple measurements in understanding our students' performance and needs.</p>	<p>CAASPP data</p> <p>IAB data</p> <p>Aeries</p> <p>Professional Learning Committee meeting agendas and minutes</p>
<p>B18. Science teachers will adjust curriculum maps and assessments to align with the Next</p>	

Generation Science Standards.

In the 2014-2015 NGSS transition year, the science department completed many goals and has implemented several new department norms. Teachers received more training on new standards through summer workshops, regular release days during the school-year, and paid-NGSS collaboration days. Goals were set to incorporate NGSS teaching strategies and performance expectations into current lessons as often as possible based on teacher discretion. College Prep Physics and Chemistry as well as Honors Chemistry have significantly changed curriculum to match NGSS approach, including inclusion of space science in chemistry courses. Each departmental collaboration for that year was scheduled to focus on one science and engineering practice. In addition, each department member regularly shared new strategies and activities they had tried and the successes, failures, and lessons learned. The NGSS coach regularly worked with teachers to help adjust previous labs and lessons to align with NGSS approaches. Lastly, science teachers, working with the literacy coach, began to re-design assessments to meet the standards of communication and evidence-based argumentation.

In October 2015 the science department collaborated to develop new model course scope and sequence for new NGSS aligned pathways. The potential sequence was informed by several factors including comparison with similar schools in California, counselor and special education teacher input, administrative input on realities, MCOE input from the STEM coordinator, and other stakeholders. During the spring and summer of 2016 teachers may author the first new course (NGSS Life). The course may be rolled out to freshman in the Fall of 2016. A second and a third year NGSS course may be introduced in an annual schedule over the subsequent two years (2017 and 2018). The scope of these courses will be informed by developments in the details of the CA NGSS Framework.

In 2016, the first course of the NGSS aligned courses was rolled out. The course maintained the title of Biology and Honors Biology but incorporated selected earth and environmental topics throughout the year. In 2017, the second course of the NGSS aligned courses was rolled out. The course was renamed to Chemistry in the Earth System at the college preparatory level but maintained the Honors Chemistry label at the honors level to reflect a greater emphasis on earth and environmental integration at the non-honors level course. Traditionally physics had been the second course in our science sequence, but under this new model, chemistry became the second course in the sequence. This year, 2018, the third course of the NGSS aligned courses was implemented. The course was renamed to Physics in the Universe at the college preparatory level but maintained the Honors Physics label at the honors level to reflect a greater emphasis on space science integration at the non-honors level course. The roll-out of this new course sequence was supported by allocation of funding for supplies and a curriculum coach to collaborate and document the new course scope, sequence, and curricular norms. The courses largely adopted the CSTA recommended 5E teaching model.

Science PD and collaboration minutes

Revised science course sequence and course descriptions with curricular maps and norms

B19. Social Studies teachers will adjust curriculum maps and assessments to align with the Common Core Standards, once developed.

In July 2016 California adopted a new Social Studies framework. While these are not standards per se, they have defined a scope and sequence for each grade level. The Social Studies department is in a learning phase with the new framework. They sent two teachers to a roll-out event in 2016, and they are currently working with the Chief

Social Studies Framework

Social Studies Scope and Sequence

Academic Officer to compare the scope and sequence of our non AP courses with the Framework so that we can make sure they are aligned. The department chair has met with the Chief Academic officer and developed a plan and timeline to ensure all relevant social studies courses are aligned to the new framework by the start of the 2019/2020 school year.

Beginning in January of 2019, the department will evaluate and develop a scope and sequence for each course that shows alignment with the new framework. In preliminary discussions, the department has discovered that there currently is much alignment between current course descriptions and the requirements of the framework; however, there are gaps as well.

On January 10, 2019 the department will use a release day to receive training from the county office. The department will use topic team time to work as a department PLC to complete this alignment process. All ten collaboration meetings during the spring will be used for this process. During this process, the department will also be evaluating resources and textbooks and how they align to the new framework. Once the department has completed a scope and sequence revision for all core non-AP classes in the department, we will begin an adoption process that will ensure our textbooks and other resources are aligned with the new framework. While the scope and sequence revisions are scheduled to be completed and implemented by fall 2019, the adoption process is scheduled to begin in the fall of 2019 and new materials will be used in fall of 2020.

B20. Evaluate and reassess academic alignment to new standards based on various student performance indicators.

The English and Math departments have used multiple indicators, including CAASPP Interim assessments, CAASPP/SBAC results, and benchmark data, to make additional adjustments to our curriculum and instruction. This has included designing more standard-specific lessons in ELA, such as giving students more listening practice or opportunities to write the conclusion for a provided piece of writing.

In math, teachers have adjusted the curriculum to create more opportunities for students to use data to draw conclusions, explain their thinking using multiple representations, and increase their conceptual understanding. In an effort to increase the amount of student to student math talk, every math teacher has changed the physical structure of their classroom. More time to work within groups is offered. Elbow partners, think pair shares, and small group reviews happen on a frequent basis. The shift to this instructional model has allowed the use of The Eight Mathematical Practices flourish.

ELA and Math collaboration minutes

Benchmark and IAB data

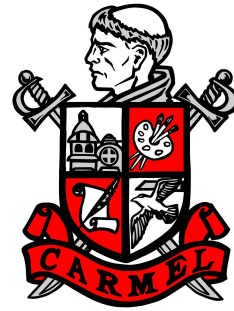
CAASPP data

Sample lessons

CARMEL HIGH SCHOOL

Home of the Padres

SCHOOL PROFILE

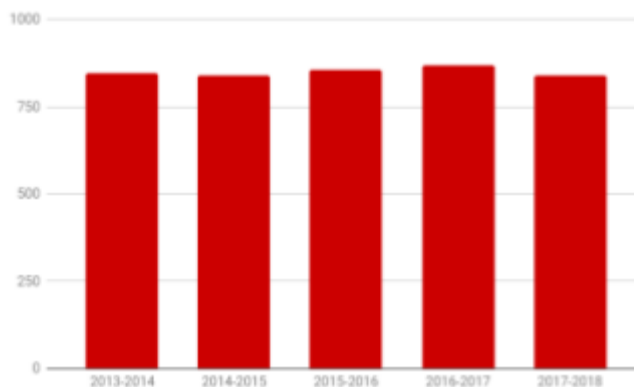


Demographics

Carmel High School is a comprehensive high school located in the small, coastal city of Carmel, California. Serving our 842 students is a certificated teaching staff of 57 (58.3 FTE) including a library/media teacher, plus two academic counselors, one dedicated college and career counselors, one SAP (Student Assistance Program) counselor, and a speech-language pathologist. Students are also served by three administrators and 23.4 classified staff members. The average class size at Carmel High is 22.9, with a per pupil ratio of 14.77:1. By area, CUSD is the second largest school district in the state of California; the student population comes from a 594-square mile area that extends from the Big Sur coastline out to Carmel Valley and beyond, and includes the city of Carmel-by-the-Sea, Carmel Highlands, and portions of Pebble Beach. Consequently, our students come from diverse economic, educational, and social backgrounds. Students who live in our outlying areas travel more than an hour each way to attend school. Carmel is an affluent area, and a number of our students come from high socioeconomic conditions; however, 135 (16%) students are identified as Socioeconomically Disadvantaged, a figure which has risen by 3% in the past three years. There are 116 students (14%) who qualify to receive free and reduced lunch. Although the workforce is diverse, the large majority of parents (89%) of Carmel High students have attended some college, and 75% have earned a bachelor's degree or higher.

Enrollment increased dramatically between 2009 and 2017 to a current twenty-year high of 870 in 2017. This year, our enrollment has dropped back to 842. Ethnic distribution, which is not representative of the rest of California's population, has shifted slightly in the past six years. The student population is comprised of 64% White, 18% Hispanic/Latino, 11% two or more races, 6% Asian, and 1% African-American. Of the entire population, 51% are male and 49% are female. Currently, there are a total of 192 students in grade 9, 218 in grade 10, 226 in grade 11, and 206 in grade 12.

CHS Enrollment 2014 - 2018



CURRICULAR AND CO-CURRICULAR PROGRAM

Carmel High, recognized as a Gold Ribbon School in 2015, consistently ranks at or near the top of all high schools in Monterey County. In 2017, the school was ranked by U.S. News & World Report as number 199 in the nation and 21 in the state.

Students at CHS are provided with a rigorous, standards-based curriculum. The District's goal is for at least 75% of students consistently meet eligibility for UC/CSU. For the class of 2017, 73% met the UC/CSU eligibility requirements. By subpopulation, 78% of White students and 50% of Hispanic/Latino students were eligible. By gender, 80% of females and 66% of males met the requirement. Fifty-six percent of the class of 2017 matriculated directly to a four-year college or university. Another 38% attended community college, 3% intended to take a gap year, 2% joined the military, and 1% joined the workforce.

The Advanced Placement and honors program is a significant feature of the Carmel High School culture. We offer 9 honors and 17 AP courses, and enrollment has increased each of the past six years. Simultaneously, pass rates increased between 2015 and 2017 though there was slight drop in the pass rate in 2018.

Currently, 477 students (57%) participate in one or more of our outstanding visual and performing arts courses, including concert choir, chamber singers, orchestra, concert band, jazz workshop, dance, drama, beginning photography, and multiple levels of art. There are 433 students (51%) enrolled in one or more of our 13 CTE courses, including computer science, automotives, graphic design, video production, sports medicine, newspaper, yearbook, advanced photography, digital music, and engineering. All students must meet a 60-hour community service graduation requirement, and many students exceed their required hours. Students are also involved in a wide array of athletic teams, clubs, and extracurricular activities. In fact, in 2017-2018, 496 students, including 63% of boys and 51% of girls, participated in at least one interscholastic sport, and many were repeat athletes.

STUDENT SUPPORT

A primary goal at Carmel High School is that all students engage in challenging, innovative, and relevant learning experiences to prepare them for college, career, and global citizenship. This includes the District objective that 75% of students meet the UC/CSU eligibility requirements. Currently, 88 students are served in our AVID program, and several support classes are offered, including Strategies for Success, Math Tutorial, Writing Strategies, and Academic Study Halls. CHS has a Response-to-Intervention (RtI) team, which monitors students at-risk and determines appropriate support interventions.

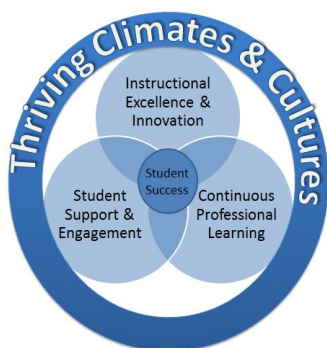
All teachers hold office hours every Thursday for 40 minutes, during which time students can get additional help or make up tests and assignments. All students may opt to attend office hours, and students earning two or more D's or F's are required to attend. Carmel High has a strong Special Education program that supports 57 students with IEPs. Since 2008, CHS has used co-teach model in English and math to increase access to the regular ed and college prep program for RSP students. The co-teach model was expanded to include science classes

SUPPORT CLASSES
Academic Study Hall
AVID
Basic Algebra Readiness
Basic Earth/Physical Science
Basic English
Math Tutorial
Office Hours
Strategies for Success
Study Hall
Writing Strategies

in 2017. There are three English Learners at CHS who are served in one section of English Language Development. This class also serves five students who have recently been redesignated as Fluent English Proficient. Twenty-five native Spanish speakers are served by our Spanish for Heritage Speakers 1 and 2 classes, which were added in 2010-2011 in response to our 2007 WASC action plan.

STAFF

The students at Carmel High School are served by 57 certificated teachers (58.3 FTE), two academic counselors, one college and career counselor, and three administrators. There are 26 classified staff (24.1 FTE), which includes four secretaries, six custodians, four instructional assistants, three campus aides, two technology assistants, one library assistant, two account clerks, one college and career center aide, one study hall teacher, one behavioral specialist, a SAP counselor, and one health aide. In addition, CHS is served by a registered nurse, school psychologist, speech pathologist, and a theater manager. Two teachers are each being given two release periods to serve as instructional coaches, and two teachers are splitting a .2 release to serve as NGSS physics curriculum coach. The faculty is comprised of 28 females and 29 males. Of the total certificated staff, 57 are white, two are Hispanic/Latino, two are Pacific Islander, one is Filipino, one is Chinese, and three are two or more races. Of the full-time faculty, the average number of years of teaching experience is 11.55 (down from 18 last year) and twelve within the district. Forty-three hold a Masters degree or higher, 100% are credentialed and meet the NCLB standards for highly qualified teachers, and none teach outside their credentialed areas. All of our certificated staff members are CLAD certified.



All staff engage in high-quality professional learning to meet the District's academic and social-emotional goals. In 2015-2016, the District sent a K-12 team of teachers and administrators to Washington D.C to attend the Learning Forward conference on professional learning. Following that conference, the Chief Academic Officer formed a districtwide professional learning team in order to establish a new direction for professional learning. As an outgrowth of the district team, we formed a site professional learning team to develop and monitor the directions for PL at our site, in alignment with the district plan. As a result, for the past two years, teachers have been able to self-select an interdisciplinary topic team as their professional

learning focus. The District provided ongoing training for facilitators, and the teams have been largely self-directed. Topics have included Social-emotional Learning, Project-based Learning, Makerspace, Senior Capstone Project, Junior Padre Talks, and Providing Effective Feedback, among others. Teachers may also participate in workshops offered by our own staff, including annual summer institutes, which are week-long instructional technology workshops for K-12 teachers. Recent summer institute trainings have focused 1:1 Chromebook integration and have included specific workshops on Google Docs, Moodle, Teacher Dashboard, and Mahara (electronic portfolios) with an emphasis on the technology standards and the SAMR (transformation use) model. Teachers also attend content-specific conferences as well as specialized training, such as AP institutes, AVID conferences, Project-based Learning, Linked Learning, and Challenge Success.

PARENT SUPPORT

Carmel High School is fortunate to have strong parent and community support. Padre Parents is the academic booster organization of Carmel High supporting the faculty-staff-parent-student partnership. The goal of Padre Parents is to foster a strong academic community within the school and to support a positive classroom environment for Carmel High students. They support the students, teachers, and staff

at CHS both academically and socially. Padre Parents funds small grants to teachers for their classroom needs as well as special programs, equipment, periodicals and materials. They also support the college/career center, college night, academic recognition, graduation, Sober Grad and much more. Both our athletic and music programs also have strong parent booster groups. Districtwide, the schools are supported by Friends of Carmel Unified Schools, or FOCUS, which raises money for the purpose of providing both small and large grants and resources to benefit students, teachers, and the educational community as a whole. Since its founding in 1979, FOCUS has provided over \$2,500,000 for the benefit of our schools and students. The Carmel community has also supported the schools by passing two bonds over the past two decades for the purposes of improving infrastructure and facilities. Carmel High School has been the primary beneficiary of these grants, which have provided for remodeling of all classrooms and the addition of several new facilities.

TECHNOLOGY

Carmel High School has a wealth of technology, including a 1:1 Chromebook program, which began with a single-grade pilot in 2013-14 and expanded to every grade in 2014-15. All incoming freshman get a Chromebook, which they keep for all four years. Each teacher has a computer and printer, and most classrooms have LCD projectors. We begun replacing LCD projectors with 65-inch Vizio TVs, which have also been installed in all meeting rooms. There are also 22 classrooms in which teachers utilize an interactive whiteboard, and 37 rooms contain document cameras. The entire school is networked, and all 52 classrooms have Wi-Fi Internet access, which was upgraded districtwide in the summer of 2018. CHS has two full time technology support staff, as well as support from district staff for networking.

All teachers have a MySchool page (running on the Moodle LMS), and many teachers post course syllabi, calendars, assignment instructions, copies of lecture notes, and rubrics, among other information. They also make increasing use of forums, blogs, and online quizzes; and many accept student work posted to MySchool. The daily bulletin, parent newsletter, sports schedules, and other important information are also posted on the website, which receives numerous daily visits. Further, all teachers use the Aeries online attendance and grade book program, which enables students and parents to monitor academic progress in all courses at any time using just one username and password. Several teachers also send out weekly emails to parents to inform them of upcoming deadlines and assignments, and many send out daily homework reminders via Remind.com.

Whereas there used to be three computer labs on campus, including a separate PC lab with 30 stations, a second PC lab in the library, and a Mac lab used for graphic design and video production, the two PC labs have been dismantled. Since all students are now 1:1 with Chromebooks, these labs were no longer being utilized, so the spaces have been repurposed. The former computer lab is now the college and career center. The library's lab is now a flexible space for whole group instruction or small group collaboration. The CHS Makerspace Topic Team for 2017-2018 helped push for this change as they were looking for a place to have pop-up makerspace activities and possibly more permanent makerspace stations. The Makerspace Team purchased a makerspace cart with materials toward the end of the 2017-2018 school year, and it is currently housed in the old computer space area for future projects/makerspace activities.

Along with the removal of the computer lab, a thorough weeding of the library's print collection allowed for the removal of three large library stacks and the lowering of another three for additional seating of students (a request of students) and greater visibility for monitoring of students (important to library staff) within the library. During the summer of 2018, two bookcases in the back of the library were removed and

three countertops (two in the back and one in the middle of the library) were added to provide even more seating for students. The stools for this area are scheduled to arrive Oct. 2018.

Additional changes underway in the library include the approval of a FOCUS grant for the 2017-2018 school year for the purchase of VR headsets, gaming laptops and VR experiences. Two of these laptops and VR headsets have been purchased and more headsets/gaming laptop purchases are in the works. The idea behind providing VR in the library is to allow for students to interact with this technology to provide experiential learning opportunities that are difficult to replicate otherwise (ex. Dissection-anatomy, Syrian refugee experience-HSS, Autism simulator-SPED, etc.) but are deeply impactful, extend learning, and allow for the reteaching of material in different ways.

There is also a state-of-the-art TV studio utilized by the video production class and sound and lighting studio that supports the theater operation.

CALENDAR AND BELL SCHEDULE

Carmel High School operates on a modified traditional calendar that includes two additional break weeks during the school year. Classes are scheduled in a modified block configuration. On Monday, Tuesday, and Friday, students attend seven 50-minute class periods. Periods 1, 3, 5, and 7 are offered on Wednesday during 95-minute block periods, and periods 2, 4, and 6 meet on Thursdays for 95-minute periods. All teachers keep office hours for 40 minutes each Thursday morning, and students earning two grades below a 'C' are required to attend. Office hours also provide students time to make up tests or receive individual assistance from teachers. The staff meets for collaboration every Thursday afternoon for 70 minutes.

REVENUE AND SPENDING

In the 2016-17 fiscal year, the district received approximately \$54.5 million in general fund operating fund revenues. Local property taxes accounted for approximately 85% of these revenues, and the District's average per pupil expenditure was \$22,752 in comparison to the state average of \$12,229 for unified (K-12) school districts. As a community funded school district, CUSD is required to return a "fair share" of its state categorical funding. This amounted to approximately \$1.4 million for the 2016-17 year.

FACILITIES

In 2016-2017 the final phase of construction on the new multi-sport complex was completed. This new facility includes an expanded turf field that can accommodate all of our field sports, new home bleachers that seat 996, a new scoreboard, a new announcer's booth, and improved handicap access and seating. This facility allows all of our team sports to compete on campus, which has made it appealing and more feasible for more students to become involved in athletics as both participants and spectators. Concurrently, the gym was updated with new bleachers, floor, sound system, and new entrances to improve access.

In 2016 the College and Career Center was expanded and moved into a larger, more welcoming space in the center of campus. This space includes flexible seating and technology to meet the varying needs of students, staff, and college and career representatives utilizing the center.

The art room has been equipped with a large-capacity kiln and ventilation cooling system. This addition has provided for more ceramics units to be embedded in the art classes, and it has streamlined

production of the more than 450 handmade bowls crafted by students for our annual Empty Bowls benefit, held during spring Open House.

Replacement of the administration building has been indefinitely postponed pending completion of a facilities master planning process. The district is in the early stages of developing this master plan for all district facilities with a goal of bringing 21st century learning environments to the high school. Our focus in the master plan will be on the administration building and interior spaces including the library, classrooms, and lab spaces.

SCHOOL SAFETY AND LEARNING ENVIRONMENT

Carmel Unified School District is committed to providing the best possible learning environment for its students, which includes safe, clean, and updated facilities as well as relatively low class sizes. Class sizes in core content areas have remained fairly consistent over the past three years with the lowest average in English and the highest average in Social Studies. Though our enrollment has increased over the past three years, our per pupil ratio has decreased slightly.

AVERAGE CLASS SIZE CORE CONTENT AREAS				
		2016-2017	2017-2018	2018-2019
English	Number of Classes	35	36	35
	Average Class Size	24.2	24.3	24.0
Math	Number of Classes	35	35	33
	Average Class Size	24.1	23.8	24.9
Science	Number of Classes	31	33	32
	Average Class Size	25.6	24.8	25.3
Social Studies	Number of Classes	32	34	35
	Average Class Size	26.4	27.0	26.1

NUMBER OF SECTIONS BY SIZE									
	2016-2017			2017-2018			2018-2019		
	Number of Students								
Subject	1-22	23-28	29-33	1-22	23-28	29-33	1-22	23-28	29-33
English	8	24	3	7	26	3	12	18	5
Math	13	17	5	12	16	7	10	14	9

Science	8	14	9	7	14	12	9	9	14
Social Studies	9	9	14	3	19	12	7	15	13

STEM ENROLLMENT BY GENDER

Overall enrollment in upper-level math and science courses is strong though the numbers drop precipitously with our most advanced courses, such as AP Calculus BC and AP Chemistry. There is close gender equality among enrollment in some upper-level courses, including Integrated Math 3, AP Statistics, AP Calculus AB, Anatomy and Physiology, and AP Biology, and even more females than males enrolled in Pre-Calculus, Chemistry in the Earth System, and AP Environmental Science; however, there is a significant gender gap in enrollment in Advanced Mathematical Decision Making (AMDM) and AP Calculus BC. The gender gap also extends into computer science as well, where females comprise only 16% of AP Computer Science and 36% AP Computer Science Principles.. Similarly, only 24% of Engineering 1 students are female, and all 19 students enrolled in Engineering 2 are male.

2018-2019 ENROLLMENT IN UPPER LEVEL MATH AND SCIENCE COURSES BY GENDER					
Course	Male	Percentage	Female	Percentage	Total
Integrated Math 3	96	52%	90	48%	186
Advanced Mathematical Decision Making	14	66.6%	7	33.3%	21
Pre-Calculus	54	45%	67	55%	122
AP Statistics	20	50%	20	50%	40
AP Calculus AB	36	53%	32	47%	68
AP Calculus BC	18	66.6%	9	33.3%	27
Anatomy & Physiology	20	51%	19	49%	39
Honors Physics	53	58%	38	42%	91
Chemistry in the Earth System	46	48%	50	52%	96
Honors Chemistry	71	56%	56	44%	127
AP Chemistry	19	54%	16	46%	35
AP Biology	29	51%	28	49%	57
AP Environmental Science	46	45%	57	55%	103
AP Computer Science	19	84%	3	16%	22
AP Computer Science Principles	27	64%	15	36%	42

Course	Male	Percentage	Female	Percentage	Total
Engineering 1	19	76%	6	24%	25
Engineering 2	19	100%	0	0%	19

ATTENDANCE AND BEHAVIOR

The school and district has transitioned to the use of the new California School Dashboard Report as a means of evaluating our school using multiple measurements. The new Chief Academic Officer has made presentations to all stakeholder groups to inform them about the shift to the Dashboard and to train them in how to access and read the reports. For this student/community profile, a combination of the Dashboard and Dataquest reports have been used, along with more detailed reports from the College Board and American College Test. The data reported is the most recent available.

Carmel High School's Average Daily Attendance (ADA) is 94% and has remained consistent over the past three years. Attendance is recorded through the Aeries online attendance system. The Dashboard Equity Report corroborates that chronic absenteeism is not an issue at Carmel High School.

CALIFORNIA SCHOOL DASHBOARD REPORT

Equity Report

Carmel High - Monterey County

List of all schools in this district

Enrollment: 870 Socioeconomically Disadvantaged: 14% English Learners: 0.8% Foster Youth: 0.2%

Grade Span: 9-12 Charter School: No

Dashboard Release:

Fall 2017




Equity Report

Status and Change Report

Detailed Report

Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u> 	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		6	4
<u>English Learner Progress (1-12)</u>		N/A	N/A
<u>Graduation Rate (9-12)</u>		3	0
<u>College/Career (9-12)</u> <small>Select for one year of available data</small>	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Status and Change Report

Carmel High - Monterey County

List of all schools in this district

Enrollment: 870 Socioeconomically Disadvantaged: 14% English Learners: 0.8% Foster Youth: 0.2%

Dashboard Release:

Grade Span: 9-12 Charter School: No

Fall 2017

Equity Report

Status and Change Report

Detailed Report

Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 4.7%	Increased +2.8%
English Learner Progress (1-12)		*	*
Graduation Rate (9-12)		Very High 97.4%	Maintained +0.6%
College/Career (9-12) <small>Select for one year of available data</small>	N/A	Very High 78.1%	N/A

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Student Group Report

Carmel High - Monterey County

List of all schools in this district

Enrollment: 870 Socioeconomically Disadvantaged: 14% English Learners: 0.8% Foster Youth: 0.2%

Dashboard Release:

Grade Span: 9-12 Charter School: No

Fall 2017

Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)		*	*	*			*	*
English Learner Progress (1-12)	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)		*	*	*		*	*	*

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Both the suspension and expulsion rates are low. The suspension rate increased significantly, however, in 2016-2017, with half of the suspensions due to illicit drugs. It is unclear whether this data point is an outlier or representative of a trend. However, the increase could be attributable to greater enforcement of the zero tolerance policy.

EXPULSION, SUSPENSION, AND TRUANCY INFORMATION					
Year	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
2013-2014	871	23	2.6%	2	0.2%
2014-2015	846	24	2.8%	1	0.1%
2015-2016	884	23	1.9%	1	0.1%
2016-2017	896	42	4.7%	0	0%

EXPULSION, SUSPENSION, AND TRUANCY INFORMATION BY GENDER AND ETHNICITY 2016-2017					
Year	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Total	896	42	4.7%	0	0%
Female	413	11	2.7%	0	0%
Male	483	37	6.4%	0	0%
White	548	27	4.6%	0	0%
Hispanic/ Latino	157	8	4.5%	0	0%

SUSPENSION AND EXPULSION REPORT BY REASON 2016-2017		
Reason	Total Number of Offenses Involved in Suspensions	Total Number of Offenses Involved in Expulsions
Violent Incident (Injury)	4	0
Violent Incident (No Injury)	14	0
Weapons Possession	1	0
Illicit Drug Related	24	0
Defiance Only	5	0
Other Reasons	0	0
Total	48	0

Suspension Rate Report

Carmel High - Monterey County

List of all schools in this district

Enrollment: 870 Socioeconomically Disadvantaged: 14% English Learners: 0.8% Foster Youth: 0.2%

Grade Span: 9-12 Charter School: No

Dashboard Release:

Fall 2017

Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

View the [Five-by-Five Placement Report](#) for this Indicator.

▼ All

	Student Performance	Number of Students	Status	Change
All Students		896	Medium 4.7%	Increased +2.8%
English Learners		9	*	*
Foster Youth		2	*	*
Homeless		5	*	*
Socioeconomically Disadvantaged		133	High 6.8%	Increased +2.3%
Students with Disabilities		66	High 7.6%	Declined -1.4%
African American		6	*	*
American Indian		2	*	*
Asian		39	Very Low 0%	Maintained 0%
Filipino		1	*	*
Hispanic		157	Medium 4.5%	Increased +2.1%
Pacific Islander		4	*	*
Two or More Races		101	High 7.9%	Increased Significantly +5.5%
White		548	Medium 4.6%	Increased +2.8%

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Nearly all seniors (97.4%) graduate from Carmel High School, and the graduation rate remains relatively consistent among all ethnicities, genders, and educational programs, with the exception of Special Education students, whose rate ranges between 88% and 93%. In 2017, 76% of seniors met the UC/CSU eligibility requirements, which exceeds the District goal. In 2017, females (76.8%) slightly outperformed males (73.2%) in meeting the UC/CSU requirements, and Whites (78.0%) considerably outperform our Latino (65.4%) population. The UC/CSU eligibility rate for both male and Latino students has steadily risen over the past three years, however. For males, the rate increased from 60.5% in 2015 to 73.2% in 2017. The eligibility rate of our Latino population grew from 46.4% in 2015 to 65.4% in 2017, which is a 19% increase. The rate for students reporting that they are two or more races, however, has declined from 80% to 63.2%, which is a 16.8 decline.

GRADUATION RATE					
Year	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate
2013-2014	198	194	98.0%	3	1.5%
2014-2015	187	181	96.8%	4	2.1%
2015-2016*	193	188	97.4%	---	2.1%

*Data after 2016 still pending

GRADUATION RATE			
Ethnicity	2013-2014	2014-2015	2015-2016
All students	98%	96.8%	97.4%
Hispanic / Latino	97%	93%	100%
White	98.5%	97%	97.7%
Two or More Races	95.5%	100%	94.4%
English Learners	90.0%	100%	100%
Special Education	87.5%	88.9%	92.9%
Socioeconomically Disadvantaged	97.8%	97.1%	100%
Female	100%	95.1%	97.9%
Male	96%	98.8%	97.4%

Graduation Rates Report

Carmel High - Monterey County

List of all schools in this district



Enrollment: 870 Socioeconomically Disadvantaged: 14% English Learners: 0.8% Foster Youth: 0.2%

Dashboard Release:

Grade Span: 9-12 Charter School: No

Fall 2017

[Equity Report](#) [Status and Change Report](#) [Detailed Report](#) [Student Group Report](#)

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

View the [Five-by-Five Placement Report](#) for this Indicator.

▼ All

	Student Performance	Number of Students	Status	Change
All Students		193	Very High 97.4%	Maintained +0.6%
English Learners		11	Very High 100%	Increased Significantly +10.5%
Foster Youth		0	*	*
Homeless		6	*	*
Socioeconomically Disadvantaged		47	Very High 100%	Increased Significantly +7.1%
Students with Disabilities		14	High 92.9%	Increased +4.2%
African American		0	*	*
American Indian		2	*	*
Asian		5	*	*
Filipino		1	*	*
Hispanic		30	Very High 100%	Increased Significantly +5.3%
Pacific Islander		1	*	*
Two or More Races		18	High 94.4%	Declined -1.4%
White		133	Very High 97.7%	Maintained +0.9%

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

UC/CSU ELIGIBILITY			
Graduating Class	Number of Seniors	UC/CSU Eligible	4-Year Eligible
2015	192	73%	73%
2016	205	73%	75%
2017	201	75%	76%

GRADUATES MEETING UC/CSU ELIGIBILITY REQUIREMENTS BY GENDER AND ETHNICITY									
	2014-2015			2015-2016			2016-2017		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Total	83.5%	60.5%	72.7%	79.3%	66.0%	72.5%	76.8%	73.2%	74.7%
Hispanic or Latino	57.1%	35.7%	46.4%	50.0%	50.0%	50.0%	62.5%	66.7%	65.4%
White	87.7%	65.5%	77.9%	84.1%	72.3%	78.1%	80.4%	76.3%	78.0%
Two or More Races	100%	70%	80%	84.6%	40.0%	72.2%	70.0%	55.6%	63.2%

STUDENT PERFORMANCE DATA

CAASPP

Carmel High School regularly outperforms both the county and state on standardized tests. Among our similar schools, we rank fifth out of 18 in both ELA and math, though on state test scores our ranking in math drops to seventh place in the comparison band. Our CAASPP results indicate that 82% of juniors met or exceeded the state standards for English-Language Arts and 65% in math. Females outperformed males in ELA while males outperformed females in math. In ELA, the subgroups who performed the highest are Asian and Two or more races, both at 90%. Eighty-six percent of White students met or exceeded standards, compared to 73% of Hispanic/Latinos. The greatest discrepancies were between the overall pass rate of 85% and both Socioeconomically Disadvantaged students (64%) and Students with Disabilities (52%). Similarly in math, Asians performed the highest (90%), followed by Two or More Races (82%), White (71%), and Hispanic/Latino (44%), which shows a significant gap. Also performing well below other subgroups are Socioeconomically Disadvantaged (45%) and Students with Disabilities (35%).

CAASPP ENGLISH-LANGUAGE ARTS

CAASPP PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STATE STANDARDS ENGLISH-LANGUAGE ARTS 2016 - 2018						
Group	2015-2016		2016-2017		2017-2018	
	Number Tested	% Met or Exceeded	Number Tested	% Met or Exceeded	Number Tested	% Met or Exceeded
All students	196	90%	197	87%	205	82%
Male	118	86%	109	84%	111	80%
Female	78	96%	88	91%	94	85%
Asian	---	---	11	100%	10	90%
Hispanic or Latino	33	82%	26	73%	45	73%
White	135	92%	126	90%	114	86%
Two or More Races	13	100%	27	86%	21	90%
Socioeconomically Disadvantaged	19	74%	25	64%	47	64%
Students with Disabilities	9	56%	---	---	31	52%

2017-18 Smarter Balanced Performance Summary ELA (Summative): All Grades

Site: Carmel High School
Roster Date: 17-18 | Y
Grades: All
English Proficiencies: All
Reported Race: All Reported Races
Gender(s): Male & Female
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

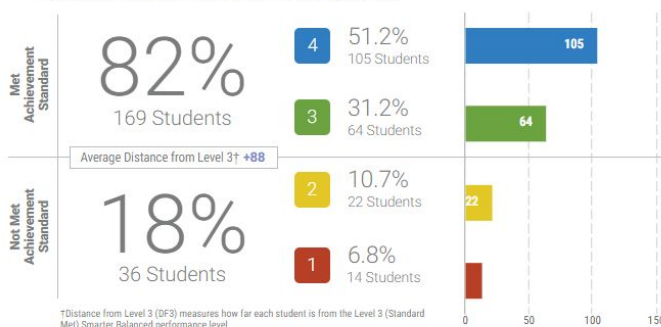
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

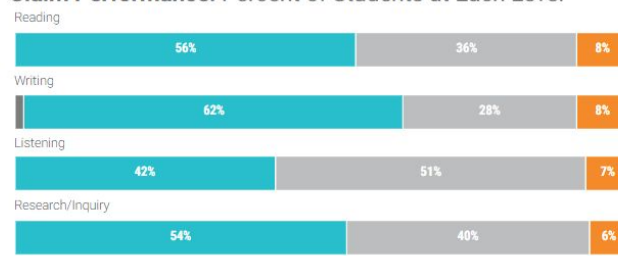
- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 11/25/2018
by illuminate Education™

Overall Performance: 205 students



Claim Performance: Percent of Students at Each Level



Calculations include students tested out of district. ADDITIONAL FILTERS APPLIED: Classes: All Classes Students: All Students

Smarter Balanced Subgroup Summary

2017-18 ELA (Summative): All Grade Levels Tested



CAASPP MATH

CAASPP PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STATE STANDARDS MATHEMATICS 2015-2017						
Group	2015-2016		2016-2017		2017-2018	
	Number Tested	% Met or Exceeded	Number Tested	% Met or Exceeded	Number Tested	% Met or Exceeded
All students	198	68%	197	59%	207	65%
Male	118	63%	107	59%	110	67%
Female	80	74%	90	59%	97	63%
Asian	---	---	11	64%	10	90%
Hispanic or Latino	32	50%	26	46%	45	44%
White	137	72%	125	59%	115	71%
Two or More Races	14	57%	28	68%	22	82%
Socioeconomically Disadvantaged	19	58%	24	38%	47	45%
Students with Disabilities	11	0.00%	---	---	31	35%

2017-18 Smarter Balanced Performance Summary Math (Summative): All Grades

Site: Carmel High School
Roster Date: 17-18 | Y
Grades: All
English Proficiencies: All
Reported Race: All Reported Races
Gender(s): Male & Female
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

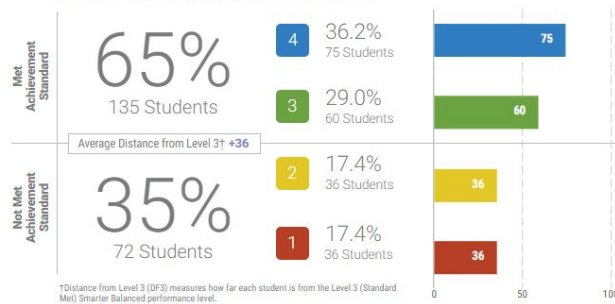
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- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

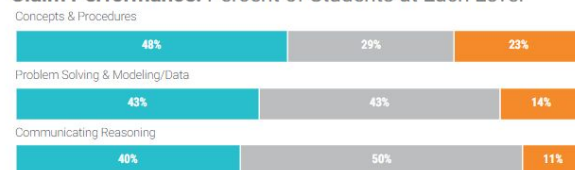
- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 11/25/2018
by Illuminate Education™

Overall Performance: 207 students



Claim Performance: Percent of Students at Each Level



Calculations include students tested out of district. ADDITIONAL FILTERS APPLIED: Classes: All Classes Students: All Students

Smarter Balanced Subgroup Summary

2017-18 Math (Summative): All Grade Levels Tested



CAASPP SCIENCE

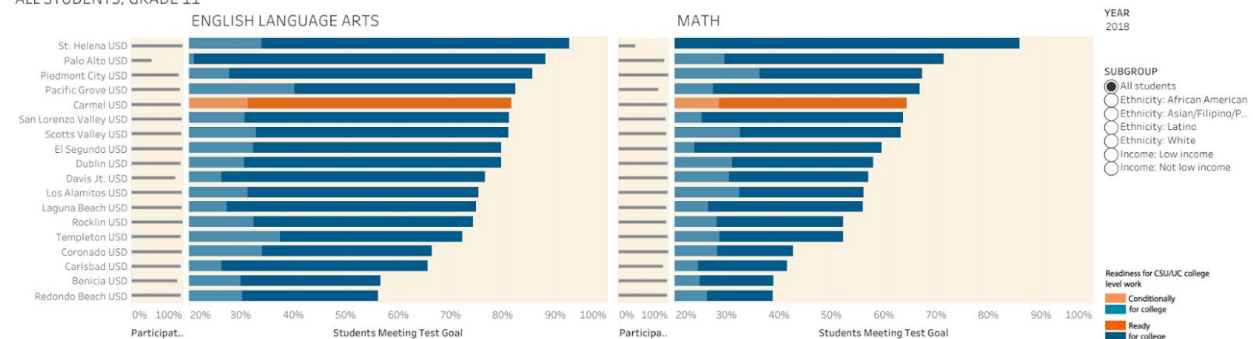
CHS sophomores scored well on the CAASPP Science test in both 2015 and 2016. Testing was suspended in 2017. Starting in 2018, juniors and/or seniors will take the CAST (California Science Test).

CAASPP SCIENCE GRADE 10 2015 - 2017			
	2014-2015	2015-2016	2016-2017
Students Tested	191	207	NA
% of Enrollment	95%	93%	NA
Students with Scores	191	207	NA
Mean Scale Score	411.5	404.3	NA
% Advanced	61%	53%	NA
% Proficient	26%	30%	NA
% Basic	7%	13%	NA
% Below Basic	5%	3%	NA
% Far Below Basics	1%	1%	NA

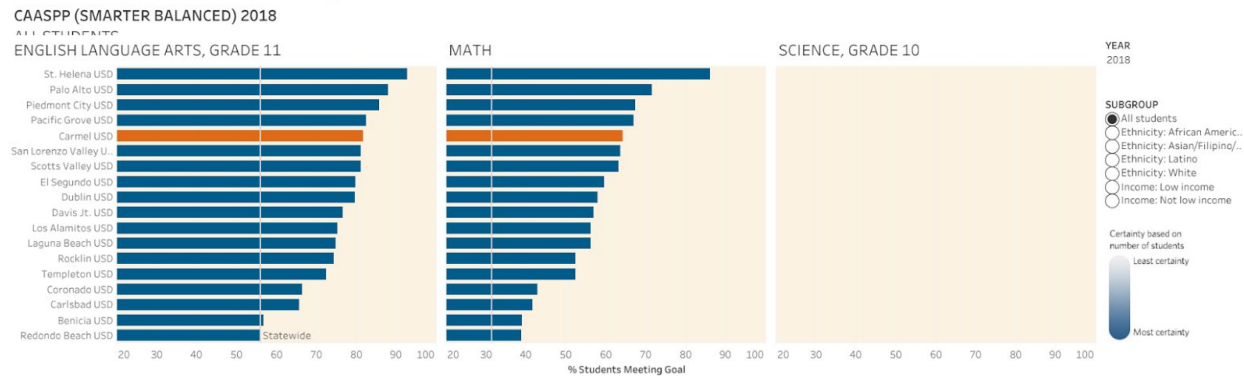
Similar Schools Comparison

How ready for college are 11th graders, and what percentage of them took the state assessment?

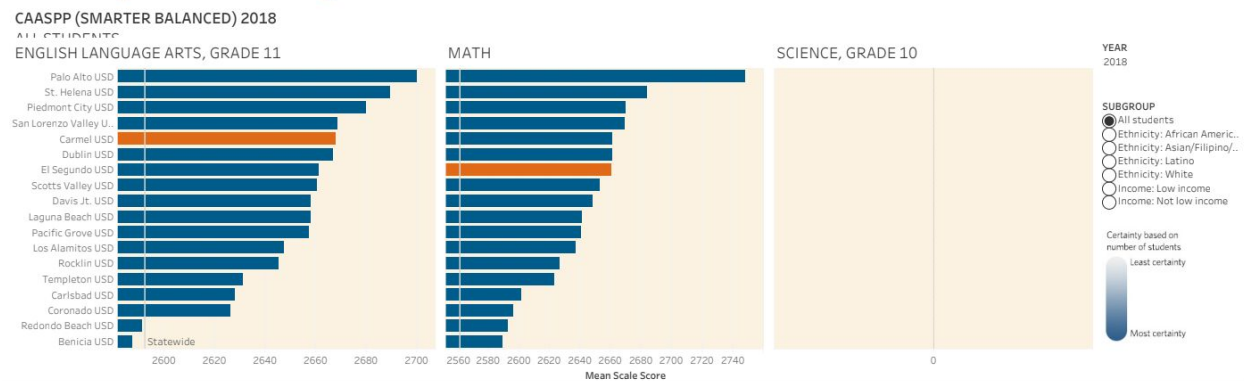
EARLY ASSESSMENT PROGRAM (EAP) 2018
ALL STUDENTS, GRADE 11



Where do your 10th and 11th grade students stand on state test outcomes?



Where do your 10th and 11th grade students stand on state test outcomes?



CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST / ELPAC

Carmel High School currently has three students who qualify as English Learners, one of whom receives support in ELD and two who received SPED services. There are a total of six students enrolled in the ELD Support class. The other five are students who have been recently redesignated as Fluent English Proficient. The CELDT was discontinued as an assessment after 2016, being replaced by the ELPAC. Our current English Learners were given the ELPAC for the first time in spring 2018, and starting in fall 2018, any new student for whom English is a second language is initially tested using the ELPAC. ELPAC results are not included in the chart below because fewer than ten students were assessed.

CELDT ANNUAL ASSESSMENT						
	# Students	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
2014-2015	10	0%	20%	60%	20%	0%
2015-2016*	6	---	---	---	---	---

PHYSICAL FITNESS TEST

Between 2016 and 2017, there was a slight increase in the number of 9th grade students who tested in the Healthy Fitness Zone. The percentage of students who need improvement increased on all measurements between 2015-2016 and has continued to rise in body composition and abdominal strength. However, the percentage dropped back down in aerobic capacity, trunk extension strength, upper body strength, and flexibility. There has also been an increase in those demonstrating a health risk in both aerobic capacity and body composition.

PHYSICAL FITNESS TEST 2015-2017															
	Total tested in grade 9			Number grade 9 students in HFZ			% Grade 9 students in HFZ			% Grade 9 Students in Needs Improvement			% Grade 9 Students in Needs Improvement / Health Risk		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Aerobic Capacity	208	223	226	180	174	179	89.5	78.0	79.2	8.2	15.2	11.9	5.3	6.8	8.9
Body Comp	208	223	226	170	173	168	81.7	77.6	74.3	14.4	17.9	19.9	3.9	4.5	5.8
Abdominal Strength	208	223	226	190	199	196	91.3	89.2	86.7	8.7	10.8	13.3	NA	NA	NA
Trunk Extension Strength	208	223	226	204	204	223	98.1	91.5	98.7	1.9	8.5	1.3	NA	NA	NA
Upper Body Strength	208	223	226	142	135	157	68.3	60.5	69.5	31.7	39.5	30.5	NA	NA	NA
Flexibility	208	223	226	194	195	211	93.3	87.4	93.4	6.7	12.6	6.6	NA	NA	NA

SCHOLASTIC APTITUDE TEST

In 2017, the total mean score for SAT test takers at Carmel High was 1,244 (on the new 1600 scale). While females scored slightly higher on Evidence-based Reading and Writing, and males scores slightly higher on mathematics, the total mean score was only differentiated by seven points. There has been a significant decline in the number of CHS students taking the SAT, from 127 in 2013-14 to 62 in 2016-17. Students are generally being counseled to opt for the ACT rather than the SAT, as historically, our students have scored higher on the exam. On the SAT Subject Exams, more students are selecting Math 2 and Physics though students taking the Literature, US History, and Chemistry exams have scored considerably higher.

SAT MEAN SCORES BY GENDER AND ETHNICITY 2017 - 2018					
Year	Test Takers	% of Test Takers	Evidence- Based Reading and Writing Mean	Mathematics Mean	Total Mean
Overall	29	100%	633	656	1,289
Female	12	41%	638	642	1,279
Male	17	59%	629	666	1,296
Asian	4	14%	NA	NA	NA
White	21	72%	643	670	1,312
Hispanic/Latino	1	3%	NA	NA	NA
Two or More Races	3	10%	NA	NA	NA

SAT TREND DATA 2016 - 2018					
Year	Test Takers	Avg. Score: Reading	Avg. Score: Math	Avg. Score: Writing	Number of Scores over 1500
2015-2016	55	565	548	556	1,735
2016-2017	62	596	582	571	1,749
2017-2018	29	633	656	NA	1,289

SAT SUBJECT TEST TREND DATA 2015-2017						
	2014-2015		2015-2016		2016-2017	
Subject	Test Takers	Mean	Test Takers	Mean	Test Takers	Mean
Literature	12	693	2	NA	12	616
US History	33	686	26	672	24	684
World History	20	599	24	586	27	556
Math 1	6	568	2	NA	NA	NA

Math 2	27	641	35	661	40	562
Chemistry	30	614	28	664	16	704
Physics	22	573	51	563	49	577

AMERICAN COLLEGE TEST

As the number of students taking the SAT has declined, the number tested on the ACT has increased from only 11 in 2013 to 149 in 2018. Over the same period, the composite score has also risen slightly, and CHS students score well above the state average of 22.7. In 2018, males outperformed females on every part of the ACT, by two full points on the composite score. While both our males and females outperformed their counterparts statewide, our gender gap is larger. On the composite score, our highest performing group were those reporting two or more races, at 29.1, and White students outperformed Hispanic/Latino students by nearly five points on the composite score. While this gap is significant, it is even greater at the state level. While our overall percentage of students demonstrating college readiness has declined from 73% to 67%, our students exceed the state average by 25%.

ACT FIVE YEAR TREND DATA 2014 - 2018												
	Number Tested		English		Math		Reading		Science		Composite	
Grad Year	School	State	School	State	School	State	School	State	School	State	School	State
2014	121	113,732	26.2	21.8	25.3	22.8	26.6	22.3	25.0	21.7	25.9	22.3
2015	131	121,815	27.2	22.1	25.6	22.7	27.4	22.6	25.6	22.0	26.6	22.5
2016	122	127,225	26.2	22.1	25.5	22.7	26.7	22.9	25.6	22.1	26.1	22.6
2017	134	130,665	27.4	22.5	26.0	22.7	28.1	23.1	26.5	22.2	27.1	22.8
2018	149	118,521	27.0	22.5	25.2	22.5	27.5	23.0	25.7	22.1	26.5	22.7

ACT BY GENDER AND ETHNICITY 2018					
	English	Math	Reading	Science	Composite
All students	27.4	26.0	28.1	26.5	27.1
Female	28.0	25.2	27.8	25.5	26.8
Male	26.8	26.7	28.4	27.4	27.4
Hispanic/Latino	25.8	23.4	26.7	25.6	25.5
White	27.0	26.1	28.2	26.5	27.1

ACT COMPOSITE SCORES BY GENDER AND ETHNICITY 2016 - 2018						
	2016		2017		2018	
	Number Tested	Composite Score	Number Tested	Composite Score	Number Tested	Composite Score
All students	122	26.1	134	27.1	149	26.5
Female	63	25.3	60	26.8	74	25.5
Male	59	27.5	74	27.4	75	27.4
White	82	27.2	89	27.1	99	26.6
Hispanic/Latino	15	22.9	17	25.5	17	21.9

AVERAGE ACT SCORES BY GENDER 2018									
	Gender	Number Tested	Percent	English	Math	Reading	Science	Composite	STEM
School	Males	75	50	27.5	26.3	28.3	26.9	27.4	26.8
	Females	74	50	26.6	24.0	26.7	24.6	25.5	24.5
State	Males	50,122	42	22.6	23.6	23.2	23.0	23.2	23.5
	Females	68,267	58	22.4	21.6	22.9	21.5	22.2	21.8

AVERAGE ACT SCORES BY RACE / ETHNICITY 2018									
	Race/ Ethnicity	Number Tested	Percent	English	Math	Reading	Science	Composite	STEM
School	White	99	66	27.2	25.2	27.6	25.8	26.6	25.7
	Hispanic/ Latino	17	11	21.3	21.6	22.1	22.3	21.9	22.3
	Two or More Races	16	11	29.6	27.9	30.7	28.0	29.1	28.1
State	White	30,597	26	25.9	24.7	26.1	24.6	25.5	24.9
	Hispanic/ Latino	45,606	38	19.0	19.6	20.1	19.5	19.7	19.8
	Two or More Races	6,617	6	24.9	24.0	25.2	23.9	24.6	24.2

CHS TREND DATA PERCENT OF ACT STUDENTS WHO MET COLLEGE READINESS BENCHMARKS 2014-2018										
	College English		College Math		College Reading		College Science		Meeting All Four	
	CHS	State	CHS	State	CHS	State	CHS	State	CHS	State
2014	90%	71%	78%	57%	79%	51%	70%	43%	63%	34%
2015	98%	72%	85%	56%	88%	54%	81%	46%	73%	37%
2016	92%	72%	82%	56%	78%	55%	74%	45%	66%	37%
2017	94%	73%	75%	55%	84%	57%	81%	46%	67%	38%
2018	93%	72%	73%	53%	82%	56%	73%	46%	62%	37%

ACT TREND DATA ACHIEVEMENT IN STEM 2014 - 2018					
Year	Number Tested	Avg. STEM Score	% Meeting STEM Benchmark	Avg. Math Score	Ave. Science Score
2014	121	25.4	50%	29.1	28.8
2015	131	25.9	53%	28.5	28.4
2016	122	25.8	56%	28.9	28.8
2017	134	26.5	59%	29.8	29.7
2018	149	25.7	52%	29.6	29.9

ADVANCED PLACEMENT

The District pays for all AP exams, so there is no cost to students, and any student enrolled in an AP course is expected to take the associated exam. Between 2015 and 2018 the number of students taking Advanced Placement exams increased from 382 to 425. Simultaneously, the percentage of students scoring 3 or higher on the exam rose from 70% to 75% but then tapered to 74% in 2018. The total number of AP scholars has increased from 138 to 163, with the bulk of that increase coming in the Scholar with Distinction category, from 49 in 2015 to a high of 80 in 2017. The number of national scholars also more than tripled, from 6 to 19. Males are taking more exams than females and are outperforming them as well. Of our main subpopulations, white students comprise 64% of the test takers and their average pass rate is 74%, whereas Hispanic/Latino students comprise 18% of the student population but only 11% of the test takers with an average pass rate of 70%. Carmel High students score higher than the national average on most tests, with the exception of Government and Politics, Computer Science A, and Computer Science: Principles. Between 2017 and 2018, there was a slight decline in pass rates across the board; however, notable gains were made in the new AP Drawing course, from 75% in its first year to 90% in 2018, and in Calculus AB, which rose from 62% to 71%. Overall, the AP program at Carmel High is one of its greatest strengths.

AP SUMMARY RESULTS 2016-2018									
Year	# AP Courses	# Tested	# of Tests Taken	% Scoring 3 or higher	5	4	3	2	1
2016	18	407	832	74%	24%	25%	26%	14%	11%
2017	19	423	928	75%	20%	30%	25%	17%	8%
2018	19	425	908	73%	21%	28%	24.5%	19%	7.5%

ADVANCED PLACEMENT AWARDS 2016-2018			
	2016	2017	2018
Scholar	53	59	57
Honors Scholar	20	19	25
Scholar w/Distinction	62	80	62
National Scholar	14	18	19
Total # Scholars	149	176	163

AP PASS RATE BY GENDER AND ETHNICITY 2018			
Demographic	% of Student Population	% of Total Exams	AP Pass Rate
Female	49%	46%	70%
Male	51%	54%	76%
Hispanic / Latino	18%	11%	70%
White	64%	68%	74%
Two or More Races (non-Hispanic)	11%	11%	72%

2018 AP RESULTS BY SUBJECT									
AP Test	Total Exams	Number Passed	5	4	3	2	1	Percent Passed CHS	Percent Passed Nationwide
Studio Art: 2-D Design Portfolio	37	34	10	13	11	2	1	92%	84.6%
Studio Art: Drawing Portfolio	20	18	5	5	8	1	1	90%	89.5%
English Language and Composition	89	69	15	20	34	18	2	78%	57.2%
English Literature and Composition	49	39	9	17	13	10	0	80%	47.3%

AP Test	Total Exams	Number Passed	5	4	3	2	1	Percent Passed CHS	Percent Passed Nationwide
Human Geography	68	42	18	23	14	9	4	62%	54.4%
Psychology	41	30	10	12	8	6	5	73%	65.6%
US Government and Politics	108	52	12	17	23	44	12	48%	53.0%
US History	106	74	20	28	26	19	13	70%	51.8%
World History	48	43	12	19	12	5	0	90%	56.2%
Calculus AB	56	40	14	12	14	12	4	71%	57.6%
Calculus BC	21	17	13	2	2	3	1	81%	79.8%
Computer Science A	14	8	1	4	3	3	3	57%	67.8%
Computer Science Principles	40	28	4	9	15	8	4	70%	71.2%
Statistics	41	25	1	10	14	8	8	61%	60.7%
Biology	35	30	8	11	11	5	0	86%	61.5%
Chemistry	30	26	7	15	4	4	0	87%	55.9%
Environmental Science	78	59	21	29	9	14	5	76%	47.7%
Physics 1	9	0	0	0	0	4	5	0%	40.6%
Chinese Language and Culture	1	NA	NA	NA	NA	NA	NA	NA	91.3%
French Language and Culture	1	NA	NA	NA	NA	NA	NA	NA	77.2%%
Spanish Language and Culture	16	16	6	9	1	0	0	100%	8.3%%

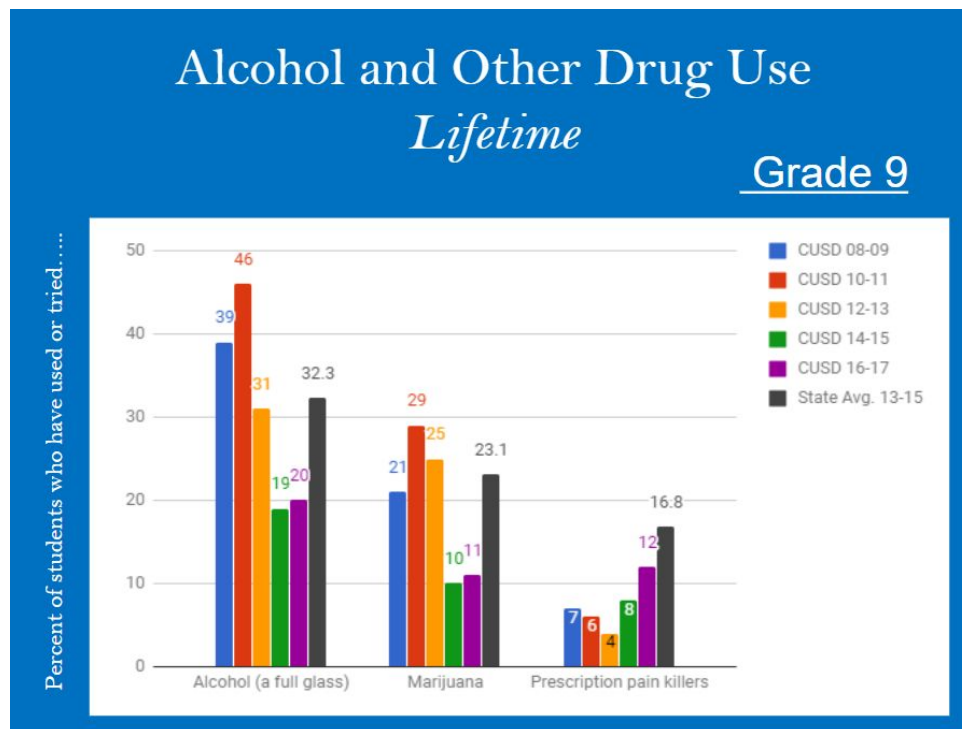
AP PASS RATES 2016-2018						
AP Test	2016		2017		2018	
	# Taken	Pass Rate	# Taken	Pass Rate	# Taken	Pass Rate
Studio Art: 2-D Design Portfolio	23	96%	44	100%	37	92%
Studio Art: Drawing Portfolio	0	NA	20	75%	20	90%
English Language and Composition	86	86%	92	84%	89	78%
English Literature and Composition	28	89%	34	82%	49	80%
Human Geography	55	89%	65	69%	68	62%
Psychology	39	74%	56	77%	41	73%
US Government and Politics	95	58%	111	54%	108	48%
US History	100	80%	85	71%	106	70%
World History	71	79%	46	91%	48	90%
Calculus AB	56	66%	77	62%	56	71%
Calculus BC	16	100%	23	87%	21	81%
Computer Science A	14	50%	28	61%	14	57%
Computer Science Principles	0	NA	43	71%	40	70%
Statistics	74	46%	48	52%	41	61%
Biology	27	93%	28	89%	35	86%
Chemistry	15	100%	20	85%	30	87%
Environmental Science	104	72%	85	88%	78	76%
Physics 1	0	NA	0	NA	9	0%
Chinese Language and Culture	9	55%	0	NA	1	NA
French Language and Culture	0	NA	13	92%	1	NA
Spanish Language and Culture	18	100%	11	100%	16	100%

CHS: PERCEPTION DATA

HEALTHY KIDS SURVEY

Over the past ten years, there has been a decrease in reported use of alcohol and marijuana among 9th grade students, but an increase in the use of prescription painkillers. The use of illicit substances by CHS freshmen is less than the state average. While the juniors report higher overall use, the trend is the same though their reported use of prescription painkillers has gone up and down. There has also been an overall decline in the amount of drug and alcohol use, as well as binge drinking, reported in the past 30 days, and again, the percentage of students using at both the 9th and 11th grades is lower than the state average, with the exception of 11th grade marijuana use. The overall decline could be attributed, in part, to the shift in offering Health at the 9th, rather than 10th grade level.

There has been a decline in the percentage of students reporting that mean rumors or lies have been spread about them, and the rate is lower than that state average. The same holds true for having had sexual jokes, gestures, or comments made to them or having been made fun of for the way they look or talk. A low 4% of both 9th and 11th grade students expressed fear of being beaten up, which also shows a downward trend and is significantly lower than the state average for both grades.

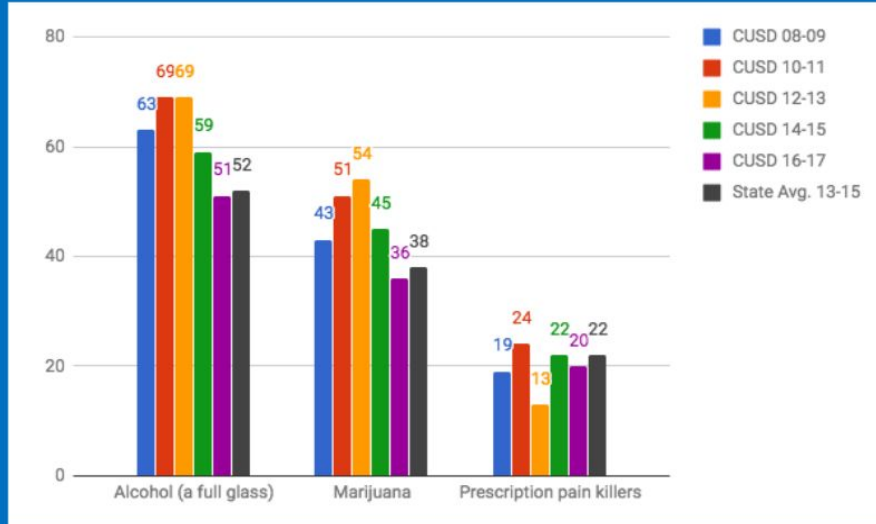


Alcohol and Other Drug Use

Lifetime

Grade 11

Percent of students who have used or tried.....

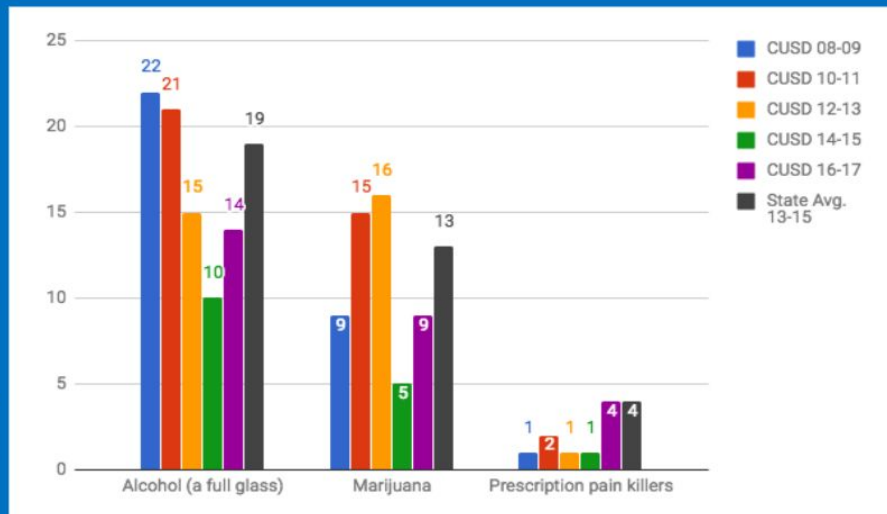


Alcohol and Other Drug Use

Current, Past 30 Days

Grade 9

During the past 30 days, on how many days did you use....

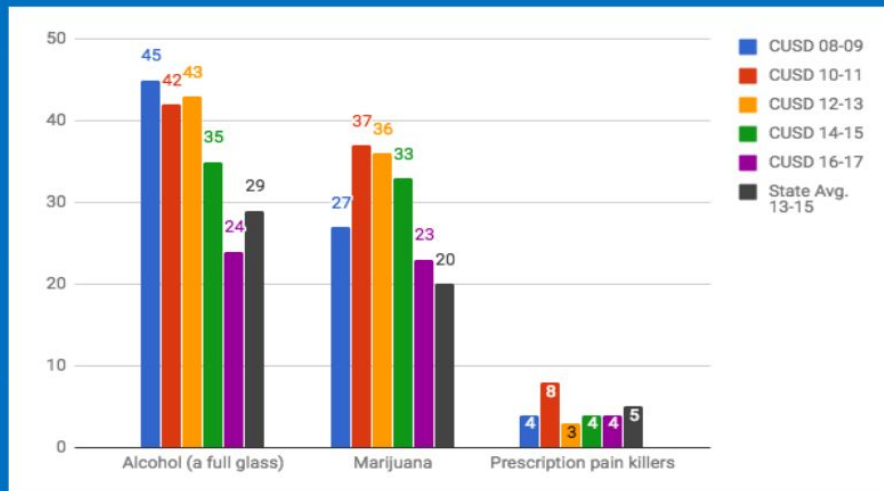


Alcohol and Other Drug Use

Current, Past 30 Days

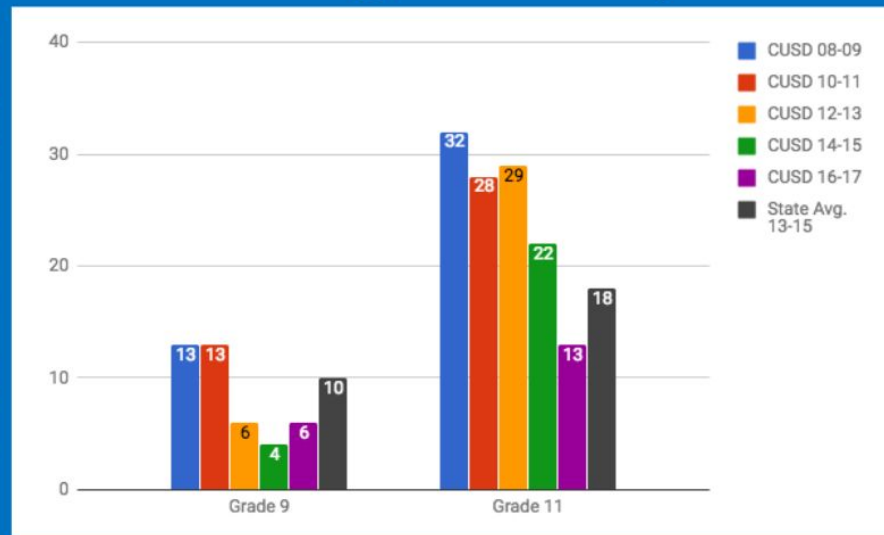
Grade 11

During the past 30 days, on how many days did you use...



Current Binge (Episodic Heavy) Drinking, Past 30 Days

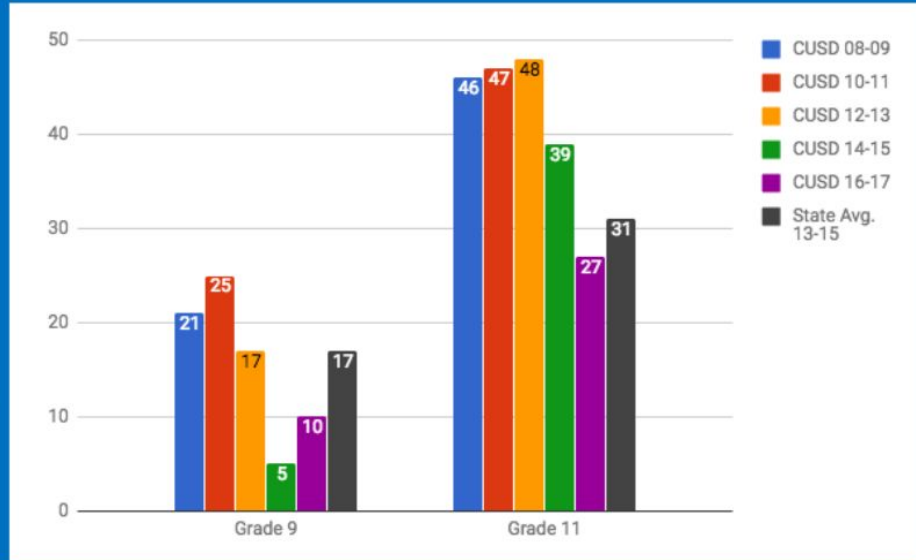
During the past 30 days, how many days did you....



*Five or more drinks in a row, within a couple of hours

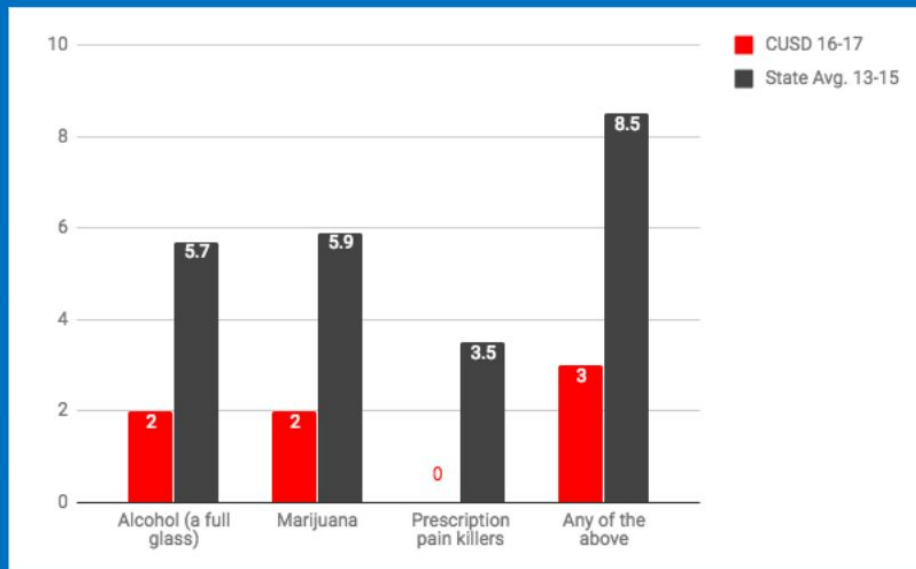
Ever Very Drunk or Sick from Drinking Alcohol

During your life, how many times have you been....

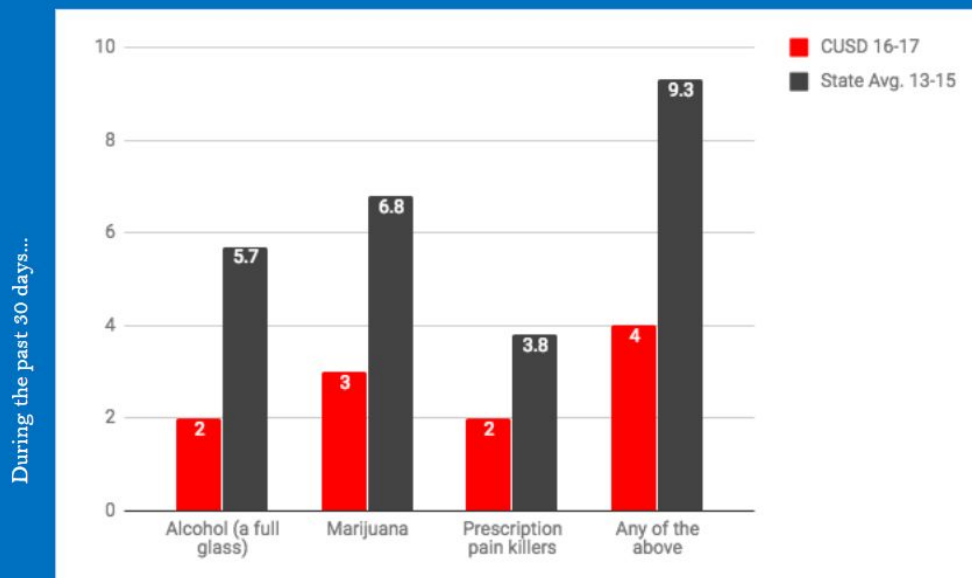


Current AOD Use on School Property, Past 30 Days 9th Grade

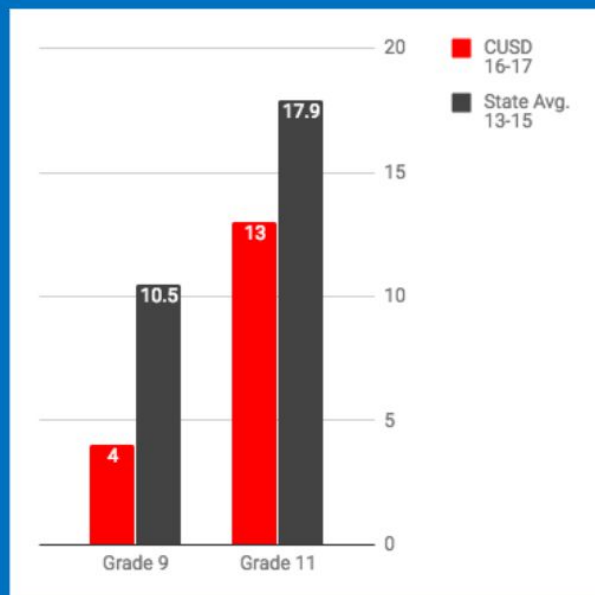
During the past 30 days...



Current AOD Use on School Property, Past 30 Days 11th Grade

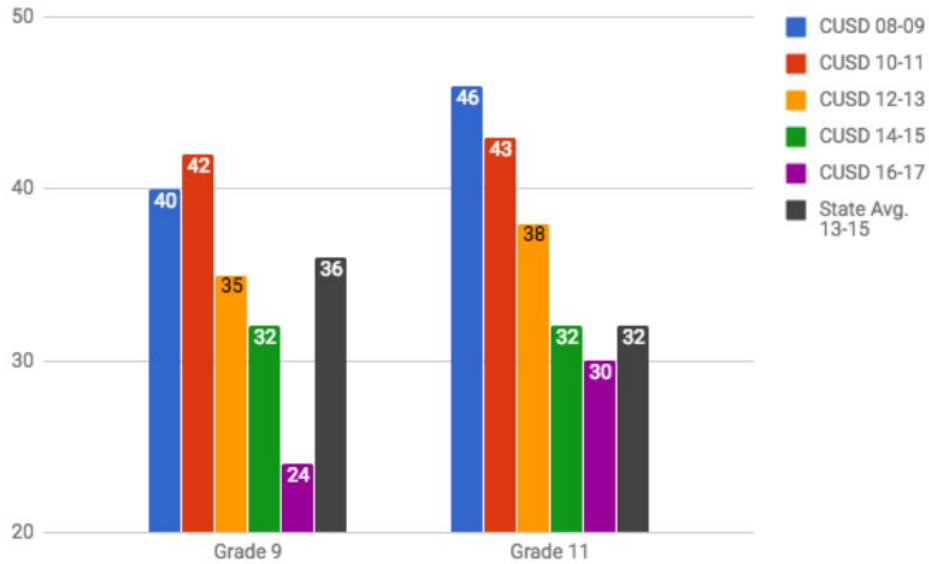


Lifetime Drunk or “High” on School Property



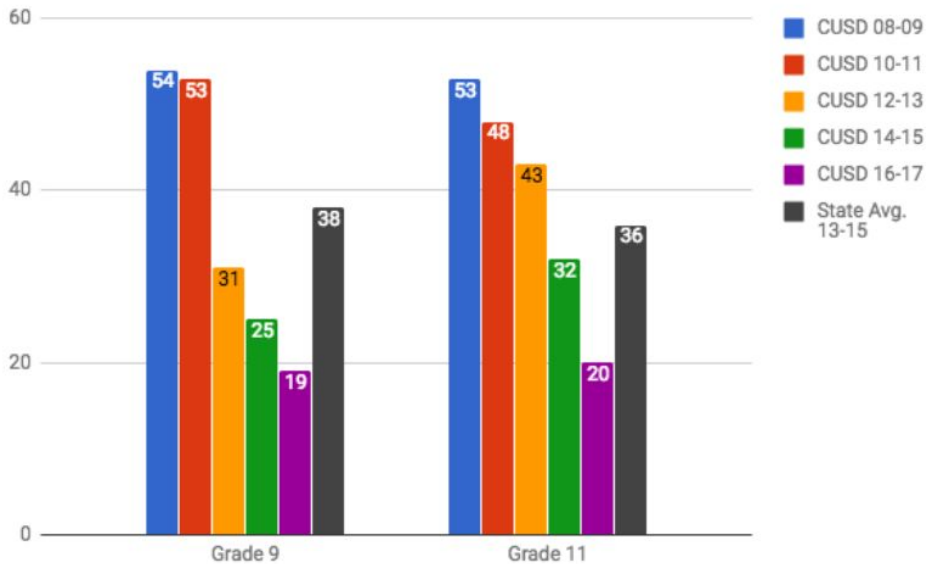
Had mean rumors/lies spread about you

During the past 12 months.....



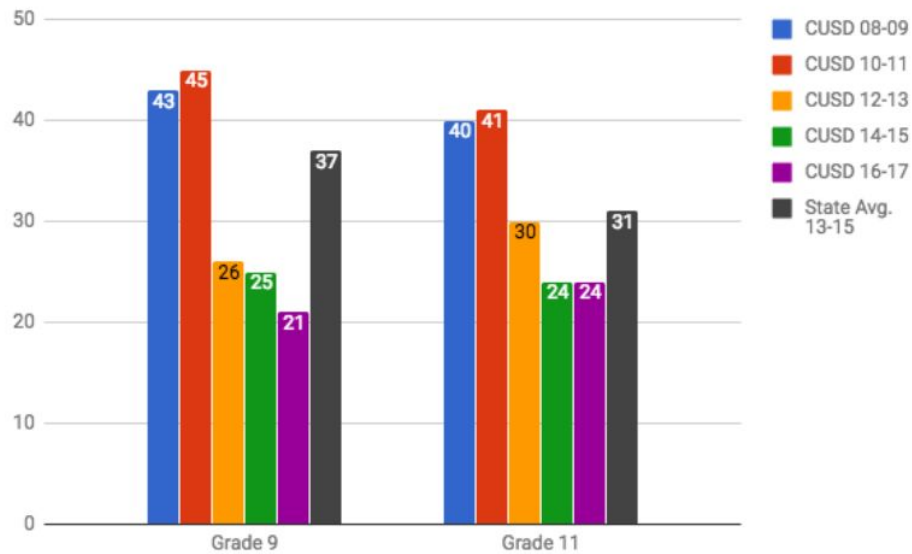
Had sexual jokes/comments/gestures made to you

During the past 12 months.....



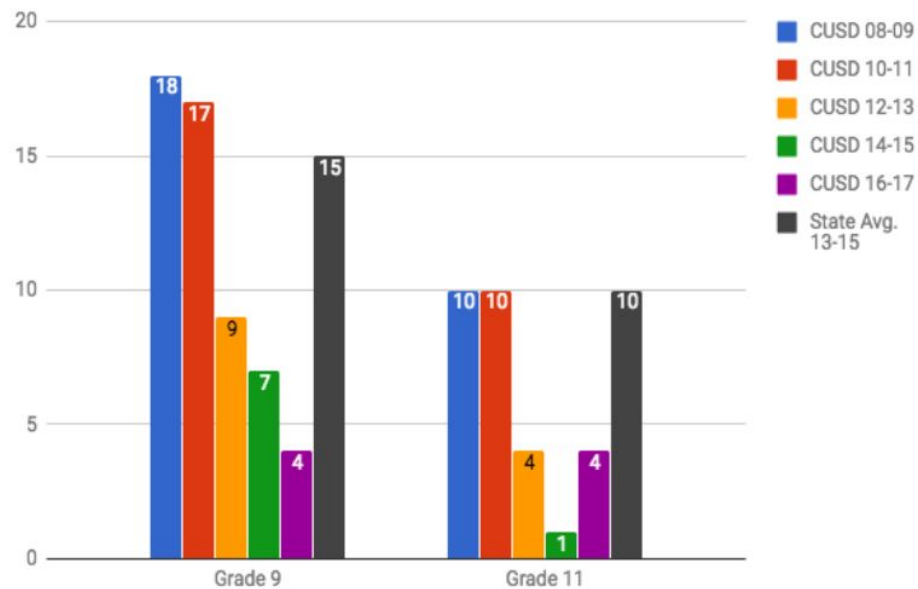
Been made fun of because of your looks/way of talking

During the past 12 months.....



Been afraid of being beaten up

During the past 12 months.....



CHALLENGE SUCCESS SURVEY

Stanford Survey of Adolescent School Experiences Report

Overview of Carmel High School Participants

Overall, we received 768 (mostly) complete surveys. The mean age for the sample was 15.59 ($SD=1.18$). Forty-eight percent of the participants identified themselves as female, 48% as male, and 4% as “other”. Sixty-one percent of the participants reported taking at least one Honors-level course and 59% reported taking at least one AP course. Eleven percent of the participants reported taking at least 3 Honors courses and 21% reported taking at least 3 AP courses (see Table 1). Twelve percent indicated that they speak English as a second language. See Figure 1 for grade-level distribution and Table 2 for ethnicity distribution.

Figure 1. Grade Distribution

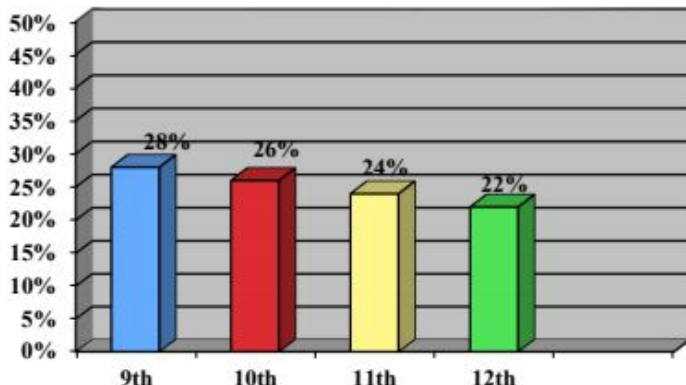


Table 1. AP and Honors Course Enrollment

	Honors	AP
0	39%	41%
1	28%	26%
2	22%	12%
3	8%	8%
4	2%	7%
5+	1%	6%

Table 2. Distribution by Race & Ethnicity

Group	Percent
Caucasian/White	57%
Multiethnic/Multiracial	23%
Latino/Latina, Hispanic	10%
East Asian or Asian American	5%
Middle Eastern, Arab, Arab American	1%
African American, Black	1%
South Asian or Indian	1%
Pacific Islander	1%
Other	1%

How Students Spend Their Time

We asked students how much time during weekdays and weekends they spent in various activities, including time spent on school-assigned and non-school-assigned homework (e.g. language or religious school, tutoring, SAT or ACT prep homework), extracurricular activities, and using the computer/cell phone for recreational purposes (Instagram, email, Snapchat, etc.) We asked how they perceived the level of homework they had and how and why they participated in certain activities.

Time Spent on Homework

On average, students reported doing between 0 minutes and 7 hours of school-assigned homework per weekday night (mean =2.91, median= 3.00, SD =1.57) and between 0 and 7 hours of school-assigned homework on a typical Saturday or Sunday (mean =2.44, median= 2.00, SD =1.85). On average, students reported doing between 0 and 7 hours of non-school-assigned homework per weekday night (mean=.53, median= .00, SD = 1.02) and 0 to 7 hours of non-school-assigned homework on a typical Saturday or Sunday (mean=.73, median= .00, SD=1.40). Grade-level differences are shown in Table 3 below.

Table 3. Average Time (in hours) Spent on HW during School Week and Weekend

	9 th	10 th	11 th	12 th
Weekday school-assigned homework	2.59 (1.62)	2.91 (1.47)	3.17 (1.53)	3.09 (1.58)
Weekday NON-school-assigned homework	.50 (1.14)	.38 (.76)	.53 (1.03)	.77 (1.16)
Weekend school-assigned homework	1.56 (1.57)	2.24 (1.60)	3.17 (1.87)	3.09 (1.76)
Weekend NON-school-assigned homework	.59 (1.43)	.52 (1.05)	.66 (1.36)	1.19 (1.54)

*The numbers in parentheses are standard deviations

Students were asked how they felt about the amount of homework they had each night.

- 66% reported they had "too much" homework.
- 33% felt they had the "right" amount of homework.

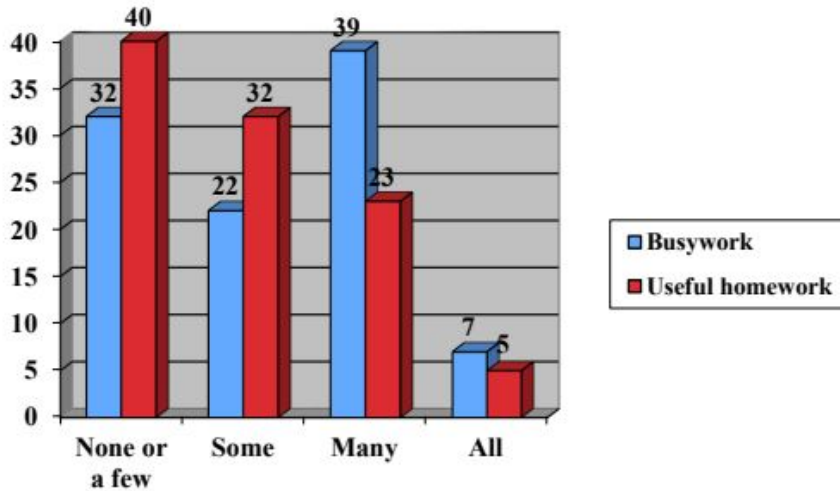
Students were also asked what else they do while doing homework:

- 61% listening to music
- 59% eating (dinner or snack)
- 50% texting
- 27% are on Instagram, other social networking sites
- 26% watching TV, YouTube, Netflix
- 22% talking to family or friends in person
- 14% are just doing their homework
- 12% checking, sending email

Perceptions of Homework

Forty-six percent of the participants felt that *many or all* of their classes assign busywork. Forty percent reported that *none or a few* of their classes assign homework that helps them to learn the material, whereas 28% of the participants felt that *many or all* of their classes assign homework that helps them learn the material. (See Figure 2 below.)

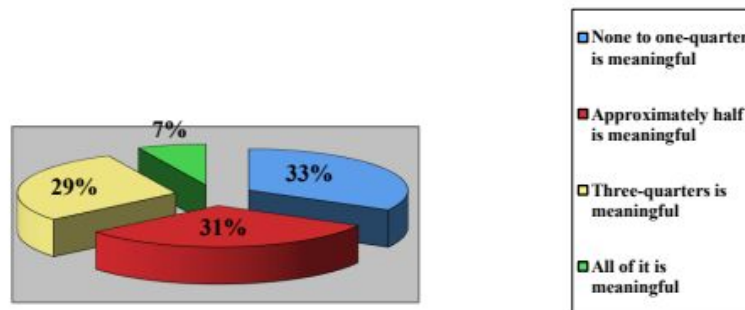
Figure 2. Percent of Students Reporting How Many of their Classes Assign Busywork vs. Homework that Helps Them to Learn the Material.



As seen in Figure 3 below, 36% of students felt that between three-quarters and all of the homework they do during a typical week is meaningful.

As seen in Figure 3 below, 36% of students felt that between three-quarters and all of the homework they do during a typical week is meaningful.

Figure 3. What Percent of Students' Homework is Meaningful?



Group Differences in Homework

Comparisons of means analyses were conducted to examine differences in time spent doing homework and ratings of homework load by gender, grade level, ethnicity, and the number of AP and Honors courses. All differences reported below were statistically significant.

- *School-assigned homework during weekdays:* On average, 11th and 12th graders reported spending significantly more time on school-assigned homework on weekdays than 9th graders. Students taking 3 or more AP courses reported spending significantly more time on school-assigned homework on weekdays than students taking none or 2 AP courses; and students taking 1 AP course reported spending significantly more time on school-assigned homework on weekdays than students not taking any AP courses. Students taking 3 or more Honors courses reported spending significantly more time on school-assigned homework on weekdays than students taking none or 2 Honors courses; and students taking 1 Honors course reported spending significantly more time on school-assigned homework on weekdays than students not taking any Honors courses. Females reported spending significantly more time on school-assigned homework on weekdays than males. There were no significant differences by student ethnic or racial background.
- *Non school-assigned homework during weekdays:* On average, 12th graders reported spending significantly more time on non school-assigned homework on weekdays than 10th graders. Latino students reported spending significantly more time on non school-assigned homework on weekdays than White students. There were no significant differences by student gender or the number of AP or Honors courses.
- *School-assigned homework on weekends:* On average, 11th and 12th graders reported spending significantly more time on school-assigned homework on weekends than 9th and 10th graders; and 10th graders reported spending significantly more time on school-assigned homework on weekends than 9th graders. Students taking 3 or more AP courses reported spending significantly more time on school-assigned homework on weekends than students taking 2 or fewer AP courses; and students taking 1 or 2 AP courses reported spending significantly more time on school-assigned homework on weekends than students not taking any AP courses. Students taking 3 or more Honors courses reported spending significantly more time on school-assigned homework on weekends than students taking none or 2 Honors courses; and students taking 1 Honors course reported spending significantly more time on school-assigned homework on weekends than students not taking any Honors courses. Females reported spending significantly more time on school-assigned homework on weekends than males. There were no significant differences by student ethnic or racial background.

Extracurricular Activities

Eighty-five percent of the respondents reported participating in at least one extracurricular activity. Of those students who reported participating in extracurricular activities, they spent an average of approximately 8½ hours during the weekdays and a approximately 3½ hours on weekends on extracurricular activities (see Table 4).

Table 4. Approximate Time Spent on Extracurricular Activities

	0-3 hours	4 to 6 hours	7 to 10 hours	More than 10 hours
Percent of students who spent time in extracurriculars Monday through Friday	21%	17%	23%	39%
Percent of students who spent time in extracurriculars Saturday through Sunday	57%	27%	16%	--

Seventeen percent of students reported feeling *often or always* stressed by their extracurricular activities. And, 35% report that it is *quite or extremely important* to their parents that they are successful in their extracurricular activities.

Types of Extracurricular Activities Students Do

- 57% School Sports
- 28% School Clubs
- 25% Performing Arts
- 25% Club or outside of school sports
- 17% Visual Arts
- 13% Religious Organizations
- 8% Scouts
- 8% Language or Cultural Heritage classes
- 4% Journalism and Literature
- 2% Student Council/Government

Of the extracurriculars students participate in, students find school sports the most stressful (36% rated as most stressful) followed by performing arts (10% rated as most stressful).

Why Students are Participating in Extracurricular Activities

75% chose enjoyment as the primary reason for participating in an extracurricular activity.

11% chose resume-building ("looks good on college applications") as the primary reason.

5% chose that "I can hang out with my friends" as the primary reason.

3% chose that their "parents/guardians want them to" as the primary reason.

2% chose learning new things as the primary reason.

Group Differences in Extracurricular Activities

Comparisons of means group differences in time spent doing extracurricular activities during the weekdays and weekends were analyzed.

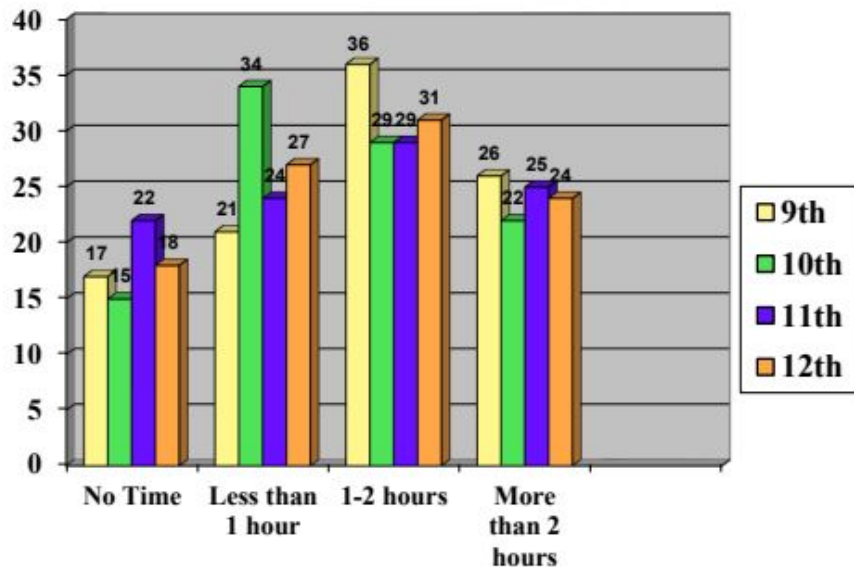
- On average, students taking 3 or more Honors courses reported spending significantly more time participating in extracurriculars on weekdays than students taking 1 or no Honors courses. There were no significant differences in time spent participating in extracurriculars on weekends by the number of Honors courses.
- On average, White students reported spending significantly more time participating in extracurriculars on weekdays than Latino students. There were no significant differences in time spent participating in extracurriculars on weekends by student ethnic background.
- There were no significant differences by student grade level, gender, or the number of APs.

Other Activities

We asked students how much free or unplanned time they have each weekday and, generally, what they do with that time. Overall, 36% of students reported having between 0 and 40 minutes of free time on a typical weekday, 31% of students reported having approximately 1 to 2 hours of free time, and 33% reported having more than 2 hours of free time on a typical weekday.

The most common activities students reported engaging in during free time were watching television, YouTube or Netflix, and spending time with friends and family. Figure 4 shows the amount of free time reported by grade level. And, Table 5 shows what students typically do when they have free or unplanned time on the weekdays by grade level.

Figure 4. Percent of Each Grade Reporting Amount of Free Time a Day



We also asked students if they work for pay and how much time they spend working. Approximately 19% of students reported working for pay at least one hour on a typical weekday. Of those, 11% reported working for pay 3 or more hours.

Table 5. Most Common Free Time Activities by Grade

	9 th	10 th	11 th	12 th
Percent of students who texting, emailing, talking with friends via phone, tablet, etc.	39%	31%	36%	37%
Percent of students who are on Instagram or other similar sites	39%	40%	35%	26%
Percent of students who watch TV, Netflix, etc.	53%	44%	46%	43%
Percent of students who play Xbox, Playstation, video games, etc.	20%	19%	19%	24%
Percent of students who spend time with friends	48%	42%	44%	49%
Percent of students who spend time with family	42%	42%	43%	30%
Percent of students who exercise	33%	35%	35%	36%
Percent of students who read for pleasure	21%	10%	12%	16%

Group Differences in Free Time

Group differences in the average amount of free time were examined. All differences reported below were statistically significant.

- On average, students not taking any AP courses reported having significantly more free time than students taking 1 or more AP course.
- On average, students taking 2 or fewer Honors courses reported having significantly more free time than students taking 3 or more Honors courses.
- On average, males reported having significantly more free time than females.
- There were no significant differences by student grade level or ethnic background.

What are you proud of?

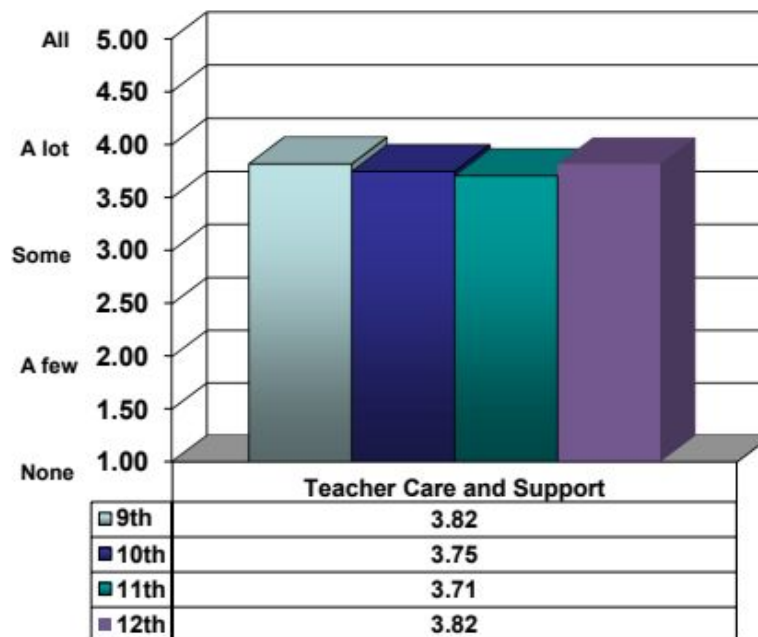
Students were asked to choose an accomplishment of which they are most proud in extracurricular, academic, or social/interpersonal arenas:

- 31% marked that they were most proud of an accomplishment in sports
- 23% marked that they were most proud of an academic accomplishment
- 13% marked that they were most proud of an extracurricular accomplishment other than sports or performing arts (7% citing visual arts, 3% citing community service, 2% citing school clubs, 1% citing student government/leadership)
- 12% marked that they were most proud of an accomplishment in performing arts.
- 6% marked that they were most proud of social accomplishments
- 5% marked that they were not proud of anything
- 3% marked that they were most proud of their family.

Teacher Care & Support

Students were asked how many of their teachers cared about them and supported them. Figure 5 shows results by grade level.

Figure 5. Students' Average Perceptions of the Number of Teachers Who Care about Them and Support Them by Grade



72% of respondents reported they have at least one adult in the school they can go to if they have problems. Of those that have an adult to go to with a problem, the results indicated the following percentages by grade level:

9th graders: 68%
10th graders: 66%
11th graders: 79%
12th graders: 82%

Of those students who reported that they have someone to go to on campus, the following adults were the most frequent and primary sources of support:

Teacher 59%
Counselor 26%
Coach 7%
Assistant Principal 1%
Principal 1%
Office Staff 1%
Other Staff 5%

Group differences in Teacher Care and Support

Group differences in the mean amount of teacher support were examined.

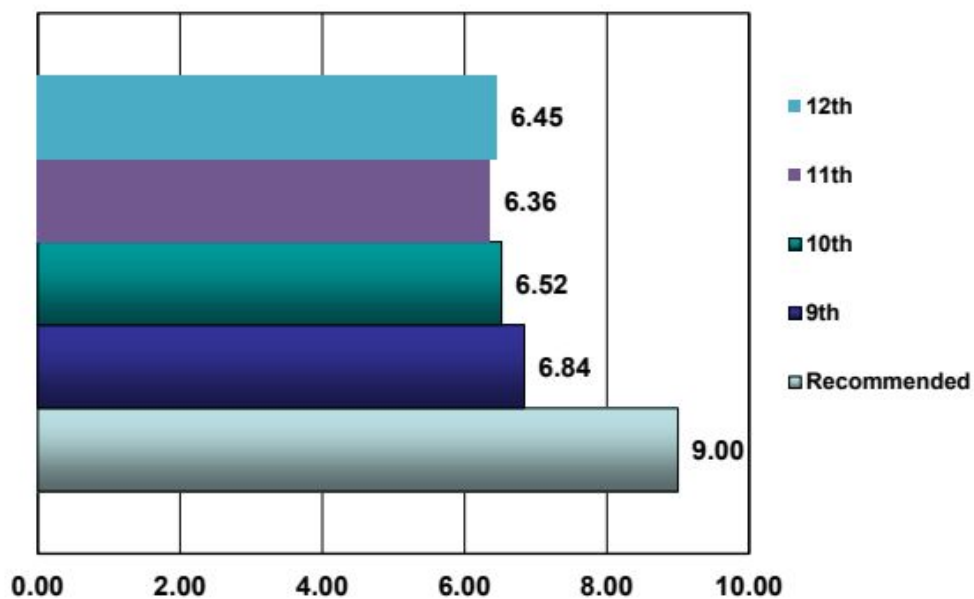
- There were no significant differences by student grade level, gender, ethnic background, or the number of AP or Honors courses.

Sleep

Research recommends that adolescents get between 8 and 10 hours of sleep per night in order to maintain health. On average, students reported getting about 6 ½ hours of sleep per night (minimum hours reported= < 3 hours, maximum= 12 hours, $SD=1.44$). See Figure 6.

48% of students reported going to bed later than 11:00 pm.

Figure 6. Average Hours of Sleep by Grade Level on a Typical School Night



Group Differences in Student Sleep

In comparisons of means, the following significant group differences were found:

- On average, 9th graders reported getting significantly more sleep than 11th graders.
- On average, students taking 2 Honors courses reported getting significantly more sleep than students taking 3 or more Honors courses.
- On average, males reported getting significantly more sleep than females.
- There were no significant differences by student ethnic background or the number of AP courses.

Academic Engagement

We asked students how often they felt engaged in school using several items regarding how often they enjoyed their schoolwork and found it interesting; how often they worked hard and put effort into their schoolwork, and how often they found their schoolwork valuable and useful. Students answered on a scale from 1=Never to 5=Always.

- 42% of the students “do school”: they often or always work hard, but they rarely, if ever, find their schoolwork interesting, fun, or valuable.
- 27% of students report working hard on their schoolwork and finding their schoolwork meaningful. We consider these students “purposefully engaged.”
- 17% of the students reported “full engagement.” These students often or always work hard, enjoy the work, and find it meaningful.
- 10% of students reported no engagement in their schoolwork. These students did not work hard, enjoy, or find value in their schoolwork.

*The remaining 4% percent marked affective engagement (enjoyment of schoolwork) and behavioral engagement (working hard) or just cognitive engagement (finding schoolwork interesting).

Students were also asked to indicate what makes their classes most interesting to them (they were able to choose one or two choices). The most commonly selected answers were the following:

- When the topic is interesting (70%)
- When the teacher is enthusiastic (48%)
- When I have friends in the class (43%)
- When the class includes discussions, debates, and experiments (42%)
- When what I am learning is relevant to my life (37%)
- When we get to work in groups (24%)

Group differences in Student Academic Engagement

In a comparison of mean differences the following results were indicated:

- *Behavioral Engagement:* On average, students taking 3 or more AP courses reported significantly more behavioral engagement than students taking 2 or fewer AP courses. Students taking 3 or more Honors courses reported significantly more behavioral engagement than students taking none or 1 Honors course. Females reported significantly more behavioral engagement than males. There were no significant differences by student grade level or ethnic background.
- *Affective Engagement:* On average, 9th graders reported significantly more affective engagement than 10th graders. On average, students taking 3 or more AP courses reported significantly more affective engagement than students taking 2 or fewer AP courses. There were no significant differences by student gender, ethnic background or the number of Honors courses.
- *Cognitive Engagement:* On average, 9th graders reported significantly more cognitive engagement than 10th through 12th graders. Students taking 3 or more AP courses reported significantly more cognitive engagement than students taking no AP courses. There were no significant differences by student gender, ethnic background, or the number of Honors courses.

What factors are associated with student engagement?

We found that all three dimensions of student engagement are significantly correlated with the following factors:

- Cheating: *the more fully engaged in school students are, the less likely they are to report cheating on schoolwork.*
- Teacher care and support: *the more fully engaged in school students are, the more likely they are to report support from their teachers.*
- Sleep: *the more sleep students get, the more likely they are to be fully engaged in schoolwork.*
- Parent mastery: *the more fully engaged students are, the more likely they are to report their parents as mastery oriented.*
- Parent expectations: *students who are more likely to report that they can meet their parents' expectations of them are more likely to be fully engaged in school.*

Student School Stress & Academic Worries

We asked students three questions to assess how often they feel stressed over school work and with what activities school work interferes, and eight questions regarding how often they worry about academic-related issues like college acceptance, tests, and their performance on schoolwork. Figure 7 includes mean scores on students' stress over schoolwork by grade level. Table 7 includes mean scores on the academic worries scale.

- 76% of participants reported they were often or always stressed by schoolwork.
- 72% of participants reported that schoolwork often or always kept them from having time with family or friends.
- 74% of participants reported that schoolwork often or always kept them from getting enough sleep.
- 66% have felt forced to drop an activity because of the amount of schoolwork they have.

Figure 7. Mean of How Often Students Experience Stress from Schoolwork by Grade Level

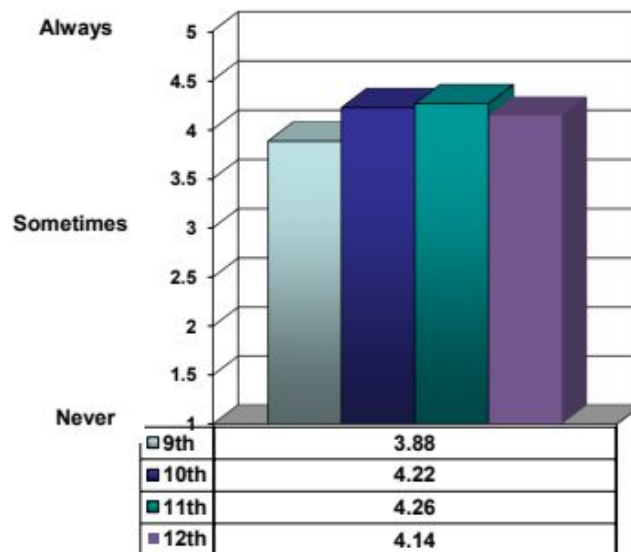


Table 7. Students' Perception of Their Own Academic Worry

	9 th	10 th	11 th	12 th
Academic Worry	3.54 (.91)	3.71 (.82)	3.71 (.86)	3.62 (.85)

*Scale from 1 (Never) to 5 (Always); the numbers in parentheses are standard deviations

Group Differences in Student Academic Worries

Comparisons of means indicated the following about student academic worries:

- On average, females reported significantly more academic worry than males.
- There were no significant differences by student grade level, ethnic background or the number of AP or Honors courses.

What factors are associated with student academic worries?

Students who reported academic worry also reported:

- More parent mastery ($r = .40$)
- More parent performance orientation ($r = .47$)
- More physical stress symptoms ($r = .49$)
- More time spent on homework ($r = .33$)
- Feeling less able to meet their parents' expectations ($r = -.25$)
- Enjoying their schoolwork less ($r = -.11$)
- Less putting forth effort on schoolwork ($r = -.20$)
- Less teacher support ($r = -.15$)
- Less sleep ($r = -.24$)

Student Health & Well-Being

In the month prior to the survey:

- 43% of students reported that a stress-related health or emotional problem caused them to miss more than one day of school.
- 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.
- Approximately 41% of students surveyed experienced exhaustion, headaches, *and* difficulty sleeping in the past month (see Figure 8 for percent on physical problems related to stress and Table 8 for percent by grade).

Figure 8. Percent of All Participants Who Experienced Physical Health Problems in the Past Month because of Stress

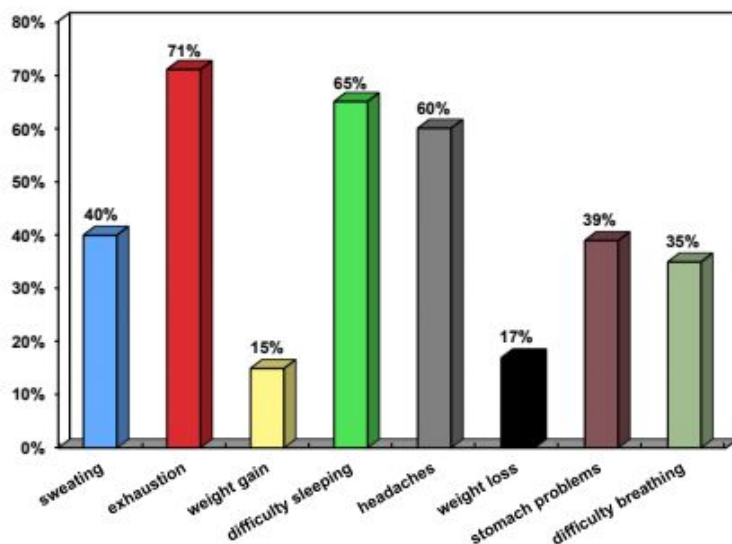


Table 8. Stress-Related Physical Symptoms by Grade Level

	Sweating	Exhaustion	Weight Gain	Difficulty Sleeping	Headaches	Weight Loss	Stomach Problems	Difficulty Breathing
9 th	34%	59%	16%	59%	55%	17%	31%	32%
10 th	39%	69%	14%	70%	60%	13%	45%	39%
11 th	44%	75%	15%	61%	60%	17%	37%	31%
12 th	45%	82%	15%	69%	66%	19%	46%	39%

Group differences in student stress-related physical symptoms

Comparisons of means indicated the following about student stress-related physical symptoms:

- On average, 12th graders reported significantly more stress-related physical symptoms than 9th graders.
- On average, females reported significantly more stress-related physical symptoms than males.
- On average, students taking 3 or more AP courses reported significantly more stress-related physical symptoms than students taking no AP courses.
- There were no significant differences by student ethnic background or the number of Honors courses.

What factors are associated with student stress-related physical symptoms?

Students who report more physical symptoms of stress also report:

- More academic worry ($r=.49$)
- More time spent on homework ($r=.23$)
- More parent performance orientation ($r=.14$)
- Finding value and meaning in their schoolwork less often ($r=-.18$)
- Enjoying schoolwork less often ($r=-.21$)
- Less teacher support ($r=-.27$)
- Less sleep ($r=-.31$)
- Less able to meet their parents' expectations ($r=-.20$)

Academic Integrity

We asked students to report their own engagement in many cheating behaviors (rated from 1=never to 4=four or more times) during the past year. Figure 9 shows the average frequency of cheating across all behaviors by grade level. Table 9 shows the percent of all participants who engaged in each behavior during the past year.

14% of the participants reported that they have not cheated in any way in the past year.

Most Common Forms of Cheating Reported by Students Were:

- Working on an assignment with others when the instructor asked for individual work.
- Copying someone else's homework.
- Getting questions or answers from someone who has already taken the test.

Figure 9. Average Frequency of Cheating Behavior by Grade Level

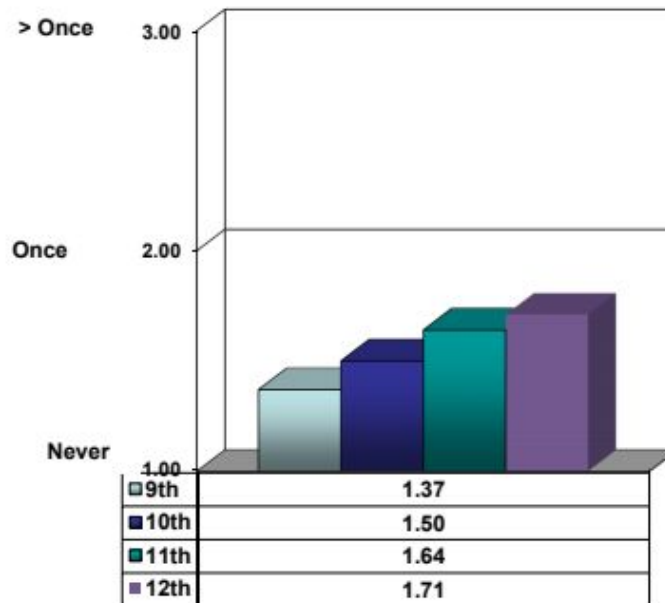


Table 9. Students' Perceptions of Their Own Cheating Behavior

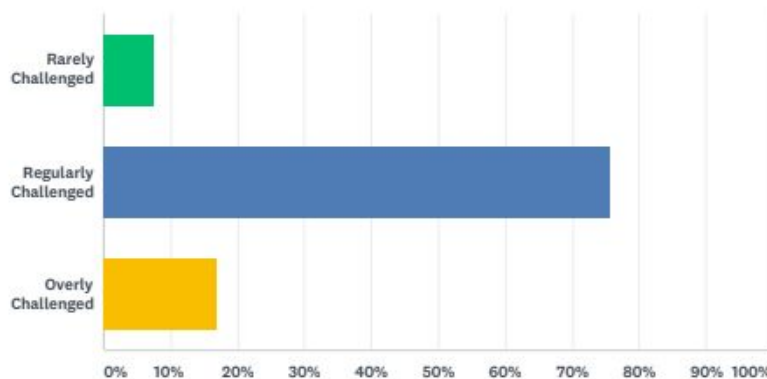
Behavior	Never	One Time	2-3 Times	Four or More Times
Working on an assignment with others when the instructor asked for individual work.	24%	14%	27%	35%
Getting questions or answers from someone who has already taken the test.	46%	19%	19%	16%
Helping someone else cheat on a test.	70%	14%	11%	5%
Copying from another student during a test <u>with</u> his or her knowledge.	79%	10%	7%	4%
Copying from another student during a test <u>without</u> his or her knowledge.	80%	12%	5%	3%
Paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper.	66%	17%	11%	6%
Using unpermitted cheat sheets during a test.	90%	5%	3%	2%
Using an electronic/digital device as an unauthorized aid during a test or examination.	87%	8%	3%	2%
Copying material, almost word for word, from any source and turning it in as your own work.	90%	5%	3%	2%
Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the course.	82%	10%	6%	2%
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam.	82%	11%	5%	2%
Turning in work done by someone else.	91%	5%	2%	2%
Copying someone else's homework.	38%	21%	19%	22%

CHS Climate Survey for Students March 2018

This survey was developed and given in the spring of 2018 in order to gather additional data regarding student health, wellness, and connectedness to the school. The survey was completed by 688 students (191 in grade 9; 190 in grade 10; 177 in grade 11; 130 in grade 12). While the majority of students reported that they are regularly challenged in school and that their coursework is relevant to their lives, 65% percent of respondents indicated that they are always or often stressed about school. Another 41% of students indicated that they have sometimes felt so sad and hopeless that it has prevented them from participating in their regular activities. Students report having healthy means of coping with their stress, such as seeking advice from their parent or exercising. Regarding drugs and alcohol, 25% of respondents admit to having consumed drugs or alcohol during the past school year, with 23% reporting that they have consumed at least one full drink four or more times in the past 30 days. Thirty-nine percent indicated that they had used marijuana four or more times this year, but only 9% said that same regarding prescription drugs that were not prescribed for them.

Q5 At CHS we intentionally design our courses to regularly challenge students. Do you feel...

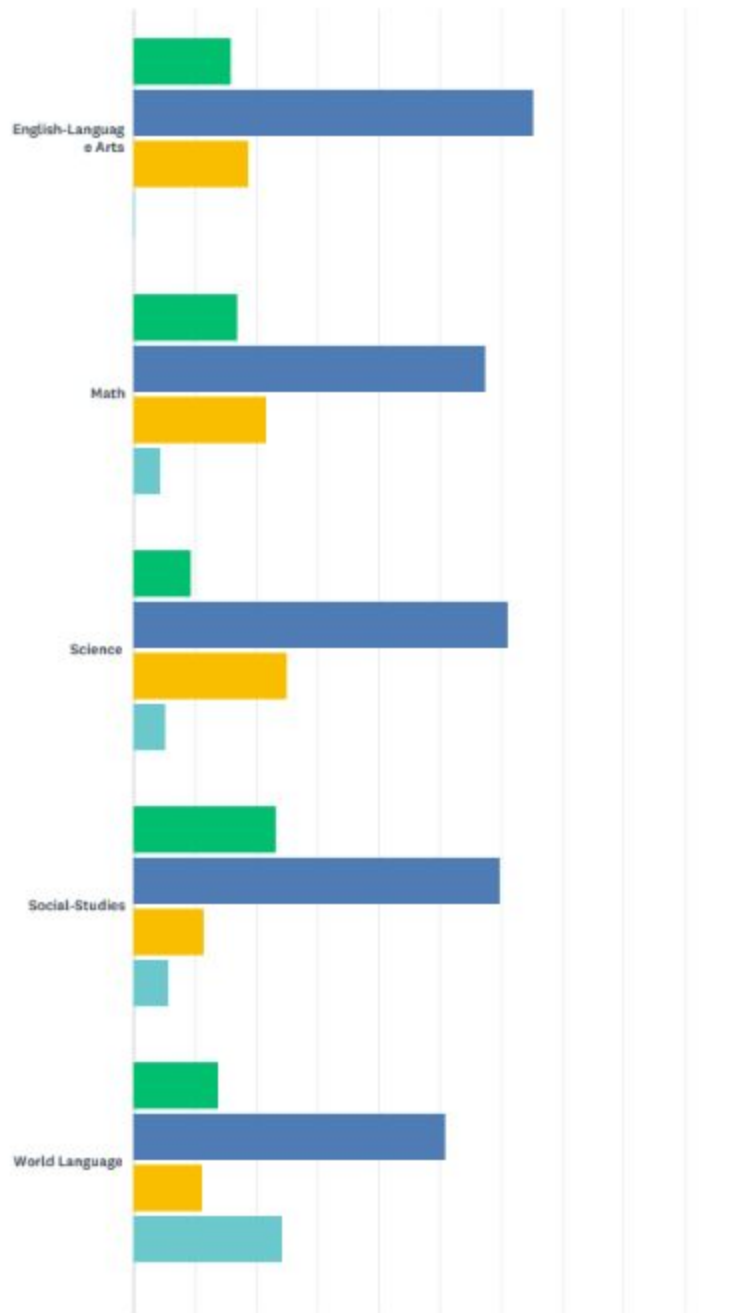
Answered: 687 Skipped: 1

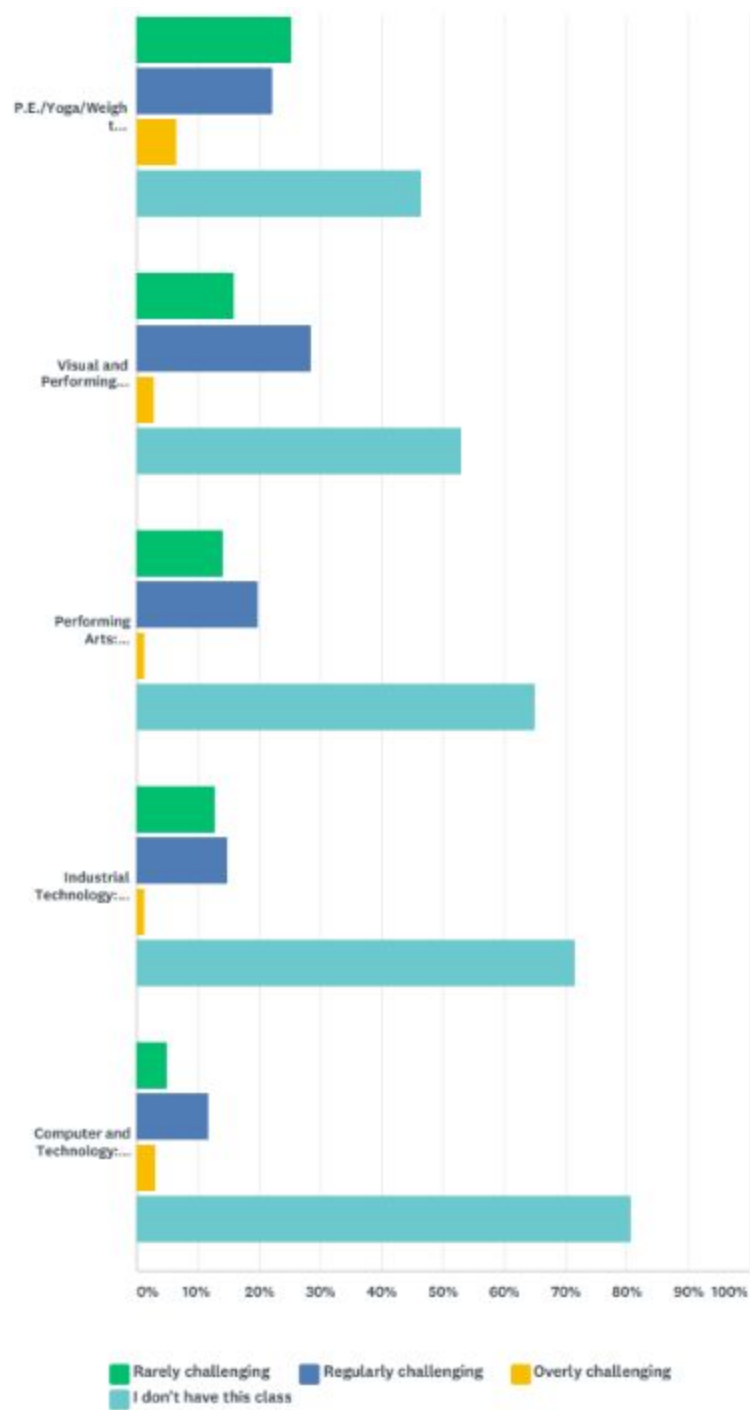


ANSWER CHOICES	RESPONSES	
Rarely Challenged	7.42%	51
Regularly Challenged	75.55%	519
Overly Challenged	17.03%	117
TOTAL		687

Q6 How would you rate the level of challenge in each of the following courses?

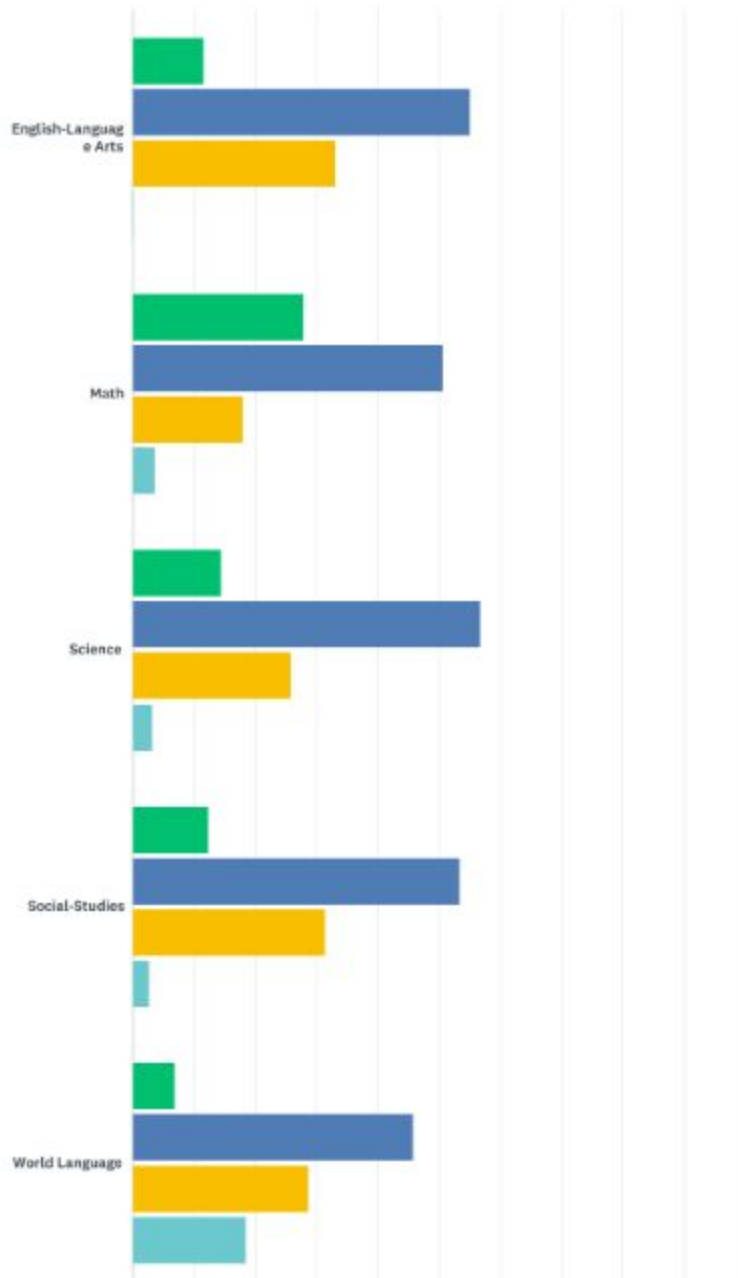
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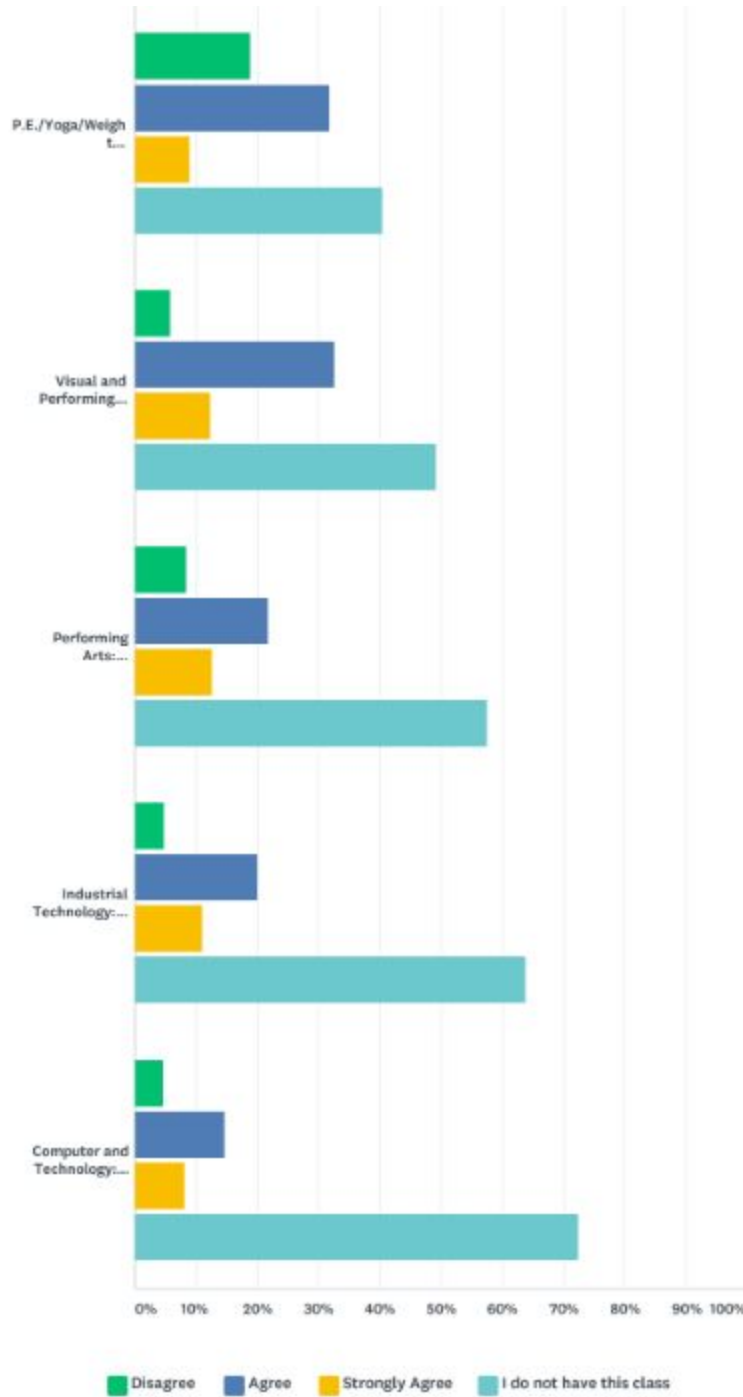




Q7 At CHS we try to design learning opportunities that are relevant to the world we live in. Subject matter and learning in each of the following courses is meaningful and relevant.

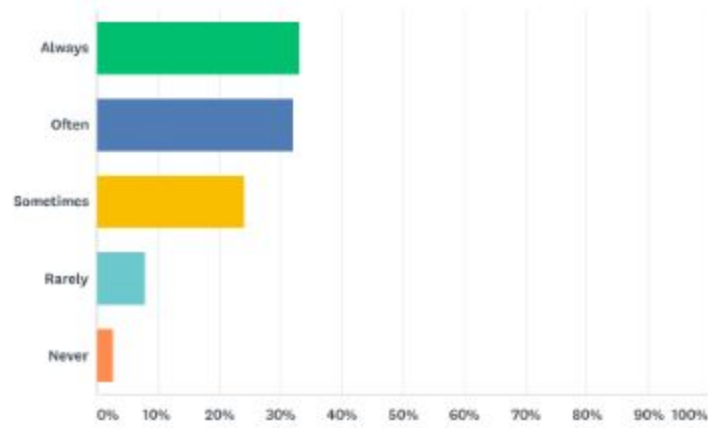
Answered: 686 Skipped: 2





Q8 This year I have felt worried or stressed about how I am doing in school.

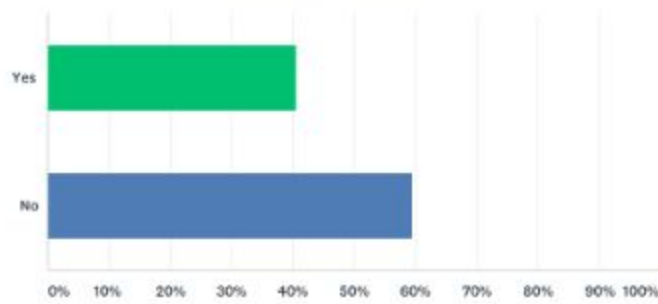
Answered: 685 Skipped: 3



ANSWER CHOICES	RESPONSES	
Always	33.14%	227
Often	31.97%	219
Sometimes	24.09%	165
Rarely	8.03%	55
Never	2.77%	19
TOTAL		685

Q9 During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

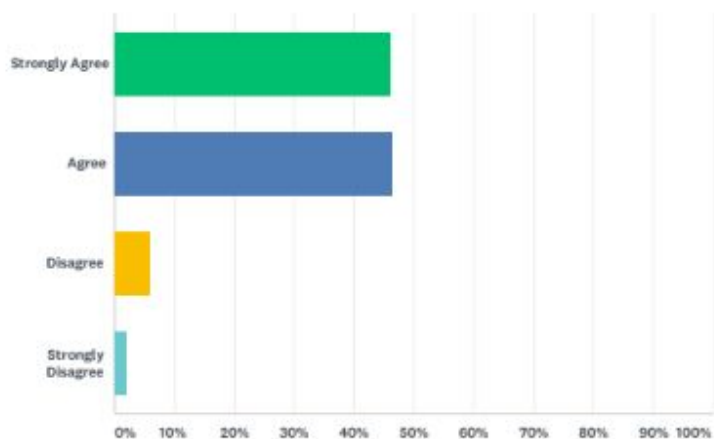
Answered: 686 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	40.52%	278
No	59.48%	408
TOTAL		686

Q10 At least one adult at CHS cares about me as a person.

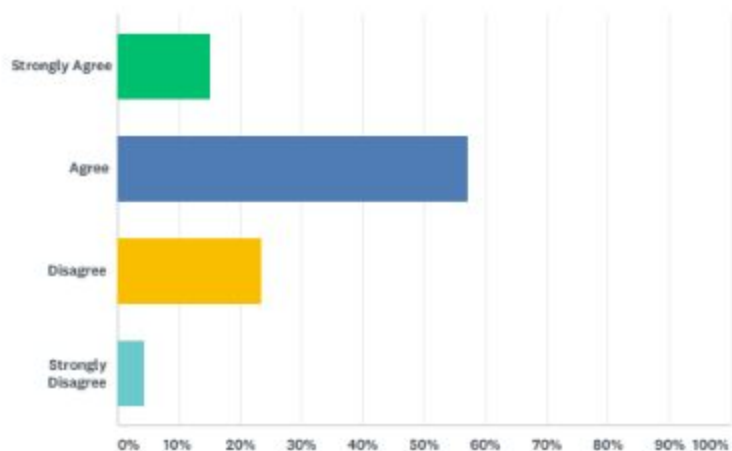
Answered: 688 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Agree	46.06%	317
Agree	46.22%	318
Disagree	5.81%	40
Strongly Disagree	1.89%	13
TOTAL		688

Q11 I feel connected to my school.

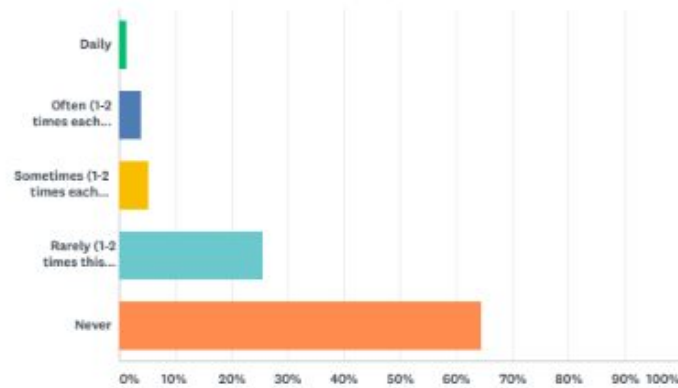
Answered: 688 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Agree	15.12%	104
Agree	57.12%	393
Disagree	23.40%	161
Strongly Disagree	4.36%	30
TOTAL		688

Q12 This year, I've been bullied or harassed at CHS ...

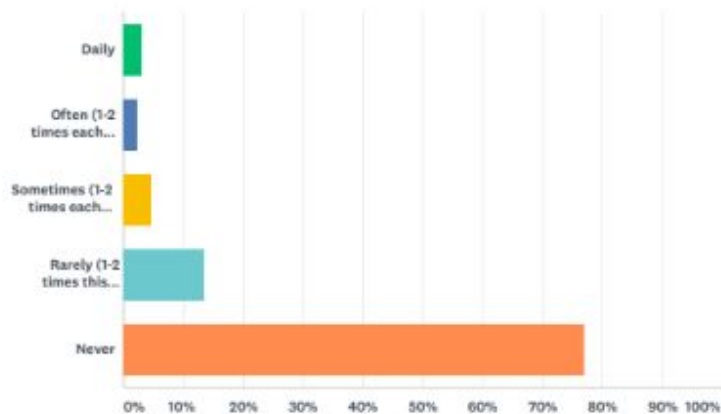
Answered: 688 Skipped: 0



ANSWER CHOICES	RESPONSES	
Daily	1.31%	9
Often (1-2 times each week)	3.78%	26
Sometimes (1-2 times each month)	5.09%	35
Rarely (1-2 times this year)	25.44%	175
Never	64.39%	443
TOTAL		688

Q13 This year, I've been teased about my race, nationality, or skin color at CHS...

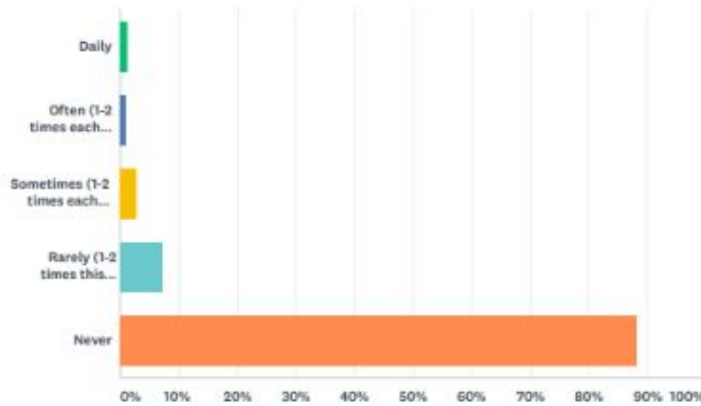
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ANSWER CHOICES	RESPONSES	
Daily	2.92%	20
Often (1-2 times each week)	2.34%	16
Sometimes (1-2 times each month)	4.67%	32
Rarely (1-2 times this year)	13.28%	91
Never	76.79%	526
TOTAL		685

Q14 I get teased about my religion at CHS...

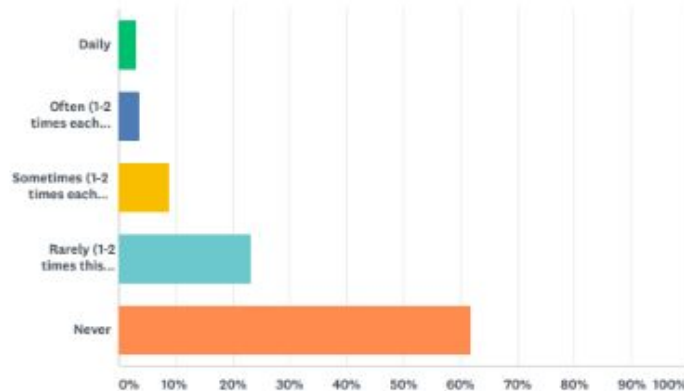
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ANSWER CHOICES	RESPONSES	
Daily	1.31%	9
Often (1-2 times each week)	0.88%	6
Sometimes (1-2 times each month)	2.63%	18
Rarely (1-2 times this year)	7.15%	49
Never	88.03%	603
TOTAL		685

Q15 This year at CHS, I've been teased about how I look, dress, or about the way I talk.

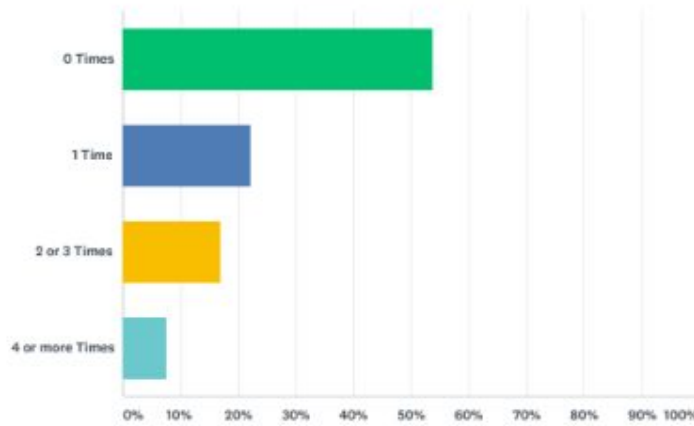
Answered: 685 Skipped: 3



ANSWER CHOICES	RESPONSES	
Daily	2.92%	20
Often (1-2 times each week)	3.65%	25
Sometimes (1-2 times each month)	8.76%	60
Rarely (1-2 times this year)	22.92%	157
Never	61.75%	423
TOTAL		685

Q16 During the past 12 months, how many times on school property have you had mean rumors or lies spread about you?

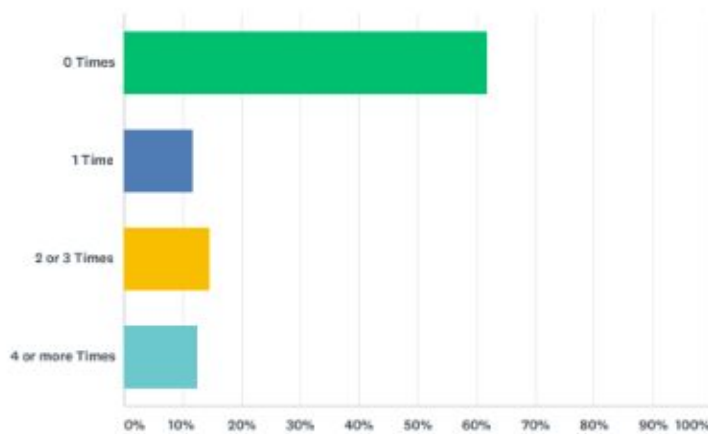
Answered: 684 Skipped: 4



ANSWER CHOICES	RESPONSES	
0 Times	53.65%	367
1 Time	22.08%	151
2 or 3 Times	16.96%	116
4 or more Times	7.31%	50
TOTAL		684

Q17 During the past 12 months, how many times on school property have you had sexual jokes, comments, or gestures made at you?

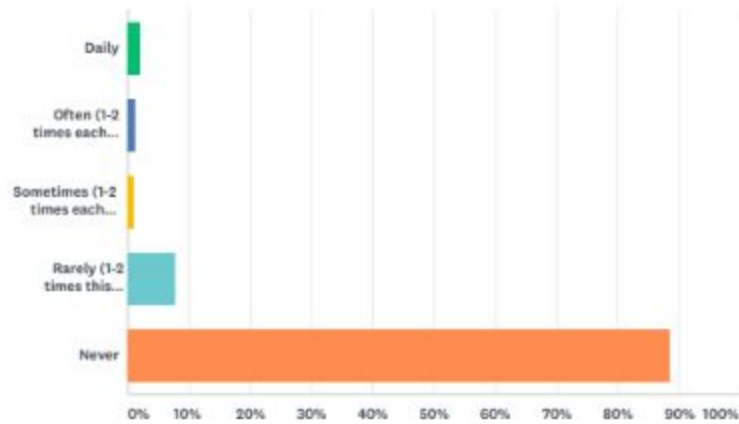
Answered: 684 Skipped: 4



ANSWER CHOICES	RESPONSES	
0 Times	61.70%	422
1 Time	11.40%	78
2 or 3 Times	14.47%	99
4 or more Times	12.43%	85
TOTAL		684

Q18 This year, I've been the target of cyberbullying...

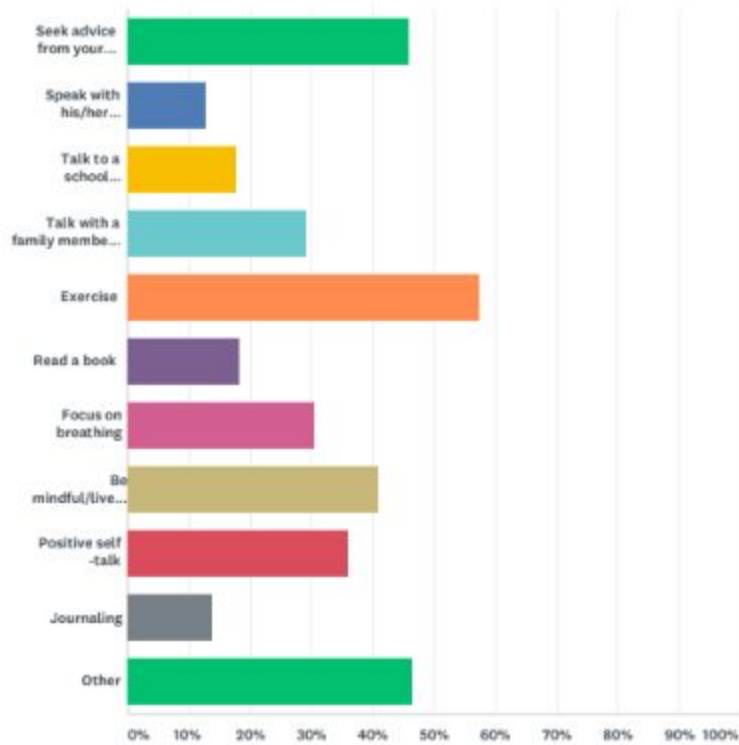
Answered: 685 Skipped: 3



ANSWER CHOICES	RESPONSES	
Daily	1.90%	13
Often (1-2 times each week)	1.02%	7
Sometimes (1-2 times each month)	0.88%	6
Rarely (1-2 times this year)	7.74%	53
Never	88.47%	606
TOTAL		685

Q19 What are healthy ways that you deal with conflicts and/or difficult emotion (stress, worry, frustration) in your life?

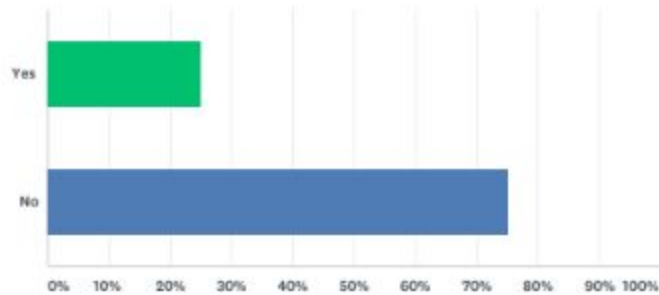
Answered: 678 Skipped: 10



ANSWER CHOICES	RESPONSES	
Seek advice from your parent	45.72%	310
Speak with his/her therapist/social worker	12.54%	85
Talk to a school counselor, teacher, or principal about the problem	17.55%	119
Talk with a family member (not parent)	29.06%	197
Exercise	57.37%	389
Read a book	18.29%	124
Focus on breathing	30.38%	206
Be mindful/live in the moment	40.86%	277
Positive self-talk	35.69%	242
Journaling	13.72%	93
Other	46.31%	314
Total Respondents: 678		

Q20 Have you used drugs or alcohol this school year?

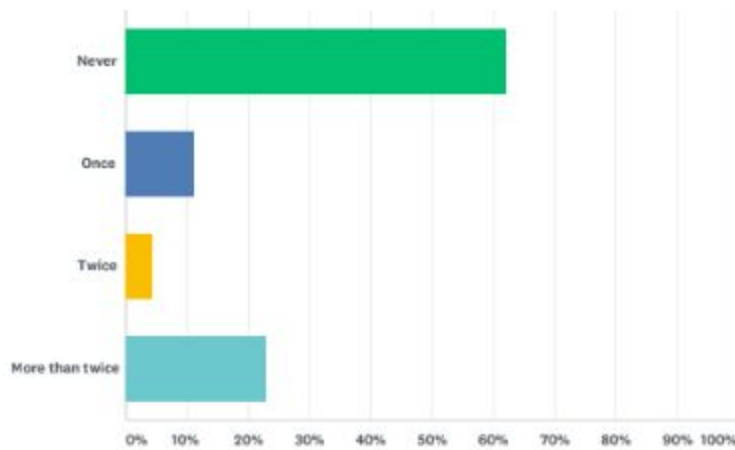
Answered: 685 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	24.82%	170
No	75.18%	515
TOTAL		685

Q21 This year, how many times have you been offered either drugs or alcohol ON CAMPUS?

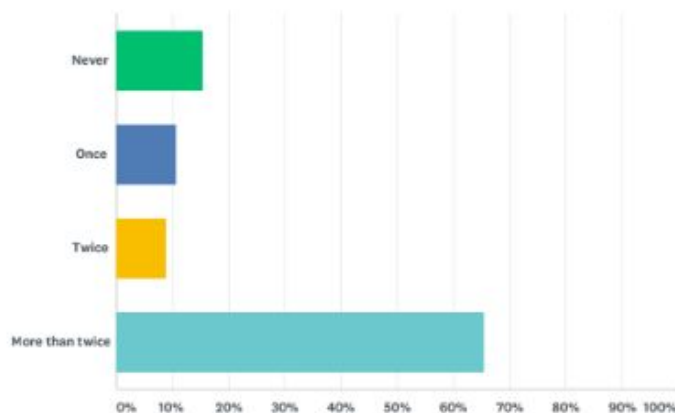
Answered: 171 Skipped: 517



ANSWER CHOICES	RESPONSES	
Never	61.99%	106
Once	11.11%	19
Twice	4.09%	7
More than twice	22.81%	39
TOTAL		171

Q22 This year, how many times have you been offered either drugs or alcohol OFF CAMPUS?

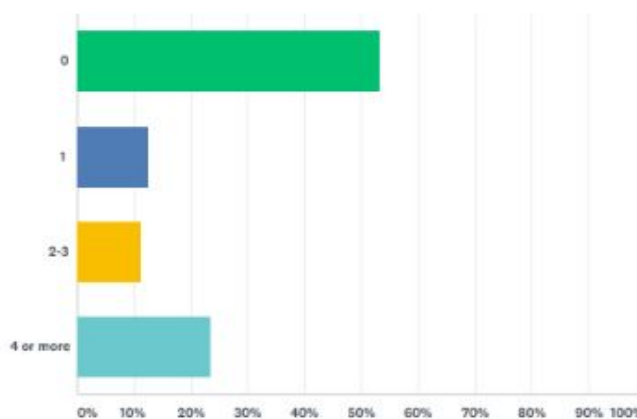
Answered: 171 Skipped: 517



ANSWER CHOICES	RESPONSES	
Never	15.20%	26
Once	10.53%	18
Twice	8.77%	15
More than twice	65.50%	112
TOTAL		171

Q24 In the last 30 days, how many different times have you had at least one full drink of alcohol? One full drink is defined as one beer, one glass of wine, or one shot of hard liquor.

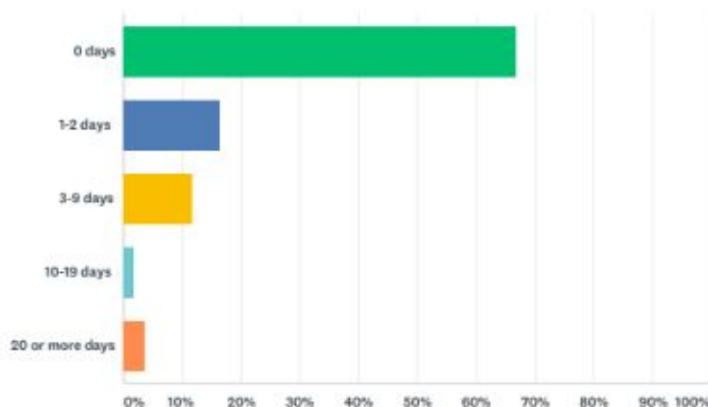
Answered: 171 Skipped: 517



ANSWER CHOICES	RESPONSES	
0	53.22%	91
1	12.28%	21
2-3	11.11%	19
4 or more	23.39%	40
TOTAL		171

Q25 During the past 30 days how many days did you drink five or more full drinks containing alcohol.

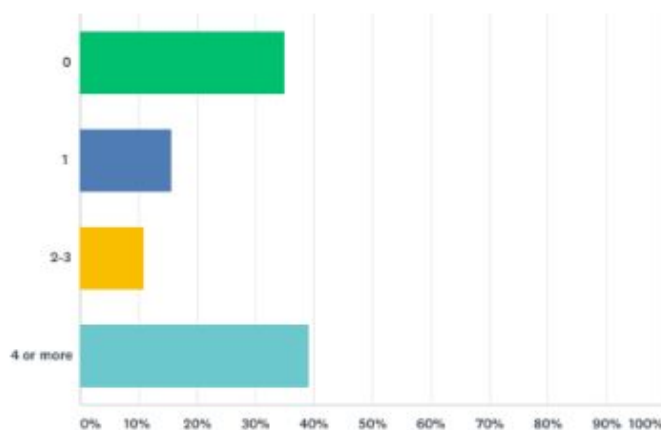
Answered: 171 Skipped: 517



ANSWER CHOICES	RESPONSES	
0 days	66.67%	114
1-2 days	16.37%	28
3-9 days	11.70%	20
10-19 days	1.75%	3
20 or more days	3.51%	6
TOTAL		171

Q26 This year, how many different times have you tried marijuana? (pot, weed, grass, bud, wax, honey oil)

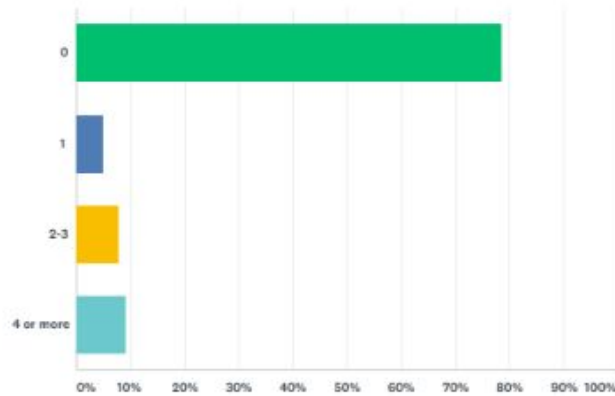
Answered: 167 Skipped: 521



ANSWER CHOICES	RESPONSES	
0	34.73%	58
1	15.57%	26
2-3	10.78%	18
4 or more	38.92%	65
TOTAL		167

Q28 This year, how many different times have you tried an illegal drug (other than marijuana) or taken a prescription medication not prescribed to you?

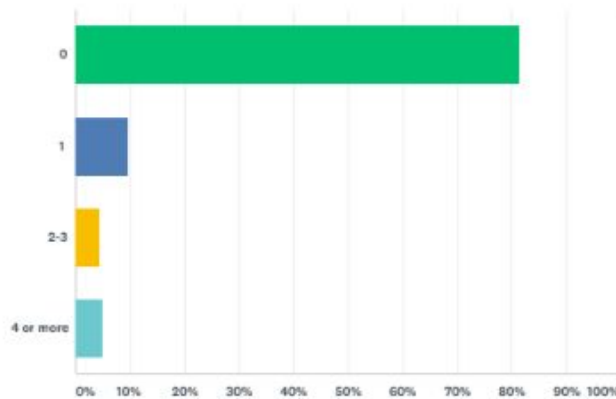
Answered: 167 Skipped: 521



ANSWER CHOICES	RESPONSES	
0	78.44%	131
1	4.79%	8
2-3	7.78%	13
4 or more	8.98%	15
TOTAL		167

Q29 In the last 30 days, how many different times have you tried an illegal drug (other than marijuana) or taken a prescription medication not prescribed to you?

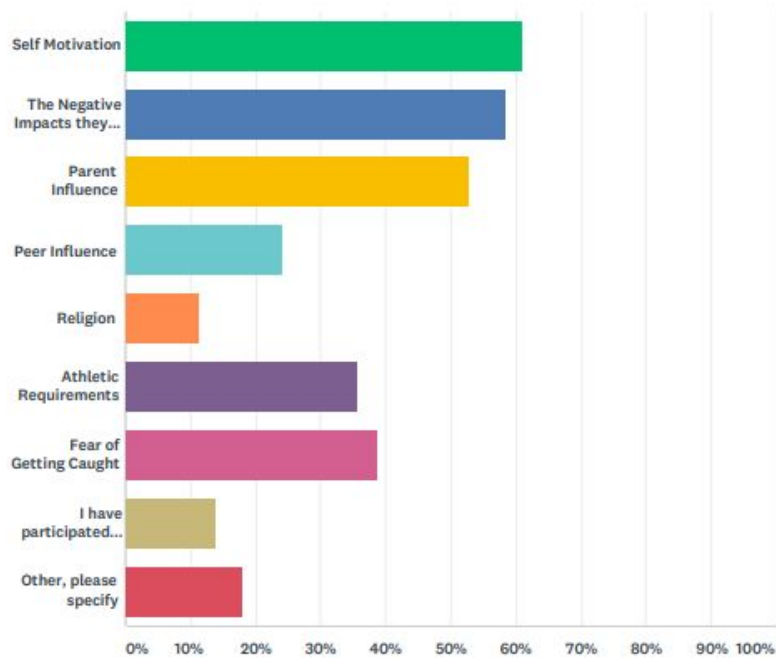
Answered: 167 Skipped: 521



ANSWER CHOICES	RESPONSES	
0	81.44%	136
1	9.58%	16
2-3	4.19%	7
4 or more	4.79%	8
TOTAL		167

Q30 Why have you chosen not to participate in drug or alcohol use? Choose all that apply

Answered: 680 Skipped: 8



ANSWER CHOICES	RESPONSES	
Self Motivation	61.18%	416
The Negative Impacts they have on You	58.38%	397
Parent Influence	52.65%	358
Peer Influence	24.26%	165
Religion	11.32%	77
Athletic Requirements	35.74%	243
Fear of Getting Caught	38.68%	263
I have participated in drug or alcohol use	14.12%	96
Other, please specify	17.94%	122
Total Respondents: 680		

PARENT SATISFACTION SURVEY

Parent satisfaction is gauged biannually through an electronic survey available in both English and Spanish. A paper copy is also available upon request. The overall parent satisfaction rate of Carmel High is a high 91%, though there has been a slight decline in the rate. Most academic programs receive high ratings from parents, with increases in English-Language Arts, Social Studies, Music, Art, and Drama. Parents also report consistent high satisfaction with Science and World Languages. There was a decline in satisfaction with the Math program, from 94% to 85%, which coincides with the switch to Integrated Math. Also showing declines were Career and Technical Education (93% to 81%) and Dance (93% to 59%). Beyond the academic program, parents rated library services, communication, and technology highly. There was some decline reported in satisfactions with College and Career services, from 93% to 84%, with only 76% of respondents indicating satisfactions with workforce and career counseling. Also taking a tumble is the perception of our drug and alcohol counseling program, from 84% to 65%. Still, 90% of parents report that the level of academic challenge is appropriate for their child, and 91% would recommend our district enthusiastically to other parents for its ability to develop well-rounded students.

PARENT SURVEY 2012 - 2018				
	2012	2014	2016	2018
Number of Respondents	256	290	240	250
CURRICULUM AND PROGRAMS				
Criteria	Percent of respondents who are “satisfied” or “very satisfied”			
	2012	2014	2016	2018
Overall Curriculum	95	97	94	98
Library Service	94	97	96	98
English / Language Arts	89	93	94	97
Art	89	89	100	97
Drama	91	90	98	96
Social Studies / History	88	93	92	95
World Languages	91	87	93	95
Music	87	90	96	95
Computer / Technology Classes	85	91	85	93
Academic Support Programs	91	94	90	93
Dance / Movement	93	91	59	92
Math	94	91	85	91

CTE / ROP	---	93	81	91
Health Education	89	94	87	90
Science	91	91	92	89
Athletics Overall	89	84	87	87
College and Career Center	93	96	84	81
Drug Ed / Alcohol Prevention Programs	84	82	65	81
PE Program	75	72	76	75
ABOUT THIS SCHOOL				
Criteria	Percent of respondents who are “satisfied” or “very satisfied”			
	2012	2014	2016	2018
Tells students what will happen if they break school rules	N/A	N/A	81	94
Has quality programs for my child’s talents, gifts, or special needs	N/A	N/A	90	94
Is a safe place for my child	N/A	N/A	88	93
Provides opportunities to “make a difference”	N/A	N/A	91	93
Keeps me well-informed about school activities	N/A	N/A	88	93
Promotes academic success for all students	N/A	N/A	94	92
Treats all students with respect	N/A	N/A	87	92
Supportive and inviting place for students to learn	N/A	N/A	92	92
Communicates importance of respecting all cultural beliefs/practices	N/A	N/A	87	92
Encourages students to care about how others feel	N/A	N/A	N/A	92
Teachers/other adult staff go out of their way to help students	N/A	N/A	91	92
Has high expectations for all students	N/A	N/A	N/A	92
Encourages all students to enroll in challenging courses	N/A	N/A	91	91
Promptly responds to my phone calls, messages, or emails	N/A	N/A	82	91
Encourages me to be an active partner	N/A	N/A	83	90
Teachers and other staff go out of their way to help parents	N/A	N/A	N/A	89
Instructional materials reflect my child’s culture, ethnicity, and identity	N/A	N/A	79	88
Teachers communicate with parents about what students are	N/A	N/A	87	88

expected to learn				
Provides quality counseling/ways to help students with social/emotional needs	N/A	N/A	80	87
Seeks input and welcomes parents' contributions	N/A	N/A	78	86
Helps students resolve conflicts	N/A	N/A	N/A	85
Enforces school rules equally	N/A	N/A	81	83
Provides healthy food choices	N/A	N/A	74	77
PARTICIPATION				
Criteria	Percent of respondents who are "satisfied" or "very satisfied"			
	2012	2014	2016	2018
Attended a school or class event	N/A	N/A	90	91
Participated in fundraising for the school	N/A	N/A	71	69
Volunteered in this child's classroom or school	N/A	N/A	51	51
Gone to a regularly scheduled parent-teacher conference	N/A	N/A	41	51
Met with a guidance counselor in person	N/A	N/A	57	47
Attended a meeting of the parent-teacher organization	N/A	N/A	36	39
Served on a school committee	N/A	N/A	18	20
COMMUNICATION				
Criteria	Percent of respondents who are "satisfied" or "very satisfied"			
	2012	2014	2016	2018
Providing useful information on the school website	91	94	91	89
How your child is doing in school between report cards	N/A	N/A	61	85
Providing info about the school board's meetings and activities	N/A	80	80	83
How to help your child plan for post high school (college, vocational school, military, etc)	N/A	N/A	51	79
Info on your expected role at your child's school	N/A	N/A	40	78
Why your child is placed in particular groups or classes	N/A	N/A	40	67
How to help your child with homework	N/A	N/A	31	63

OTHER INITIATIVES				
Criteria	Percent of respondents who are “satisfied” or “very satisfied”			
	2012	2014	2016	2018
I would enthusiastically recommend CUSD to other families for its ability to develop well-rounded students.	87	95	90	94
Support child’s transition to middle or high school	91	96	83	93
The School Board effectively oversees the district.	87	86	86	92
Overall, I am satisfied with CUSD.	93	96	91	92
The district is effectively creating a college-going culture for students.	94	98	91	91
Preparing students for the workforce and future careers	N/A	N/A	76	84
Homework helps to deepen understanding of important ideas	N/A	N/A	N/A	81
HEALTH AND WELLNESS				
Based on your experience, how much of a problem at this school is...	Percent of respondents who reported that this was “a small problem” or “not a problem”			
	2012	2014	2016	2018
Gang-related activity	N/A	N/A	97	98
Weapons possession	N/A	N/A	97	96
Vandalism (including graffiti)	N/A	N/A	81	91
Physical fighting between students	N/A	N/A	90	89
Racial/ethnic conflict among students	N/A	N/A	81	88
Students not respecting staff	N/A	N/A	80	80
Harassment or bullying of students	N/A	N/A	57	59
Student tobacco use	N/A	N/A	47	58
E-cigarettes / vaping device	N/A	N/A	39	44
Student alcohol and drug use	N/A	N/A	20	33

CALIFORNIA SCHOOL CLIMATE STAFF SURVEY 2016- 2018

In both 2016 and 2018, the District administered the WestEd School Climate Staff Survey. Of the 57 respondents in 2018, 53% were classroom teachers; 9% were Special Education teachers; 4% were administrators; 5% were prevention staff, nurse, or health aide; 11% were paraprofessionals, 16% were classified employees; 4% were other certificated staff; and the remaining 4% were other service providers.

According to the survey results, the Carmel High staff have a high opinion of the school climate and learning and working environment. One hundred percent of respondents in 2018 agreed or strongly agreed that CHS is a supportive and inviting place for students to learn; 95% agreed that the school sets high standards for academic performance for all; and 92% felt that this is a supportive and inviting place for staff to work. The staff also indicated that they feel this is a safe place for both students and faculty. A high 96% of respondents feel that students care about one another, and 88% think that they treat one another with respect. Seventy-six percent of respondents indicated that the school promotes trust and collegiality among staff, and 80% indicated that the school promotes participation in decision making (an increase of 16% over 2016). Similarly, 83% agreed or strongly agreed that the school provides opportunities for students to decide things, which shows an increase of 17% from 2016.

Seventy-five percent of the respondents felt that cutting classes or being truant is a problem at Carmel High. Further, only 76% agreed or strongly agreed that the school treats all students fairly, and only 62% felt that the school handles discipline problems fairly. Of the respondents, 64% indicated that depression is a moderate or severe problem among students, and 90% feel that alcohol and drug use is a moderate or severe problem, which is an increase of 17% from 2016. Meeting the social, emotional, and developmental needs of youth ranked the highest among the topics for which the staff perceived the need for more professional development.

SUMMARY OF KEY SURVEY INDICATORS			
Student Learning Environment			
This school...	2016 Agree or Strongly Agree	2018 Agree or Strongly Agree	Change
Is a supportive and inviting place for students to learn	96%	100%	+4%
Sets high standards for academic performance for all	96%	95%	-1%
Believes every students can be a success	84%	92%	+8%
Encourages opportunities for students to decide things	66%	83%	+17%
Career pathways opportunities	---	67%	---

Is welcoming to and facilitates parent involvement	88%	100%	+12%
Staff Working Environment			
Is a supportive and inviting place for staff to work	79%	92%	+13%
Promotes trust and collegiality among staff	66%	76%	+10%
Promotes personnel participation in school decision making	65%	80%	+15%
Safety			
Is a safe place for students	98%	92%	-6%
Is a safe place for staff	95%	96%	+1%
Has sufficient resources to create a safe campus	86%	75%	-11%
Student Discipline and Support			
Handles discipline problems fairly	73%	62%	-11%
Provides adequate counseling and support services	88%	96%	+8%
Emphasizes helping students with social, emotional, behavioral problems	86%	90%	+4%
Positive Relationships			
Really care about every student	95%	96%	+1%
Fosters an appreciation of student diversity and respect for each other	81%	92%	+11%
Has moderate/severe problem with harassment/bullying	35%	26%	-9%
Student Behavior			
Students are motivated to learn	85%	92%	+7%
Cutting classes or being truant moderate/severe problem	19%	25%	+6%
Alcohol and drug use moderate/severe problem	73%	90%	+17%

LEARNING AND WORKING ENVIRONMENT			
Student Learning Environment			
This school...	2016 Agree or Strongly Agree	2018 Agree or Strongly Agree	Change
Is a supportive and inviting place for students to learn	96%	100%	+4%

Sets high standards for academic performance for all	96%	95%	-1%
Promotes academic success for all students	86%	94%	+8%
Emphasizes helping students academically when they need it	93%	99%	+6%
Emphasizes teaching lessons in ways relevant to students	73%	96%	23%
Working Environment			
Is a supportive and inviting place for staff to work	79%	92%	+13%
Promotes trust and collegiality among staff	66%	76%	+10%
Promotes personnel participation in school decision making	65%	80%	+15%
Works to minimize paperwork	71%	79%	+8%
Provides adequate benefits to support continued employment	84%	88%	+4%
Provides the materials, resources, and training to do job effectively	91%	92%	+1%
Provides relevant paraprofessional training	38%	81%	+43%
Provides the materials, resources, and training to work with special education (IEP) students	73%	90%	+17%
Provides complete state adopted instructional materials for students with IEPs	61%	95%	+34%
Uses objective data in making school improvement decisions	68%	91%	+23%
Safety, Facilities, and Parental Outreach			
Is a safe place for students	98%	92%	-6%
Is a safe place for staff	95%	96%	+1%
Has clean and well-maintained facilities and property	90%	88%	-2%
Is welcoming to and facilitates parent involvement	88%	100%	+12%
Encourages parents to be active partners in educating their child	84%	96%	+12%
Staff Collegiality and Sense of Mission			
Have close professional relationships with one another	66%	84%	+18%
Support and treat each other with respect	81%	90%	+9%
Feel a responsibility to improve the school	71%	92%	+21%
Work hard to ensure a safe and supportive learning environment	94%	100%	+6%
Positive Relationships			
Really care about every student	95%	96%	+1%

Fosters an appreciation of student diversity and respect for each other	81%	92%	+11%
Has moderate/severe problem with harassment/bullying	35%	26%	-9%
Student Behavior			
Students are motivated to learn	85%	92%	+7%
Cutting classes or being truant moderate/severe problem	19%	25%	+6%
Alcohol and drug use moderate/severe problem	73%	90%	+17%

STUDENT DEVELOPMENTAL SUPPORTS AND OPPORTUNITIES			
Opportunities for Meaningful Student Participation			
This school...	2016 Agree or Strongly Agree	2018 Agree or Strongly Agree	Change
Opportunities to decide things	66%	83%	+17%
Equal opportunity for classroom participation	79%	98%	+19%
Equal opportunity to participate in extracurricular and enrichment activities	93%	96%	+3%
Opportunities to make a difference (help others)	93%	98%	+5%
Positive Staff-Student Relationships and High Expectations			
Really care about every student	95%	96%	+1%
Acknowledge and pay attention to students	100%	98%	-2%
Listen to what students have to say	86%	94%	+8%
Want every student to do their best	100%	100%	---
Believe every student can be a success	84%	92%	+8%

LEARNING CONDITIONS			
Learning Supports			
At this school...	2016 Agree or Strongly Agree	2018 Agree or Strongly Agree	Change
Teachers go out of their way to help students	92%	100%	+8%
Fair, Respectful and Orderly Environment			

Adults at this school treat all students with respect	87%	94%	+7%
The school rules are fair	94%	93%	-1%
Students in this school are well-behaved	95%	94%	-1%
The rules in this school are too strict	8%	13%	+5%
It is easy for students to get kicked out of class or get suspended	13%	8%	-5%
Students get in trouble for breaking small rules	11%	13%	+2%
Teachers are very strict here	14%	11%	-3%
Clarity of Rules and Expectations			
Rules in this school are made clear to students	78%	72%	-6%
Students know what the rules are	89%	81%	-8%
This school makes it clear how students are expected to act	83%	82%	-1%
Positive Peer Relations			
Students enjoy spending time together during school activities	95%	92%	-3%
Students care about one another	94%	96%	+2%
Students treat each other with respect	92%	88%	-4%
Students get along well with one another	94%	94%	---
Social Emotional Supports, Conflict Management, and Bullying Prevention			
This school encourages students to feel responsible for how they act	79%	90%	+11%
Students are often given rewards for being good	74%	64%	-10%
This school encourages students to understand how others think and feel	76%	87%	+11%
Students are taught that they can control their own behavior	81%	87%	+6%
This school helps students solve conflicts with one another	77%	83%	+6%
This school encourages students to care about how others feel	81%	88%	+7%
Teachers here make it clear to students that bullying is not tolerated	95%	96%	+1%
If a student was bullied, he or she would tell a teacher or staff at school	77%	92%	+15%
Students tell teachers when other students are being bullied	66%	73%	+7%
If a student tells a teacher that someone is bullying her/him, the teacher will do something to help	92%	98%	+6%
Students here try to stop bullying when they see it happening	62%	73%	+11%

Respect for Diversity			
There is a lot of tension between people of different cultures, races, and ethnicities	13%	10%	-3%
Students respect each others' differences	84%	88%	+4%
Adults in school respect differences in students	97%	100%	+3%
Teachers show that it is important for students of different races and cultures to get along with each other	89%	98%	+9%

RESPECT, EQUITY, AND CULTURAL SENSITIVITY			
Summary of Indicators for Respect, Equity, and Cultural Sensitivity			
This school...	2016 Agree or Strongly Agree	2018 Agree or Strongly Agree	Change
Fosters an appreciation of student diversity and respect for each other	81%	92%	+11%
Emphasizes showing respect for all students' cultural beliefs and practices	89%	94%	+5%
Emphasizes using instructional materials that reflect the culture or ethnicity of its students	53%	80%	+27%
Has staff examine their own cultural biases through professional development or other processes	28%	63%	+35%
Encourages equity in rigorous course enrollment	95%	100%	+5%
Considers closing the racial/ ethnic achievement gap a high priority	70%	79%	+9%
Provides the supports needed for teaching culturally and linguistically diverse students	71%	88%	+17%
Treat all students fairly	79%	76%	-3%

LEARNING READINESS AND ENGAGEMENT			
Summary of indicators for Student Learning Readiness and Engagement			
	2016 Agree or Strongly Agree	2018 Agree or Strongly Agree	Change
Students at this school are motivated to learn	85%	92%	+7%

This school motivates students to learn	92%	100%	+8%
Disruptive behavior is a problem at this school	14%	15%	+1%
Cutting classes or being truant is a problem at this school	81%	75%	-6%
Lack of respect of staff by students is a problem at this school	8%	15%	+7%

STUDENT HEALTH AND RISK BEHAVIOR			
Summary of Indicators for Student Physical and Mental Health			
	2016 Agree or Strongly Agree	2018 Agree or Strongly Agree	Change
Students arrive at school alert and rested	53%	62%	+9%
Students are healthy and physically fit	89%	90%	+1%
Depression or other mental health issues	36%	64%	+28%
Summary of Indicators for Student Risk Behavior			
How much of a problem at this school is...	2016 Moderate or Severe Problem	2018 Moderate or Severe Problem	Change
Harassment or bullying	36%	26%	-10%
Physical fighting	0%	2%	+2%
Gang activity	0%	2%	+2%
Vandalism and graffiti	3%	2%	-1%
Theft	3%	4%	+1%
Weapons possession at school	0%	0%	---
Alcohol and drug use	73%	90%	+17%
Tobacco use	22%	31%	+9%

DISCIPLINE AND COUNSELING			
Summary of Indicators for Discipline and Counseling			
This school...	2016 Agree or Strongly Agree	2018 Agree or Strongly Agree	Change
Clearly communicates to students consequences of breaking rules	73%	64%	-9%%

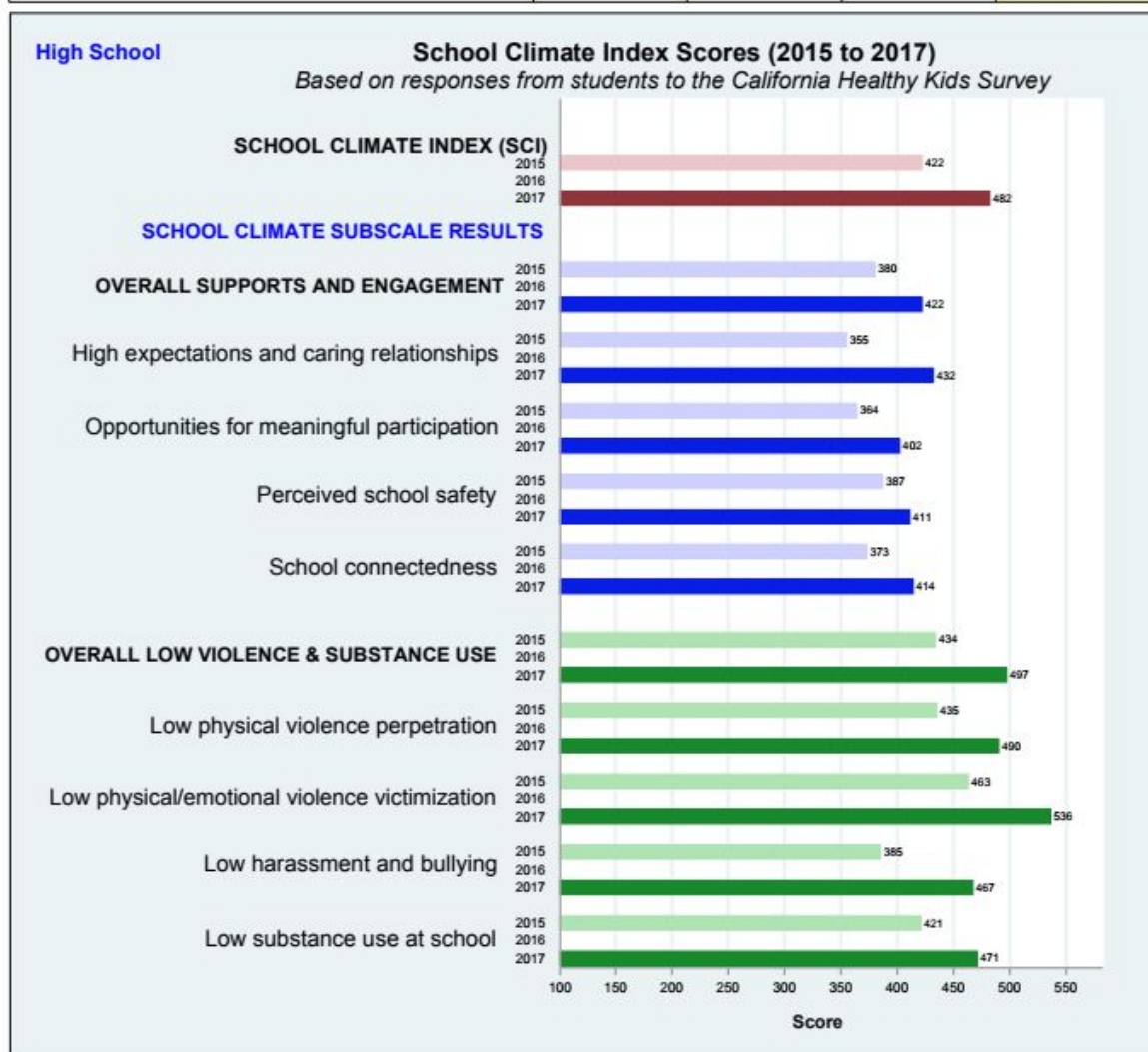
Handles discipline problems fairly	73%	62%	-11%
Provides adequate counseling and support services for students	88%	96%	+8%

PROFESSIONAL DEVELOPMENT NEEDS			
Instruction and School Environment			
Perceive need for more PD in...	2016 Yes	2018 Yes	Change
Meeting academic standards	21%	18%	-3%
Evidence-based methods of instruction	26%	25%	-1%
Positive behavioral support and classroom management	22%	24%	+2%
Creating a positive school climate	41%	34%	-7%
Addressing Needs of Diverse Populations			
Working with diverse racial, ethnic, or cultural groups	24%	25%	+1%
Culturally relevant pedagogy for the school's student population	34%	27%	-7%
Serving English language learners	16%	23%	+7%
Closing the achievement gap	24%	20%	-4%
Providing Support Services			
Serving special education (IEP) students	24%	23%	-1%
Meeting the social, emotional, and developmental needs of youth	47%	48%	+1%

SCHOOL CLIMATE INDEX

School Climate Index (SCI)

	2015	2016	2017	Change
SCI Score ^A	422	—	482	+60
SCI State Percentile ^B	99	—	99	0
SCI Similar Schools Percentile ^B	94	—	98	+4



School Climate Index Subscale Results

	SCI Scores			
	2015	2016	2017	Change
Overall Supports and Engagement	380	–	422	+42
High expectations and caring relationships	355	–	432	+77
Opportunities for meaningful participation	364	–	402	+38
Perceived school safety	387	–	411	+24
School connectedness	373	–	414	+41
Overall Low Violence and Substance Use	434	–	497	+63
Low physical violence perpetration	435	–	490	+55
Low physical/emotional violence victimization	463	–	536	+73
Low harassment and bullying	385	–	467	+82
Low substance use at school	421	–	471	+50

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey)

	2015	2016	2017	Change
Try hard on school work	80%	–	81%	+1
Truant more than a few times	3%	–	4%	+1
Feel a part of the school	62%	–	65%	+3
Safety at school	81%	–	86%	+5
Harassed or bullied at school	36%	–	27%	-9
Experienced chronic sadness/hopelessness	25%	–	22%	-3

Selected Staff-Reported Indicators (California School Staff Survey)

	2015	2016	2017	Change
Nearly all/most students are motivated to learn	–	85%	–	–
Truancy is moderate/severe problem	–	21%	–	–
School is a supportive and inviting place for students to learn	–	95%	–	–
School is a supportive and inviting place for staff to work	–	80%	–	–
School is a safe place for students	–	98%	–	–
Harassment/bullying is moderate/severe problem	–	33%	–	–
School is welcoming to and facilitates parental involvement	–	88%	–	–
School has clean and well-maintained facilities	–	90%	–	–

Summary of Implications of Data:

Carmel High is a safe and well-resourced school with a highly qualified staff and many exceptional facilities; and the vast majority of students feel connected and supported. The parent community feels positive about their children's educational experience at CHS, and they are supportive and involved. CHS has a strong college-going culture and promotes student access to a rigorous academic program with a wide variety of course offerings and academic supports. On nearly every measurement, our students outperform their county and statewide peers, and over 75% of our graduates meet UC/CSU eligibility requirements. While the majority of our students take advantage of our breadth of academic, co-curricular, and extracurricular programs, they also report high levels of stress and low levels of sleep and engagement in their schoolwork. Many report that they "do school" well but do not find schoolwork interesting, fun, or valuable.

Preliminary Critical Academic Needs:

Based on the description and data in the profile, the preliminary critical student learning needs have been identified as follows:

- Close the achievement gap between White and Hispanic/Latino students in meeting UC/CSU eligibility and performance on CAASPP, ACT, and AP.
- Address the health and wellness of students.
- Engage all students in learning.

Important questions to be discussed in the Focus Groups:

- How do we close the achievement gap between White and Hispanic/Latino students?
- How do we engage all students and make learning interesting and relevant?
- Are we giving the right amount and type of homework?
- How does our school promote wellness and a healthy, balanced lifestyle?

CARMEL HIGH SCHOOL

Home of the Padres



CHAPTER 3: SELF-STUDY FINDINGS

Category A

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Steven Russell, Visual and Performing Arts, Chair

Rick Lopez, Administration

Lisa Brazil, Classified

Yesel Von Ruden, Counseling

Barbara Steinberg, English

Hans Schmidt, English

Leigh Cambra, Health

Mike Deckelmann, Math

Brian Granberg, Science / VAPA

Bill Schrier, Social Studies

Bridget Randazzo, World Languages

David Linnavers, Parent

Sophia Collins (graduated 2018), Student

Juliana Smith, Student

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: *The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.*

Criteria Findings	Evidence
The CHS Mission reads, "Our mission is to help all students reach their full potential as human beings, lifelong learners, and citizens of a global society. To that end, we foster creativity, teach critical thinking, and promote social skills and mastery of the basic skills necessary to lead healthy, productive lives." The mission statement resonates from our Student Learning Outcomes, that our students <i>are</i> CHS: Connected Citizens, High Level Thinkers, and Successful Individuals.'	CHS Mission Statement
This Carmel High School mission statement has remained relatively constant since its creation 1996. It was reviewed in 2012 and again during this 2017-2018 WASC cycle. Profile data used to refine the mission and Student Learning Outcomes focused on the college-going culture of CHS, including students graduating with UC/CSU eligibility; AP course enrollment and test results; CST data; CAHSEE results; SAT/ACT results; Challenge Success Survey results; Healthy Kids Survey results; and Parent Satisfaction Survey results.	CHS SLOs
The CHS mission statement is closely aligned to the Carmel Unified School District mission, which reads, "The CUSD community produces lifelong learners who are prepared for the challenges of higher education, the workplace, and their role as citizens of an ever-changing global community." The relationship between the two missions combined with the anchoring of the SLOs is a demonstration of focused intention to deliver a clear, cohesive experience for every CHS student to reach their full potential.	CUSD Mission Statement

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: *There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

The mission statement was reviewed from the strategic planning process back in 2006-2007, which included input from all stakeholder groups. The Site's mission	CHS Mission Statement
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statements have been reviewed several times since then, including during this self-study cycle. After much consideration the statement was deemed applicable today. While it was determined to keep the mission statement and overarching Student Learner Outcomes intact, the SLO indicators were updated and adopted as part of the WASC Self-Study in 2018, also with input from all stakeholder groups. During this process, input regarding changes to the SLO indicators was solicited from the focus groups and then debated, refined, and adopted by the leadership team. Aligning the student learning outcomes with the school and District mission statements was a key consideration when determining and refining the student learning outcomes.	CHS SLOs WASC Leadership Team Agendas and Minutes
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Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: *Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.*

By using CHS as the initialism for our SLOs, Carmel High promotes awareness and increased recognition, for all school stakeholders, of our purpose. It is challenging to gather significant participation and contribution from a large number of stakeholders when we ask for formal contribution through groups such as the School Site Council or a WASC Committee. It can be difficult to gather authentic information from our multiple communities, so we use other portals to garner feedback. We gather and use data from students through the Healthy Kids Survey, Challenge Success Survey, parent survey, and senior surveys. We meet with our parent group, Padre Parents, monthly to reinforce their understanding of our vision/mission and review current data that shows progress made (CA Dashboard, CAASP data, AP data, etc.) We have a close and positive relationship as well as open access to administration through established office hours, counselors, and faculty.	CHS SLOs Healthy Kids Survey Challenge Success Parent Survey Padre Parents
Faculty and staff are surveyed through the School Climate Staff Survey, and participate in WASC focus groups and on the leadership team. Ongoing decision-making around student learning is the primary conversation in regular PLC collaborative meetings held weekly and monthly throughout the school year. On a monthly basis the site leadership team meets and is representative of teachers, administrators, classified, and counseling staff. This team consistently discusses items and issues that are inherently connected to our SLOs. We meet with site council parent group to review data from student, parent, and staff surveys to inform the building of both Safety and Site Plans. We have a focus groups of parents, students, and community members who provide input to build the LCAP. This group is connected directly to district mission/vision which feeds site mission/vision. Our District superintendent has a community advisory group (CAC) that meets regularly encouraging parents and community members to share feedback on district goals and progress toward them. She has also recently started a Teacher Advisory Council (TAC), consisting of 32 teachers Pre-K through high school. Our District goals drive school site goals. Leadership (ASB)	School Climate Staff Survey PLCs Site and Safety Plans LCAP CAC TAC

students provide feedback on progress toward our site goals as well as ideas for implementation. Our staff meetings provide opportunities to review schoolwide learner outcomes based on CHS's mission/vision.	Leadership students
A2. Governance Criterion <p>The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career- readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.</p>	
Governing Board and District Administration <p>A2.1. Indicator: <i>The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.</i></p>	
<p>The Board of Trustees is governed by a set of board policies which are posted on the district website. Last fall, a comprehensive process was undertaken to review <i>all</i> processes in light of changes recommended by CSBA. In many cases, these changes have occurred because of new laws coming out of Sacramento. Our Board has a Policy Subcommittee that worked with administrators (site and district) to review proposed changes. These changes were brought before the full board for approval. The policies on our CUSD website provide the updated policies, which CSBA is uploading into the system for us.</p> <p>In addition to a massive review of policies to ensure that we are up-to-date, our Board of Trustees has engaged in several workshops focused on Board Governance. This document reflects the updated commitments of the Board. It was a document that was reviewed and discussed by our Administrative Council which is comprised of all site and district administrators. Added to the document were the commitments that administrators made as well. Our Board Governance Document¹ is available on our District website and was approved at the April 18, 2018 board meeting.</p> <p>Carmel Unified has experienced major shifts in district leadership since the fall of 2015, with three different superintendents. This has made policy alignments difficult and sometimes inconsistent. Our new superintendent is working hard to establish consistent lines of communication with all stakeholders. This includes weekly collaborative meetings with the Association of Carmel Teachers and the formation of both a new Community Advisory Council that consists of faculty, parents and community stakeholders, and a Teacher Advisory Council, consisting of 32 teachers Pre-K through high school. Our superintendent has put in place a vision for our district in identifying who we are as a district and how we meet the needs of the students who come from diverse backgrounds from our district boundaries.</p>	<p>District Board Policies</p> <p>CUSD website</p> <p>Board Governance</p> <p>Board of Governance Document</p> <p>ACT</p> <p>Community Advisory Council</p> <p>Teacher Advisory Council</p>

District policies are in place that ensure that school site technologies are continually being considered, evaluated, and updated. Technology and the varied applications in our school are regularly in flux. In order to “plug-in” new systems--hardware or software--the District has established multiple plans to ensure clear strategies and protocols for all users of tech in the school. Our district Tech Plan, Network Infrastructure Plan, Acceptable Use Policy for Employees and Students, and Regulations-Student Use of Technology help ensure that all engagement of tech use is above board and explicitly understood by everyone in the district.

Tech Plan

Network Infrastructure Plan

Acceptable Use Policy - Employee

Acceptable Use Policy - Student (Includes CIPA and internet safety)

Regulations - Student Use of Technology

Edmentum

A2.2. Indicator: *Parents, community members, staff and students are engaged in the governance of the school.*

Board by-Laws

Board Policy

CUSD Website

<p>emphasizes the importance on keeping the District focused on learning and achievement for all students, communicating a common vision, operating openly and with integrity, and treating everyone with civility and respect. The Board further understands that it is their role to set policy for the district.</p> <p>The School Site Council planning committee is comprised of two to four student representatives, generally the president of each class; two to four parents; two teachers; a classified staff; and an administrator. Up to four planning meetings are scheduled throughout each year to study data and set or revise goals. In 2018-2019 a copy of the Single Plan was introduced at a faculty meeting and distributed to staff via the digital faculty handbook. In past years the plan has been reviewed with faculty at a faculty meeting.</p> <p>CHS participates in numerous surveys to assess, evaluate, and include student and parent opinion in decision making. CHS faculty access the student and parent voice through conversations at faculty meetings, in department meetings, and through access to results posted online or that are provided hard copy. The site leadership team, comprised of faculty (both certificated and classified), a counselor, and the administrators, meets monthly to plan and make schoolwide decisions. Student leadership students meet with the Activities Director, Assistant Principal, and Principal to discuss issues and concerns as well as to provide important student perspectives to schoolwide decision making.</p>	<p>School Site Council</p>
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Uniform Complaint Procedures

A2.3. Indicator: *The school leadership understands and utilizes the Uniform Complaint Procedures from the district.*

<p>Informational access to the Uniform Complaint Procedures is located at the school site office posted in the hallways and in each of our administrators' offices. It is also included the Faculty Handbook. This information is also accessible through our school site website and the District website. Parents have access to this information, and it is also available in the Padre Parents Handbook.</p> <p>When a student is discriminated against (i.e. gender, race), we offer the uniform complaint procedure to both the parent and student. UCP is in Board Policy 1312.3. High school administration works with any complaints from parents and/or students. We try to handle at it the lowest level possible. If the parent and/or student feel the complaint is discriminatory based, when the high school administration has resolved the situation informally, we offer the parent and or student to file a UCP if they are not satisfied with the result.</p> <p>The Grievance Procedures (staff) are clearly detailed in the pertinent bargaining unit contract. In addition, Board members frequently attend various school functions involving staff and parents. They welcome feedback and formally solicit it on a biannual basis. The Board also strives to keep the community informed</p>	<p>Faculty Handbook</p> <p>School and District websites</p> <p>Padre Parents Handbook</p> <p>Board Policy 1312.3.</p> <p>Grievance Procedures</p> <p>Bargaining Unit Contract</p>
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<p>about their work through periodic newsletters and summaries of regular Board meetings.</p>	
<p>A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion</p> <p>Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.</p>	
<p>Broad-Based and Collaborative</p> <p>A3.1. Indicator: <i>The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.</i></p>	
<p>The CHS Site Leadership Team and a sub-group of teachers working as the Professional Learning Team collaborate to identify professional learning needs and subsequent plans for teacher learning. This team has met four to five times a year for the past two years. The team has frequently reviewed staff feedback from our professional learning and used it to inform our future site Professional Learning goals. These surveys show 95% positive feedback regarding the effectiveness of our site professional learning from our faculty. Over the past three years we have had near 98% positive feedback. This year we have worked closely with WASC coordinator and instructional coaches to determine how our staff will be use professional learning subsequent plans for teacher learning.</p> <p>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 new school goals found in the CHS SPSA for 2018-2019, which are aligned to District Goals / LCAP.</p>	<p>Site Leadership Team</p> <p>School Site Council</p> <p>CHS SPSA 2018-2019</p>
<p>Single School Plan for Student Achievement Correlated to Student Learning</p> <p>A3.2. Indicator: <i>The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.</i></p>	
<p>The Single Plan has three goals: all students shall engage in challenging, innovative, and relevant curriculum that prepares them for college and career and global citizenship; all students will achieve personal wellness through an environment that fosters health and happiness; and all staff will engage in high quality professional learning to meet our district's academic and social-emotional goals. These goals are directly aligned to our SLOs and are also intentionally designed to align with District goals and LCAP.</p>	<p>SPSA</p> <p>District Goals</p> <p>LCAP</p> <p>SLOs</p>

Staff Actions/Accountability to Support Learning

A3.3. Indicator: *The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.*

<p>Carmel High School promotes shared leadership through several means, including Site Leadership, the Professional Learning Committee, and School Site Council.</p> <p>Our Site Leadership Team is comprised of the administrators, department chairs, and other teacher leaders. This committee guides the decision-making processes related to school wide programs, curriculum development, and student support programs at our school. Additionally, this committee is responsible for developing and sustaining actions that will drive student learning and success.</p> <p>Site leaders in turn meet with their departments or PLCs regularly to implement department, site, and District initiatives. At the beginning of each year, each department submits to administration a collaboration plan for the year. This plan includes departmental goals, aligned with site and District goals and objectives, as well as a plan for how departments will use their PLC collaboration time to achieve them. At the end of the year, the department meets to reflect on their progress, and this reflection is submitted to administration.</p> <p>Our Professional Learning Committee oversees the professional learning opportunities for our faculty for professional development release time. This committee is comprised of instructional coaches, volunteer teachers, and administrative leaders.</p> <p>Teachers also serve on the School Site Council, which works with the principal to develop, review, and evaluate site goals and improvement programs.</p>	<p>Site Leadership Agendas</p> <p>Department Goals and Reflections</p> <p>Department meeting minutes</p> <p>PL Committee Agendas and Minutes</p> <p>School Site Council Agendas and Minutes</p>
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Internal Communication and Planning

A3.4. Indicator: *The school has effective existing structures for internal communication, planning, and resolving differences.*

<p>Communication between faculty and Administration is very open and accessible. Communication guidelines are Board Policy 5421 and are available on the district website.</p> <p>All three principals have an open door policy for students, parents, faculty, and staff. In addition, principals are frequently out on campus before school and during breaks, and they visit classrooms on a regular basis. Starting in the fall of 2018, the principal designated four full days to be available for teachers to come</p>	<p>Communication guidelines for parents (Board Policy 5421)</p>
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<p>talk to him on their prep periods about any issues of concern.</p> <p>Teachers and staff can also communicate with administration via email. Formal communication flows to teachers either directly via a monthly faculty meeting, indirectly from department chairs as a result of the site leadership meetings, or via a group email.</p> <p>Site Leadership meets monthly with the principal to discuss items of importance. The information discussed at these meetings is then disseminated to teachers by department chairs via department meetings.</p> <p>Prior to the start of school each year, the principal sends out a schedule of all calendar meetings for the year, including full faculty meetings, Site Leadership meetings, department meetings, and weekly collaboration. This schedule is also pushed out to the staff's shared Google calendar.</p> <p>Collaboration is generally scheduled twice a month is the dedicated time for departments to work on predetermined goals as Professional Learning Communities.</p>	<p>Faculty meeting agendas</p> <p>Site Leadership agendas</p> <p>Department meeting agendas</p> <p>Annual meeting schedule</p>
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A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes 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.

Qualifications and Preparation of Staff

A4.1. Indicator: *The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.*

<p>All Carmel High teachers hold the appropriate single-subject credential and teach within their designated credential areas. All teachers assigned to teach AP courses attend AP training workshops prior to teaching the course and attend follow-up workshops as needed.</p> <p>The CUSD interview process ensures that all candidates go through a screening process on Edjoin. All job qualifications are clearly stated in job postings. Employment policies and procedures are clearly stated in board policy available on the District website and in the Human Resources office.</p> <p>All applications are initially vetted for credential and educational background by the principal. Interviews further clarify teaching experience in subject areas. Selected candidates have two interviews: the first is with a committee that includes an administrator, department member(s), a counselor, and other staff, as</p>	<p>CUSD Human Resources</p>
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<p>appropriate; the second interview is with site administrator and district office administrators. For the past two years, CHS has also required teachers moving on to the second interview to teach a live demonstration lesson, based on a standard and parameters provided.</p> <p>New teachers participate in an orientation program and each new teacher is provided a copy of the teacher handbook. New teachers are also supported by the department chairs and instructional coaches.</p> <p>New teachers participate in Beginning Teacher Support and Assessment (BTSA) Induction Program in order to clear their preliminary credentials. Implemented in 1999, this formal training supports teachers during their first two years, pairing each new teacher with a mentor teacher for support, reflection, and assessment. This program, led by the Monterey County Office of Education, has been met with mixed reactions. Not only does it impose a considerable time constraint on new teachers, who are often struggling just to keep up with their teaching duties, but the quality and organization of the program activities has been mediocre. Each year, improvements are made, however, to create a meaningful and engaging teacher induction program.</p> <p>Teachers across the campus regularly attend professional development. The high school has a published method to request to attend professional development at the expense of the school as well as to receive credit toward pay increases for courses taken. Each year funds are budgeted for professional development. Teachers are encouraged to participate in a variety of staff development activities, from academic conferences to school visitations.</p>	<p>Orientation agendas</p> <p>Teacher handbook</p> <p>BTSA</p>
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Defining and Understanding Practices/Relationships

A4.2. Indicator: *The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.*

<p>CHS has a clear system of communication from administration and faculty. Both the District and site websites post policies, guides, handbooks, calendars, and forms to be accessed by staff, students, and parents.</p> <p>The faculty handbook, which was generated as a result of our 2006 WASC action plan, contains all pertinent information for teachers, including policies, schedules, a list of responsibilities, and other operational practices. This handbook is updated annually and reviewed at our first faculty meeting. The student handbook is also posted on Moodle.</p> <p>Faculty and administration use Google Suite to communicate with one another. This tool is used regularly for email, calendar sharing, and document sharing.</p> <p>The Site Leadership team convenes monthly to discuss site initiatives and to receive information from administration. The leadership team is the steering</p>	<p>CUSD website CHS website</p> <p>Faculty handbook</p> <p>Student handbook</p> <p>Google Suite</p> <p>Site Leadership agendas</p>
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committee for decisions that will affect the school community. Department chairs then share information from the Site Leadership meetings the following day in their department meetings, ensuring that every faculty members has access to all relevant information.	
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Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. Indicator: *The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.*

Professional learning is a top priority in Carmel Unified School District. Two full days and four half-days are designated for professional development each year, and a plan for how to utilize these days is developed by the site Professional Learning Team, which includes the administrators, instructional coaches, and other teacher representatives. Teachers provide feedback on all professional development days, and that input is used to drive future decisions about the content, structure, and delivery of PD.	PD agendas
	PD feedback forms
Prior to 2016, the administration, with input from the Common Core Instructional Coaches, established a professional learning goal for the year, and all professional development days centered around that goal. During the implementation of the Common Core standards, these goals included the development of critical reading in the content areas as well as writing in the content areas.	PD goals
In 2016-2017, however, the Professional Learning Team, in conjunction with the districtwide PL team, shifted toward a more teacher-directed professional learning model. Rather than one-size-fits-all, sit-and-get type of PD, teachers were able to determine their own instructional professional development goal and then form an interdisciplinary Topic Team with whom to explore the topic. In addition to the half-days, twelve of our weekly collaboration times were also devoted to this professional learning, while one full PD day was reserved for District initiatives, such as technology.	Topic Team records
In year one, Topic Team facilitators, as well as course-alike PLC facilitators, were given a six-day training on PLC facilitation in order to more effectively lead a cycle of inquiry around their chosen topic. Among the topics in the first year were social-emotional learning, project-based learning, makerspace, senior capstone project, and the development of Padre Talks (similar to TED Talks). This teacher-driven professional learning model continued into a second year, with an expectation that the learning land in the classroom, and teams shared out their learning in a showcase / gallery walk during the last PD half-day in May. Though most of our PD time has been utilized for the WASC self-study over the past year, Topic Teams will resume in January 2019. While teachers have the opportunity to change or start new Topic Teams, their topics are now expected to align with the WASC goals and areas of critical academic need identified in our self-study.	PLC facilitator training agendas
	Topic Team notes
	Showcase

<p>In addition, teachers attend conferences and specialized training; counselors have been able to conduct college visits so that they have more authentic knowledge of a variety of schools, and classified staff also has access to professional development. The District has also send large cohorts of teachers, coaches, and administrators to conferences, including Learning Forward, Linked Learning, Project-Based Learning with the Buck Institute, and the TLC (Teaching, Learning, Coaching) Conference with Jim Knight.</p> <p>The District also offers an annual Summer Institute, which is held the first two days of summer break. Participating teachers are paid to attend. Technology trainings are based on teacher interest and are taught by instructional coaches and other knowledgeable, willing faculty. While the Summer Institute used to be a full week in duration and included work time for curriculum development, it has been scaled back to just two days, and participation has become more selective. Also becoming more restricted due to budget cuts is the opportunity to participate in paid curriculum development over the summer. Teachers wishing to collaborate on the creation or revision of curriculum or assessments may submit a proposal, and, if approved, they are expected to submit evidence of their work upon completion.</p>	<p>List of conferences attended</p> <p>Summer Institute schedules</p> <p>Summer work contracts</p>
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Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

<p>Currently, tenured teachers are evaluated bi-annually, and probationary teachers are evaluated annually. Every teacher, regardless of whether he/she is on an evaluation cycle, participates in fall planning, which involves reflecting on one's strengths and setting goals based on two of the California Standards for the Teaching Profession, one of which is designated by the administration, the other of which is chosen by the teacher. Each teacher completes a Fall Planning Form and meets with his/her designated administrator to review his/her goals. Teachers on an evaluation cycle are then observed (four times for probationary 1; two times for probationary 2; once for tenured teachers) and participate in a post-observation conference. At the end of the cycle, teachers complete a spring reflection form and meet with their designated administrator once again to review their evaluation.</p> <p>Many teachers have felt that the current evaluation model is both limited in scope and superficial in nature, so that some see the process as a formality rather than a tool that truly promotes professional growth. Also, there is frustration that a relative new teacher and seasoned veteran undergo the exact same evaluation process and timeline. Further, administrators are spread thin trying to conduct all the required fall planning meetings, observations, post-observation conferences, and evaluation conferences. Thus, beginning in the 2017-2018 school year, a committee was formed to evaluate the strengths and weakness of our current</p>	<p>Teacher evaluation model</p> <p>Teacher Evaluation Committee agendas</p>
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model and to consider making changes. This K-12 committee, facilitated by the Human Resources Director, is comprised of administrators, teachers, and counselors, has met for numerous full days throughout the spring and fall of 2018. They are currently working out the details of a proposal for a new model, which will include an extended evaluation timeline for tenured teachers who have worked in the district for 10 years or more as well as more options regarding how to be evaluated, in an effort to promote professional growth. It is estimated that the new model will be proposed to the Carmel Teachers Association and School Board in spring 2019.

A5. Resources Criterion

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 learner outcomes, academic standards, and college- and career-readiness standards.

Allocation Decisions and Their Impact

A5.1. Indicator: *There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.*

The Board of Trustees has a Finance Subcommittee to allow it the time to review and analyze issues of financial significance. This subcommittee works in public and brings issues of importance back to the full board at regular board meetings. Board meetings include agendas that have regular updates on the status of the budget to keep the public informed on revenues versus expenditures. The business office is regularly audited as per regulation and our auditors report to the Board of Trustees at a regular meeting. The most recent finding is that we have a AAA rating.

Finance Subcommittee reports

Practices

A5.2. Indicator: *There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.*

Carmel Unified School District is a Basic Aid District that currently enjoys a AAA bond rating. Because of its stable property tax base, it has been able to attract top notch teachers and provide enviable compensation (salary and benefits), competitive at levels equal to the top tier of school districts in California. Our staffing ratios are significantly under the state average. Our Board has insisted on reserves to protect against future threats to our Basic Aid Status.

Annual budget

Facilities

A5.3. Indicator: *The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.*

<p>The facilities of CHS meet the needs of our student body by providing learning space that is safe, modern, and flexible. Our facilities are maintained by on-site custodial staff and district maintenance teams.</p>	SARC Report
<p>Since 2008, CHS has completed new math and science wings, a library, theater, and sports complex. In 2017 a new librarian was hired to help lead renovations to our library and create a more flexible teaching and learning space. This has resulted in a decrease in the number of volumes in our stacks and increased spaces for students to work collaboratively and to access electronic services. This process is on-going and will be incorporated into the master planning process the district has undertaken.</p>	SARC Report
<p>In 2017, the District put together a Facilities Master Plan Committee to begin the process of developing a facilities master plan to guide decisions around maintenance, renovation and replacement or addition to district facilities. During the 2017-18 school year, multiple meetings with representatives from the architecture firm were held with various stakeholders, including students, faculty, and parents, to determine student needs as they relate to facilities. From these meetings three core foundations and two educational Design Directives were established to guide decision making as we move through the master planning process:</p> <ul style="list-style-type: none"> • We care about the needs of the Whole Child • We believe in Human and Environmental Stewardship • We believe in enhancing the Health and Wellness of the CUSD community • We want our students to be lifelong, life-wide, and life-deep learners • We believe their educational experiences should be connected, experiential, and in motion. 	Facilities Master Plan
<p>Most Districts talk about lifelong learners, but that seems to keep a narrow focus on the two-dimensional linear nature of schooling from preschool through grade 12. While at a minimum we seek to help our students grow and mature, moving through the curriculum until they graduate from Carmel High, we are hoping to accomplish something more. We want students to see how interconnected learning is, moving across disciplines, between and across classrooms, grades, and sites. We want them to have opportunities to make connections with organizations and institutions beyond our boundaries that relate to their learning experiences as they explore deeply into areas of their passion, skill, and aptitude, and think about careers they might eventually develop. We want them to identify global problems for which they might find solutions. We want them to be prepared to be the nation's—or the world's—future leaders. We want to keep this part of our vision front and center as we talk about the learning spaces we need to support this challenging work.</p>	CHS site committee
<p>In 2018-2019, CHS will create a site committee to work in conjunction with the district-wide committee and the architecture firm to consider our site needs. The site committee will help develop recommendations based on these five directives.</p> <p>Student safety has become an increasing concern among students and staff. In 2016-17 fencing was installed around the entire perimeter of the campus;</p>	Safety procedures

however, the campus remains easily accessible from Highway 1. We are also limited as to where students can evacuate to in the event of an emergency. As a result of these concerns, CHS has been working with local law enforcement and emergency services to analyze our campus from this perspective. Resulting recommendations will inform decisions around safety procedures as well as facility master planning.	
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Instructional Materials and Equipment

A5.4. Indicator: *The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.*

At CHS a new adoption of textbooks/instructional material goes through the CUSD's Curriculum & Instruction Department and Chief Academic Officer, and involves approval from CHS site administrators.	CUSD Curriculum and Instruction Department
In terms of maintaining adequate instructional materials, departments take inventory of their textbooks/supplemental materials, and department chairs work with the Principal's secretary and/or the Curriculum and Instruction Department of CUSD to purchase replacement texts as needed.	Purchase orders
The CHS library receives orders of textbooks, and the library staff barcodes and creates records of the new material in the OPAC (library catalog), distributing textbooks to departments/teachers as needed, checking out textbooks to teachers (through the Destiny classroom checkout process) and generating notices and collecting fees for students who have lost or damaged materials.	CHS Library
The CHS library media teacher works to create and maintain print and digital collections that are responsive to the needs of staff and students. The print collection underwent a thorough weeding in the 2017-2018 school year to de-select titles, using the CDE's weeding policy and criteria for guidance in this process.	Library inventory
After completion of the weeding process, the print collection was evaluated for gaps and/or out of date information in important non-fiction subject areas, as well as for a balance of genres, classics/contemporary literature, and with an eye to interest and reading levels of our students for collection development in fiction. Based on collection development reports generated through the library's OPAC and a critical analysis of the collection, collection development for 2017-2018 focused on AP Environmental Science supplemental nonfiction, additional Spanish fiction selections for independent reading assignments in advanced Spanish courses, contemporary YA novels that focused on diversity and minority authors, as well as YA novels that were award winners from the past three years of 2015-2016, 2016-2017, and 2017-2018.	Destiny

<p>The analysis of the digital collection focused on our current academic database offerings, an evaluation of the rigor of these resources, in comparison to course requirements for research and inquiry, as well as the CDE's Model Library Standards and the progression of research skills for high school students recommended in this framework. Through the library media teachers conversations with various department chairs, administrators, and other stakeholders, the purchase of additional subject-specific databases and more rigorous databases were identified, and EBSCO databases were added to the Gale/Cengage and ProQuest databases offerings of the library.</p> <p>One last area of analysis for the digital collection centered on e-books and audiobooks with enhanced features to support SPED, 504, EL and other special population students and their needs for reading accommodations of required/recommended texts.</p>	<p>CDE's Model Library Standards</p>
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Well-Qualified Staff

A5.5. Indicator: *Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

<p>All open positions, both certificated and classified, are posted on EdJoin with required documentation and information such as the job description and salary schedule. CHS administration, in coordination with CUSD Human Resources, assesses the qualifications and experience of the candidates as measured against Site and District goals and the needs and demands of the position to discern candidates for interview. An interview panel is identified that represents a broad cross-section of stakeholders and they conduct first level interviews. Top candidates are forwarded to a second-level interview with the Principal and Superintendent, where the candidate(s) are again measured against the needs of the position and the qualifications of the candidate(s). These prospective candidates also teach a demo lesson based on a standard provided. CUSD has an extremely competitive salary schedule and benefits package that commonly attracts accomplished professionals to our open positions. Whereas the District used to credit all the years of a new teacher, that was negotiated down to only ten years, beginning in the 2018-2019 school year. This decision has been met with some frustration, as teachers feel it discourages highly-qualified and experienced teachers from applying.</p> <p>Professional learning is a significant priority in CUSD as evidenced by CUSD Goal 3 that states: Continuous Professional Learning - All staff engage in high quality professional learning to meet the district's academic and social-emotional goals. There is a professional learning ILT at both the district and site level, and all teachers have access to instructional coaches.</p>	<p>School profile</p> <p>CUSD Goal 3</p> <p>District and site professional learning ILT agendas</p> <p>Coaching logs</p>
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Long-Range Planning

A5.6. Indicator: *The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.*

The LCAP plan is reviewed and discussed thoroughly at the Administrative Council, which includes all site and district administrators. The established goals are reviewed to see which goals have been accomplished and which need continuing work. New data from the current year (including California Dashboard data, assessment data, national student clearinghouse data, parent/student survey data) is reviewed, and stakeholder input via a variety of surveys and actual face-to-face meetings is reviewed and analyzed. Changes or adjustments to goals are made, and a draft is presented at a regular board meeting for discussion and further input and adjustments. The LCAP plan is brought to Cabinet and to AC for a discussion about needed financial support. This allocation of financial resources to support the LCAP plan is shared at the Board level via discussions about staffing, needed professional development, and other support services. These discussions and decisions also impact the goal setting for the superintendent and administrators for the year to come.

LCAP

Summary of Findings

Carmel High School current program and organizational systems are designed and implemented to promote improvement in all aspects of a student's education. The missions for both the school-site and the district are aligned to create a cohesive message to demonstrate focused intention for every CHS student to reach their full potential.

The alignment of our LEA, SPSA to our district and site goals focuses our collective intent to meet the needs of all of our students and engage all students in learning. With our adopted district and school site missions we are working to sustainably close the achievement between White and Hispanic/ Latino students in meeting UC/CSU eligibility and performance on CAASPP, ACT and Advanced Placement.

We have clear systems in place that ensure community participation in the governance and ongoing improvement to the school that align to the district goals. The overall vision of the district and our school site have established goals to address the health and wellness of students and we are anticipating the needs of our students versus reacting.

Our systems and policies ensure that our faculty are supported and are trained to work to their highest potential. The facilities are supported and maintained to offer the best learning environment possible for our students.

We believe that by continuously evaluating all areas of our programs, we will be able to enhance and modify our school to address our students' ever-changing needs.

Areas of Strength

- Parental outreach and communication
- Revision of Board policies
- ACT/CUSD collaboration meetings every Friday
- Resources
- Support for professional development and learning
- Involvement of all stakeholders in major decision making and policy development

Areas for Growth

- ACT involvement in setting district policy
- Administrative protocol for dissemination of timely information to faculty
- Reduction of bureaucratic red tape and increase in transparency in areas of faculty purchasing supplies, field trips, travel, and professional development.
- Oversight of budgets denying access to resources to further student experiences
- New teacher support and inclusion of ACT in new teacher orientation

CARMEL HIGH SCHOOL

Home of the Padres



Category B

Standards-based Student Learning: Curriculum

Juan Gomez, Math, Chair

Suzie DePrez, District Administration

Erik Halbrend, Classified

Jeff Rogers, Counseling

Shelley Grahl, English

Debbie French, Physical Education

Jason Maas-Baldwin, Science

Joe McCarty, Social Studies

Sandy Mettler, Special Education

Holly Lederle, Visual and Performing Arts

Tricia Bean, World Languages

Tracy Winkleback, Parent

Quincy Hendriks (graduated 2018), Student

Annalise Krueger, Student

Maile Adams, Student

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Criteria Findings	Evidence
<p>Carmel High School offers a rigorous, standards-based curriculum that supports students to achieve at all levels. There is a strong focus on a college-going culture, and all students are counseled to participate in the most challenging course load possible and to meet the UC/CSU a-g requirement. Students are also encouraged to take honors and AP classes.</p>	Student and Community Profile
<p>The great majority of Special Ed students and English Learners are mainstreamed and are provided support through academic study halls, co-teaches, and ELD support classes. Those Special Education students not deemed ready for mainstream classes are offered Algebra Readiness and Basic English, both which are aligned with the state content standards. Students in Basic English access the same texts and many of the same assignments that are taught in the regular ed program.</p>	Master schedule Course descriptions and scopes and sequences
<p>AVID students benefit from organizational and note-taking techniques, as well as tutorial seminars that help them succeed within AP and honors courses. Students in Strategies for Success are provided organizational help and time to complete homework. Approximately 25% of students have one period of study hall in their schedule, and upwards of 50 students per semester who play a sport move from PE to Study Hall and back. The Math department offers one academic support class for identified students based on a preview assessment in their prior class in order to make them a-g compliant. Currently, only Integrated Math I support is being offered; however, students that fail Integrated Math 3 their junior year are offered a class their senior year that helps make them a-g compliant. The content in the class is the same, but the methods and pacing differ to help students succeed. We also offer two periods of Writing Strategies to provide customized support for those struggling in English.</p>	AVID curriculum Master schedule
<p>The English and Math departments have pathways that align to the California Standards. Science has done the bulk of the work to implement NGSS, with some work currently in progress.</p>	Departmental course descriptions and curriculum maps

Current Educational Research and Thinking

B1.1. Indicator: *The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.*

Carmel High School faculty and staff make it a priority to stay abreast of current trends and research. Many of our staff choose to create personal learning networks to access approaches and materials to use with students.

In the Science department teachers use listservs, university syllabi, and NGSS documents to find new techniques to inform their practices. In Biology, a student-centered active learning approach, focusing on questioning, critical thinking, and problem solving, is a research-based approach that has been implemented.

The English department uses research-based reading intervention techniques in the Basic English course, breaking down concepts into smaller chunks, re-teaching in smaller groups, providing individual feedback, and using audiobooks in co-taught classes to engage all levels of learners. Many teachers use the California Writing Project model for writing instruction. Students in ERWC experience learning modules developed by the California State University to ensure college readiness in English.

The Math department has reached out to a Desmos Certified Trainer to gain insights on using the Desmos calculator, attended Advanced Placement Summer Institutes, used curriculum from the Federal Deposit Insurance Corporation to teach financial planning, and conducted research on utilizing “Higher Order Thinking Skills.” The AVID program uses research-based organizational techniques and note-taking techniques.

Within the World Languages department, a “students as practitioners” approach is taken. In Spanish 1 and Spanish 3 classes, students have a video penpal. They exchange video messages in English and Spanish. Additionally, students in these classes work on translating a recipe. In Chinese class, students have served as translators. In a joint project with CalFire, Chinese students designed and translated a “High Surf” brochure and road sign into Chinese for tourists. In French class students at all levels go to the Habitat at CMS and prepare authentic French/Francophone cuisine in the same style as French chefs. Students have to plan, organize, write recipes, watch “how to” videos and create videos of the process. In French 3 and Spanish for Heritage Speakers level 2 students do a large career unit with researching their career interests, writing a cover letter and résumé, finding out about career paths and readiness and the process of becoming that profession. All levels of French are placed into role playing situations where many of them are in career roles that would transfer over to working in a French speaking country.

NGSS curriculum

Read 180

ERWC modules

Desmos

AVID

World Languages curriculum

<p>The World Languages Department has attended the American Council on the Teaching of Foreign Languages (ACTOF) conference which provided research on the need to adopt new curriculum. As a result of this research, new curriculum will be piloted in SY 2018-19 with possible adoption the following year. French curriculum has already been adopted.</p> <p>In the Special Education Department teachers use Universal Design for Learning, fixed vs. growth mindset, and current practices with Autism.</p>	<p>Professional Development records</p> <p>SPED curriculum</p>
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Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: *The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.*

<p>In the recent past, several departments have adopted new content and practice standards. Carmel High School has actively pursued and developed curriculum that aligns to the Common Core State Standards. In the past few years the Math department has transitioned to a new Integrated Math Pathway in which content is spiraled over three years. As part of this transition, the Math department worked on understanding both the content shifts as well as the instructional shifts required to embrace the new standards. This work included professional development on understanding the new standards, an extensive textbook review and selections process, training on rubric scoring, as well as the implementation of Interim Assessment Benchmark tasks administered through the CAASPP portal. All of this work led to the selection of the Carnegie Learning curriculum that emphasizes conceptual understanding as well as real-world applications. During the time since these materials were adopted, each teacher has adapted the materials to better fit our student demographics--often changing pacing, rearranging content, and supplementing as needed. These modifications have been easy to do due to strong support from the District via course-alike planning time, summer work days, as well as professional development from the publisher. Within the next two years, the Math department plans on continuing the process of adapting the materials. This will happen alongside the changes the publisher is making in Integrated Math 1 through Integrated Math 3. The Math department completed the math pathway of courses by adding a fourth year math course--Advanced Mathematical Decision Making--which is based on the fourth year California Math Standards. Work continues on the use of The 8 Mathematical Practices, how to best use math tasks in the Integrated Math 1-3 courses, as well as the use of the Interim Assessment Benchmark exams provided on the CAASPP website.</p> <p>While the English-Language Arts course sequence remained the same, each course was redesigned and updated to align with the Common Core standards. Because the standards are grouped into grades 9-10 and 11-12, the department determined which reading, writing, speaking/listening, language, and college/career readiness standards to introduce and emphasize at each grade</p>	<p>Common Core / California State Standards</p> <p>Professional Development records</p> <p>Interim assessments</p> <p>Carnegie Learning curriculum</p> <p>Math scope and sequence</p> <p>Math course descriptions</p> <p>IABs</p> <p>English course descriptions and scopes and sequences</p> <p>Holt-McDougal texts</p>
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<p>level. The department adopted the Holt-McDougal Common Core-aligned reading anthologies early on, which contained numerous nonfiction selections as well as SBAC-aligned reading assessments. These texts are primarily used in the college prep courses, while the honors and AP courses rely primarily on full texts. The department did conduct an internal audit of its core reading selections and replaced at least one fiction selection with nonfiction at each grade level. The department also redesigned its writing benchmarks to emulate the SBAC Writing Performance Task. These benchmarks are given to freshmen in the spring, to sophomores in both fall and spring, and to juniors in the fall, so each student has experienced four practice Writing Performance Tasks, along with other less formal practices, prior to the administration of the SBAC at the end of junior year. Due to abundant shifting of teaching assignments, as well as the addition of two new teachers to the department, they are currently in the process of updating and revising the course outlines and curriculum maps once again to ensure Common Core alignment and more universal learning experiences at each grade level.</p>	<p>Core reading lists</p> <p>Benchmark Writing Performance Tasks</p> <p>Benchmark data</p> <p>English course descriptions and scopes and sequences</p>
<p>In the Science department a new science program has been developed and implemented to align the department's courses with NGSS standards. A new course sequence has been adopted by the School Board and implemented in the 9th and 10th grades. Science teachers have come to agreement about how each newly aligned course will be taught including common assessments, anchoring phenomena, and lab activities. Science facilities have been updated to support laboratory experiences.</p>	<p>New NGSS scope and sequence</p> <p>Science course descriptions</p>
<p>The six science classrooms that UC approved as wet lab courses all meet the basic requirements and beyond for wet lab courses. Three of the classrooms were built within the last five years and include wet lab amenities such as a 4:1 student to sink ratio and 2:1 gas jet to student ratio.</p>	<p>UC approved wet labs</p>
<p>In the Special Education department, the Basic Math class has adopted the same curriculum as is used in the general education settings. This maintains high academic standards and rigor for students in a small setting and prepares students with special needs to take and pass Integrated Math 1 on the path towards graduation.</p>	<p>Basic Math course description and curriculum map</p>
<p>Advanced Placement courses are submitted annually to the College Board for approval. These courses are simultaneously approved as Advanced Placement courses through the University of California's a-g Course Management Portal. In addition to submitting current courses, new courses or courses that are taught by new teachers are provided extra support in the form of time and training. Much of this is provided through required attendance at Advanced Placement Summer Institute courses where both professional development, guidance, and time is provided to ensure alignment to the College Board's curricular expectations. For example, AP Government and Politics (GoPo) is going through a redesign for the 2018-2019 school year, and the two AP GoPO teachers were sent to the summer institute to be trained on the revamped course. They were also given support to</p>	<p>AP audit</p> <p>AP course descriptions</p> <p>Professional development records</p>

<p>review new textbooks and begin the process for textbook adoption in order to align our curriculum with the AP standards.</p> <p>In the Freshman PE course the state standards are addressed and met by offering a variety of units and activities from the required units to graduate from high school. These include physical fitness and fitness testing, aquatics, team sports, individual and dual sports, dance, combatives, tumbling and gymnastics. Carmel High School also offers elective PE courses in weight training, dance, and yoga.</p> <p>All teachers have been trained in teaching literacy in the content areas, including critical reading of nonfiction, using image as text, analytical question design, converting close-ended questions to constructed response prompts, designing writing prompts, and assessing student writing using a rubric. Teachers are expected to teach a minimum of one critical reading and writing lesson each semester in every class.</p>	<p>PE course description and curriculum map</p> <p>Professional development records</p> <p>Lesson plans</p>
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Congruence

B1.3. Indicator: *There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

<p>All courses with corresponding state standards are fully aligned, and teachers are strategic in designing standards-based lessons, assignments, and assessments. Departments and courses in the core academic areas follow the state standards and course development defined by the California Department of Education. Carmel High School is developing new programs for college and career readiness including a College and Career Access Pathway (CCAP) agreement which is being developed with Monterey Peninsula College. Another option for a career pathway happens in the Special Education department where students find jobs through the Department of Rehabilitation.</p> <p>For students in the general education setting, one of the many options to increase career readiness is via an expanded access to industry standard certification, such as the Adobe Certified Associate in Visual Communication. Students in both Advanced Placement Studio Art: 2D and AP Studio Art: Drawing build portfolios of original artwork and use it to receive feedback from professional artists which helps to connect them to the local art scene. The Fall Art Expo event creates an opportunity for student art to be displayed and reviewed by panels of both peers and arts professionals. Spanish for Heritage Speakers creates bilingual cookbooks and collaborates with a local elementary school to create a 4th grade storybook. Students in American Literature get public speaking experience via Padre Talks- a local version of TED Talks where they research real world issues, investigate possible solution, and create a video presentation of a TED Talk.</p> <p>To help students who may consider a career upon graduation from high school, Carmel High School currently offers five Career and Technical Education pathways:</p>	<p>CCAP</p> <p>Industry standard certification programs</p> <p>Art Expo</p> <p>Spanish for Heritage Speakers curriculum</p> <p>Topic Team notes American Lit curriculum map / student samples</p> <p>CTE pathways</p>
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<ul style="list-style-type: none"> • Design, Visual, and Media Arts • Performing Arts • Production and Managerial Arts • Engineering Design • Patient Care <p>Students in these pathways take courses in which skills are emphasized, and in some cases lead to industry certification. For example, students in the Patient Care pathway serve as student athletic trainers who work athletic events performing preventative care (taping, icing, hydration); students in the Performing Arts Pathway perform in one of two dance shows, in the District Music Festival, or at The Heritage Festival in Anaheim--where industry musicians provide feedback to students. Additionally, students in the Media Arts Video Production class regularly film, edit, write, and produce a daily video bulletin that is broadcast to all students. A select group of students in the Dance classes also travel to all elementary schools, the middle school, and Carmelo Child Development Center to perform for students at those sites. Students who participate in the Robotics club will also travel to Carmelo Child Development Center to showcase that year's competition robot for the children at that site. Robotics club students have in the past participated in the Naval Postgraduate School's "Robots in the Roses" day where that year's robot is showcased.</p> <p>CHS has re-adopted the Student Learning Objectives (SLOs), and the staff is working to integrate them into the curriculum and school culture. Content in the classrooms is directly aligned with the content standards and lessons are designed toward them implicitly as showcased in the above career-readiness courses and pathways. Individually, college readiness teachers strive to correlate the SLOs with their core curriculum as evidenced below.</p> <p>English: Critical reading of fiction and nonfiction texts; argumentative essays and speeches; literary analysis; synthesis essays; research papers; career portfolios; Socratic seminars; poetry slam; county poetry contest; five-year post-secondary plans; school newspaper and yearbook; Padre Talks (liked TED Talks); Project-Based Learning</p> <p>Math: Collaborative tasks graded with rubrics; long-term projects that vary by class; activities that help orchestrate discussion through the use of technology</p> <p>PE: Teamwork and collaboration through sports; interpreting rules through game play; set and monitor fitness goals.</p> <p>Science: Hands-on, inquiry-based labs, projects, field trips and assignments using qualitative and quantitative scientific principles in order to design, build, observe, analyze, redesign/revise and communicate findings of phenomena in the natural world.</p>	<p>Course catalog</p> <p>Daily video bulletin Friday show</p> <p>Field trip forms</p> <p>SLOs</p> <p>Departmental records</p>
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Social Studies: Project Based Learning is used to analyze the validity of a multitude of documents to encourage critical reading and thinking skills. Teachers also employ philosophical chairs, Socratic seminars on controversial historical topics, regular analysis of current events, expository essay writing, political cartoon analysis, inquiry based primary source analysis, academic electives (AP Psychology and Philosophy), and collaborative conversations. We are currently working to ensure that our core academic courses are all aligned to the CA Social Studies Framework which emphasizes "content, literacy, inquiry and citizenship."

Special Ed: Students use the same curriculum as that in regular education classes; internships are developed; articulation with Monterey Peninsula College; access to finding jobs through Department of Rehabilitation

VAPA: Performances and exhibitions are the basis of all VAPA courses. Instrumental and vocal students perform on campus and in the community multiple times a semester. Four drama plays are done yearly. Student artwork is displayed at school, the theater, community galleries, local art shows, and the District offices, professional artists provide feedback and critique, Video productions are "broadcast to the whole school and on public access television.. Two separate celebrations of the Visual and Performing Arts occur in the spring. An Art Show with community judges and a Performing Arts Awards show both serve to showcase VAPA.

World Languages: Video penpals with students in Cuernavaca, Mexico; work with local safety agencies to translate pamphlets for tourists visiting the area; co-write and read children's books with a local elementary school; field trips to see live plays in the target language and cultural music and dance performances at Teatro Campesino, CSUMB World Theater, and the Sunset Center.

Heritage courses were developed to better serve student needs. The Heritage courses are literacy based versus focusing on language acquisition.

Integration among Disciplines

B1.4. Indicator: *There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

There are multiple places where faculty work together to integrate the curriculum from their respective disciplines. AP Studio Art 2D is designated as both a CTE capstone and Advanced Placement course. As such, it works to bring the academic rigor from Advanced Placement and uses it to inform the work created in the class. Student work is created to fit the themes emphasized in the Advanced Placement Curriculum. In Engineering class, students incorporate Project Lead The Way curriculum to tie industrial arts and computer science. The Robotics club has also worked with the Dance classes to design and create projects that are showcased during one of the dance shows. A highlight of this work was a motion activated skirt that was used during a dance performance. In

AP Studio Art

Project Lead the Way curriculum

Dance shows

CTE standards

English classes, many of the standards covered are also CTE standards. Still, cross-curricular examples such as these are anecdotal rather than the norm.	
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Articulation and Follow-up Studies

B1.5. Indicator: *The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Improving vertical articulation, both within the scope and sequence of each department, and between sites, is a current area of focus K-12. There are four Thursday collaboration times throughout the school year that can be used for vertical articulation, but these meetings happen only sporadically at this point.	Annual meeting schedule
In some cases, such as World Languages, in which high school equivalent courses are taught at Carmel Middle School, vertical articulation is regular and ongoing. With the implementation of NGSS, there has also been some articulation between the middle and high school science departments. The special education department meets with CMS every spring at articulation meetings, coordinate assessments and services with MPC annually.	Vertical articulation meeting records
The Math department meets with CMS regularly to discuss curriculum and revisit the need to adopt or modify curriculum. CHS and CMS adopted Carnegie Learning Integrated Curriculum in 2014 from middle through high school. Additionally, as an option for students to move forward, we accept the Math 263 course that MPC offers as a replacement for Integrated Math 3. This articulation with our local junior college is critical to our student's positive interaction with future education.	
The majority of our classes are CSU/UC approved so that our students can seamlessly move into four-year California Universities.	Course catalog

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Variety of Programs — Full Range of Choices

B2.1. Indicator: *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 pre-technical training for all students.*

CHS strives to offer a full range of courses to meet students' needs for their college and career paths. Not only are there a wide range of college level and pre-technical course, but these classes are open access. By promoting open access it allows every student to discover the appropriate path for their future. CHS offers 19 AP courses, in all major subject areas, to prepare students for	Course catalog
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<p>postsecondary education as well as a dozen CTE pre-technical courses, such as graphic design, digital music, video production, automotive, and sports medicine.</p>	School board goals
<p>After the School Board adopted the goal of 75% of Carmel High graduates meeting the entrance requirements for UC/CSU admission, CHS students have gained tremendous access to our academic opportunities. Our data indicates that over 90% of our graduates intend to matriculate to post secondary schools. Carmel High students have opportunities to make appropriate choices and pursue a range of realistic career and educational options. The college and career counselor also introduces and uses the computer program Naviance/Family Connection to help students identify possible careers that match their interests. In ninth grade students complete a personality profile. (Meyers-Briggs inventory) and in tenth grade they complete the career interest profile and learning style inventory. Juniors and seniors use the program to search for colleges and prepare for the SAT/ACT exams. Additionally, students are encouraged to form a four year plan in their student handbook to help them ensure they have CSU/UC eligibility after graduation.</p>	School profile / SARC
<p>At each grade level, students are also able to explore their interests by signing up for a variety of electives. Every year students are given a “Course Selection Form” to choose their course for the next year, while at the same time estimating their workload. This allows students to balance their core courses with electives that promote career exploration. Electives are offered with CTE courses as well as in all core subject areas. Courses range from photography and engineering, to newspaper and philosophy. In the 2017-2018 school year, the science department rearranged their sequence, offering chemistry to sophomores, which opened the door for students to take more science electives. There is an annual elective fair each winter, during which students sign up in advance to hear presentations by the teachers of four different elective courses, which, in turn, informs their course selection process for the following year.</p>	Naviance
<p>CTE courses offer students many opportunities for pre-technical training. The school is in the process of developing a technical career pathway that will include robotics, computer science and engineering courses. Individual CTE courses include career components such as sports medicine where students have the opportunity to work with physical therapists and to assist injured student athletes while students in photography work with professional photographers.</p>	Counseling program
<p>Another way students are supported is through multiple exposures to careers through guest speakers and site visits. AP social studies classes visit local farms and prisons, science courses visit waste management systems and the meteorological center, while art classes visit local galleries and bring local artists to the school. Many classes also bring in professionals as guest speakers in order to expose their students to different careers. As a school, CHS hosts a career day every two years, in which over 100 professionals are brought in to talk to students about their careers. Students are given a schedule that exposes them to careers that align with their interest. There are also numerous visits from college</p>	Four-year plan
<p>Self-Study Findings Chapter 3--28</p>	Pre-registration timeline
	Course selection form
	New NGSS course sequence
	Elective Fair
	CTE pathways
	Field trip forms
	Career Day

representatives each fall, and we host an annual College Fair, open the students throughout the Monterey Peninsula, which is represented by a plethora of colleges.	College Fair
In the Special Education department, every IEP has goals that include a transition goal and a transition plan documenting the conversations that have occurred to prepare each student for his/her career goals. In Basic English students are taught about careers through a reading of a personal profile and that person's career at the end of each Read 180 unit.	IEPs Basic English curriculum

Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: *A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.*

<p>All students at Carmel High have access to a rigorous and varied academic program. We have an open access to our 19 AP courses, and both AP enrollment and pass rates have increased over the past six years. Making learning relevant to students by engaging them in more real world experiences has been an ongoing focus at CHS over the past six years.</p> <p>English: In English, students engage in research at each grade level, including a traditional research paper freshman year, an argumentative research paper and speech on a real-world problem sophomore year; and, at the junior year, students participate in Padre Talks, in which they research an issue they are passionate about, get involved by doing something in the community, and present their findings to their peers. Students also discuss and debate real-world issues. Business letters and résumés are taught and reviewed annually, and sophomores typically engage in college and career research. This is echoed on a deeper level in the senior ERWC and English 4 classes. AP Language and Composition students analyze persuasive techniques used in commercials and political advertising, analyze the rhetoric of seminal historical documents and landmark political speeches, and take on an action-research project in which they pose a potential solution to a real issue of local, national, or international importance. AP Lit students co-author children's stories with local elementary school students and engage in debate on such real-world topics in literature as cultural appropriation and the literary canon.</p> <p>Math: The Math department adopted the Carnegie Learning curriculum, which heavily emphasizes applications of math concepts. Real life applications vary by course but occur systematically throughout. Advanced Placement Statistics uses real world data to analyze relationships between variables. Stylography, population variability, and goodness of fit of an proposed solution are all context based. In the Integrated 1-3 courses different applications that fit both the age level and content are presented. These vary from the statistics of healthy food options, difference in cost of a physical model depending on material used to make the model, and using quadratics to model flight paths of objects. In</p>	<p>Course catalog</p> <p>Analysis of student work</p> <p>Departmental evidence binders / Analysis of student work</p>
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Pre-calculus students use sinusoidal functions to model periodic data. Students use their model to make predictions of the height of an object as time varies.

PE: In Freshman PE students take state mandated fitness tests. They are also exposed to professions that require physical exams, such as lifeguard or police officer. Students also develop personal fitness goals. Yoga students are treated to guest speakers from local fitness studios, including Bikram yoga, Carmel Barre, and CycleBar.

Science: Carmel High science classes create connections to the community members and local business to bring real-world applications into the classroom. The physics classes participated in the Naval Postgraduate School's open house to explore careers in physics and experience physics of skydiving at iFly. Chemistry classes complete a mining and industrial chemical projects. Anatomy and Physiology classes bring in guest speakers from the medical community and has a partnership with CSUMB to explore different fields of science research. AP Environmental Science classes also bring in guest speakers from the community and take field trips to study local environmental issues affecting the local area.

Science students are expected to consider and explore real world problems such as global warming and pollution. Students compose questions, engage in individual and group based research projects. Students propose multiple solutions to real world problems using evidence-based research, the experimental method, data collections, statistical analysis, and ongoing revisions throughout the process. Students gain a deeper understanding of how science works in the real world and acquire a deeper concept of the content and a higher level of critical thinking and analysis. Science also uses real world applications by introducing local environmental issues in Biology with the study of Elkhorn Slough and local geological study of Point Lobos Natural Reserve. With the implementation of anchoring phenomena across the science department, students were asked overarching questions to develop answers to based on curriculum presented. Each course framework has agreed upon anchoring phenomena.

Social Studies: Students in all social studies classes participate in frequent discussion of current events. In World History CP, students analyze primary and secondary sources, engage in multiple projects, discuss current events in each unit, and regularly analyze why history matters. In AP World History, students discuss current events relating to the region being covered in the chapter. This allows students to find connections between the past and present. AP US History students practice reading informational texts on a regular basis, which includes practicing recognizing bias in texts. In AP Government and Politics students participate in seminars on important current issues in government. In Economics, students build budgets, reconcile check books and bank accounts, practice completing tax returns, research auto insurance, and learn about savings and

retirement from guest speakers in the industry. Civics students engage in a group projects on their basic rights in relation to school and society. They also follow elections and learn about voting, and they have the opportunity to register to vote during class. Some AP Government and Civics students take a tour of Salinas Valley State Prison as part of their examination of the criminal justice system. AP Psychology students study the human mind, behavior, and cognition. They complete a sleep and dream analysis project, writing a paper about their childhood and adult development, and speak to a guest panel about living with mental illness.

Special Ed: In special education, real world applications are addressed formally and informally in our ASH classes. In Academic Study Hall, most conversations are centered around how their skills they are learning in school will help in real life. Self advocacy is a main component of ASH classes to promote/ encourage needed real life skills. Students are expected to communicate with their teachers in a mature and respectful way, the are expected to maintain a system of organization (cell phone, chromebook or paper calendar), and to come to class prepared to work each day. Students also focus on goal setting, goal reflections, and career/4 year transition plans before IEPs. Naviance is often used to facilitate transition conversations. Outside resources at the 12th grade IEP meeting such as MPC support services and Department of Rehabilitation or other relevant outside agencies are utilized for life planning. In Basic Algebra Readiness the Carnegie math curriculum is used. In Basic Consumer Math students are taught real world math skills that they will need to be successful in life. In Basic English students are taught to become of aware of how their emotions affect their learning using a research-based curriculum called Smart-Brain Wise Heart. Career exploration is taught by reading an article of a real person in a related career to our unit of study at the end of each Read 180 Unit. Each spring, students are assigned an individual career project where they come up with a career of interest to research and either write a report or create a project on that career.

VAPA: Students work with businesses to create graphic designs; develop portfolios; choreograph and direct dances; participate in musical performances beyond CHS. Students write music for commercials in Digital Music and conduct mock interviews in Video Production.

In Drama, students learn both the craft and business of acting. Then they apply their skills first in school performances, and then by auditioning for and performing in local community theater. Speakers from our theater community, as well as professionals from Hollywood, come to speak with students to give them an inside look at the business. Past students who are currently majoring in theater arts in college occasionally come to speak to students about further their craft. Students in the choral music program present four main concerts to the community. These concerts are performed both at the CHS theater and at the professional Sunset Center in downtown Carmel. Additionally, the choirs regularly take part in adjudicated choral festivals where they present their work to leading

<p>university choral professors who give write and recorded feedback as well as work with the choir n a short clinical. Singers trained in the CHS choral program showcase their skills in countless musical theater productions at CHS, throughout the community, and at the California Choral Directors' Association Honor Choir festivals at the regional and state level.</p> <p>In Dance, guest teachers come in each semester to choreograph pieces for the Dance III and Dance IV classes, and Dance IV does a podcast project for which they had to interview someone that makes a living dancing professionally, teaching, choreographing, or producing dance shows. One student this year interviewed a Cirque du Soleil producer, and another interviewed the choreographers for <i>The Lion King</i>.</p> <p>World Languages: Students correspond in writing and via video technology with pen pals in Spanish speaking countries; participate in discussions about real-world scenarios (such as shopping, going to school, traveling, etc..) in target language; attend many cultural field trips such as dining in authentic restaurants, going to museums representing target cultures, seeing plays, films and other productions in the target culture ; may attend workshops and trainings at the Apple Store to become familiar with products and apps that could be valuable to a deaf user; have opportunities to participate in “deaf socials”to encourage interaction with the deaf community; cook authentic international foods; listen to and interact with heritage speakers; and although not CUSD sponsored, may have the opportunity to travel abroad with educational tour companies.</p>	
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Student-Parent-Staff Collaboration

B2.3. Indicator: *Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)*

<p>Parents play an integral role in their child's personal learning plan. They are encouraged to work with their child in completing their four-year plan. Also, the counselors and administrators hold various Parent Nights for the parents of seniors, juniors, and incoming freshmen/transfer students, each with a program tailored to the needs of students at that grade level. This includes instruction in how to use Naviance conduct personality and career aptitude tests and to conduct college and career research. Counselors meet with every freshman to discuss their four-year plans, and also with every junior to monitor their four-year plan and to track their progress toward graduation and their postsecondary college or career goals. The student's graduation checklist is sent home for parental review to ensure that parents remain informed of their child's status. Every counselor on our site has an open-door policy and invites questions and communication from parents.</p> <p>Parents are also involved in the development, monitoring, and updating of both IEPs and 504 plans.</p>	<p>Four-year plan</p> <p>Parent Night agendas</p> <p>Naviance</p> <p>Freshman and junior meetings</p> <p>Graduation checklist</p> <p>IEPs and 504 plans</p>
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<p>Tremendous preparation and attention is put into the course selection process each year, which includes counselors coming into to talk to each class, teachers making and reviewing course recommendations with their students, students attending the Elective Fair to learn about which courses are available, and meeting with a counselor one-on-one for both a preliminary and final scheduling conference. Parents must approve their child's course selections and also sign a waiver if their child chooses to take a course for which they were not recommended.</p> <p>We also host an annual AP Parent Night to expose parents to the program and our various offerings. Because of extremely poor attendance this past year, however, we are discontinuing this event and will communicate information about the AP program to families in a different way.</p> <p>Finally, parents are invited and encouraged to participate in our bi-annual Career Day, in which over 150 professionals from throughout the community speak as part of a career cluster panel to share information about their job, background, education, and path.</p>	Pre-registration timeline
	Course catalog
	Course selection sheets
	AP Parent Night
	Career Day

Post High School Transitions

B2.4. Indicator: *The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.*

<p>The College and Career Center (CCC) is an integral part of the process to prepare and facilitate the transition of students to college and/or a career. Among the many events and activities that are sponsored by the CCC are as follows:</p> <ul style="list-style-type: none"> • College representative visits • College Night (85+ college representatives visit from CA and USA) • Career Day (150 community representatives) • Multiple college workshops (early action/decision, Common Application) • All students take the PSAT junior year • College counselors come in to history classes junior and senior year to discuss and inform students of any scholarship opportunities • College funding / FAFSA workshops <p>AVID teachers actively encourage students from traditionally non-college bound backgrounds to take more rigorous, college prep courses in order to become UC/CSU eligible. As a part of the AVID program, teachers lead college visits to further encourage students to enroll in four year college programs.</p> <p>Each year the senior counselor conducts exit interviews with graduates and examines transcript requests to determine the students' future plans. As part of</p>	College and Career Center
	AVID program
	Exit interviews

the senior conference, the counselor along with the student and parents review the a-g requirements, graduation status, and post-high school plan.	
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Summary of Findings

Carmel High School has set lofty goals for helping graduates be college eligible. Many resources have been put in place to help accomplish this goal. Study halls, a broad range of Advanced Placement courses, strategies and support classes, as well as an open access policy have all helped students take courses that will allow them to submit competitive college applications. For students that are interested in the visual and performing arts, there are many course offerings that help them complete a pathway which provides meaningful skills within the visual and performing arts. The same is true for students interesting in the health professions pathway. For students who have an interest outside of these pathways, it is not as easy to access vocational level skills beyond the above-mentioned pathways and industrial and automotive courses. This area for growth has been identified in the recent past, and steps have been taken to find connections to local employers and internship programs.

Areas for Strength

- English and math are fully-aligned to Common Core / California state standards
 - New NGSS course sequence and curriculum has been implemented
 - All students have access to the full academic program, including open access to AP classes
 - The District pays for all AP exams, removing a financial barrier for students
 - Students with special needs are supported by co-teachers and instructional aides in mainstream classes
 - Students have access to myriad supports, including office hours, study hall, academic study hall, strategies for success, writing strategies, and algebra readiness
 - Science facilities are modern and wet-lab certified
 - AP teachers have access to training
 - Rich CTE offerings with more pathways being developed
 - Inclusion of career readiness outside of CTE program
 - VAPA program is well-funded and facilities are modern
 - Access to resources
 - Students and parents have open access to teachers, counselors, and administrators
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Areas for Growth

- NGSS curriculum needs additional refinement
- More intentional connections with real world experiences beyond field trips
- Create an articulation pathway with MPC specifically CCAP
- Both vertical and horizontal articulation needs improvement
- Create opportunities for all students to pursue a career path that may include stackable credentials gained through CTE
- Students lack opportunities to connect to local employers via internships/workability
- Opportunities for more career exploration and mock interviews in the core curriculum

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- Improve counseling model and continuity of care from guidance department (this year's seniors have had a different counselor every year)
 - Ongoing monitoring of a four year plan in guidance department

CARMEL HIGH SCHOOL

Home of the Padres



Category C

Standards-based Student Learning: Instruction

Brent Silva, Social Studies, Chair

Debbi Puente, Administration

Darren Johnston, Counseling

Lily Owens, English

Andrea Smith, Math

Dawn Hatch (on sabbatical 2018-2019), Math

Jodi Roberts, Math

Joe Mello, Science

Kevin Buran, Science

Gretchen Abate, Special Education

Paul McFarlin (retired), Industrial Arts

Michael Brewer, Industrial Arts

Suzanne Marden, World Languages

Jill Mancina, Parent

Angela Valdez, Student

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Results of Student Observations and Examining Work

C1.1. Indicator: *The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.*

Criteria Findings	Evidence
<p>Students are involved in challenging and relevant learning throughout all courses at Carmel High, whether building and programming a robot in Engineering, collecting and analyzing water samples in AP Environmental Science, giving a Padre Talk (modeled after TED Talks) to a panel posing a solution to a real-world problem, engaging in a Question-Formulation Technique in French, reading and analyzing a Steinbeck novel in English, analyzing a political cartoon in Civics, or facilitating a critique at the Art Expo, or building a 3D sculpture after having analyzed the cost of building with various materials in Integrated Math 2. Teachers strive to make learning not just rigorous but also relevant by making real-world connections. Many teachers use a flipped-classroom model for direct instruction and engage students in interacting with videos and Google Slides presentations through EdPuzzle, Playposit, or NearPod. There has been a shift away from “sit and get” direct instruction toward a more student-centered, self-directed, collaborative model, and many teachers use Project-based Learning to engage students in relevant learning.</p>	<p>Evidence binders: Analysis of student work</p>
<p>While teachers regularly discuss instructional strategies in their interdisciplinary topic teams and examine student work in their course-alike PLCs, the entire faculty engaged in a targeted examination of student work as part of our WASC self-study. Teacher teams in various configurations (e.g. course-alike, entire departments, or in some cases interdisciplinary teams) identified a standard or objective and then taught a lesson that addressed real-world connections, high-level thinking, and/or differentiated instruction, as these were areas of focus from our previous self-study. After teaching their lessons and assessing student work, the teams met to discuss and reflect upon the success of the lesson, as evinced in the graded student work. Five of our Thursday afternoon collaboration days were devoted to this process this past fall to ensure that all teachers had time to collaborate with their colleagues and to delve deeply into the analysis of student work.</p>	<p>Collaboration schedule</p>

Student Understanding of Learning Expectations

C1.2. Indicator: *The students understand the standards/expected performance levels for each area of study.*

<p>Students at Carmel High School learn of the expected standards and performance levels of each course through a variety of sources. Students have a course catalog which provides details of the course, such as homework load, prerequisites, and expectations. There is also an Elective Fair in January, in which teachers of elective and AP courses give 15 minute presentations about their courses to prospective students. Students are able to attend four different elective presentations, which helps them in making their course selections for the following year. There is also an AP information night in the spring, which gives parents an opportunity to gain further information about the AP classes that are offered. Teachers also make recommendations for each of their students regarding placement in the next level class or honors/AP, and teachers conference with their students to review their recommendations. This information collectively gives the students enough information so that they can make an educated decision about their courses for the following year. Counselors also meet with each student twice during the registration process to ensure that students understand the expectations of the courses they plan to take and to provide guidance regarding workload.</p> <p>In the first week of school the teachers provide the students with their syllabi to clarify grading policies, homework expectations, and behavioral expectations. Students are expected to get a parent signature acknowledging understanding of course expectations. Back-to-School Night provides the parents an opportunity to hear from the teachers directly about the format of the class along with the expectations.</p> <p>Departments are able to clearly outline the expectations to the students through the use of common grading policies/rubrics, and final exams for common courses in English, math, science, and social studies. Most teachers maintain Moodle pages or use other methods of maintaining pertinent information for their class. Most teachers provide daily goals, objectives, agendas, expectations, and resources for the students. This allows for both students and parents to be up to date on what is taking place in the course.</p> <p>English: English classes are aligned with the Common Core State Standards, and many teachers reference these standards, or objectives, as part of their daily lessons and assignments. The department uses common rubrics for assessing writing, which are aligned to the Smarter Balanced Assessment. Students are trained in the use of these rubrics and have the opportunity to examine model essays and to conduct self and peer assessment using the rubrics. Rubrics are published on MySchool pages, and course objectives detailed on Course Descriptions that are read and signed by students at the beginning of each class.</p>	<p>Course catalog</p> <p>Elective Fair</p> <p>AP Parent Night</p> <p>Student course selection sheets</p> <p>Counseling 1:1 scheduling appointments</p> <p>Course syllabi</p> <p>Back-to-School Night</p> <p>Departmental common policies</p> <p>Sample curriculum</p> <p>Departmental evidence binders</p>
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Math: The expectations are clear for the students and addressed in each teachers syllabus. There are clear rubrics for both projects and AP classes that provide clarity for the students on expectation levels. Analyze graded Interim assessments; Objectives are listed on Moodle for each Unit; lesson overviews are posted which include learning goals, essential ideas, and CCSS for Math.

PE: In Freshman Core PE the curriculum is aligned with the California state PE standards. Teachers explain which units, activities, and objectives are meeting which standards. For each unit there is a test or quiz on the movement knowledge or movement skills. For example, there is a physical swim test in the swim unit and a written test for volleyball. Teachers teaching alike courses give the same tests or quizzes.

Science: Science classes are aligned with the Next Generation Science Standards (NGSS), and many teachers reference these disciplinary core ideas, engineering practices, and crosscutting concepts as part of their daily lessons, labs, and assignments. The department collaborates on the creation of lesson plans, unit plans, and assessments, which are aligned to the CAST.

Social Studies: Students have a clear understanding of the standards/expected performance levels because of the course descriptions, and also because the teachers have rubrics for writing assignments and other assessments and tasks. The teachers within the department also make clear the standards and expectations through conversations with students at the start of the course and when introducing new skills and tasks.

SPED: Students in our Basic classes are aware of the standards and expectations because they are aligned with each lesson. For example, in the READ 180 curriculum the standards are written on each lesson, and in order to progress through the program students must demonstrate mastery of of that particular standard. In Basic Algebra Readiness, the curriculum is aligned with the California state standards and the general education text is used regularly. SPED teachers each verbalize the expected performance level at the beginning of each class.

VAPA / CTE: Students in the VAPA department have a clear understanding of the standards/expected and performance levels for instrumental music, vocal music, video production, art, photo, graphic design, drama, and dance by the course descriptions, visual and performance rubrics, clear project outlines, and CTE competencies. Clear models of student and professional work are provided.

World Languages: Students understand the standards/performance levels expected in the WL classroom in many ways. ACTFL world-readiness standards for learning languages are posted in the classrooms and all activities are tied into the 5 C's for learning languages and cultures. Our grading systems are aligned to these standards and common languages/level teachers use aligned assessments. Individual performance communication standards are assessed on

<p>rubrics that are understood before the performance task. AP level teachers use a variation of the published AP rubrics for assessment performance tasks.</p>	
<p><i>Differentiation of Instruction</i></p> <p><i>C1.3. Indicator:</i> <i>The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.</i></p>	
<p>All Carmel High teachers are CLAD certified and meet NCLB requirements for highly-qualified teachers. Teachers at Carmel High School address the needs of all learners by differentiating instruction in a variety of ways, including the use of multimedia and technology. CHS is 1:1 with student Chromebooks, and there has been a significant shift toward more technology-based curriculum, instruction, and assessments. Each teacher is also issued a Chromebook, which they use as an instructional tool to post calendars, curriculum, and other course materials on their Moodle page, an open-source learning platform accessible by every stakeholder at CHS. Teachers use Aeries online attendance and gradebook as well as Mahara Teacher Dashboard to put out documents directly to students' Google Drives or to monitor their work-in-progress, and many collect and assess student work online as well. In this way, all students have access to course materials and additional supports at any time.</p> <p>Directions are given to students by teachers in a variety of ways, both written and verbal. Teachers use Google Slides or PowerPoint presentations to project written instructions to students in class. Several teachers have created visual instruction protocols (VIPs) to help aid visual learners or any other students who benefit from their use. Many teachers use Google Calendar, Remind.com, and/or daily email reminders to communicate homework expectations with students.</p> <p>Evidence-based teaching practices such as Guided Release of Responsibility (GRR) are used by teachers to support students in accessing rigorous material based on the California Common Core State Standards (CCSS). Graphic organizers are used across departments to support students in collecting, organizing, and accessing content.</p> <p>Teachers meet in Professional Learning Communities (PLCs) to create common assessments, differentiate instruction for diverse populations, and examine student work in course-alike teams.</p> <p>Teachers at Carmel High School do frequent checks for understanding and formative assessments such as tests, quizzes, essays, homework, and also discussions. This might come in the form of an exit ticket or Pair-Share. Teachers also employ interactive technology, such as Google Forms, Moodle quizzes, Quizlet, Quizlet Live, Quizizz, Kahoot, EdPuzzle, Nearpod, and Playposit to flip</p>	<p>1:1 Chromebooks</p> <p>Teacher Chromebooks and presentation technology</p> <p>Moodle Teacher Dashboard Google Drive Turniint.com</p> <p>Google Drive Moodle</p> <p>VIPs Google calendar Remind.com Email</p> <p>GRR protocol</p> <p>Graphic organizers</p> <p>PLC notes Evidence of analysis of student work</p> <p>Lesson plans</p> <p>Moodle</p>

<p>their classroom instruction, customize the learning experience for students, and check for understanding.</p> <p>Many teachers at CHS benefit from having a Smartboard in their rooms, which can be used to aid visual learners.</p> <p>Teachers across content areas also use close-reading strategies and annotation to unpack informational and literary texts in many content areas. Academic vocabulary is taught explicitly at Carmel High in all content areas. Quizlet is a widely used platform for vocabulary and concept review and the gamification of vocabulary instruction. Students are explicitly taught in English courses how to read and identify for context clues to determine the meanings of new words.</p> <p>In the English department, students access texts in a variety of ways. Students may access audio versions of core texts, and the Holt McDougal anthology used in the college prep English classes had an audio reader, as well as differentiated questions and activities for English learners, struggling readers, and advanced readers. Teachers use reading strategies such as partner reading, small group reading, and guided reading with the teacher. Student commonly have the option of selecting their books from a list of possibilities, which allows them to read according to their interests and ability level. In addition, sophomore teachers are currently piloting the use of No Red Ink, an online program that individualizes grammar and writing instruction for students based on their assessment results. For both small group discussion and writing assignments, students are given sentence frames to prompt collaborative conversation or strong writing through the use of academic language. English teachers differentiate writing instruction by providing a menu of writing prompts, step-by-step instructions on research or larger writing projects, and scaffolded outline templates. Teachers also conferencing with students on drafts, give feedback during the writing process, train students in the use of the common rubric, and customize feedback on final drafts.</p> <p>English Co-teach classes in grades 9, 10, and 11 ensure that all students can access the curriculum and receive individualized support within the mainstream classroom. Co-teachers also collaborate regularly on how to differentiate lessons and assessments to meet the learning needs of all students. Further support is provided for English Learners and recently RFEP'd students through ELD Support. Students who are struggling with writing can also received support through two sections of Writing Strategies, in which they receive additional direct instruction as well as individualized assistance with a fully-qualified English teacher or specialist.</p>	<p>Smartboards</p> <p>Professional Development records</p> <p>Curriculum maps / curriculum samples</p> <p>Holt McDougal anthologies and teaching materials</p> <p>No Red Ink</p> <p>Sample writing prompts and support materials</p> <p>Co-teach classes</p> <p>ELD Support</p> <p>Writing Strategies</p>
<p>C2. Student Engagement Criterion</p> <p>All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.</p>	

Current Knowledge

C2.1. Indicator: *Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.*

Carmel High School teachers regularly attend trainings and collaborate to stay current with new methodology and content standards. This has allowed the teachers to modify the content/instructional methods as needed to best serve the needs of the students that they serve.

Professional development plan

Requests to attend conferences

Collaboration schedule

English: All teachers in the department have been trained in the Common Core / California Content Standards. Several department members have been trained in ERWC, and those teaching AP courses have received appropriate training. Several teachers have been trained in the California Writing Project approach to writing instruction, and many have attended CATE (California Association of Teachers of English) conference throughout the years. One teacher within the department regularly attends and presents at the California League of Schools Conferences as well as contributes articles on best practices in English teacher to California English, the academic journal of CATE. When co-teach classes were first being implemented, those assigned to teach the classes underwent an initial training with a follow up a couple years later. In the past year, however, two new teachers were assigned to co-teach sections, and they have not received any formal training in how to effectively co-teach.

Math: The mathematics department uses textbooks for Integrated I, II, and III based on research into how students learn and how to best motivate them to succeed academically. The problem-based lessons encourage active engagement to help students make connections, develop conceptual understanding of mathematics, and learn by doing. Multimedia and technology is used as a supplement to lessons in various ways using many different applications and programs depending on the standard being met. Math has had two teachers go to AP training for Statistics in the past two years, and one has been an AP grader. The department has been engaged in summer trainings to realign curriculum in the Integrated II and III classes, and also the pre-Calculus class.

Physical Education: The PE department has continually attended conferences and worked on staying current in methodology and standards. One instructor attends the State CAPEHRD regularly, and another instructor has met with strength coaches at the university level to guide the strength and conditioning practices at CHS. Both instructors renew their certification every two years for the water safety element of the course.

Science: Most of the Science department went to a regional NGSS training in Fresno last fall. Before that, in the fall of 2016, most of the department went to a statewide NGSS implementation training in Palm Springs. One teacher also attended an AP Biology seminar.

Special Education: The Special Education department's co-teachers support Integrated 1, Integrated 2, English 9, English 10, American Literature, and Biology courses. General education and special education co-teachers meet to design lessons and differentiate activities. Although resource specialists are assigned to support students with Individual Education Plans, they work with and teach all students enrolled in each course. Special Education instructional assistants also support students with IEPs in general education courses such as World History, US History, ERWC, Global Studies and a variety of elective courses.

Social Studies: The teachers of AP World History, AP Government and Politics, AP Human Geography, and AP U.S. History have all attended trainings to stay current with the AP standards/changes within those courses. Currently the World History teachers are working on alignment for current standards. Two teachers within the department have also been AP readers, which gives them clear insight into the standards expected for the writing in those courses.

VAPA / CTE: While there have been no coordinated workshops or conferences, collaboration has taken place in regards to the VAPA show and also the art show. The instructor for graphic design and photo attended a Linked learning conference, which focused on training. The instructor is also going to attend an Arts professional technical training course in October. The AP Studio Art: Drawing and AP Studio Art: 2D Design teachers have both attended AP training and have spent a year collaborating on curriculum and instruction for these courses.

World Languages: The department has attended the BER(Bureau of Educational Research) institute intermittently. The instructor for French attends a two week course in France in order to reset language skills approximately every 3 years. This instructor and a Spanish instructor also attended the ACTFL conference in 2018, and are implementing the ACTFL standards for their courses in the current school year. The teachers of both Chinese and Spanish will attend the national ACTFL conference in the fall of 2018 as well. Most members of the department have attended summer institutes to stay current with both content and teaching practices. All teachers use a variety of technology to deliver content, create projects, and review content.

AVID: There are currently three teachers teaching AVID, one teacher with 9th graders, one with 10th, and the last teacher works with the 11th and 12th graders. There is an AVID Site Team that consists of one counselor, one member of the college and career center, one Administrator, AVID teachers, and one teacher from each department. The group meets once a month to discuss AVID opportunities, AVID strategies, individual AVID students, the AVID program as it fits into CHS, etc.

All AVID teachers and administrators have attended the AVID Summer Institute training week. The training includes all aspects of teaching AVID- WICOR,

tutorials, program college readiness, etc. AVID teachers have also attended smaller 1 and 2 day trainings on tutorials, Junior/ Senior AVID seminar, etc.	
Teachers as Coaches C2.2. Indicator: <i>Teachers facilitate learning as coaches to engage all students.</i>	
<p>Carmel High School has two instructional coaches (.4 each) that are available for all staff, and teachers also have access to a K-12 full-time instructional technology coach. Science also has a curriculum coach for physics. There is a coach with a focus on technology, but is available to all staff members. The Science department has employed curricular coaches over the last three years. These coaches have been responsible for the development of new courses, integrating the Next Generation Science Standards. This year, two teachers are sharing one curricular coaching position focused on the new Physics course.</p> <p>Beyond our formal coaching program, many teachers facilitate learning as coaches to engage students in their classes. Each teacher at Carmel High School has office hours on Thursdays mornings for 40 minutes. Some students are assigned to a specific teacher based on low grades in the course. Students have mandatory office hours if they have a D or lower in a course. Students that are not assigned office hours still have the opportunity to meet with teachers regarding assignments or class material for which they might need clarification. Along with office hours, the majority of teachers are available either before school, at lunch, or after school to work with students.</p> <p>English: Teachers work with students on the writing process through direct instruction, scaffolds (graphic organizers, outline templates, sentence frames, revision guidelines), individual conferences, and also customized feedback both during the writing process and on final drafts, using tools such as Mahara Teacher Dashboard, shared Google Docs, Turnitin.com, and Screencastify. This allows the instructor both monitor the writing process and give valuable feedback over the course of the writing assignments. Students are also coached on how to engage productively in collaborative conversations and how to give effective presentations. Teachers facilitate Socratic seminars on novels and other literary or nonfiction texts, and in some classes, such as AP Lit, students have the opportunity to devise seminar questions and facilitate the seminars themselves.</p> <p>Math: CHS students are coached on a daily basis on the individual assignments. Each teacher assesses the student work, which allows for them to guide future instruction on the material. There are common grading policies regarding homework, which allows for students to achieve full credit on homework assignments if they show effort or completion. As a result of this policy students are not losing points attempting to understand the new material that is being</p>	<p>Instructional Coaching Team agendas</p> <p>Coaching logs</p> <p>Curricular Coaches</p> <p>Office Hours</p> <p>Departmental evidence binders</p> <p>Observation of instruction</p>

covered.

PE: In the PE department the teachers act as coaches in the teaching/instruction of new games and skills. In the weight training class individualized programs are developed, monitored, and altered based on the needs of the student. This allows for continual growth and modifying the program based on weekly data.

Individualized workouts
for weight training

Science: In the Science department, teachers are working with the new standards to coach students through successful completion of the NGSS performance expectations. Student work is based on the students using the science and engineering practices. Teachers assess these skills frequently and then assist individual students as they work towards competency. Most teachers will assess skills multiple times in order to allow for all students to meet their goals.

Social Studies: Social Studies continues to use office hours and lunch for test corrections, essay mentoring, and assisting students with any issues they might be having with the course material. There are also after school review sessions for AP classes.

SPED: Special Ed teachers coach students by explaining and demonstrating a concept in a variety of ways. SPED teachers regularly verbalize a concept, demonstrate it in writing and/or with a visual and then often follow up with a short video to reinforce the concept. Students are expected to try to solve problems with the guidance of a SPED teacher or SPED instructional assistant. Once a student is close to mastery, the next step is to have the student practice the concept with a partner or a small group. If a student is comfortable, they will often demonstrate learning in front of the entire class while the SPED teacher coaches and reinforces each step along the way. Teachers in the SPED department reinforce effort and correct responses with verbal praise and acknowledgement, as any positive coach would.

VAPA/CTE: Teachers in the visual and performing arts department coach students by having one-on-one evaluations of their work. Teachers set and scaffold expectations and skill development, especially as students continue in a discipline (i.e. Video I, Video II, Video III). Performing arts teachers are continually assisting students in bettering their performance on a day to day basis in rehearsals and during class time.

World Languages: World language teachers coach students by being available during school office hours. Most are also available during lunch and after school to support student learning. Students are afforded the opportunities of rough drafts for presentational communication. Students may conference with teachers on rough drafts for clarification of errors and how to move forward. In the lower level courses, students can do test corrections to improve learning, many of them

<p>conferencing with teachers prior to the reassessment. Teachers serve as language models in the classroom and by trying to stay in the target language for 90% of the class (ACTFL recommendations).</p>	
<p>Examination of Student Work</p> <p>C2.3. Indicator: <i>Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.</i></p>	
<p>Students are regularly asked to apply their knowledge and skills at high cognitive levels and have opportunities to extend their learning beyond the initial lesson.</p> <p>English: English teachers provide individualized feedback on student writing, both during the writing process through conferences, comments on Google docs, and screencasts, and on final drafts. Students also complete reflections for many formal pieces of writing submitted in their English classes. Reflection questions are specifically designed so that students can consider which aspects of the content or skills they excel at, and where they can continue to improve. They then apply both the teacher's feedback and their self-reflection in revising their writing. In another example, juniors in AP Language and Composition, learn advanced grammar and rhetorical techniques, which they are expected to employ in both their writing and oral presentations. Students critique one another's work and provide feedback on the effectiveness of these techniques. They also apply their knowledge of argumentation and persuasive techniques, as well as logical fallacies, when they research a real-world problem of local, national, or international importance and argue in favor of a feasible solution. This project includes writing an extensive argumentative paper, delivering a persuasive speech in front of the class and a panel of community members, and creating media to educate others about the issue and to promote their solution. This can take the form of a public service announcement video, podcast, art piece, website, etc. Juniors in American Lit complete a similar project that culminates in a Padre Talk, similar to a TED Talk.</p> <p>Math: The subject of math naturally extends itself to opportunities in higher cognitive learning. The math department has to teach many different procedural skills that are applied to all different types of math, such as algebra, geometry, trigonometry, statistics and/or calculus. Ultimately, we want our students to be able to apply those skills to non-routine real world problems. The students are offered opportunities to demonstrate these skills several times a week during lessons and formative assignments that may include some routine and non-routine skills practice as well as more non-routine performance tasks. The students also have an opportunity to work together in groups where they can construct viable arguments and critique the reasoning of others in their groups. We also use summative assessments as formal opportunities for students to demonstrate their acquired knowledge at higher cognitive levels. The summative</p>	<p>Sample lessons</p> <p>Analysis of student work</p>

assessments may include short open answer questions, multiple choice questions, and extended performance tasks. In Advanced Placement courses the students perform FRQ's. For example, in AP Statistics, students apply statistical techniques to real life situations and state potential treatments for further study. After submitting their solutions, students use the rubric provided by the College Board to grade student work. In Integrated Math 2, students complete work on proportional reasoning by designing a 3 dimensional sculpture within given parameters. Once they complete the sculpture, they use unit analysis to consider the cost of that sculpture if different materials were used to construct the sculpture.

PE: In Freshman PE students select a health and fitness technology application. They use it for a week and record the health and fitness information obtained. This may track the number of steps they walk, minutes exercised or calories burned for a certain activity. Students were asked to reflect on the information. Some students use this information as a motivation piece to continue exercising, increase activity level or change habits such as drinking more water. This activity also exposes them to other applications they may want to try in the future. In addition, students set goals for the stand mandated fitness tests. Fitness skills are taught and students work throughout the school year to maintain or improve their fitness levels. In Freshman PE students are taught movement skills and knowledge for the units of swimming, volleyball, basketball, softball, touch football, archery, self defense and dance. Students are exposed to a variety of activities so that that can play or pursue those activities once they have completed the required PE classes. Rules and strategies for the activities and games are taught so that students use them when they are participating in the games.

Science: Students collect, organize, and analyze data from labs, activities, simulations, and scientific literature. They then use that data to develop explanations for a wide variety of scientific phenomena and to develop solutions to real world problems. For example, in Chemistry students explore fluorescence in naturally occurring minerals and other materials. They also perform a flame test lab in which different compounds are burnt, leading to the formation of various colors of flame. Students then learn about energy levels associated with atomic structure and apply those learnings to ideas associated with fluorescence and the flame test phenomena. In Biology, students analyze water quality data associated with the Elkhorn Slough. Students then develop and propose solutions to improving the water quality of the slough. They then weigh the advantages and disadvantages associated with those proposals.

Social Studies: Students continually use critical thinking skills and analysis when they are completing essays in their AP classes. They also have the opportunity to demonstrate their knowledge and skills at a higher level when they analyze primary sources, such as political cartoons and documents from the time period that is being covered in the course. Students in AP Government and Politics are

<p>also involved in seminars where they are critically analyzing current events and having higher level discussions on the topics.</p> <p>VAPA: VAPA teachers provide students with opportunities to present work to an audience and receive feedback from peers and teachers including Art Expo, teaching projects in dance, student and teacher lead critiques in music. Students have the opportunity to create their own work with teaching prompts in digital music, dance, drama, and the visual arts classes. Students learn from guest teachers and attending performances throughout the school year.</p> <p>World Languages: As with all subjects, students in the AP French and AP Spanish courses are continually analyzing authentic materials and applying knowledge in order to respond to emails, have authentic conversations, write argumentative essays and create oral comparison presentations on a variety of cultural topics. At all levels, students communicate in the target language (TL) which requires students to apply learned language to daily situations. For example, in ASL 1, students learn to use the TL to have an authentic conversation around greetings; in Spanish 2, students “pretend” to meet up with a friend from their past to talk about their childhoods and therefore applying skills learned in class to have an authentic conversation in Spanish. In a Spanish 3 course, students interact with student in Mexico via email and flipgrid videos to discuss relevant topics such as the Universal Document on Human Rights. In a different Spanish 3 course, students wrote and presented their autobiographies. In Chinese 4H, students researched in the TL all the trials and tribulations of traveling to a Chinese city and had to present the solutions to the many language and cultural barriers that they would face in this situation. In the French 3 course, students applied skills used in class to create a video on their career aspirations. In the world language classrooms, students have to apply the knowledge learned in class everyday to communicate and create in the TL on an expansive variety of daily topics and use key language functions to best communicate with others who speak the same language.</p>	
<p>C2.4. Indicator: <i>Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.</i></p>	
<p>Students at CHS are given a wide range of platforms to exercise and demonstrate higher level thinking and problem solving skills. This takes place both inside and outside of the traditional classroom setting.</p> <p>English: High-level thinking is integral to the study of English at Carmel High School. Students read and critically analyze challenging fiction and nonfiction texts; they write frequently in a variety of genres, including literary analysis, argumentation, reflection, narrative, and research-based informational pieces. They also explore solutions to real-world problems and engage in the evaluation and synthesis of multiple sources in support of their arguments. At every grade level, students converse and collaborate with their peers and design and deliver presentations in front of their classmates and sometimes community members. Teachers also give practice SBAC-aligned Performance Tasks, and students</p>	<p>Department evidence binders</p> <p>Sample curriculum</p>

participate in a benchmark, also in the form of a Performance Task, four times prior to the CAASPP exam. These tasks require students to write an essay in which they argue a stance on a controversial topic by evaluating, synthesizing, and utilizing evidence from a variety of sources.

Math: In the Math department teachers continually have the students use higher order thinking skills. The students have several Performance Tasks each week that are embedded in the lessons. There is also at least one Performance Task on each unit exam. At the end of the semester, there is at least one Performance Task on the final exam. The Math department also uses real world examples to introduce new content. These examples may be used throughout a chapter.

PE: In Freshman Core PE students often use defensive strategies and offensive strategies while playing team sports. During the dance and tumbling unit students are taught movement skills and then they create their own routines using the knowledge presented in class. In the basketball, football, volleyball, badminton, and archery units students are given a written quiz on the rules and knowledge of the unit.

Science: In Anatomy the students are presented with discussion questions. Student will watch a short 2-4 minute video on a topic in current science. They will then need to summarize the article, apply it to their life or a real world scenario. Students then need to ask two other students questions about their post.

In AP Chemistry, students are regularly challenged with novel problem solving prompts that require students to apply complex models to quantitatively explain new phenomena.

In AP Environmental Science, students are challenged through frequent use of real world local and global case studies to create original and practical solutions to environmental issues facing our local and global communities.

In Physics, students analyze distance vs time data for a rolling car. They eliminate outliers and can determine if the car is moving at a constant velocity or accelerating based on data alone. Also in Physics, students drop balls of different size and analyze slow motion video footage in order to determine the effects of gravity on objects. Using concepts of center of mass, Bernoulli's principle, and forces (including lift, drag, weight, and tension) students design, construct, and redesign kites capable of flight. Using concepts of impulse, momentum, impact time, and force students design, construct, and redesign cars made out of Popsicle sticks and wheels capable of carrying an egg down a ramp and surviving a collision with a wall.

In Chemistry and Biology, students collect data from experiments, organize the data, graph it, and analyze it. They look for trends and patterns in the collected

<p>data and use their scientific background to apply it to real-world applications. For example, biology students design and run experiments based on factors that affect the rate of photosynthesis. They collect the data associated with their experiments, graph it, and present it to the class. The class then interprets that data. Furthermore, in Chemistry we research and analyze the cost-benefit ratio to mining various precious minerals (environmental, financial, societal, etc.).</p> <p>Social Studies: In Social studies students are critically analyzing primary sources and are engaged in writing that takes critical thinking skills. The A.P. courses within the department all demand higher level thinking skills. Students are also involved in forum/blog posts, and Socratic seminars where discussions are taking place that are involving critical analysis and higher level thinking skills.</p> <p>SPED: Students with IEP's are included in the general education setting through the day. Students with IEP's are exposed to higher level thinking skills with in the general education setting and are expected to attempt all assignments and demonstrate higher level thinking skills with the assistance of their IEP accommodations.</p> <p>VAPA: Students in the VAPA department use higher level thinking skills in creating art by using prompts that build students skills and develop their ability to make work that is meaningful. Students use problem solving skills by collaborating with peers to develop performances in dance, drama, video production and music. Visual arts students develop problem solving skills through the development of their work as it is a process of making many decisions along the way to a the final product.</p> <p>World Languages: In the world language classroom, students demonstrate higher level thinking and problem solving skills in a multitude of ways in the target language. They create skits, design websites, develop theses and write essays/paragraphs, imagine authentic situations and create conversations based on those authentic situations (i.e. ordering food in a restaurant in Mexico), write original stories/poems, propose solutions to global problems discussed in class, imagine time traveling (back and forward), rate oral/written presentations (self and peers), compare and contrast cultural attitudes/practices/products and perspectives on a variety of topics, communicate by speaking and writing in the target language, interpret information from authentic materials through reading and listening.</p>	
<p>C2.5. Indicator: <i>Students use technology to support their learning.</i></p>	
<p>Every student at Carmel High is issued a Chromebook and has abundant opportunities each day to use technology to support their learning. The District boosted the wifi at each site during the summer of 2018 to meet the ever-increasing demand for technology use. The faculty has really embraced 1:1 technology at CHS, and there has been significant instructional shift as a result.</p>	<p>1:1 Chromebooks</p> <p>Wifi upgrade</p>

<p>With the use of Aeries online attendance and grading, students can monitor their academic progress at any time. Most teachers use Moodle to post calendars and links to handouts or assignments. A growing number of teachers have gone completely paperless and use Google Drive, Moodle, Mahara Teacher Dashboard, and turnitin.com extensively to house content, distribute and monitor progress on assignments, and assess and provide feedback on student work. Teachers also use email, Remind.com, and other social media to communicate with students and showcase their work. Other sites and programs, such as Kahoot, Quizlet and Quizlet Live, Quizizz, Noredink, Grammarly, EdPuzzle, Playposit, NearPod, and Desmos, among many others, are used by teachers and students alike for formative assessment, differentiation, and studying. There is also a growing focus on the transformative use of technology.</p> <p>Students also use Moodle to post to discussion forums and Google Drive to share documents and collaborate with their peers. Students are also able to give peer feedback through programs such as Peermark, which is a feature of Turnitin.com. These tools have allowed students greater opportunities to collaborate both within and beyond the classroom.</p> <p>An additional list of technology resources being used in each department is detailed in the next criteria item: C2.6--resources beyond the textbook.</p>	<p>Aeries</p> <p>Google Suite for Education</p> <p>Moodle</p> <p>Mahara</p> <p>Sample curricula</p> <p>Departmental evidence binders</p> <p>Google Drive</p> <p>Sample assignments</p>
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C2.6. Indicator: *Students use a variety of materials and resources beyond the textbook.*

<p>CHS students have access to many different resources beyond the textbook, as detailed by each department below:</p> <p>English: Students in English have access to a wide variety of supplemental novels and nonfiction books; newspaper and magazine articles; podcasts; videos. Teachers also bring in guest speakers and teachers and take students on field trips. The department also uses Quizlet and Quizlet Live for vocabulary and literary terminology; Noredink for individualized grammar practice; TED Talks; NewsELA; SIRS; Gale; InDesign; Lucid Press; Padlet; Turnitin.com; Peermark; Moodle, Mahara Portfolio, WeVideo, and Screencastify. AP teachers use released multiple choice tests as well as writing prompts and exemplars from the College Board to help students prepare for the AP exams.</p> <p>Math: Students in math frequently use software to both calculate and explore math. This includes KUTAA, Desmos, Quizlet, Kahoot, and Quizizz. In addition, teachers use TED Talks and the TED Radio Hour to discuss the math in context. Every teacher also uses previously-adopted textbooks as a source for supplemental math problems. Honors and AP teachers use released items and their exemplars from the College Board and ACT to help students prepare for the SAT, SAT Subject Tests, ACT, and AP exams.</p> <p>PE: For Freshman PE students are provided rules in review of the activities and units on Moodle. Students work together with classmates in cooperative group</p>	<p>Departmental evidence binders</p> <p>Sample curricula</p>
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settings. Olympic videos are shown to demonstrate skills and strategy at a high level.

Science: Students interact with science videos (Bozeman Science, Socratic.org/chemistry); EdPuzzle; NearPod; PhET: Interactive simulations; HASPI: Health and Science Pipeline Initiative Anatomy Labs; National Center for Case Study Teaching: Case Studies; HHMI Case Studies; Data Nuggets; Primary Source Peer Reviewed Scientific Articles; Albert.io; Google Sheets; Various informational websites (e.g. Elkhorn Slough and Point Lobos websites); Vernier Labquests in conjunction with a host of different probes; POGIL; Inquiry Labs from BioRad, Flinn, and Carolina; Social Media Resources (e.g. Facebook groups); guest lectures; field trips (e.g. Point Lobos, Wastewater Treatment Facility, Waste Management Facility, Naval Oceanographic Command Center); Khan Academy; Bozeman Biology.

Social Studies: AP Human Geography uses ArcGIS in class, which is a mapping technology that allows students to create maps with different layers. They also have predesigned lessons and use news sites, in particular NPR.org and NY Times. Students use practice tests and access resources on moodle for AP World History. In College Prep World History students analyze primary sources from websites/books beyond the official textbook of the course. The DBQ project is used in World History classes. The CPUSH classes use Reading like an Historian as well as in the World History courses. In AP Government and politics students critically analyze political cartoons on a daily basis from a wide range of news sources. Students also do weekly current events. They access the information for the current events through the web, newspapers, and television. In AP US History excerpts from A People's History and from A Patriots History as well as primary sources and excerpts from a variety of scholarly monographs. Op-eds and NYT articles are also utilized. In Civics students use New York Times articles and handouts from various online resources. In Economics students use the Foundations for Personal Finance videos, workbook, and activities. Students also use handouts from Money Smart and Mathematics for Business Applications. The AP Psychology uses activities from Favorite Activities for the Teaching of Psychology, videos and activities from Psychology Media Suite, and resources from the College Board and the APA.

SPED: In SPED Basic classes students use Algebra with Pizzaz, Facing Math, Google speak, Visualizing and Verbalizing stories, Quizlets, Learning Allies, teacher designed projects, You Tube, TeacherTube, No Red Ink and Kahn Academy.

VAPA: VAPA teachers work with guest teachers from various professional companies that come through the Monterey Peninsula to perform, i.e. Moonwater Dance Project, Black Violin, and Second City. Students also use supplemental information such as CLI Dance studios online website for dance, trade papers Variety and backstage for drama, vocal music Singing at First Site, and Building Beautiful Voices.

World Languages: World Languages students use Epals.com for email penpals; flipgrid for sending video messages to email penpals; conjuguemos.com for verb practice; Quizlet and Quizlet Live for vocabulary and verb practice; Un.org for declaration of human rights; YouTube (for authentic videos, music, instructional videos); films in all languages (i.e. *Coco* and *Book of Life* for Dia de los muertos, *Selena* for musica tejana, National geographic for nature films in Spanish); Google Earth to explore cities and towns in Spanish Speaking countries; magazines; sound recorder for audio recordings; international real estate websites for home exploration; ver-taal en espanol.

Also, WL uses authentic films to explore AP/cultural themes across all levels; conjuguer/wordreference/reverso for verb and vocabulary practice; all Google products like google docs, slides, sites, draw, and voice for all three modes of communication; WeVideo for presentational communication; Moodle forums (audio, video, and writing for interpersonal communication); Soundcloud for podcasts/presentational communication; book recordings for listening/reading practice; online magazines, newspapers, news sites, infographics for interpretive reading; and Albert.io for AP practice. They have have a leveled class library for interpretive reading, voice memos, EdPuzzle, multiple authentic websites for access to authentic resources for cultural practices and products and perspectives, and cultural field trips (comparisons, connections, lifelong learning, and engagement).

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

All CHS students are given opportunities to engage in career preparation activities and become exposed to real world experiences that have postsecondary impact. Students must complete 60 hours of community service as a graduation requirement. This is meant to not only help the community, but give the students a closer connection to their local community. Students need to take the initiative to make contacts with the particular agency, make time/date arrangements, and follow up if necessary.

Carmel High School hosts an annual Community Service Fair, which allows the students to make a more educated decision in regards to their community service choice. This allows the students to interact with, and receive valuable information from a wide range of professionals in the area. CHS also hosts an annual College Night, which is open to all students on the Monterey Peninsula. This takes place at the end of October, and students have the opportunity to visit with and ask questions of representatives from roughly 100 colleges. Students also have the opportunity to meet with representatives from trade schools and the military.

The College and Career Center arranges visits from college representatives. This allows students to listen to information about the colleges, and also ask questions. The College and Career Center also provides software programs, such as Naviance, to the students in their inquiry process about post-secondary

Community Service requirements

Community Service Fair

College Night

College and Career Center

<p>options that are available.</p> <p>CHS also hosts a bi-annual Career Day, which gives the students the opportunity access information on numerous potential career opportunities. The students have the opportunity to interact with over 150 working professionals. Students attend panel discussion from community members from many different fields. They have the ability to receive information about their field of interest but also the opportunity to ask questions.</p> <p>AVID supports 88 students in achieving their college and career goals. This includes weekly tutorials, as well as college and career exploration. AVID takes students college visits twice each year, and if a student is in good standing and enrolled in AVID all four years, it is possible that he/she will have visited 20 different colleges by fall of their senior year.</p> <p>In each subject area, students are able to learn about career related to that field of study, and they participate in various field trips to gain additional real-world experience and connect with professionals in that field. The opportunities that students have range from hands on technical real world skills to career information from people that are actually involved in the field. Students have the ability to work with local professionals in the art community, professional engineers, and are able to job shadow athletic trainers.</p> <p>In English, students learn how to write a business letter and résumé in 10th grade, and these documents are updated again during their senior year. College prep English 2 students also do an extensive career research project in which they use the Occupational Outlook Handbook to investigate their potential careers. Seniors in ERWC and English 4 complete a thorough college and career research paper, including a five-year plan for post-high school graduation.</p> <p>Students enrolled in our CTE and VAPA classes gain significant exposure to careers in those fields as well as transferable skills and experience, as described in the following descriptions.</p> <p>Art and Graphic Design: The Art Expo brings local professionals of the art community to critique student work, provide direct and personal feedback, give career and educational advice and recommendations. Some students secured internships from this event. Students earn a certificate of completion that aligns with the industry standard. Students are involved in taking pictures for the Carmel Pine Cone. They can contribute up to two photos per week.</p> <p>Automotives: The automotives course was set up to align with certificate program at local community college (MPC) so students who complete Automotives at CHS had developed prerequisite skills. Students also participate in an annual competition with local schools, applying their skills and knowledge to</p>	<p>Career Day</p> <p>AVID</p> <p>Departmental evidence binders</p> <p>English department binder</p> <p>CTE / VAPA evidence binders</p>
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solve timed, real-world problems against their peers. Advanced Auto students are exposed to scheduled assignments on personal vehicles using work order/repair order formats found in the industry. They also conduct exploration into trade schools and programs focusing on the requirements and application process. Job shadowing is sometimes available. Automotives classes take field trips to local businesses geared towards mechanical repair to expose students to the work environment within the industry.

Dance: Dance students attend Smuin Ballet Company performance rehearsals at Sunset Center and participate in question-answer session with professional dancers.

Engineering / Robotics: Students involved in both our robotics and engineering programs participate in annual competitions (at local, state, and national competitions), work alongside local professional engineers, and develop skills that can lead to internships at both the Naval Postgraduate School (NPS) In and the Science and Engineering Apprenticeship Program (SEAP).

Journalism: Journalism provides students with a general understanding of the decision-making, research, reporting, writing, editing, and publishing processes involved in creating a newspaper, emphasized through practical experience in print and online journalism. Initial emphasis is placed on the basics of journalism ethics, writing instruction, and familiarity with varied types of articles and news angles. Once students have grasped the basics of news writing, audience, purpose, and ethical reporting, the course's emphasis shifts to the production of Carmel High School's news publication, *The Carmel Sandpiper*. Each student creates news stories, features, profiles, opinion pieces, and more for publication in *The Carmel Sandpiper* and also shares in the responsibility of creating the paper itself, with some students taking on leadership roles for greater experience in designing and overseeing the finished product.

Video Production: Students are involved in the creation of video bulletins, and also do film work to fill local needs. These include filming for real estate companies and also meetings of different community organizations. Video 2 took a field trip to a local professional recording studio to observe real-world facility and speak with professionals about opportunities in the field. Students' capstone projects are annually assessed by industry professionals who act as judges for annual Carmel High Film Festival awards show.

Yearbook: Yearbook teaches students the software that professionals use for desktop publishing: InDesign and PhotoShop to produce a professionally published book on deadline. Students learn to take photos, interview people, design spreads, and interface with a professional publishing company (Herff Jones) in order to produce a quality product: the yearbook. Students learn a lot about business during the class, too. They have to interface with community businesses in order to solicit ads, then produce them to the specifications of the

advertisers. In addition, the students need to sell the yearbooks themselves, so that we can meet a \$50,000 budget. The actual bills are paid by our clerk in the ASB office, but the kids need to do all the legwork of selling and planning to fill pages as well as designing the ads themselves.	
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Summary of Findings

Students at Carmel High School are involved in challenging courses and exposed to a wide range of real world experiences. There are a high number of students involved in a-g courses and AP courses. Students are consistently asked to critically think and analyze information. There is also a lot of academic support for students that are struggling. Teachers work with students before school, at lunch, and after school if they need support. Students are also placed in mandatory office hours if they have below a C in a course. There are many different instructional strategies that teachers use to meet the needs of all students. These include direct instructional, use of technology, projects, and hands on experiences. Teachers at Carmel High School consistently attend AP training courses and academic seminars that help them stay current in content and best teaching practices. This allows them to better meet the needs of all students.

Areas of Strength

- Highly qualified and caring faculty
- Differentiated instruction
- Learning experiences that challenge the students to critically think and analyze information
- Opportunities for students to have real world opportunities and to make connections within the community
- Programs such as Career Day and College Night
- Counseling services

Areas for Growth

- Develop more direct career pathways that have the opportunity to lead students directly into the career that they desire and are interested in.
- Innovation
- Use data to drive instructional decisions
- Improve both vertical and horizontal articulation
- Use technology in a transformative way to improve student learning experiences

CARMEL HIGH SCHOOL

Home of the Padres



Category D

Standards-based Student Learning: Assessment and Accountability

Colin Matheson, Science / Instructional Technology Coach, Co-chair

Valarie Seita, Library/Media, Co-chair

Craig Tuana, Administration

Pam Sullivan, Classified

Lauren Campano, Counseling

Dale DePalatis, English

Kurt Grahl, Math

Steve Nacht, Math

Don Freitas, Science

Golden Anderson, Social Studies

Marc Stafford, Social Studies

Adrianna Giacomelli, Special Education

Kristine Tarozzi, Visual and Performing Arts

Olga Chandler, World Languages

Clementine Chamberlain, Student

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. 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.

Professionally Acceptable Assessment Process

D1.1. Indicator: *The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.*

Criteria Findings	Evidence
<p>Student performance data at CHS is regularly collected and shared. Standardized test data is collected, disaggregated, and reported out by the District Office. Site leadership then presents the results in the beginning of the school year, and the data is used to set schoolwide and departmental goals.</p> <p>The new California School Dashboard publishes and disaggregates both test performance and other important metrics, such as English Learner progress, graduation rate, and college/career readiness among high school students. All CHS teachers were introduced to the Dashboard by the District Chief Academic Officer (CAO) during the 2017-2018 school year and the CAO gave a follow-up presentation (Fall 2017) to Padre Parents, CHS's parent/guardian organization, to help stakeholders understand state's new accountability and continuous improvement tools and reports. The Dashboard is reviewed periodically by site/district administrators and the information is shared with other CHS staff.</p> <p>The California Assessment of Student Performance and Progress (CAASPP) system replaced the Standardized Testing and Reporting (STAR) program and with it the new Smarter Balanced assessments in ELA and math, as well as the science and Spanish reading/language arts and California Alternate Assessments (CAA) have been administered each year in accordance with state guidelines and within the designated testing window. The summative assessment results are mailed to parents/guardians by the school district after results are published in August and made available through Aeries, the online grading program. This program has helped make student performance data available to students, parents, and staff since 2005 and is important in providing awareness of assessments at all levels and encourages involvement by students/parents in ongoing assessment dialogue.</p> <p>Data on Advanced Placement (AP) results has moved in recent years to AP Central, College Board's AP platform for AP scores, and allows for students, parents, and designated school/district personnel to access AP data digitally. AP summation reports are shared with the site leadership team by the administration and help guide conversations around AP course design, planning, as well continued initiatives for all student to have open access to AP courses.</p>	<p>California Dashboard</p> <p>CAO's presentation</p> <p>CAASPP</p> <p>Aeries</p> <p>AP Scores</p>

The District will be launching the use of Illuminate Data and Assessment system in the 2018-2019 school year with a multiple-year roll out planned before full implementation. This centralized system allows assessments such as SBAC, AP, SAT, common assessments, and school benchmarks to be entered and analyzed. Teachers will have direct access to analyze their assessment results.	Illuminate
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Basis for Determination of Performance Levels

D1.2. Indicator: *The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to **ensure consistency across and within grade levels and content areas.***

<p>Grades are determined by teachers based on student performance on assessments and student classwork and homework. Grade books are divided into categories, with some teachers and courses using weighted categories and others using non-weighted categories. In some subject areas each teacher determines their grading procedures, and in other areas there is coordination between teachers of the same course or within the same department. The cutoff for major grade bands is consistent 90%=A, 80%=B, 70%=C, 60%=D. There is some variation on the cutoff for when a grade is given a plus or minus.</p> <p>In ELA, all courses have common pacing guides and grades 9-11 take common benchmarks. The English Department also uses release time after benchmark assessments to examine student work/data and discuss evidence of student learning and calibrate grade level expectations for proficiency and mastery of standards.</p> <p>In the math department, common summative finals, CAASPP Interim Assessment Blocks, and performance tasks are administered in each course and common grading categories and weighted grade system is used. The science department also uses a weighted grades system, though grade weighting is determined by the teachers of each course. The new NGSS aligned Biology and Chemistry courses have common finals and common lab assignments and projects. Other departments, such as World Languages, have weighted grades for Spanish levels I, II, and III while in courses where students have the same teacher for all levels (ex. French and ASL), there is vertical alignment of grading policies. Some students start their World Language requirement as early as seventh grade, and through vertical articulation efforts between middle school and high school World Language departments, both Spanish I and II, as well as French I and II, share common midterms and final exams.</p> <p>While departments may take different approaches to weighted grades, courses and grades are aligned to content standards, and teachers reliably assess student progress towards mastery of content standards, as well as literacy and other applicable standards/frameworks. Departments and course alike teachers collaborate to create common formative and summative assessments in all areas, but to different degrees depending on the course.</p> <p>Next steps possibly include closer collaboration to create consistent grading policies across departments, compare workload in comparable courses, create/use common formative/summative assessments and have PLC/release</p>	<p>Aeries online gradebook</p> <p>Departmental policies and agreements</p> <p>Course syllabi</p> <p>Course pacing guides</p> <p>Benchmarks</p> <p>Sample common assignments and assessments</p>
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time to regularly engage in course alike talks regarding assessment data, and to create common study guides and review sessions, when needed and applicable.	
Monitoring of Student Growth	
<i>D1.3. Indicator:</i> <i>The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.</i>	
<p>The California Assessment of Student Performance and Progress (CAASPP), including Smarter Balanced and other standardized assessments, results are provided to parents directly and also updated in the Aeries online grading system to help monitor student progress toward standards being met or exceeded and provide additional information about CHS student achievement trends.</p> <p>Along with CA state standards and frameworks, additional expectations for learner outcomes, SLOs, have been in place and revised over the years. The latest revision of the SLOs was done in January-February 2018 through a collaboration of a cross-section of stakeholders and then were reintroduced to students/staff for additional feedback. Once in final draft form, updated SLOs were communicated to all stakeholders to emphasize the high expectations of students in regards to academic success/achievement, as well as the importance of additional college/career readiness indicators and the school's dedication to these learning outcomes for all.</p> <p>In regards to a systematic site level approach to monitoring student grades, the administrators, academic counselors, student support counselor and school psychologist meet on a regular basis to determine students who are at risk in academics, attendance, and or behavior by looking at Aeries data (such as D/F reports, attendance reports, etc.) and providing appropriate intervention for these students. Interventions can include increased parental awareness/involvement, collaboration with classroom teachers/support teachers, and/or other targeted interventions based on student need.</p> <p>Graduation requirements are closely monitored by counselors and other staff and students meet with academic counselors to create an individual graduation plan, revise/update their graduation plans, and to ensure students are on target with graduation requirements/academic progress. During their junior and senior years, students meet with the college and career counselor to create an individualized postsecondary roadmap based on student goals, interests, and academic performance. Counselors visit classroom each semester to help students take interest inventories, explore interests/passions, provide important information about CHS graduation requirements, post secondary topics, etc. The classroom visits, curriculum and lessons vary depending on grade level and have a progressive quality to them.</p>	<p>CAASPP scores</p> <p>Aeries</p> <p>Updated SLOs</p> <p>Attendance and grade reports/ summaries</p> <p>Counseling program</p>

Assessment of Program Areas

D1.4. Indicator: *The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

CHS policies around graduation and academic policies have been stable over the past six years. Graduation requirements have remained unchanged and graduation rates remain high. The homework policy, no more than 30 minutes per night per course with exception for Honors and AP classes, has also been consistent. CHS has continued to use an established test schedule, which assigns each subject specific days of the week they are allowed to give tests that are longer than 15 minutes. These practices have been successful in helping CHS balance a rigorous college prep environment with student stress and extracurricular interests.

CHS has a high level of student academic success, as evidenced by UC/CSU a-g graduation rates, AP exams given, and AP passing rates. One area CHS decided needed more attention was the social and emotional well being of students, especially due to the stress of high expectations. CHS administered the Challenge Success survey in order to assess student pressure and stress. Additionally a district wellness committee, a teacher topic team on social emotional learning, and a site committee based on Challenge Success have been established to provide a “whole child” perspective on academic policies.

One area of concern is that new teacher onboarding and orientation is not given adequate time. This leads to new teachers not always being aware of the school policies and academic expectations. In addition, it is unclear what level department chairs should have in support and oversight of school policies. Therefore, there is the potential that some of the school policies are not implemented by new teachers or that tenured teachers are not implementing accepted policies with fidelity. To help address this gap, the school’s instructional coaches have scheduled meetings with new staff to help make sure any questions they have are answered and they understand the school’s policies and procedures.

New course offerings are vetted by the department, then taken to site leadership. There is a formal timeline and process for new course approval which has been put in place for the 2018-2019 year. This process for new course offerings will help the full impact of adding new courses on the existing programs and enrollment.

Course catalog

Board homework policy

Testing policy

Student and community profile

Challenge Success Committee

New teacher orientation

Site Leadership agendas

Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: *The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.*

Based on performance levels of students on standards-based assessments, the previous school year's grades data, teacher recommendations, and parent/guardian input regarding needs of special populations, the resource allocations for SPED, 504, and English learners are determined each school year in the spring and the master schedule is adjusted for the upcoming school year.	Master Schedule
The Special Education department uses a myriad of assessments and modifications to meet the needs of students, including the Woodcock-Johnson Test of Cognitive Abilities (WJ IV), Behavior Rating Assessment for Children (BASC-3), and the Wechsler Intelligence Scale for Children for writing (WISC) and assessing goals for IEPs, placing students in classes, creating individual classroom accommodations, and for providing guidance for students regarding college and careers and transition plans after high school. For students currently reading two or more grade levels below their current grade level, a Read 180 assessment and subsequent reading intervention plan is created and implemented with follow up Read 180 assessments used to monitor progress.	WJ IV BASC-3 WISC Read 180 Reports
Based on IEP goals/accommodations, individual assessments for Special Education students include student placement in Academic Study Hall classes for additional reteach/remediation based on assessment scores, additional time given on assessments, modifications to assessments, the use of accessibility tools, and additional measures/interventions.	IEPs
In addition, the current model of support for SPED students includes a co-teach model of classroom push-in by the education specialist in core classrooms, as well as SPED aides who push-in to assist in additional courses, determined by student need. In addition, SPED students are enrolled in Academic Study classes to provide additional support and assistance from SPED teachers and aides. In the 2018-2019 school year, a non-College Prep Earth Science course was added to provide an additional course option for completing the physical science graduation requirement.	
For English learners, the home language survey (HLS) and initial English Language Proficiency Assessment for California (ELAC) and Local Scoring Tool (LST) determine a student's initial classification of English learner (EL) or initial fluent English proficient. Based on that classification, students are enrolled in an ELD class with an ELD teacher who provides strategies and support for English immersion. Students are tested twice a year to determine classification and needed levels of support for continued English acquisition/fluency and academic support.	HLS ELAC
Assessment data, such as at-risk reports on attendance and grades, are used by the site level intervention team of administrators and counselors to provide	Aeries At Risk Reports

<p>responsive levels of support for students who are at risk of failing courses. Strategies for Success classes provide a higher level of support for students needing personalized instruction and/or reteach strategies, while Study Hall classes provide a more general level of support by providing additional time for assignment/assessment completion within the school day. In addition CHS also has co-teach English classes for grades 9, 10, and 11 which have a higher enrollment of students with IEPs. Having both an English teacher and a Resource teacher for those classes helps support all students.</p>	
<p>D1.6. Indicator: <i>The school periodically assesses its curriculum and instruction review and evaluation processes.</i></p>	
<p>CHS is very responsive to feedback on school academic programs and requirements. While there isn't a broad systemic approach to evaluating programs, CHS is very active in listening to stakeholder groups to make sure student needs are being met. This is especially true during changes such as the NGSS pathway roll out. During the NGSS roll out there were multiple parent meetings to discuss the proposed changes. When one group of students were having their pathways affected by the combination of changing AP Chemistry to a second year course and changing Chemistry to a Sophomore year course, the school added a special section of Honors Physics to provide the impacted students with their desired course pathway.</p>	<p>NGSS parent meetings</p>
<p>D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion</p> <p>Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.</p>	
<p>Appropriate Assessment Strategies</p>	
<p>D2.1. Indicator: <i>The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.</i></p>	
<p>CHS teachers use a variety of regular assessments of student work. Each teacher and department aligns their assessments to the standards and teachers discuss the results with their peers. The Aeries online gradebook ensures that students and parents can see their progress and helps encourage teachers to regularly assess students using both formative and summative assessments. Every teacher uses a mix of tests, quizzes, projects, homework, and classwork to monitor student progress. Assessments range from teacher designed, teacher assembled from adopted textbook or college board released question banks, to assessments designed by textbook publishers. For example, the English department gives common benchmarks one-two times a year. These benchmarks were written by the CHS English department and are modeled on the CAASPP performance tasks. They are graded by the entire department on specified grading days. In the math department, common finals are given and the department is using the IAB tests (Interim Assessment Blocks) to ensure students are making progress along the standards. AP social studies teachers are using a common rubric to assess student writing of DBQs in order to . As a smaller high school, there are a large number of classes with only one teacher and in that case, the individual teacher is making most of the decisions around assessment.</p>	<p>Classroom-based assessments</p> <p>Aeries online gradebook</p> <p>ELA benchmark data</p> <p>IAB data</p>

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

Teachers at CHS use assessment data to analyze student learning and achievement by standard/skill level. This data is used to evaluate the effectiveness of first instruction and to make adjustments to lesson elements/design, instructional strategies, and curriculum pacing. In courses with multiple instructors, there are some common formative and summative assessments in place, though it may vary by department and/or discipline. In the core subjects of English, math, science, and history-social science, common benchmarks and/or common finals are given, and data is used to update assessment questions, to share instructional strategies, and make adjustments collectively, as well as individually, to instruction. For courses that have undergone recent a recent redesign, such as AP US History, collaboration around the creation of additional common formative assessments and assessment results happens very routinely. For courses with one one instructor, inquiry around assessment data is still used to inform instruction, but the collaborative element may not be applicable.	Common formative and summative assessments Benchmark data
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Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Students are well informed of their progress in classes. Policy states that teachers keep the online gradebook on the Aeries SIS up to date within two weeks of receiving assignments. In practice grades are updated much more frequently for the majority of assignments.	Aeries online gradebook	
On a survey of 44 students in study hall (representing a range of academic levels), students responded that they are quite aware of how they are graded and what is going to be on assessments. There is also some evidence that teachers are using more complex, non-traditional assessments to evaluate student progress. These type of performance based assessments provide better alignment with CAASPP assessments, AP tests, NGSS, and the school SLOs than traditional multiple choice tests.	Survey results	
	Percent Students Answer the top 3 of 5 options	Options for the question
Question		
Overall, how consistent are teachers in their grades and testing (when comparing the same course, same subject, between subjects)?	80%	Extremely, Very, Moderately

Overall, how well do you understand how your final grade is determined in your courses?	91%	Complete, very good, good
How well do you know what will be on an assessment (test, quiz, project, etc.)?	86%	Extremely, very, moderately
How often are assessments performance based (complex tasks with lots of information where you produce something)?	68%	Always, often, sometimes
How often are assessments given in traditional formats (multiple choice, short answer)?	95%	Always, often, sometimes
How often are projects used as "test" grades?	56%	Always, often, sometimes

Summary of Findings

Assessments and data use at CHS runs the gamut from state and national corporate exams to daily formative assessments by teachers. Large scale assessments are used to monitor CHS students' progress towards college and career preparedness. There are some examples of the collaborative grading of assessments which then are used by teachers to reflect on instruction; however it is not a widespread or frequent practice. However, there is a large amount of informal collaboration and individual teacher reflection based on classroom assessments. Students report that assessments are aligned to instruction and there is some diversity to classroom assessments. There is a strong base of effective assessment and data use at CHS which can continue to grow to ensure all students are meeting the SLOs.

Areas of Strength

- Communication with students around expectations on assessments
- Frequent updates of student scores on assessments helps communicate
- English department release days for grading and evaluation of common assessments/benchmarks
- Common Assessments in core departments
- Recent adoption of Illuminate
- Aeries online grading program

Areas for Growth

- Standards-based assessment scoring and content vs. skills
- Common assessment parameters between disciplines (ex. common writing rubrics and/or common grading language in ELA/HSS, standard lab report rubric in science courses)
- Release time for common assessment/benchmark development, grading, analysis of data, reflect on instructional strategies/best practices
- Continuing the process of standardization of formative and summative assessments (as well as pacing guides) in ELA
- Spanish 1,2,3 - New textbook and will be adopting and creating new assessments
- Discuss data (unit tests, item analysis, CAASPP data) with students
- Systemic approach to using data to drive instruction and differentiation

CARMEL HIGH SCHOOL

Home of the Padres



Category E

School Culture and Student for Student Achievement

Tom Clifford, Computer Science, Co-chair

Jillayne Ange, Social Studies, Co-chair

Aubrey Powers, Leadership / Activities

Kristin Quilty, Classified

Matt Borek, CTE Sports Medicine

Pat Robel, English

Mike Palshaw, English

Michele Pollock, Math

Craig Johnston, Physical Education

Tom Dooner, Science

Nora Ward, Social Studies

Diana Govan, Special Education

Brian Handley, Visual and Performing Arts

Tom Lemkuhl, Visual and Performing Arts

Joyce Liu, World Languages

Mia Baglietto, World Languages

Andy Sudol, Parent

Sophia Collins (graduated 2018), Student

Jessica Pavloff, Student

Molly Mancina, Student

E1. Parent and Community Engagement Criterion

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

Regular Parent Involvement

E1.1. Indicator: *The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs, and online students.*

Criteria Findings	Evidence
<p>Carmel High School has used a variety of strategies and created various activities to involve parents and the community in the learning process. Our website, which is updated daily, provides an online resource for accessing important information about the school, its programs, and upcoming events. The principal also sends out a weekly email to all CHS families, available in both English and Spanish, to communicate about important initiatives and events. Other online resources include Aeries attendance and gradebook, which allows parents to see precisely how their students are doing in all classes. Additionally, Carmel teachers use Moodle as an online classroom management system, where they post course syllabi, assignment calendars, links to assignments and resources, and practice quizzes.</p>	<p>Aeries Moodle</p>
<p>In addition, the school hosts a number of informational nights for parents. These events include “Back to school” night, college fair, financial aid night, college admission night, eighth grade parent meeting, and the spring open house. In response to dwindling attendance, the school modified its Open House format from traditional classroom visits to a community dinner event called Empty Bowls. In advance of the event, all freshmen, as well as other students and faculty, participate in handcrafting ceramic bowls. During the event itself, the price of admission entitles guests to select one of the bowls, which is then used for a soup dinner, with soup, bread, and desserts donated by local restaurants. This event is also held in tandem with our annual art show, which showcases student art for display and sale, as well as performances by the Singer-Songwriters’ Guild. All proceeds from Empty Bowls are donated to the Monterey County Food Bank. This event has become very popular and is a fun way to bring families together before the end of each school year while also giving back to our community.</p>	<p>Parent Information Nights Empty Bowls</p>
<p>A unique issue for the school is the geographical size of our district. Students living in Carmel Valley or Big Sur can travel over an hour to get from home to school. Many of our non-English speaking families live in these remote areas. It can be difficult to bring these families to campus, particularly in the evening. The school does host an annual meeting each January in both Cachagua and Big Sur, which is combined with the District’s LCAP meetings. Translation is provided at these meetings.</p>	<p>ELAC / DELAC / LCAP meetings</p>

<p>There are other ways that parents are involved in the teaching and learning process at Carmel High School. The Special Education department meets annually with parents in the program to review student progress and goals for the upcoming year.</p> <p>Carmel High has several CTE courses, including Sports Medicine, Photography, Engineering, Video Production, and Digital Music. These courses employ an advisory committee made up of high school teachers, community college instructors, Cal State University professors, and community professionals in those disciplines. These meetings to ensure curriculum is current and up to date.</p> <p>Students participate in meaningful internships, primarily at the Naval Postgraduate school. However students learn of these by word of mouth. There is not a school coordinator or organized process of connecting students with internships possibilities.</p> <p>Many classes take field trips around our community to expose students how their classroom learning connects to the real world. For example the Science department visits Elkhorn Slough to develop solutions for the cycling of matter. The AP Environmental Science class visits both waste management and water treatment centers to study these issues. The Chinese 3-4 class worked with community leaders to translate high surf / tsunami warning brochures into Chinese.</p> <p>The Music department has an ongoing relationship with the Monterey Jazz Festival and brings in professional musicians monthly to sit in with students. The music department also works with the community performing arts center, the Sunset Center, to bring professional groups to campus prior to their evening performance to meet and work with students. AP Studio Art created an annual Art Expo in which local artists spent the day both critiquing and collaborating with students.</p>	IEPs
	CTE courses
	Internships
	CTE pathways
	Field Trip list
	Department evidence binders
E1.2. Indicator: <i>The school uses community resources to support student learning.</i>	
<p>The school uses a variety of community resources to support student learning. Each fall, we host a College Fair with representatives from nearly 100 colleges and universities, which is open to students and families from the entire Monterey Peninsula. College reps also regularly visit the school during the fall to give presentations and answer questions from prospective students. We also host an annual Community Service Fair, in which students can connect with representatives from local service organizations. Every other year, we host a Career Day, during which 150 community members present as part of a career cluster panel to our students, who are able to elect to attend four different informational sessions. Several teachers bring in guest speakers from the community, partner with local businesses and organizations, and/or take their classes on field trips within in the community. Last year alone, there were 150</p>	College Fair
	Community Service Fair
	Career Day
	Field Trip data

field trips, all which utilized community resources to support student learning. There are long-standing partnerships between the music department and the Monterey Jazz Festival and between our science department and the Monterey Bay Aquarium. The English department also partners with the Poets in the Schools program to bring in local poets to conduct workshops, and Digital Graphics does design work for local community members.	Department evidence binders
Beyond the classroom setting, our many student clubs also partner with the community in support of student learning and community service. Both Club Interact and This Club Saves Lives partner with the Rotary Club. Student government has established a positive relationship with the city of Carmel in situations like the hosting of the homecoming parade. Our student government meets with the city of Carmel to establish protocols for the event. CHS Mock trial allows opportunities for student engagement with attorneys	Club meeting agendas
CHS also partners with parents and other community members in recognizing student achievement. We have recognition dinners for athletics and academic teams. Padre Parents recognize student achievements.	Padre Parents

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Safe, Clean, and Orderly Environment

E2.1. Indicator: *The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.*

The school district has been examining school safety practices recently and has revised and developed new protocols for various emergencies. Teachers have been trained on these procedures and the school has implemented numerous drills to practiced these new procedures.	School safety protocols
Through a recent 2-year tobacco grant, the school district has been able to acquire a school resource officer from the Monterey County Sheriff's office. In addition to enhancing our tobacco education program, the SRO is assisting the school with the review and revision of its safety protocols.	SRO
The school provides 1:1 Chromebooks for student use, and all families must annually sign a technology use agreement. The District carefully screens and selects technology programs to ensure student safety and online privacy. The District also employs iBoss web filter to limit student access to inappropriate websites. Teachers also access to Mahara Teacher Dashboard, which regulates student access and provides teachers access to students' screens during class time. Teachers can also block certain sites and and close student browser tabs remotely during the class period.	Tech use agreement iBoss Teacher Dashboard

<p>The Social Studies department partners with the library-media teacher each year to teach 9th grade Geography students about responsible use of internet resources. Responsible digital citizenship practices are reinforced at every grade level and in all applicable departments.</p>	<p>Digital citizenship project</p>
<p>The District has also requires all district employees to go through online training for sexual harassment, bullying, and child neglect and abuse. In 2017-18 the school hired presenters to address sexual harassment. Students attended one presentation and all staff attended a different presentation on this topic.</p>	<p>Online training Sexual harassment training</p>
<p>The current Single Plan for Student Achievement reports that 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>SPSA CHKS</p>
<p>Alcohol education is presented in the 9th and 11th grades. Freshmen receive this information in the Health class, and juniors receive this in their social science course.</p>	<p>Alcohol EDU</p>
<p>Students have created various clubs and they have other opportunities to feel safe and nurtured. The Diversity Club is primarily a Gay-Straight Alliance but also follows the National Coalition Building Institute guidelines. The Link Crew brings current CHS students to welcome and support incoming ninth graders. The annual Desert Trip is a popular field trip open to all students during Spring break to bring students of all backgrounds together. Also the school sponsors two "Breaking Down the Walls" workshops to attempt to reduce the social differences between students with different social, religious, racial and economic groups</p>	<p>Club Rosters Desert Trip</p>
<p>A tragic car accident resulted in the death of a student in the summer of 2018. In response, the student government is instituting a new campaign called "Purple Project Initiative" during Powder Puff week. This program focuses on sobriety and self-esteem and consists of all-school rally, video presentations, and the opportunity for students to take a pledge and wear a wristband celebrating positive choices, sober living, and self-esteem.</p>	<p>Purple Project Initiative</p>
<p>The past two Healthy Kids survey has indicated that students report a drop in online bullying, threat of physical violence, and teasing from a high of 28% reporting incidents in 2010 to 23% in 2012 and then 14% in 2014.</p>	<p>CHKS</p>
<p>Campus trash continues to be an ongoing problem, particularly after break and after lunch in areas where large groups of students congregate.</p>	

High Expectations/Concern for Students E2.2. Indicator: <i>The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.</i>	
A District goal for 2016-2019 states district and site staff will explore multi-tiered systems of support for social-emotional, behavioral, and academic (whole student) success to all students.	MTSS
The latest Healthy Kids Survey indicates that 95% of freshmen and 94% of juniors report "caring relationships" at school (e.g., a teacher or some other adult really cares about me, notices when I am not there, etc.)"	CHKS
The school has implemented several ways to officially recognize students for positive actions and behaviors. Teachers can award "student of the month" to any student. Each month has a theme, such as "connected citizens," "most responsible," "helpful to others," and "successful individuals." Students receive a certificate, a block "C" sticker, and the Padre Parent group honors them with a food item at brunch. Each month the students are announced in the daily bulletin.	Student of the Month program
The school has a tradition every spring to honor students in a variety of ways. Clubs and student organizations honor student achievement publicly. All teachers recognize one student as "student of the year" for their classes. They are awarded with a certificate and a block "C" sticker, and are presented in the spring at the recognition assembly in front of the entire school.	Recognition assembly
The "This Club Saves Lives" works to make a difference in the community. The club's work delivering food to the Big Sur community which was cut off after mudslides destroyed Highway 1 to support students and families who live in this area.	This Club Saves Lives
The Diversity Club actively supports LGBTQ students at Carmel High School. The club offers social activities and a supportive sanctuary for students who openly acknowledge their sexual identity and orientation.	Diversity Club
The Environmental club works to implement effective school policy and procedures which support wise environmental practices.	Environmental Club
The World Languages department include many projects and activities to celebrate cultural diversity. Spanish classes for example, go on field trips to restaurants and practice speaking Spanish.	World Languages field trips

Atmosphere of Trust, Respect, and Professionalism E2.3. Indicator: <i>The school has an atmosphere of trust, respect, and professionalism.</i>	
<p>The principal publishes a weekly newsletter outlining news at Carmel High. This newsletter recognizes student achievement, upcoming student events, and updates to school policy and procedures. This is translated into Spanish and is sent to parents and staff in a variety of ways including the CHS website and mass emails.</p>	Principal's weekly newsletter
<p>According to the California School Climate Survey, 90% of staff reports an atmosphere of trust, respect and professionalism between teachers and administration. 80% of CHS teachers will report that professional learning supports their work.</p>	School Climate Survey
<p>Administrators and staff are visible on campus. Every morning and during break and lunch, administrators are seen in the hallways and walking around the quad. The staff is friendly and welcoming to students on our campus.</p>	
<p>Staff and administration are prompt on communicating within 24 hours. As per Carmel Unified School District Communication Guidelines. Professionalism is evident within the community based on the communication.</p>	Communication guidelines
<p>The District maintains instructional coaches in to provide teacher-to-teacher support. The coaches are available for teachers to meet with and collaborate with them during scheduled collaboration time and also on the teachers' prep periods.</p>	Instructional coaching logs
<p>In 2017-18 the teachers were allowed to choose a Topic Team as a Professional Learning Community that they were interested in. Teachers met up during staff collaboration time once a month and shared best practices as a learning community. Some teachers have reported that they really enjoyed the collaboration with their peers and felt a strong sense of professionalism on campus from the PLC.</p>	Professional Learning Team agendas Topic Teams
<p>There is a teacher bluegrass band that plays during many school functions and in the community. The teachers who comprise this band also serve as advisers for the Singer Songwriters' Guild and collaborates with students to perform both original songs and covers during shows. The Singer Songwriters' Guild provides live entertainment during the fall Thirst Gala and during the spring Empty Bowls / Open House event, among others.</p>	Singer Songwriters' Guild
<p>The Single Plan for Student Achievement is developed by the School Site Council. The council is made up of ten members from a variety of perspectives. Two members come from the following groups: administration, teachers,</p>	SPSA

students, parents, and community members.	
With significant help from the district, the school hosts 3–4 parent nights in an evening speaker series. Topics are being decided and will be based on parent and student needs from Spring 2018 survey data.	Parent Education Series
The Padre Parent is a fundraising group at Carmel High. The group also tries to communicate with all its members by alternating morning and evening meetings to accommodate working parents. Administration also attends these meetings to discuss school issues with parents directly.	Padre Parents

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Adequate Personalized Support

E3.1. Indicator: *The school has available and adequate services to support students' academic and personal needs.*

Carmel High has a variety of impressive support services for students. The counseling department has four full-time members: two academic advisors, one college & career advisor, and a licensed social worker who is available both during and after school to provide social-emotional support. The District also provides grief counselors when the school suffers a loss.	Counseling services
The District hires a RN to serve both Carmel High and Carmel Middle school. The high school also has a full time health aide to serve students throughout the school day when the RN is away from campus .	
CHS has four full-time resource teachers, each with a caseload of 15-20 students with IEPs that they support. There are currently 61 students on campus with an IEP. Co-taught general education courses are provided for approximately 90 percent of students with IEP. Push-in support is provided by SPED aides as well. A MCOE Behavior Specialist is available for students with behavioral goals, as needed.	SPED program Co-teach classes
AVID supports approximately 85 students with specific college preparedness skills, serving a population of motivated students who may otherwise be underserved in reaching their goals.	AVID program
ELD services are provided for a small population (three students currently). A small number of recently redesignated students also receive support through our ELD program.	ELD program ELPAC
	Link Crew

<p>Link Crew is an annual feature that provides support for incoming freshmen.</p> <p>Every other year, the school also holds a Career Day with an exhaustive list of professionals in a variety of careers.</p> <p>Teachers make themselves available through access during lunch and after school, as well as reaching out through email, Remind, and other forms of social media.</p> <p>To support student mental health, the school provides PDF days (Playtime. Downtime. Family time.). This fall, we hosted a Health and Wellness Fair for students to attend during the extended PDF break time. Students have also access Breaking Down the Walls annually.</p>	<p>Career Day</p> <p>PDF Days Health and Wellness Fair Breaking Down the Walls</p>
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Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: *Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.*

<p>The District is in year 1 of MTSS (Multi-Tiered Systems of Support) training. A small group of administrators and representative teachers recently completed the FIA (Fidelity Integrity Assessment), and the results of our self-assessment will be used to guide our next steps in implementing the MTSS framework.</p> <p>Prior to the shift to MTSS, the school has worked hard to produce multiple intervention approaches and to provide students with alternative instructional options. Students with 504 accommodations and IEPs obviously receive alternative learning and assessment strategies.</p> <p>The school also uses the Student Assessment Program (SAP) which meets weekly to discuss students who have been identified (by teachers and/or other staff) as possibly needing interventions. The team alternates between freshmen/sophomores and junior/seniors. Lastly Student Study Teams (SSTs) meet to focus on interventions for specific students who have been identified (by teachers and/or other staff.) These teams are constituted when concerns are raised.</p> <p>The school's social and emotional counselor directly intervenes with many students when social and emotional issues are relevant, and she also coordinates resources.</p> <p>The school also offers support courses to assist students who need extra help in academic areas. There are both Strategies class and subject-specific classes. These subject specific courses include, Writing Strategies, Math Support and Integrated III Standards.</p> <p>The school has implemented Office Hours, which allow students to meet with</p>	<p>MTSS</p> <p>FIA</p> <p>IEPs 504s</p> <p>SAP program</p> <p>SSTs</p> <p>Counseling program</p> <p>Support classes</p> <p>Office hours</p>
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<p>teachers during the school day for extra help or assistance. Students with low or failing grades are assigned to the office hour of the teacher whose class they are struggling with.</p> <p>At the classroom level, teachers have worked to develop individual interventions and instructional options.</p> <ul style="list-style-type: none"> • Audio books are available from the Library for students who need reading support • ELA students are sometimes able to select their own novels • Assignment menus for differentiation • Scaffolding such as outline templates and sentence frames to support struggling writers • In math courses, students may do test corrections and re-takes • Accelerated math courses provides a way to allow students who don't take Integrated I at middle school to get on track to take Calculus as seniors. • Science courses offer competency tests that determine students' levels of mastery of content • Optional Earth Science course rather than Chemistry or Physics--Earth, which meets graduation requirement but not UC a-g requirements • Certain courses differentiate instruction and provide students with flexible ways of showing their mastery of curriculum 	<p>Departmental policies and agreements</p>
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Support Services – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: *The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.*

<p>We are currently shifting from the Rtl model to MTSS. "Response to Intervention" has used multiple responses when students are struggling. Low levels RTI occur at the classroom level. Higher levels of Rtl may include schedule placement, support classes and 504 accommodations. The highest level of support would be IEP via the Special Ed department. MTSS is a framework that synthesizes both Rtl and PBIS and aligns their supports to serve the whole child. To quote the CDE website, "It also relies on data gathering through universal screening, data-driven decision making, and problem solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system."</p>	<p>MTSS</p> <p>Rtl</p>
<p>Under our previous model, the SAP (assistant principal, counselor, and psychologist) team meets every other week to bring up students identified by staff and discuss the identified concerns. The teams are broken down by the grade level Administrator and Counselor. The constant members of the SAP team are the school psychologist and the Social Emotional Counselor.</p>	<p>SAP team</p>
<p>Once an at-risk student is identified and an SST meeting is conducted, the student is fed into the CHS Rtl system, and the student's progress and needs are monitored. However, until a student has been identified and fed into the RTI</p>	<p>SST</p>

system, it is difficult to know whether one might be “slipping through the cracks.”	
The new MTSS framework will help us to align and monitor our supports and resources to ensure that all students receive the academic, behavioral, and emotional supports that they need.	MTSS

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: *Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.*

All students at Carmel High School have access to a challenging, relevant, and coherent curriculum. In 2017, 73% of Carmel High graduates were a-g eligible, with 80% of females and 66% of males having met the a-g requirements. English learners participate in the regular academic program and are supported through a period of ELD Support. Students with learning disabilities are mainstreamed, where appropriate, and are supported in their general education classes by co-teachers or instructional aides. Each student with an IEP is also enrolled in an academic study hall with a Special Education teacher. The general population also has access to academic support such as office hours, Math Support, Writing Strategies, and Strategies for Success.	Course catalog Student/Community Profile
We have multiple beginning and advanced course offerings in our Career Pathways. CTE courses offerings have expanded over the last few years at CHS. Many students will find a path such as VAPA and find that they want to take more than the required amount of credits in that field.	CTE Pathways
Our rigorous college preparatory and honors courses align to Common Core and also the Next Generation Science Standards. Juniors take the Smarter Balanced Assessment in the spring. Teachers give practice tests and benchmarks to their classes throughout the year.	Departmental Course Descriptions / Curriculum Maps
The AP program at Carmel High is open access. Since this policy was instated, both our AP enrollment and pass rates have risen, and in most cases our pass rates exceed the national pass rates.	School/Community Profile
There is a significant gender gap between male and female enrollment in STEM courses. Based on 2017 data, Engineering I and II are only 15% female, and AP Computer Science is only 25% female. Anatomy & Physiology enrollment is 59% female, Chemistry is 43% female, and Calculus BC is 33% female.	Student/Community Profile
Many of our CHS students take a full load of classes and they also have fit in a study hall in their schedule. They are finding a balance in their schedules while still maintaining the a-g requirements and extra curricular activities.	

Co-Curricular Activities	
E3.5. Indicator: <i>The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.</i>	
<p>Students at Carmel High are activity involved in both the curricular and co-curricular program. Sixty-one percent of students take at least one honors course, while 59% take at least one AP course. Further, Current CHS students are able to take courses at MPC. While enrolled at Carmel High School, students are aware of the opportunity attend college courses while maintaining CHS student status.</p>	<p>Student/Community Profile</p> <p>Enrollment data</p>
<p>Students also take full advantage of our elective program at CHS. Fifty-seven percent of students are enrolled in Visual and Performing Arts, 52% are enrolled in CTE courses, 49% participate in at least one sport, and 85% are involved in at least one activity at CHS. Carmel High has a wide variety of clubs for students, such as Amnesty International, Anime Club, Challenge Success, CSF, CyberPatriots, Diversity, Dungeons & Dragons, Environmental Club, eSports, FCA, Grilled Cheese Club, Social Culinary Club, Spartan Club, and This Club Saves Lives.</p>	<p>Student/Community Profile</p> <p>Club rosters</p>
<p>Some of the co-curricular academic clubs and programs include Newspaper, Yearbook, Mock Trial, Model U.N., Ethics Bowl, Creative Writing Club, Red Cross, This Club Saves Lives, Rotary-Interact, Chinese Club, Amnesty International, CSF, Math Club, and Robotics. Real life application is evident in these clubs. Students are communicating with community members as a club member. The clubs offer career readiness for students by having them run meetings and fill out purchase orders when needed.</p>	<p>Club rosters</p>
<p>All students meet a 60-hour community service requirement for graduation, and many students exceed this minimum. While students can earn community service hours in a variety of ways, the school sponsors many activities which align to our SLO "Creating Connected Citizens." Some of these opportunities include the following: The Thirst Gala; School Supplies Collection (This Club Saves Lives); Empty Bowls (sponsoring the Monterey County Food Bank); annual canned food drive (sponsoring the Monterey County Food Bank); MCOE Field Day (Special Olympics type event); Community Service Fair featuring local non-profits; Shoe and Sock Drive; annual Toy and Gift drive to benefit CASA; blood drive for the Red Cross blood bank; Big Sur Relief; free tutoring (CSF).</p>	<p>Community Service data</p>

Summary of Findings

Carmel High School has a strong and supportive school culture for students, both personally and academically. CHS students are active in a wide range of activities. The parents are also highly engaged in the school and supportive of the school's programs. Over the years, CHS has created and maintained various supportive structures to help students academically. Additionally the school has a variety of methods to assist students who need emotional or behavioral support. Carmel High students benefit from a wide range of community experiences. Many of these experiences have occurred organically and from individual teachers or groups. It would be helpful to coordinate these experiences at Carmel High. This would ensure effective experiences for students continue after a staff member retires or moves on from Carmel High. The school safety plan has been examined thoroughly by faculty, administration and first-responding agencies, and is continually updated.

Areas of Strength

- Regular Parent Involvement
- Use of community resources
- Teachers and students feel safe at school
- Shifting from RtI to MTSS
- All students have access to a rigorous, relevant academic program
- Academic supports such as co-teach, Writing Strategies, Math Support, and Strategies for Success
- 75% of graduates meet UC a-g requirements, and 97% matriculate to college
- CHS students are involved in extracurricular activities, such as clubs, sports, and the visual and performing arts program
- Annual parent/student meetings in remote areas (Cachagua/Big Sur)
- Bi-Annual Career Day with well over 100 community volunteers coming to speak to all CHS students
- Extensive community service opportunities and embedded schoolwide projects, such as Empty Bowls and the Thirst Gala
- Long-term downward trend in student use of drugs and alcohol

Areas of Growth

- We continue to require outreach to EL population and disconnected geographical locations.
- Improve community outreach to connect students with internships and job shadowing.
- There is a corresponding lack of coordination for local professionals and businesses to volunteer their services and provide assistance through the school.
- Continue evaluating our safety protocols in the case of emergency.
- Continue to improve anti-drug, alcohol, and tobacco education 6-12.
- There is a need for more timely communication between administrators and faculty regarding important student, staffing, and safety information.
- We need to fully explore whether we have a gender gap, given the 80% to 66% female-to-male U.C. eligibility and whether there's an action necessary to narrow this perceived gap.

CARMEL HIGH SCHOOL

Home of the Padres

CHAPTER 4: CRITICAL ACADEMIC NEEDS



1. Develop a plan to narrow the achievement gaps revealed in our performance data.

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

Performance data show that Carmel High students are achieving at high rates and are outperforming their peers at the county and state level. In comparison to our similar schools, Carmel High also ranks 2nd on the CAASPP ELA and in the middle of the pack on Math. Our graduation rate, UC/CSU eligibility rate, Advanced Placement enrollment and scores, and SAT/ACT scores are also strong, and the vast majority of our students are graduating ready for the rigors of higher education.

Still, achievement gaps exist. While our Hispanic/Latino students are performing above their peers statewide, and our gap is smaller, it persists nonetheless. While UC/CSU Eligibility among our Hispanic/Latino students has risen from a low of 46.4% in 2015 to 65.4% in 2017, that percentage is still below their White counterparts at 78%. Similarly, whereas 90% of White students met or exceeded standards on the 2017 CAASPP English-Language Arts exam, the percentage was 73% for our Hispanic/Latino population. On the CAASPP Math exam, 46% of Hispanic/Latino students met or exceeded standards, compared to 59% of White students. The average ACT score among White students is 27.1, compared to 25.5 for Hispanic/Latino. White students are also outperforming Hispanic/Latino students on the AP exams, 76% to 65%, respectively.

Another gap exists between the overall student population and socioeconomically disadvantaged students. On the CAASPP ELA exam, 87% of juniors tested met or exceeded standards, but that rate was only 64% for socioeconomically disadvantaged students. On the CAASPP Math exam, only 39% of socioeconomically disadvantaged students met or exceeded standards, compared to 59% for the overall population.

While there is gender equivalency in enrollment in courses such as AP Biology, Honors Physics, and Pre-Calculus, males dominate enrollment in many other upper level math and science courses, including Calculus AB (59% male / 41% female), Calculus BC (67% male / 33% female), AP Statistics (58% male / 42% female), Chemistry (57% male / 43% female), AP Chemistry (62% male / 38% female), and AP Environmental Science (61% male / 39% female). Males also outperform females on the overall AP pass rate, 79% to 70%. Males also edge out females on average ACT scores (27.4 Male / 26.8 Female). Females outperform males on CAASPP ELA (91% female / 84% male), and Math scores are equivalent (59%). UC/CSU eligibility for males rose from 60.5% in 2015 to 73.2% in 2017,

but they trail females at 76.8%, though this rate dropped from from a high of 83.5% in 2015.

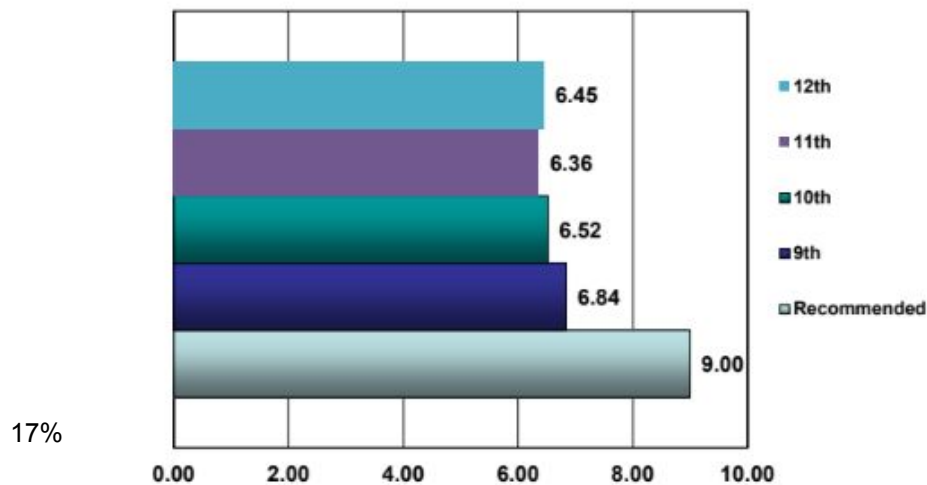
From this data, it became clear that while our students' scores on these measures give us a great deal to be proud of, gaps exist, and we need to develop strategies to address them.

2. Address the high-stress levels reported and exhibited by students.

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

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 that opportunity, however, comes the student perception that there is an expectation, or even pressure, to do just that. There are students taking five AP classes concurrently while also participating in sports, visual and performing arts, clubs, and community service--and sometimes holding a job outside of school. This results in overload, stress, and insufficient sleep. On the 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; and 74% reported that schoolwork often or always kept them from getting enough sleep. In fact, 48% of respondents report going to bed after 11:00 p.m.

Figure 6. Average Hours of Sleep by Grade Level on a Typical School Night



Further, only of respondents reported “full engagement”

with school, meaning that they work hard, enjoy the work, and find it meaningful. On the other hand, 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. Further, 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 may 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. There has already been a grassroots effort to address student health and well-being through the Social Emotional Learning Topic Team, and there is also a District Health Advisory Committee and now a Challenge Success Committee that currently leads the charge on addressing student wellness. Still, through the self-study, it was determined that more needs to be done to explore and address this important concern.

3. Ensure that all students feel connected, supported, and valued.

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

While not indicated in any hard data, there is a perception among our student body that students taking AP classes are more valued than those taking college preparatory or CTE classes, and that those students headed directly to a four-year university are given more attention and support than those choosing community college, trade school, or who plan to enter the workforce immediately after graduation.

With the push toward a college-going culture in the past, counseling services have focused on the goal of ensuring that at least 75% of students meet A-G requirements and that they be counseled toward a college path. Indeed, we have tremendous college services at CHS, including numerous visits each fall by college recruiters, individualized college counseling, workshops and personalized guidance on how effectively to write college admissions essays, FAFSA and financial aid workshops for parents and students, and an annual College Night, serving the entire Monterey Peninsula, which is attended by over 100 college and university representatives.

Likewise, we offer career education through Naviance, and we host a bi-annual Career Day during which more than 150 community members give presentations about their careers and the education and experience needed to work in their field. We also have rich CTE offerings, including automotives, engineering, video production, photography, and graphic design, many of which offer multiple levels, certifications, and a pathway toward a career.

However, on the parent survey, satisfaction with college and career services has decreased from a high of 93% in 2012 to 81% in 2018. Contrarily, on the question of satisfaction with helping one's child plan for post high school (college, vocational school, military, etc.) satisfaction rose from just 51% in 2016 (the first year this question was asked) to 79% in 2018. Some of this may be explained by recent turnover in counseling personnel and the structural changes to the program, making it challenging to offer continuity of services.

Over the past few years, there has been a shift in guidance to be more inclusive and supportive of all post-secondary paths, and during both AP Parent Night and during individual scheduling meetings with students, counseling warn against overloading one's class schedule with too many AP classes. We have also changed our valedictorian model and have switched to decile ranking. However, with colleges expecting students to take full advantage of the most rigorous course load possible, many students still opt to take a full complement of AP courses.

While this critical academic need is based primarily on observation and anecdotal evidence, the faculty felt that it rise to the status of critical academic need, as it is crucial that every student that attends Carmel High School feel valued and be provided with an academic program, extracurricular offerings, and services that support them to achieve their post-secondary goals.

Important Questions Raised by the Profile Data and Summary of Findings

- How do we close the achievement gap between white and Hispanic/Latino students?
- How do we increase the number of females enrolling in STEM courses?
- How do we engage all students and make learning interesting and relevant for all students?
- Are we giving a reasonable amount of homework that either reinforces or extends learning?
- How does our school promote wellness and a healthy, balanced lifestyle?
- How do we ensure that all students feel valued on our campus?
- How does the way we structure time (school calendar, bell schedule, block schedule, 7-period day, start time, collaboration, office hours, sports, etc.) affect student wellness?

CARMEL HIGH SCHOOL

Home of the Padres



CHAPTER 5: ACTION PLAN

Goal 1: All students shall engage in challenging, innovative, and relevant learning experiences that prepare them for college, career, and global citizenship.

Measurable Outcomes	<ul style="list-style-type: none">• Maintain the percentage of CHS graduates who meet the UC A-G requirements (at least 75%).• 85% of English Learners will advance at least one proficiency level per year.• 80% of targeted support students will meet their defined growth target.• 80% of students will report that they are regularly asked to apply academic skills to real-world problems and challenges.• 80% of students will score at or above grade level on the new state science exam.• 80% of ELA students and 75% of math students will meet or exceed state standards on the CAASPP.• There will be a 5% increase in students that complete a CTE pathway.• Student achievement scores, as measured by CAASPP, will keep CHS in the top decile in the state and the top decile among comparable schools.• CHS students will be informed about our CTE/ROP pathways and sequences of courses. 80% of students choosing career pathways will be satisfied with their preparation.
Rationale	<ul style="list-style-type: none">• Goal 1 and measurable outcomes are aligned with District / LCAP goals and Single Plan for Student Achievement.• 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.
SLOs Addressed	<ul style="list-style-type: none">• Connected Citizens• High-Level Thinkers
Critical Academic Needs Addressed	<ul style="list-style-type: none">• Develop a plan to narrow the achievement gaps revealed in our performance data.• Ensure that all students feel connected, supported, and valued.
Strategy	<ul style="list-style-type: none">• 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 Steps					
	Action Item	Responsible Persons	Means to Monitor Progress	Resources/Proposed Expenditures	Timeline
1.1	Define the leadership structure to implement MTSS / WASC action plan to address Goal 1.	WASC Leadership Team Administration MTSS Team	Team composition Meeting calendar, agendas, and minutes	Meeting time	2019-2020
1.2	Conduct deeper and more disaggregated analysis of student performance data in order to address individual student learning needs and student engagement.	Departments Site Leadership PLCs Leadership Team, as defined in 1.1	Annual update of Student/ Community Profile Illuminate Aeries SARC	Illuminate subscription and ongoing training	2019-2025
1.3	Improve use of formative assessments to identify achievement gaps and provide early intervention.	Site Leadership team Instructional Coaches MTSS Team	Formative assessments and results Student performance data	Time Meeting time	2019-2025
1.4	Develop and define a baseline set of competencies and assessments for each CTE pathway capstone course.	Administrators CTE teachers	Course syllabi Competency certificate	Time	2019--2020
1.5	Explore student certifications and stackable credentials in collaboration with Monterey Peninsula College.	Administrators CTE teachers MPC staff	Course syllabi	Time	2019-2022
1.6	Refine the Senior Exit Survey to better understand perceptions regarding student preparedness for post high school pathways.	Counselors Administrators	Senior Exit Survey	Meeting time	2020-2021
1.7	Update and refine communication protocol to use with all students regarding career pathways, including secondary and post-secondary choices.	Administrators Counselors CTE teachers	Communication protocol Student surveys	Time	2020-2021
1.8	Conduct deeper analysis of student engagement, explore means of improving student engagement and instructional innovation, and make recommendations.	Leadership Team, as defined in 1.1	Survey	Time Training	2020-2021
1.9	Identify a protocol to conduct an internal audit of both vertical and horizontal alignment of curriculum, instructional practices, and common assessments; and use the protocol to reflect on findings.	Site Leadership Team Instructional Coaches Department Chairs	Protocol Revised Course Descriptions and Curriculum Maps Aeries	Time Training	2020-2022
1.10	Create matrices to define universal instructional expectations (Tier 1), as well as Tier 2, and 3 interventions and protocols to meet the academic needs of all students.	MTSS Team	Matrices Assessment of the tiered interventions	Time	2021-2022
1.11	Update and refine course descriptions, curriculum maps, units, lessons, and assessments, where needed, to ensure vertical and horizontal articulation and common competencies for students.	Department chairs All teachers	Updated course descriptions and curriculum maps Common assessments	Time	2022-2024

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

Measurable Outcomes	<ul style="list-style-type: none"> CHS student reports of caring relationship and school connectedness will exceed 90% on the California Healthy Kids Survey (CHKS). 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. CHS staff reports on their working environment will be at 90% satisfied/highly satisfied on the California School Climate Survey. CHS student reports of school stress and academic worries will decrease by at least 5% annually, as measured by the Stanford Survey (Challenge Success) of Adolescent School Experiences and local measures.
Rationale	<ul style="list-style-type: none"> Goal 2 and measurable outcomes are aligned with District / LCAP goals and Single Plan for Student Achievement. CHKS and Challenge Success data indicate high levels of student stress.
SLOs Addressed	<ul style="list-style-type: none"> Connected Citizens Successful Individuals
Critical Academic Needs Addressed	<ul style="list-style-type: none"> Address the high-stress levels reported and exhibited by students. Ensure that all students feel connected, supported, and valued.
Strategy	<ul style="list-style-type: none"> CHS will support student wellness and create opportunities for students to reflect on their emotional and physical well-being.

Action Steps

	Action Item	Responsible Persons	Means to Monitor Progress	Resources and Proposed Expenditures	Timeline
2.1	Define the leadership structure to implement MTSS / WASC action plan to address Goal 2.	WASC Leadership Team MTSS Team	Team composition Meeting calendar, agendas, and minutes	Meeting time	2018-2019
2.2	Request that wifi access be added to school buses.	Administration	Wifi in the buses	District budget	2018-2019
2.3	Support District in establishing plan to extend funding for SRO.	Site and District Administration	Renewed grant or alternate funding source	Time	2019-2020
2.4	Advocate for stadium lights to be added to the CHS and other district fields that support CHS athletics.	Community Advisory Council Administration Athletics Coaches	Facilities Master Plan	District budget	2019-2020
2.5	Review how we structure time (start time, bell schedule, block schedule, potential advisory period) and present potential alternate schedule options.	Challenge Success Committee	Student, parent, teacher surveys	Time Resources dependent on level of restructure	2019-2020
2.6	Expand tutoring services for CHS students.	Administration Teachers/Club Advisers	Student performance results	Training Tutor compensation	2019-2020

	Action Item	Responsible Persons	Means to Monitor Progress	Resources/Proposed Expenditures	Timeline
2.7	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.	Leadership Team, as defined in 2.1 / MTSS	FIA MTSS Tiered Intervention Matrices CHKS Challenge Success Survey Parent Survey California School Staff Survey	Time Professional development	2019-2020
2.8	Identify a protocol to evaluate current homework practices and make recommendations for refinements.	Site Leadership Team Challenge Success Committee	Homework Protocol CHKS Challenge Success Survey Parent Survey	Time	2019-2021
2.9	Further develop and refine alcohol, drug, and tobacco education program.	SRO Site Administration District Administration Counselors	CHKS Challenge Success Survey Parent Survey California School Staff Survey	Time SRO Grant renewal funding	2019-2022
2.10	Conduct deeper analysis of student stress and anxiety and to better understand its causes.	Leadership Team, as defined in 2.1	MTSS Challenge Success Survey CHKS	Time Surveys	2019-2025
2.11	Evaluate and find ways to enhance the effectiveness of the school-parent partnership in addressing student health and wellness.	Site Administration Counselors School Site Council Parent Booster Groups	Parent Surveys Parent Focus Group	Time	2020-2022
2.12	Expand social norming campaign to encourage health and wellness.	Site administration Leadership Students Graphic Design Students Video Production Students	Social Norming posters and social media campaign CHKS Challenge Success Survey Parent Survey California School Staff Survey	Time Technology	2020-2022
2.13	Incorporate best practices in health and wellness education into regular instruction (movement strategies, brain breaks, time management, stress management).	Leadership Team, as defined in 2.1 All faculty	Sample lessons CHKS Challenge Success Survey Parent Survey California School Staff Survey	Time Professional development	2020-2023
2.14	Explore creative ways to increase student physical activity during the school day.	Leadership Team, as defined in 2.1 Leadership Students All faculty	Walk-through observations Sample lessons Student surveys	Equipment Professional development	2020-2023
2.15	Consider the formulation of a compact between the school and families to promote student health and wellness.	Site Administration Counselors School Site Council Parent Booster Groups	Compact	Time Sample compacts	2022-2023

Goal 3: All staff engage in high quality professional learning to meet the district's academic and social-emotional goals.

Measurable Outcomes	<ul style="list-style-type: none"> 80% of CHS teachers will report that professional learning supports their work. The number of teachers participating in formal and/or informal instructional coaching will increase by 25%. 90% of teachers participating in instructional coaching will find the support valuable. Classified and non-represented staff who attend professional learning will be surveyed about the effectiveness of the learning activities. 50% of classified staff will report that professional learning supported an identified need and that the professional learning activities were effective.
Rationale	<ul style="list-style-type: none"> Goal 3 and measurable outcomes are aligned with District / LCAP goals and Single Plan for Student Achievement.
SLOs Addressed	<ul style="list-style-type: none"> Connected Citizens High-Level Thinkers Successful Individuals
Critical Academic Needs Addressed	<ul style="list-style-type: none"> Develop a plan to narrow the achievement gaps revealed in our performance data. Address the high-stress levels reported and exhibited by students. Ensure that all students feel connected, supported and valued.
Strategy	<ul style="list-style-type: none"> CHS will 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.

Action Steps					
	Action Item	Responsible Persons	Means to Monitor Progress	Resources?Proposed Expenditures	Timeline
3.1	Train all teachers in the use of Illuminate in order to streamline the use of data to differentiate instruction according to student need.	Site Professional Learning Team Site and District administrators All faculty	Illuminate Professional Development / Training Calendar Analysis of student data and student work	Illuminate subscription Time	2019-2021
3.2	Refine teacher-driven Topic Team professional learning model and determine means of measuring how it is improving the student learning experience.	Site Professional Learning Team District Professional Learning Team	Calendar Protocol for Topic Teams Feedback on professional learning	Time PLC facilitator training Training	2019-2022
3.3	Site Professional Learning team will meet regularly to guide professional learning based on best practices and teacher feedback as well as ensure that professional learning is aligned with District and WASC goals, critical learning needs, and SLOs (student learning objectives).	Site Professional Learning Team District Professional Learning Team	Meeting calendar Professional Development Day agendas and materials	Time	2019-2025
3.4	Create opportunities to explore cross-curricular collaboration around instructional innovation.	Site Professional Learning Team District Professional Learning Team Topic Teams	Meeting calendar Professional Development Day agendas and materials Sample lessons / projects Feedback on professional learning	Time	2019-2025

	Action Item	Responsible Persons	Means to Monitor Progress	Resources and Proposed Expenditures	Timeline
3.5	Train all faculty and staff in the language of MTSS to ensure a common understanding in facilitating its implementation.	Leadership Team as defined by 1.1 and 2.1 MTSS Team	FIA Calendar and agenda for training Feedback on training	Time Human resources	2019-2025
3.6	Train PLC facilitators in how to conduct a cycle of inquiry and how to effectively analyze and use data to drive instructional decisions.	Instructional coaches PLC facilitators Administration	Training calendar and program	Time Human resources	2019-2025
3.7	Identify and provide supports for teachers to design and implement innovative instruction.	Site Professional Leadership Team District Professional Leadership Team All faculty	Support structure Sample lessons Analysis of student work Feedback on professional learning	Time Resources for training	2020-2022
3.8	Train teachers in best practices in social-emotional learning and how to incorporate health and wellness into their instruction.	Outside expert in SEL Topic Teams Site Professional Learning Team District Professional Learning Team	Calendar Professional Development Day agendas and materials Feedback on professional learning	Resources for training	2020-2023

IMPLEMENTATION PLAN

- Upon completion of the Focus on Learning self-study, the WASC Leadership Team will continue to meet monthly throughout the remainder of the 2018-2019 school year to determine a leadership structure to implement our action plan and MTSS. Beginning in the fall of 2019, responsibility for overseeing the implementation of the action plan will shift to that team, as well as Site Leadership.
- Focus Groups will be retained as cross-curricular teams and will meet as needed to address items in the action plan.
- Implementation will be monitored through the annual update and Board approval of the Single Plan for Student Achievement and LCAP.
- Over the next three years, a successor for the position of WASC Self-Study coordinator will be identified and trained to ensure a smooth transition in leadership.