School Plan for Student Achievement (SPSA) Template

School Name  |  County-District-School (CDS) Code  |  School Site Council (SSC)/ Stakeholder Committee Review Date  |  Carmel Unified School District Local Board Approval Date
---|---|---|---
Carmel High School  |  27-65987-2730414  |  March 31, 2021  |  June 22, 2022

Purpose and Description

The 2022-23 school year will be one marked with a reevaluation of our bell schedule to determine if our current system offers our students their best opportunity for success as well as to begin to align our school with the California Late Start law that has recently been enacted. We will also strive to further embed our commitment to Social Emotional Learning and student mental health. Finally, it is our intention to address the ongoing need to teach compassion and inclusion in our curriculum as well as model it in our overall school culture.

Stakeholder Involvement

Involvement Process for the SPSA

Beginning in March, CHS staff engaged in a review of the current needs of our students through a series of grade level and department meetings. The intent of this process was to develop authentic schoolwide goals that would reflect the current areas of need and align our work with the district LCAP goals as well as our WASC Action Plan that has been modified from our mid-cycle visit.

The draft of the plan will be reviewed by our newly constituted School Site Council along with our Site Leadership Team. Other stakeholder groups such as Padre Parents and ASB will be able to review the document as well at the onset of the 22-23 school year.

Annual Review

SPSA Year Reviewed: 2021–22

Goal 1:

CHS effectively developed an Academic Support Coordinator to address the needs of students with identified learning loss due to the pandemic. The ACS was instrumental in the creation and implementation of our Student Support team that met monthly throughout the school year. Students who are reviewed received additional support from the Wellness Team as well as other school staff.
In addition, the CTE Coordinator position was filled for the majority of the year and helped coordinate guest speakers and field trips for our CTE programs. The position is now being expanded to include aspects of parent outreach for the upcoming school year.

Finally, the math department successfully implemented the NWEA/MAP tests for baseline data in Integrated 1 and 2 that will be used for placement in math tutorial in the coming school year.

Goal 2:
CHS was successful in its efforts at creating a Wellness Center that is now staffed by a full time LCSW, a full time LMFT and a classified Wellness Outreach Worker. The center reported that 58% of the students have visited at least one time, with over 60 students receiving ongoing care from the staff. The Wellness Team also published a monthly newsletter to engage in proactive mental health options for students.

CHS launched the highly successful “Week of Welcome” to open the school year with students and staff engaging in activities to reconnect to the school post pandemic. This will be the template for the start of school going forward.

The school has made great strides in addressing aspects of Sexual Assault and Sexual Harassment on campus with the partnership with the Monterey County Rape Crisis Center yielding the creation of the Our Voices club which was active throughout the year culminating with activities in the month of April to address these concerns.

Goal 3
The staff engaged in a year long PD partnership with EQ Schools that brought about discussions about best practices for identifying and addressing student stress and anxiety. There was also the creation of the Social Emotional Learning (SEL) Leadership team to develop the school’s vision for SEL and begin to highlight best practices in the classroom.

Goals, Strategies, Expenditures, & Annual Review

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 2021-2024 LCAP).
Identified Need

CHS has a wide range of engaging learning opportunities for students in the areas of Arts, Medicine and STEM but is lacking pathway options for those students interested in other aspects of post-secondary planning. Additionally, there are students who struggle to maintain the A-G eligibility, particularly through math, that are in need of strategic Tier 2 and 3 support. While the school has made strides in creating systems for those in need, there is still a lack of systemic tools to identify those students and measure their progress when they are aligned with Tier 2 and 3 services.

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDE College and Career Measures Report</td>
<td>In 2021, CHS had 41% of students in the graduating cohort who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course</td>
<td>We do not anticipate a shift in this number until 23-24 when the new proposed courses will come on line.</td>
</tr>
<tr>
<td>Strategies Class Enrollment</td>
<td>in 2021-22 there were 30 students enrolled in Strategies for Success</td>
<td>We anticipate this number staying static for the upcoming school year</td>
</tr>
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</table>

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students (focusing on students not currently enrolled in a CTE Pathway)

Strategy/Activity

CHS will seek to expand the CTE program offerings in the following areas:
Marketing/Business
Child Development and Mental Health
This will be accomplished by hiring a consultant to help develop a Marketing/Business pathway with an eye to adding courses in the 23-24 school year. This will culminate with a Capstone course in Entrepreneurship with a focus on creating a student run store on campus.
CHS Staff will also develop a Peer Helping program using our existing Link Crew structure to expand into a co-curricular program. This class will work collaboratively with our Wellness Center to transition from merely a response system for student mental health needs to a more proactive approach with outreach into classes.

Funding Source(s) for this Strategy/Activity

CTEIG and Strong Workforce Grant, CTEIG COVID relief funds
Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students in Math Integrated 1 and 2 (special emphasis on Hispanic/Latino & socio-economically disadvantaged students)

Strategy/Activity

The math department will use the NWEA/MAP Common assessments to help strategically identify students in need of support both via Tier 1 in class strategies, Tier 2 supports to be identified as well as Tier 3 Math Support placement.

Funding Source(s) for this Strategy/Activity

Split funding between the Site and C&I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

CHS will review, adjust and confirm MTSS systems for Tier 1, 2 and 3 support that are clearly defined within the department action plans. This includes strategies for placement in Tier 2 and 3 programs such as Strategies for Success, Math Tutorial, English Tutorial support and Office Hours.

Funding Source(s) for this Strategy/Activity

None Needed

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 2021-2024 LCAP).

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<tr>
<th>Challenge Success Survey</th>
<th>In 2021, 15% of students reported being disengaged from school</th>
<th>Decrease the disengagement figure by 5% to account for more students involved in programs on site.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge Success Survey</td>
<td>70% of students indicate they have someone on campus to go to if they have a personal problem.</td>
<td>Maintain the 70% threshold</td>
</tr>
</tbody>
</table>

**Strategy/Activity 1**

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

All Students

**Strategy/Activity**

CHS will continue to expand the existing partnership with the Monterey County Rape Crisis Center to address issues of Sexual Harassment and Sexual Assault. This includes developing a coordinated prevention campaign that is embedded in classroom lessons in all grade levels.

**Funding Source(s) for this Strategy/Activity**

Site Funds

**Strategy/Activity 2**

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

All Students

**Strategy/Activity**

The CHS Wellness Team will develop and implement a series of drop in presentations to classes to address aspects of students stress and anxiety. Presentations will be grade level specific to include issues tailored to the experiences of students that are age appropriate.

**Funding Source(s) for this Strategy/Activity**

ASB and Site Funds
Goal 3

All students gain an understanding of the common CHS school culture and expectations which includes both academics and behaviors.

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<td>Reduction in referrals for disruption</td>
<td>We will use 21-22 referral data in Aeries as our baseline for improvement</td>
<td>Reduction in referrals for the 22-23 school year by 5%</td>
</tr>
<tr>
<td>Students took the Race and Inclusion survey in April of 2022 to establish baseline data</td>
<td>In 2021, 10% of students reported having been the subject of a racially motivated act or statement at school</td>
<td>Reduction in self determined incident of discrimination and hate speech on campus</td>
</tr>
<tr>
<td>Challenge Success Survey</td>
<td>Students reported the following 69% of students experience stress through assessments in class. 53% identify procrastination and time management as a dominant stressor</td>
<td></td>
</tr>
</tbody>
</table>

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Deepen understanding and appreciation of various viewpoints in society amongst students and staff.

1) Develop a student-led school-wide Social Justice Committee that pulls together representation from current Social Justice Task Forces and Clubs as well as staff to jointly spearhead efforts in building common norms for student interaction amongst varying populations.

2) Committee works together to use data collected from baseline surveys to chart a plan of action for the school year.

Funding Source(s) for this Strategy/Activity

Site Funds
Strategy/Activity 2
Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Build a common set of beliefs/norms with related actions that focus on preventing (Tier 1) and addressing (Tiers 2 & 3) unwanted behaviors school-wide.

CHS staff will develop a set of classroom management best practices through research and shared experience. These practices will then be adopted as universal by grade level through the grade level teams.

Site Leadership will conduct a thorough analysis and audit of school policies to align with best practices of classroom management

Funding Source(s) for this Strategy/Activity

Site and District Funds

Goal 4

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 2021-2024 LCAP

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<td>Staff Survey Results from Professional Development Days</td>
<td>In 2021, It was reported that 74.8% of staff felt the PD with EQ Schools was effective.</td>
<td>An increase in staff satisfaction by 5% over the prior year.</td>
</tr>
</tbody>
</table>

Strategy/Activity 1
Students to be Served by this Strategy/Activity

All Students

Strategy/Activity
In 2021-22 CHS staff engaged in schoolwide Professional Development in partnership with EQ Schools to help bring a coordinated approach to Social Emotional Learning. The SEL Leadership team will finalize the school vision for SEL and how it balances with the overall vision/mission of the school. The team will also develop a set of core beliefs about SEL that will guide the PD provided by our new Professional Learning Coach.

Funding Source(s) for this Strategy/Activity

Site and District Funds for .8 FTE

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

CHS staff will create an Inclusive Teaching Steering Committee tasked with researching and developing a systematic approach to Professional Development around culturally inclusive instruction. The committee will be responsible for researching and making recommendations to the Site Leadership and the district about methods to address inclusion in the classroom and the school as a whole.

Funding Source(s) for this Strategy/Activity

None Needed