

School Year: [2023-2024]

School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC)/ Stakeholder Committee Review Date	Local Board Approval Date
Carmel High School	27-65987-2730414	May 17, 2023	June 21, 2023

Purpose and Description

In the 2023-24 school year CHS staff and administration will work closely with the new district College and Career Readiness Director to evaluate and expand pathway options for students; continue to further embed our commitment to Social Emotional Learning and student mental health as well as pivot toward a school-wide focus on the behavioral component of MTSS; and, address the ongoing need to teach compassion and inclusion in our curriculum as well as model it in our overall school culture. We will also continue to fine-tune our newly adopted bell schedule which provides weekly Office Hours for all students embedded within the school day.

Stakeholder Involvement

Involvement Process for the SPSA

Through regularly calendared department and staff meetings, CHS staff continued to review the current needs of our students and review progress. This helped to inform potential activities that connected to our school wide goals ensuring current areas of need would be addressed.

The School Site Council began meeting in October, when they engaged in a review of the Single Plan, and met throughout the school year to review and evaluate progress and make updates. The Single Plan was reviewed regularly throughout the year by the Site Leadership Team. Presentations were made to the Padre Parents organization, along with presentations and engagement with the ASB class.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE College and Career Measures Report	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	We do not anticipate a shift in this number until 23-24 when the new proposed courses will come on line.
Strategies Class Enrollment	In 2022-23 there were 30 students enrolled in Strategies for Success	We anticipate this number staying static for the upcoming school year

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 establish, maintain and expand CTE courses and career pathways including but not limited to Marketing/Business, Child Development and Mental Health

Funding Source(s) for this Strategy/Activity

CTEIG and Strong Workforce Grant

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 continue to use the NWEA/MAP Common assessments to help strategically identify students with greater need and concepts for deeper instruction to influence Tier 1, 2 & 3 instruction and supports.

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 continue to review, adjust and confirm MTSS systems for Tier 1, 2 and 3 support that are clearly defined within departments. This includes strategies for placement in Tier 2 and 3 programs such as Study Hall, Strategies for Success, Math Tutorial, English Tutorial support and Office Hours.

Funding Source(s) for this Strategy/Activity

None Needed

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

CHS, in coordination with district support, will begin preliminary research into Ethnic Studies requirements and consider potential models for implementation by 2025.

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).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Challenge Success Survey	In 2021, 15% of students reported being disengaged from school	Decrease the disengagement figure by 5% to account for more students involved in programs on site.
Challenge Success Survey	70% of students indicate they have someone on campus to go to if they have a personal problem.	Maintain the 70% threshold

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 classrooms and permeates 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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduction in referrals for disruption	We will use 22-23 referral data in Aeries as our baseline for improvement	Reduction in referrals for the 23-24 school year by 5%
Students took the Race and Inclusion survey in April of 2023 to compare to baseline data from 2022	In 2021, 10% of students reported having been the subject of a racially motivated act or statement at school	Reduction in self determined incident of discrimination and hate speech on campus
Challenge Success Survey	Students reported the following 69% of students experience stress through assessments in class. 53% identify procrastination and time management as a dominant stressor	

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.
- 3) Form a Data Committee to monitor attendance and discipline data and work to build systems of improvement which will be shared with the entire CHS community.

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

CHS will form a Data Committee that monitors attendance and discipline data and works to build systems for staff and students which are shared widely in written form.

Funding Source(s) for this Strategy/Activity

Site and District Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

CHS will focus on further developing tiered, system-wide Behavioral Supports for students and staff. The Tier 1 focus will include regular events and recognitions to promote an emphasis on positive behaviors and attendance.

Funding Source(s) for this Strategy/Activity

Site Funds

Goal 4

All staff engage in high quality professional learning to meet the district's academic and social-emotional goals. Aligns with Goal 3 in 2021-2024 LCAP

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Survey Results from Professional Development Days	In 2021, It was reported that 74.8% of staff felt the PD with EQ Schools was effective.	An increase in staff satisfaction by 5% over the prior year.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Based on previous last 2 years focus on SEL and the mission that was built by the SEL Leadership team, CHS will provide professional learning opportunities for staff to maintain a safe social emotional environment for all students

Funding Source(s) for this Strategy/Activity

Site and District Funds for .4 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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Build in varied forms of communication with families about CHS's professional learning focus and provide parallel strategies/ideas for implementation in the home environment

Funding Source(s) for this Strategy/Activity

None Needed

Annual Review

SPSA Year Reviewed: 2022–23

Goal 1:

With the mid-year hire of a new district level College & Career Readiness Director, the focus was on evaluating what currently exists and looking into areas of need. Based on this, CHS will continue its work in establishing, maintaining and expanding CTE courses and career pathways.

The math department found success in their initial use of the NWEA/MAP Common assessments to help ensure students are placed into the correct math classes. Next steps include conducting the assessment at several regular intervals throughout the year to gauge progress and analyze the data collected during department meeting PLC's.

An MTSS Working Group was formed consisting of Gen Ed teachers as well as those who teach Support and Special Education classes. Their work ended with decisions around entrance and exit criteria as well as quarterly movement in and out Support Classes based on need. With the focus this year on Tier 2 and 3 supports, moving to a Tier 1 focus next year will provide all students with support they need within their classrooms.

Goal 2:

To expand on our partnership with the Monterey County Rape Crisis Center in addressing issues of Sexual Harassment and Sexual Assault, CHS formed a Working Group which met at regular intervals throughout the year and included a team of students, faculty, as well as MCRCC staff. The goal remained to continue to raise awareness and empower bystanders. Bystander training was provided to not only the Our Voices Club, but also to all interested students during a series of weekly training sessions in the gym during lunch breaks. The focus was not only on overt situations but also drew attention to microaggressions.

The CHS Wellness Team worked with the 9th grade Health class as well as its companion World Geography class to train students on ways to reduce and relieve stresses students encounter. The Wellness Team will continue to expand these presentations into more grade levels as well as provide tiered support within the Wellness Center.

Goal 3:

The student-led school-wide Social Justice Committee that pulls together representation from current Social Justice Task Forces and Clubs met monthly to tackle issues such as equal access to all locker rooms for students participating in afterschool sports and continued to build awareness around

microaggressions. A Working Group was formed which brought faculty together with student representatives from the Social Justice Committee. This team analyzed data collected from the student developed Anti-Hate Speech Survey which is given to all students annually.

Progress on the building of a common set of beliefs/norms with related actions that focus on preventing (Tier 1) and addressing (Tiers 2 & 3) unwanted behaviors school-wide is still in the works. This will be a focus for staff in the coming school year.

Goal 4:

Professional Learning centered around topics that arose from an analysis of needs/areas of growth from the previous year. Those topics included Anti-Hate Speech Task Force, Bell Schedule Study, Data Development and Management, MTSS/Intervention, Sexual Assault/Sexual Harassment Task Force, SEL Leadership Team and Student Study Skills. Working Groups consisting of staff and representative students from taskforces/committees/clubs were formed based on interest in one of the areas.

An Inclusive Teaching Steering Committee tasked with researching and developing a systematic approach to Professional Learning around culturally inclusive instruction has not yet been formed. Once this has occurred in the upcoming year, 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.