

# Carlsbad Municipal Schools

## 1. District Overview

### Enrollment:

7 Elementary Schools - 3,318  
 2 Intermediate Schools - 1,428  
 1 High School - 1,428  
 1 Early College HS - 206  
 1 6-12 Enrichment Center - 191  
 (Student enrollment as of May 2021)

### Demographics:

Hispanic - 62%  
 Cacuasian - 35%  
 Black - 1.5%  
 Asian - 1.0%  
 All Other Categories - < 1.0%

### District Performance:

District-wide Performance	
Percentage of students who meet or exceed proficiency on standards-based assessments in mathematics:	18%
Percentage of students who meet or exceed proficiency on standards-based assessments in reading:	29%
Percentage of students who meet or exceed proficiency on standards-based assessments in science:	44.90%
Four-year cohort graduation rate 2020:	71%

## 2. Three Things The Legislature Should Know

1. Decline in Enrollment
2. Teacher Vacancies
3. Redesign of secondary schools into Career Academies.

### Decline in Enrollment From 2019-20 to 2020-21

	2019-20	2020-21	CHANGE
<b>40 DAY</b>	6987	6549	-438
<b>80 DAY</b>	7013	6508	-505
<b>120 DAY</b>	7041	6498	-543

*Note numbers do not include PreK*

## **Vacancies**

- Currently 45 Vacancies in teaching positions
- Currently 2 school administrator vacancies
  - Ways we are working to fill vacancies
    - Usual recruitment practices-posting positions on website, universities
    - Grow our own
    - Advertising on billboards
    - Calling retired staff asking them to return to work
    - Additional Advertisement on targeted sites
    - Scouting degreed professionals and placing them on alternative pathways
    - Increased starting salary from \$42,000 to \$50,000 per year
- The district needs support in return-to-work incentives
- Support for alternative license and Emergency Certification

## **Redesign of Secondary Schools into Career Academies**

### High School Redesign

- The Southern Regional Education Board (SREB) conducted a study of the district's career pathways that included:
  - Department of Workforce Solutions
  - Department of Economic Development
  - The Eastern Workforce Development Board
  - New Mexico State University - Carlsbad representatives
- SREB Review of secondary programs and campuses included
  - Student Performance
  - Labor Market Alignment
  - Size, Scope, and Quality
  - Pathways of Study Implementation
  - Recruitment, Retention, and Training
  - Access and Equity
- SREB Recommended 4 career academies for CHS
- The Academies include
  - Academy of Business & Information Technology
  - Academy of Arts, A/V Technology and Communication
  - Academy of Health and Human Services
  - Academy of STEM & Industrial Technology
- Progress to date
  - Assistant Principals (Academy Principals), counselors, teachers, and students have been assigned to an academy that aligns to their interests, skills. and curiosity
  - Programs of Study have been developed for each Academy. Dual credit has been aligned.
  - Professional learning has centered on project-based learning

- Academies will launch in the school year 2021-22
- Grades 6-8 in intermediate schools are being modernized to support the Academy Structure at the high school. For example, repurposing “Woods” lab to create a makerspace for implementation of Project Lead The Way Courses (21st-century skills aligned)
- Desired Outcomes
  - The student belongs to a smaller learning community with like-minded students and teachers
  - Relevancy of core academic courses resulting in higher levels of student performance
  - Alignment of what is achieved in high school is articulated to postsecondary education and work goals.

### **3. Measuring Student Achievement**

- The school district is currently using formative assessments aligned to the adopted curriculum. These assessments are extracted from the adopted curriculum. The district utilizes Illuminate to create customized assessments.
- Short cycle assessments include those embedded in the district's ANET initiative. Grades 1-5 will utilize iStation in ELA and Math; the district is in the process of procuring MAPS for grades 6-11 for Beginning of Year, Middle of Year and End of Year measured growth.

### **4. Addressing Learning Loss**

- **Continue Work with Achievement Net Partners (Funded with federal resources)**
  - Equity
    - Identification of quality instructional material that is utilized at every grade level and in each classroom
      - K-12 Envision Math Adoption
      - Springboard ELA 6-12
      - The beginning adoption process of ELA
  - Acceleration versus remediation
    - Just in time remediation
- **Curriculum work this summer, with the help of WestEd, included teachers, district leaders (Funded with federal resources)**
  - Identification of priority standards
  - Development of curriculum maps
    - Included standards, unit timelines, alignment of an assessment tool
    - Additional support staff to help support teachers with curriculum implementations
      - Curriculum specialist that will concentrate on K-12 curriculum in Math, ELA, Science, and Career Academies
      - Bilingual and Equity Position
  - Implementation plan of Curriculum Maps

- Assessment Plan
  - MAPS
  - IStation

### **5. Plan for use of Federal Funds**

- Professional services provided by the Achievement Network and WestED to implement the learning loss strategies identified in the previous section.
- Continued commitment to Professional Learning Communities
- Additional compensation for Professional Learning Opportunities
- Safety and Sanitation of District Facilities (COVID)
  - Germinator
  - PPE
  - Additional cleaning
  - MIRV 13 Filters
- Staffing for Contract Tracing (COVID)
  - Two Safety Officers to handle contact tracing
- Technology Upgrades
  - WiFi in School Parking Lots
  - Hot Spot distribution to students in need

### **6. Lesson Learned Form COVID-19**

- The district was already on a 1-to-1 ratio as related to technology. Thus the district was able to execute remote learning much sooner than other schools, not at a 1-to-1 ratio.
- The district was able to utilize remote learning as an opportunity to upgrade internet connectivity in each school building to a 10G system.
- A partnership with T-Mobile enabled the school district to provide internet access to students/families that did not have such access. Students in very rural areas, such as those living in Queens, will need a Satellite connection for internet connectivity.