

School Year: 2020-2021

Carmel Unified School District

# Carmel High School's School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Carmel High School	27-65987-2730414	Sept. 4, 2020	Sept 30, 2020

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

With this school year presenting unforeseen challenges to instruction in form of COVID 19, CHS has retasked much of the work to address the immediate needs of Remote Schooling with an eye on the eventual return to school in a hybrid instructional model. These plans were developed and reviewed over the summer of 2020 with the goal of implementation in the Fall of 2020. As such, much of prior year's SPSA goals have been tabled or changed to meet the new methods of instruction required. This SPSA is a schoolwide action plan that seeks to address all students and by that metric, also address our underserved populations.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This year the district has been asked to address the needs of students due to COVID 19 through a Learning Continuity Plan. The CHS SPSA is the school's reflection of the adherence to the requirements in the district plan. The school has placed a premium on addressing students' school connection along with developing new protocols to support struggling students, particularly when engaged in remote schooling. The school maintains its commitment to the WASC Action Plan and will seek to address the findings from the upcoming mid-cycle report during the 2021-22 school year.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Over the summer, the school held several small focus groups on the development of the re-opening with staff. The Principal held an open forum with the leadership class to review student needs and garner feedback. School site administration has also participated in two district wide open forums as well as hosted one session that was designed to address high school specific questions. Throughout

the summer, the Principal worked with select staff on specific scheduling needs The Padre Parents, the school PTA, will review the outline of the document at it's first regular meeting.

Meeting groups/dates include:

School Reopening Mtgs: 6/15 - 6/18 - School Site and District Leadership Teams

CHS Staff Open Forums: 6/18, 6/19, 6/23, 6/25, 6, 29, 7/9, 7/23

CUSD Administrative Town Hall: 6/25 - Mtg. to discuss reopening plans with CUSD parents

Leadership class: 7/24

CHS Town Hall with Parents: 7/28

Padre Padre Parents: 9/4 - Shared school focus for year

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

WiFi access and broadband strength has proven challenging for our students living in remote areas including Big Sur and Cachagua. The district has provided hotspots for all students but there is still a significant number of families who are unable to access online instruction due to living in remote terrain.

## Goals, Strategies, Expenditures, & Annual Review

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

### Goal 1

**All students engage in challenging, innovative, and relevant learning experiences to prepare them for college, career, and global citizenship. (Aligns with Learning Continuity and Attendance Plan: Continuity of Learning & Instruction, Pupil Learning Loss, Pupil Participation and Progress & Goal 1 in 2019-2020 LCAP)**

#### Identified Need

CHS continues to prioritize our WASC action plan goals in conjunction with the LCP for the 2020-2021 school year.

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

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

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased person to person engagement in online teaching platform.	2019-20 distance learning featured minimal person to person teaching with approximately 60% of all sessions featuring live instruction.	100% of classes will include person to person live interaction as measured by attendance collection data and grade analysis.
Increased live instructional minutes for the 2020-21 online platform.	2019-20 distance learning did not have a required number of minutes for live instructional minutes.	At least 33% of total instructional time per period will be done synchronously to ensure live contact, participation, and to address student progress monitoring.
Increased support for Hispanic/Latino and socioeconomically disadvantaged students in our effort to decrease the achievement gap.	2019-20 distance learning lead to low academic engagement with our significant subgroups	100% of students who have D's/F's at quarter & semester will receive extra support from the Early alert program as well as dedicated Office Hours embedded in the instructional week.
Meet or exceed state standards on the CAASPP. (If offered by the state of California)	82% English overall -73% of Hispanic/Latinos -64% Socioeconomically Disadvantaged 65% Math overall -44% Hispanic/Latino -45% Socioeconomically Disadvantaged	Maintain 80% of ELA students and attain 75% of math students  Subgroups -Increase at least 3% in English -Increase at least 5% in Math

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

**Strategy/Activity**

Students will use Zoom for synchronous instruction and Google Classroom for asynchronous support while using a variety of virtual instructional tools as provided by the teacher to promote challenging, innovative and relevant learning experiences

**Proposed Expenditures for this Strategy/Activity**

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

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

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

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

**Strategy/Activity**

Continue to improve use of self developed diagnostics and common formative/summative assessments as well as instructional program assessments to determine student learning, potential learning loss, achievement gaps and provide early intervention. Keep an eye toward Smarter Balanced Interim assessments in ELA and Mathematics to monitor student learning.

1. Leadership Team along with support from Instructional Coaches work with teachers/departments to analyze formative assessments and results as well as student performance data
2. Use Early Alert Program for academic support (explained in Goal 2: Strategy/Activity 1)

**Proposed Expenditures for this Strategy/Activity**

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

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

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

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

#### Strategy/Activity

Monitor pupil participation and progress using updated attendance protocols

- Measure synchronous learning the by attendance during live instruction
- Measure Asynchronous learning by assignment completion for independent work or evidence of assigned work time completion recorded in online platforms as determined by certificated staff.
- Use Aeries to record attendance and maintain gradebooks using updated district driven protocols.

N/A	<p>All programs funded by district general funds.</p> <p>PD costs will be funded through site or C&amp;I funding sources.</p>
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## Annual Review

### SPSA Year Reviewed: 2019–20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Based on our abrupt halt to in-person instruction in mid-March due to COVID-19, we were unable to complete the collection of data necessary to assess implementation of specific strategies/activities and overall effectiveness.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Intended implementation and budgeted expenditures diverted when we moved to distance learning ("crisis learning") spring 2020.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes have been made to reflect components in the newly required Learning Continuity and Attendance Plan, which replaces LCAP.

## Goal 2

**All students achieve personal wellness through an environment that fosters health and happiness.** (*Aligns with Learning Continuity and Attendance Plan: Support for Pupils with Unique Needs, Mental Health and Social Wellbeing & Goal 2 in 2019-2020 LCAP* )

### Identified Need

Based on our experiences during the Spring 2020 COVID distance learning as well as reporting from all stakeholders, school connectedness is of great concern. Students report feeling disconnected from peers and the larger school culture leading to an increase in self-reported anxiety and stress. Additionally, the state of California is requiring the school address areas of student wellness and school culture as determined by SB 98.

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHS student reports of caring relationship and school connectedness on the California Healthy Kids Survey (CHKS).	92% caring relationship 73% connectedness	Maintain 90% or higher
CHS student reports of school stress and academic worries as measured by the Stanford Survey (Challenge Success) of Adolescent School Experiences and local measures.	65% reported they were often or always stressed by how doing in school	Decrease by at least 5% annually
Student survey	We were unable to complete a survey at the end of last year, but heard from numerous parents about the number of students with increased levels of anxiety and depression due to the pandemic.	90% of students will report a drop in levels of depression and anxiety. 90% of students will report a feeling of connection to a minimum of one adult on campus.
Parent survey	We were unable to complete a survey at the end of last year, but heard from numerous parents about the number of students with increased levels of anxiety and depression due to the pandemic.	90% of parents will report a drop in levels of depression and anxiety in their student(s).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Use the newly created Early Alert Program to Identify learners who are at risk of falling behind academically, socio-emotionally and/or behaviorally.

- Provide student services similar to those found in person (e.g., counseling, etc.) appropriate to online distance learning
- Use a tiered method of intervention that includes teacher phone calls home, a Student Support team made up of Classified staff and administration who will triage student needs as they are identified and school counselors and social workers who will offer ongoing support to students and families.
- Counselors provide open office hours during the week for “drop ins” via zoom.
- The school keeps a record of Early Alert interventions in Aeries so it is catalogued and can be examined for overall trends and needs as they arise.
- Students who do not respond to these interactions will be referred to an SST for additional intervention.
- Continue to use CHS full time social-emotional counselor to work with individual students and groups of students who need Tier 2/3 level support.

**Proposed Expenditures for this Strategy/Activity**

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

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**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Development and implementation of the CHS Connect program designed to address academic support, logistical needs in navigating remote schooling, and to celebrate student success. It promotes meaningful relationships between staff and students and places a priority on school connections

- Cohorted groups meet for the year with no more than 20 students, organized by grade level, and paired with a faculty member who conducts weekly check-ins
- No grades assigned but attendance required

- Staff with CHS Connect groups act as coaches and advocates while encouraging students to participate in the life of CHS and achieve their academic potential. They help students solve current concerns or issues and navigate needs to be successful in a digital learning environment (how to get a chromebook fixed, how to get access to teachers support materials)

**Proposed Expenditures for this Strategy/Activity**

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**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Promote Staff Wellness

- Adjusted the weekly schedule to allot additional prep time for class preparation and review of best practices.
- Instructional coaches are available to support staff and help problem solve class delivery issues leading to decreased levels of stress.

**Proposed Expenditures for this Strategy/Activity**

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Amount(s)	Source(s)
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# Annual Review

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## ANALYSIS

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Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes have been made to reflect components in the newly required Learning Continuity and Attendance Plan, which replaces LCAP.

## Goal 3

**Goal 3: All staff engage in high quality professional learning to meet the district’s academic and social-emotional goals. Aligns with Learning Continuity and Attendance Plan: Distance Learning Professional Development & Goal 3 in 2019-2020 LCAP)**

### Identified Need

Based on the need to plan for distance and hybrid learning models, professional development focused on common learning platforms and virtual synchronous and asynchronous instruction. Beginning in the spring of 2020 and continuing throughout the summer months, stakeholder input drove decision making around professional development along with resource development and curation.

In years' past, the school developed their culture of professional learning through the use of Topic Teams. However, the need for more department specific professional learning focused on distance learning instruction has yielded a change in our approach.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHS teachers report that professional learning supports their work.	-98% in 2018/19 -We were unable to complete a survey at the end of last year.	Maintain 90% or above
The number of teachers participating in formal and/or informal instructional coaching	-84 teacher interactions in 2018/19 -We were unable to collect accurate data at the end of last year.	Increase interactions following initial training by at least 25%

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Staff attend a 3-day Summer Institute in June - and late July for those unable to attend in June - (provided by C&I department) that focused on distance learning

- Build an understanding of pedagogical shifts and best practices around distance learning, re-thinking assessment, understanding by design and lesson planning, synchronous vs. asynchronous learning, effective strategies for synchronous instruction (Zoom), delivering meaningful asynchronous instruction (Sceencastify, Ed Puzzle, Nearpod and other support tools), community building, authentic school connectedness strategies, Social Emotional Learning, and the use of Google Classroom as a singular learning platform for effective communication and classroom resource management.
- Teachers were introduced to various sites and resources related to online learning.

### Proposed Expenditures for this Strategy/Activity

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

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

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Increase faculty proficiency in using common online platforms as well as increase adeptness in using virtual instructional, assessment and accounting practices. Strong focus on live engagement and student/teacher interaction

- Use allocated time during staff meetings, department meetings and the two ½ professional development days to build accuity in using virtual tools and platforms for optimal instruction and assessment with a focus on Zoom, Google Classroom and Aeries On-line Gradebook

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

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