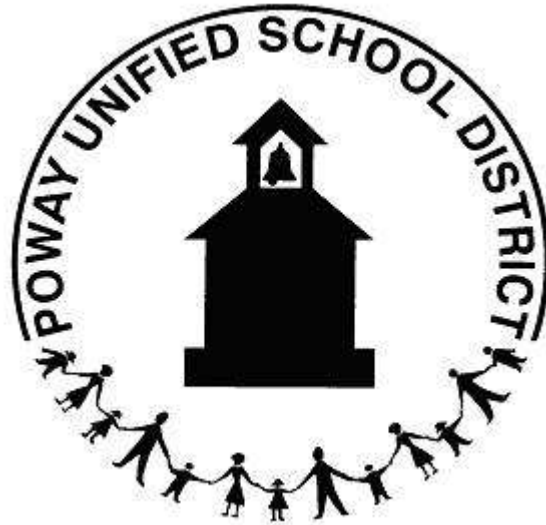


**Mt. Carmel High School
Single Plan for Student Achievement
2011-12**



**College Readiness for All –
Gateway to Our Students' Future**

*Ensuring the highest levels of success
for each and every student, with commitment to
Rigor, Relevance, and Relationships*

This plan meets the content requirements of amended Education Code 64001 for a SPSA. It provides a single comprehensive school plan to improve the academic performance of students. Completion of the plan satisfies requirements of all programs for which the school has an allocation in the California Consolidated Application for categorical funding.

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I.A. VISION AND ORGANIZATIONAL DIRECTIONS - PUSD STRATEGIC VISION

“College Readiness for all – Gateway to our Students’ Future”

In 2001-02, the district engaged in a strategic planning process. The resulting district plan identified two goals: Increase achievement for all students through a comprehensive literacy effort, and provide a physical learning environment to support learning for all students. The years 2002-2008 accompanied a period of intense focus on the ongoing use of data to drive improvements in student learning, as well as on closing the achievement gap. These initiatives furthered the growing understanding that our most important work is to ensure that all students leave the district college ready.

As our district has engaged in the most current iteration of its strategic vision for 2008-2014, the literacy focus has sharpened. “College Readiness for all – Gateway to our Students’ Future,” a framework comprised of the themes of Rigor (High Expectations for all), Relevance (Engagement of all students), and Relationships (Personalization of learning opportunities) now assumes the forefront of all of our efforts. With this in mind, our school’s mission has been formed.

District organizational values and areas of focus to reach the strategic vision:

- 1) PUSD Culture
- 2) Equitable Access to Rigorous and Engaging Learning Experiences
- 3) Capacity Building
- 4) Multiple Pathways
- 5) Organizational Support Systems

I.B. VISION AND ORGANIZATIONAL DIRECTIONS - SITE ORGANIZATIONAL DIRECTIONS

The district vision of “College Readiness for all – Gateway to our Students’ Future” provides the foundation for the direction of our site efforts. To support the districtwide core values, our school will focus on multi-year initiatives:

PUSD Culture

Mt Carmel is focused on helping every student achieve the student outcomes in the framework of the school mission and vision. Mt. Carmel will reduce and eventually eliminate the CST, CAHSEE, D/F rate and A-G completion performance gaps between underperforming subgroups, particularly African American and Latino students. Some of the strategies that will be used include individual mentoring, working with student cultural clubs, outreach to parents, provision of after school computer access and free tutoring, and a weekly Intervention Team that is continuously reviewing data to ensure that all students are being supported and that no student falls “through the cracks.”

Equitable Access to Rigorous and Engaging Learning Experiences

Mt. Carmel will pursue multiple initiatives to increase the number of students completing the University of California A-G course sequence. Some of the strategies that will be used include annual counselor review of A-G progress at the end of each grade level, (not just seniors,) Writing Lab after school twice a week, Math Lab after school twice a week, ALEKS subscriptions for students who struggle with math, targeted support for students whose parents have limited experience with post-secondary education through Success Workshops and an AVID PATH course called College Connections, providing Academic Peer Tutors for EL students and those in entry level math classes, Impact Teacher support in ELL and Academic Success classes, and the use of the trimester system to dramatically reduce the number of students taking summer school and/or going to Abraxas. These measures will open the most rigorous and engaging curriculum to all students.

Capacity Building

Mt. Carmel is building capacity in its administrative staff by having all three assistant principals broaden their skill sets by taking on major new responsibilities and challenges. One is learning to create the Master Schedule, one has taken on the intervention work for the school, and the third is taking responsibility for the creation of a culture of ongoing professional excellence and exploration of best practices. This year the Athletic and ASB Directors sit in weekly meetings of the Administrative Cabinet and have goals built around campus-wide leadership and culture. MCHS has defined, in writing, the role and decision making processes of the Leadership Team. This team is composed of department chairs, counselors, the librarian, AdCab members and classified staff. This team has become the decision making body for the school and is now articulating processes for involving all staff members in the governance of the school.

Multiple Pathways

Knowing that students learn in different ways, Mt. Carmel is working to create a variety of opportunities for learning. As the trimester schedule has become more familiar, MCHS is piloting options such as

- Allowing an incoming freshman who is not confident in math to retake only the second half of Algebra and still be able to complete Geometry 1 and 2 by June.
- Providing bridge classes in a yearlong sequence that allows more students to access challenging coursework, such as Fundamentals of Chemistry (a course that addresses the math and science investigation standards necessary for success,) connected to Chemistry 1 and 2.
- Providing a rolling schedule sequence that accelerates learning, such as Spanish 1, 2 and 3 in grade 9, then Spanish 4, 5, and 6 in grade 10.

Mt. Carmel also offers a strong internship and work experience program and continues to offer online learning opportunities to students

Organizational Support Systems

A major initiative this year is the Intervention Team, made up of a group of representatives from Counseling, Attendance, Discipline, Campus Security, Student Services and Administration. This team meets weekly to review timely data, including attendance, discipline and grade reports, as well as finding support for students who are referred to the team by teachers, parents and other campus adults. The Intervention Team is developing an Intervention Pyramid that addresses both the academic and behavioral needs of the students and is developing a clear and simple communication plan that includes a large Support button on the front page of the website that will link to a plethora of resources. Another initiative this year is to provide access for students who don't have computers or tutor support at home. Strategies include an expanded Sun Center with triple the computer access, extended library hours, free after-school tutoring in English and Math, and improvement of the website to be a more robust source of counseling information for parents and students.

II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING

II.A. SITE ASSESSMENT PLAN

Districtwide (Required) Assessments/Reports

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
CST / CMA / CAPA	Criterion-reference tests	Assess achievement of state standards	Grades 2-11	Spring	Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.
CELDT	Criterion-reference test	Measure level of achievement in English	All ELL students	Fall	Measure ELD levels, plan programs and measure annual growth. Used to redesignate students
API	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported annually, in Spring	Used by state and District as an index of overall academic performance based upon the results of the STAR. Used to compare schools and student groups.
AYP	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported, annually, in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
MAP	Criterion-reference	Assess individual or group progress, and show growth over multiple administrations	Grades 2-8	Up to 3 times per year, as needed	Measure and report student growth. Results provide subscores that help teachers analyze strengths and areas of need, within the areas of reading, math, and language usage
CAHSEE	Criterion-reference	Required to receive HS diploma	Grades 10-12, until passed	Fall, Spring	Used to ensure that all high school graduates meet a minimum level of proficiency in ELA and Math
State Fitness Testing	Performance	Compare fitness levels of students	All students, Grade 5, 7, 9	Spring	Useful to identify program strengths and weaknesses

Site-Specific (Optional) Assessments/Reports

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Common Assessments in Algebra, Biology, US History, World Language and English courses	formative	diagnostic	Grades 9-12	Periodically during each Trimester	Measures achievement relative to standards on a formative basis. Allows for comparison of results among different teachers and re-teaching of topics commonly missed.
Common End-of-Course Assessments	summative	achievement	Grades 9-12	End of Trimester/Final Exam	Measures achievement relative to standards on a summative basis.
D-F Reports	formative and summative	diagnostic	Grades 9-12	every six weeks	measures numbers and percentages of D and F grades for each grade level, course and teacher
Mark List	formative	diagnostic	Grades 9-12	every 12 weeks	Shows details on D grades or F grades earned by individual students. Used by Intervention Team.
Intervention Team Master Database	formative	diagnostic	Grades 9-12	every two weeks	This MS Access database stores and relates course, grade, GPA, credit, Instructional Setting, AVID and GATE data along with interventions administered and in-progress for at-risk students.

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using State standards	K-12		Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
API	Composite score	Used to determine overall program effectiveness	9-11	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
AYP	Composite score	Used to determine overall program effectiveness	9-11	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
WASC	Self Study	Accreditation Review	School-wide	3 to 6 years	A detailed analysis of programs and procedures validated by external review
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Students	Monthly/annually	Determine frequency of individual student incidences. Show patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to determine program needs.
Attendance	Audit	Determine attendance patterns	Students	Team Meetings	Disaggregating of student attendance data is done periodically and used for program evaluation.
AP Participation Rates	Audit	To measure access to advanced placement courses	9-12	Annually	To monitor progress toward college readiness and improve access for all students to Advanced Placement courses
SAT Participation Rate	Audit	To assess student readiness to attend college	10-12	Annually	To monitor progress toward college readiness
Student enrollment and success rates in 4 years of Math	Audit	A measure of College Readiness	12	Annually	To determine the number of students taking 4 years of math, which is 2 years beyond the HS Graduation requirement
UC 'A-G' Course Completion Rate	Audit	A measure of College Readiness	12	Annually	Determines the number of MCHS students eligible for admission to the University of California
Student Surveys	Survey	Gather opinions regarding school operation	Students	As needed	Survey data are useful leading indicators and can pinpoint problems before they affect student learning
Community Surveys	Survey	Gather opinions regarding school operation	Parents and Community Members	As needed	Survey data are useful leading indicators and can pinpoint problems before they affect student learning
Staff Surveys	Survey	Gather opinions regarding school operation	Teachers and/or Staff	As needed	Survey data are useful leading indicators and can pinpoint problems before they affect student learning
CTAP Ed Tech profile	Technology survey	Gathering information on technology mastery of teachers	Teachers	Annually	Eligibility for funding

II.B. DATA REPORTS

II.B. DATA REPORTS

School and District Information

For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

School Information		District Information	
School Name	Mt. Carmel High School	District Name	Poway Unified
Principal	Dawn Kastner	Superintendent	John P. Collins, Ed.D
Street	9550 Carmel Mountain Rd.	Street	15250 Avenue of Science
City, State, Zip	San Diego, CA 92129-2738	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-484-1180	Phone Number	858-521-2800
FAX Number	858-538-9426	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	dkastner@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682963730074	SARC Contact	Eric Lehew

II.B. DATA REPORTS

Mt. Carmel High School

Demographic Summary
for 2011-12 School Year

Address: 9550 Carmel Mountain Rd.
San Diego, CA 92129-2738

Principal: Dawn Kastner

Year of Construction: 1974

Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

9 th	10 th	11 th	12 th	Special Day Class
490	471	447	505	28

Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
2205	2070	1941

Student Demographics:

Percent of total school population. (Based on October 18, 2011 enrollment totals)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
16%	12%	13%	5%	49%	5%

Percent of total school population. (Based on October 18, 2011 enrollment totals)

Limited English	Free/Reduced Lunch
6%	19%

Staff Demographics

Percent of credentialed teachers. (Based on October 2011 CBED's)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
8%	3%	3%	0%	85%	1%

Percent Fully Credentialed: 100%

**Total Seniors
that have successfully taken at least one AP Course
since 10th grade**

	2009-10					2010-11				
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	MCHS	PHS	RBHS	WHS
PUSD Total Seniors	2,458	560	634	675	589	2,519	557	691	690	581
No. Taken 1 AP	1,480	295	385	400	400	1,510	273	418	434	385
% Taken 1 AP	60%	53%	61%	59%	68%	60%	49%	60%	63%	66%
African American	44%	35%	25%	55%	54%	46%	32%	22%	61%	62%
Asian	80%	68%	81%	83%	84%	83%	71%	79%	92%	84%
Filipino	50%	41%	60%	48%	63%	59%	48%	65%	69%	64%
Hispanic	47%	55%	43%	47%	49%	45%	43%	41%	52%	47%
Native American	45%	50%	0%	0%	40%	45%	33%	33%	50%	100%
Pacific Islanders	35%	20%	20%	60%	50%	33%	20%	29%	50%	50%
Two or More	66%	50%	0%	80%	75%	62%	55%	76%	54%	57%
White	60%	53%	64%	56%	66%	58%	46%	64%	57%	63%
ELL	25%	19%	31%	31%	11%	18%	19%	4%	40%	27%
Low SES	34%	25%	30%	35%	50%	40%	34%	32%	51%	53%
Sp Ed	9%	2%	5%	14%	15%	11%	5%	15%	5%	16%

- Note: 1. Data are retrieved from the District-wide Student Information System.
 2. Data include total seniors.
 3. Only students with an C or above end-of-course grade are counted.
 4. Only diploma bound students are counted in 2010-11 data.

**12th Grade Graduates
that have successfully taken at least one AP Course
since 10th grade**

	2009-10					2010-11				
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	MCHS	PHS	RBHS	WHS
PUSD Graduates	2,389	543	616	646	584	2,444	539	662	672	571
No. Taken 1 AP	1,472	295	382	395	400	1,500	272	415	430	383
% Taken 1 AP	62%	54%	62%	61%	68%	61%	50%	63%	64%	67%
African American	46%	38%	25%	58%	54%	46%	33%	22%	61%	58%
Asian	80%	68%	82%	83%	84%	84%	74%	82%	92%	86%
Filipino	53%	44%	60%	51%	64%	61%	51%	74%	69%	64%
Hispanic	51%	59%	47%	53%	49%	47%	43%	46%	55%	47%
Native American	45%	50%	0%	0%	40%	45%	33%	0%	0%	100%
Pacific Islanders	35%	20%	20%	60%	50%	35%	20%	33%	50%	50%
Two or More	66%	50%	0%	80%	75%	64%	55%	0%	58%	57%
White	61%	54%	64%	57%	67%	60%	47%	65%	58%	64%
ELL	32%	23%	48%	36%	13%	27%	25%	8%	50%	36%
Low SES	37%	26%	36%	39%	52%	44%	38%	36%	54%	56%
Sp Ed	10%	3%	6%	16%	15%	12%	5%	16%	6%	17%

- Note: 1. Data are retrieved from the District-wide Student Information System.
 2. Data include only 2011 graduates.
 3. Only students with an C or above end-of-course grade are counted.
 4. Only diploma bound students are counted in 2010-11 data.

Total Seniors that have taken at least one SAT

	2009-10					2010-11				
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	MCHS	PHS	RBHS	WHS
PUSD Total Seniors	2458	560	634	675	589	2519	557	691	690	581
No. Taken 1 SAT	1552	328	353	441	430	1745	358	441	493	453
% Taken 1 SAT	63%	59%	56%	65%	73%	69%	64%	64%	71%	78%
African American	47%	39%	25%	55%	62%	62%	64%	11%	71%	69%
Asian	84%	80%	75%	85%	89%	84%	74%	88%	87%	89%
Filipino	58%	47%	40%	66%	70%	68%	70%	48%	67%	79%
Hispanic	44%	50%	30%	45%	60%	51%	49%	39%	63%	64%
Native American	55%	0%	0%	0%	60%	64%	67%	0%	0%	100%
Pacific Islanders	71%	80%	40%	80%	100%	50%	60%	29%	50%	75%
Two or More	66%	40%	0%	100%	75%	71%	73%	0%	62%	64%
White	63%	59%	60%	63%	70%	70%	63%	69%	70%	76%
ELL	18%	0%	19%	38%	33%	19%	14%	7%	30%	47%
Low SES	4%	0%	6%	6%	5%	44%	46%	28%	49%	62%
Sp Ed	13%	4%	3%	16%	25%	20%	14%	15%	18%	38%

- Note: 1. Data are retrieved from the District-wide Student Information System.
 2. Data include total seniors.
 3. Only students with SAT scores recorded in the District-wide Student Information System are counted.
 4. Only diploma bound students are counted in 2010-11 data.

12th Grade Graduates that have taken at least one SAT

	2009-10					2010-11				
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	MCHS	PHS	RBHS	WHS
PUSD Graduates	2389	543	616	646	584	2444	539	662	672	571
No. Taken 1 SAT	1545	328	350	437	430	1737	356	439	491	451
% Taken 1 SAT	65%	60%	57%	68%	74%	71%	66%	66%	73%	79%
African American	49%	43%	25%	58%	62%	63%	67%	11%	71%	75%
Asian	85%	80%	76%	86%	89%	87%	78%	91%	89%	89%
Filipino	61%	51%	40%	71%	71%	71%	73%	58%	67%	79%
Hispanic	48%	54%	33%	52%	60%	55%	49%	46%	70%	64%
Native American	55%	0%	0%	75%	60%	64%	67%	0%	0%	100%
Pacific Islanders	71%	80%	40%	80%	100%	47%	60%	17%	50%	75%
Two or More	66%	40%	0%	100%	75%	72%	73%	0%	58%	64%
White	64%	60%	60%	64%	71%	71%	65%	70%	71%	78%
ELL	23%	0%	29%	43%	38%	25%	18%	17%	38%	45%
Low SES	31%	24%	19%	42%	46%	48%	51%	33%	51%	64%
Sp Ed	14%	5%	3%	18%	26%	21%	15%	16%	18%	39%

- Note: 1. Data are retrieved from the District-wide Student Information System.
 2. Data include only 2011 graduates.
 3. Only students with SAT scores recorded in the District-wide Student Information System are counted.
 4. Only diploma bound students are counted in 2010-11 data.

Total Seniors that have taken at least one ACT

	2009-10					2010-11				
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	MCHS	PHS	RBHS	WHS
PUSD Total Seniors						2519	557	691	690	581
No. Completed ACT						798	109	302	208	179
% Completed ACT						32%	20%	44%	30%	31%
African American						27%	25%	22%	32%	23%
Asian						27%	25%	41%	29%	24%
Filipino						20%	14%	35%	13%	27%
Hispanic						25%	13%	26%	29%	33%
Native American						36%	33%	0%	0%	100%
Pacific Islanders						28%	20%	14%	50%	50%
Two or More						25%	18%	0%	15%	14%
White						36%	20%	49%	32%	34%
ELL						8%	6%	7%	20%	7%
Low SES						18%	11%	27%	11%	19%
Sp Ed						9%	5%	10%	8%	14%

- Note: 1. Data are retrieved from the District-wide Student Information System.
 2. Data include total seniors.
 3. Only students with ACT scores recorded in the District-wide Student Information System are counted.
 4. 2010-11 is the 1st year of compilation on ACT data.
 5. Only diploma bound students are counted in 2010-11 data.

12th Grade Graduates that have taken at least one ACT

	2009-10					2010-11				
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	MCHS	PHS	RBHS	WHS
PUSD Graduates						2444	539	662	672	571
No. Completed ACT						796	109	301	208	178
% Completed ACT						33%	20%	45%	31%	31%
African American						28%	26%	22%	32%	25%
Asian						28%	26%	42%	30%	24%
Filipino						21%	15%	42%	13%	27%
Hispanic						27%	13%	31%	32%	33%
Native American						36%	33%	0%	0%	100%
Pacific Islanders						9%	9%	6%	8%	14%
Two or More						82%	40%	0%	100%	50%
White						36%	20%	49%	33%	34%
ELL						12%	7%	17%	25%	9%
Low SES						20%	12%	32%	11%	20%
Sp Ed						10%	5%	11%	9%	14%

- Note: 1. Data are retrieved from the District-wide Student Information System.
 2. Data include only 2011 graduates.
 3. Only students with ACT scores recorded in the District-wide Student Information System are counted.
 4. 2010-11 is the 1st year of compilation on ACT data.
 5. Only diploma bound students are counted in 2010-11 data.

Total Seniors that have completed a-g requirements

	2009-10					2010-11				
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	MCHS	PHS	RBHS	WHS
PUSD Total Seniors	2,458	560	634	675	589	2,519	557	691	690	581
No. Completed a-g	1,626	345	372	459	450	1,694	352	407	467	468
% Completed a-g	66%	62%	59%	68%	76%	67%	63%	59%	68%	81%
African American	45%	35%	25%	55%	62%	53%	50%	11%	54%	85%
Asian	82%	75%	72%	83%	89%	81%	74%	82%	76%	91%
Filipino	62%	50%	53%	64%	79%	70%	68%	65%	64%	82%
Hispanic	47%	52%	31%	48%	66%	49%	57%	30%	59%	64%
Native American	64%	50%	0%	0%	60%	45%	33%	33%	50%	100%
Pacific Islanders	65%	60%	40%	80%	100%	44%	40%	14%	100%	75%
Two or More	53%	0%	0%	100%	75%	65%	18%	0%	15%	21%
White	67%	66%	64%	67%	74%	68%	62%	64%	68%	79%
ELL	12%	8%	6%	25%	22%	15%	17%	7%	0%	33%
Low SES	28%	23%	15%	32%	52%	42%	46%	24%	43%	64%
Sp Ed	4%	2%	0%	14%	0%	14%	11%	12%	8%	27%

- Note: 1. Data are retrieved from the District-wide Student Information System.
 2. Data include total seniors.
 3. Screening of a-g requirement completion is performed by School Academic Counselors.

12th Grade Graduates that have completed a-g requirements

	2009-10					2010-11				
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	MCHS	PHS	RBHS	WHS
PUSD Graduates	2,389	543	616	646	584	2,444	539	662	672	571
No. Completed a-g	1,625	344	372	459	450	1,693	352	407	467	467
% Completed a-g	68%	63%	60%	71%	77%	69%	65%	61%	69%	82%
African American	48%	38%	25%	58%	62%	54%	52%	11%	54%	92%
Asian	83%	75%	76%	85%	89%	84%	78%	85%	78%	93%
Filipino	65%	54%	53%	68%	80%	73%	73%	79%	64%	82%
Hispanic	52%	56%	36%	55%	66%	53%	57%	36%	65%	64%
Native American	64%	50%	0%	75%	60%	45%	33%	33%	50%	100%
Pacific Islanders	65%	60%	40%	80%	100%	47%	40%	17%	100%	75%
Two or More	53%	0%	0%	100%	75%	68%	64%	69%	67%	71%
White	68%	67%	64%	70%	75%	69%	64%	65%	70%	80%
ELL	11%	9%	10%	29%	25%	22%	21%	17%	0%	45%
Low SES	32%	24%	19%	35%	54%	47%	52%	29%	46%	67%
Sp Ed	4%	3%	0%	16%	0%	15%	12%	13%	9%	28%

- Note: 1. Data are retrieved from the District-wide Student Information System.
 2. Data include only 2011 graduates.
 3. Screening of a-g requirement completion is performed by School Academic Counselors.

Total Seniors
Scholastic Aptitude Test - SAT I

Mean Score	2007	2008	2009	2010	2011
PUSD	1648	1670	1698	1676	1687
African American	1466	1530	1403	1547	1488
Asian/Filipino	1703	1710	1747	1728	1743
Hispanic	1545	1566	1577	1578	1614
White	1642	1677	1702	1674	1684

Data Source: College-Bound Seniors Profile Reports from the College Board

Total Seniors
ACT

Composite Score	2007	2008	2009	2010	2011
PUSD	24.4	24.8	24.9	25.2	25.1
African American	21.3	20.9	21.3	21.6	22.2
Asian/Filipino	26.8	25.6	25.2	25.4	26.1
Hispanic	22.5	24.1	23.0	23.1	23.4
White	24.1	24.5	25.1	25.7	25.2

Data Source: ACT Profile Report

EAP Test Results
School Year - 2010-2011

	ELA								MATH								Total 11th Graders				
	Total Tested		Level 1		Level 3		Not Tested		Total Tested		Level 1		Level 2		Level 3			Level 4		Not Tested	
Mt Carmel High	506	96 %	202	38 %	304	57 %	23	4 %	371	70 %	78	15 %	151	29 %	141	27 %	1	0 %	158	30 %	529
African American or Black (not	23	92 %	8	32 %	15	60 %	2	8 %	11	44 %	1	4 %	8	32 %	1	4 %	1	4 %	14	56 %	25
American Indian or Alaskan Nat	3	100 %	1	33 %	2	67 %			3	100 %	1	33 %	1	33 %	1	33 %					3
Asian	100	100 %	49	49 %	51	51 %			80	80 %	27	27 %	37	37 %	16	16 %			20	20 %	100
Filipino	60	97 %	21	34 %	39	63 %	2	3 %	44	71 %	4	6 %	21	34 %	19	31 %			18	29 %	62
Hispanic or Latino	62	97 %	15	23 %	47	73 %	2	3 %	42	66 %	4	6 %	19	30 %	19	30 %			22	34 %	64
Pacific Islander	6	100 %	2	33 %	4	67 %			5	83 %			2	33 %	3	50 %			1	17 %	6
White (not of Hispanic origin)	264	97 %	111	41 %	153	56 %	9	3 %	195	71 %	43	16 %	69	25 %	83	30 %			78	29 %	273
English Learner	26	96 %			26	96 %	1	4 %	13	48 %	1	4 %	3	11 %	9	33 %			14	52 %	27
Low SES	74	96 %	10	13 %	64	83 %	3	4 %	46	60 %	3	4 %	17	22 %	26	34 %			31	40 %	77
Special Ed	49	89 %	3	5 %	46	84 %	6	11 %	6	11 %			1	2 %	5	9 %			49	89 %	55

***Based on CST data from ETS

Level 1 - Ready for CSU or participating CCC college-level courses

Level 2 - Ready for CSU or participating CCC college-level MATHEMATICS only courses - conditional

Level 3 - Not yet demonstrating readiness for CSU or participating CCC courses

Level 4 - Not Applicable

CST Percent Proficient & Advanced, Grades 9-11

(Data include all students)

ELA	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
PUSD	68%	64%	71%	65%	73%	72%	77%	65%	72%	71%	76%	73%	76%	69%	71%	71%	76%
African American	47%	40%	51%	45%	59%	50%	36%	44%	61%	54%	57%	55%	41%	55%	66%	52%	71%
Asian	78%	74%	82%	74%	83%	82%	88%	76%	85%	79%	86%	83%	85%	74%	84%	80%	88%
Filipino	66%	62%	69%	68%	66%	71%	79%	60%	81%	78%	72%	68%	75%	63%	72%	71%	66%
Hispanic	51%	48%	46%	52%	65%	55%	71%	55%	46%	57%	67%	54%	73%	49%	46%	57%	63%
Native American	53%	*	*	*	*	57%	*	*	64%	*	*	69%	*	*	57%	*	*
Pacific Islanders	41%	42%	40%	41%	*	42%	*	54%	44%	33%	*	61%	*	63%	71%	40%	*
White	71%	68%	77%	66%	72%	74%	79%	69%	77%	72%	76%	75%	75%	74%	77%	73%	75%
ELL	18%	9%	12%	23%	40%	20%	48%	13%	11%	26%	33%	11%	19%	10%	5%	21%	5%
Low SES	42%	34%	42%	45%	52%	47%	56%	40%	42%	50%	61%	45%	43%	41%	40%	48%	60%
Sp Ed	20%	15%	21%	16%	28%	24%	32%	20%	23%	25%	25%	29%	29%	29%	30%	28%	29%

General Math	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
PUSD	30%	10%	41%	35%	17%	26%	*	14%	33%	24%	13%	28%	*	19%	34%	20%	23%
African American	13%	8%	*	*	*	15%	N/A	*	*	*	*	27%	*	*	*	*	*
Asian	29%	*	*	*	*	36%	N/A	*	*	*	*	0%	*	*	*	*	*
Filipino	20%	*	*	*	*	*	*	*	*	*	*	27%	N/A	*	*	*	N/A
Hispanic	18%	5%	24%	15%	*	16%	N/A	*	14%	24%	*	23%	*	*	24%	20%	*
Native American	50%	*	*	N/A	N/A	*	N/A	N/A	*	*	N/A	*	N/A	N/A	*	*	N/A
Pacific Islanders	33%	*	*	*	N/A	*	N/A	N/A	N/A	*	N/A	*	N/A	N/A	N/A	*	*
White	39%	15%	54%	37%	*	31%	*	20%	42%	21%	*	36%	*	9%	48%	23%	*
ELL	17%	10%	16%	50%	*	9%	N/A	*	12%	0%	*	8%	N/A	*	9%	9%	*
Low SES	25%	9%	25%	57%	*	16%	*	*	20%	16%	*	22%	*	*	25%	22%	*
Sp Ed	10%	2%	18%	13%	*	16%	N/A	5%	33%	11%	8%	18%	*	14%	24%	10%	18%

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N/A - No students were tested.

CST Percent Proficient & Advanced, Grades 9-11

(Data include all students)

Algebra I	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
PUSD	40%	31%	48%	44%	31%	33%	41%	18%	40%	40%	20%	38%	45%	24%	55%	27%	32%
African American	22%	13%	30%	25%	30%	18%	12%	12%	38%	29%	0%	25%	29%	17%	*	22%	*
Asian	49%	35%	*	47%	63%	46%	48%	30%	64%	63%	*	47%	48%	37%	82%	42%	46%
Filipino	42%	38%	74%	38%	32%	32%	53%	25%	*	41%	26%	41%	48%	36%	73%	32%	24%
Hispanic	28%	21%	33%	33%	16%	28%	39%	23%	28%	32%	15%	31%	39%	15%	48%	18%	28%
Native American	8%	*	*	*	*	*	*	*	*	N/A	N/A	36%	*	*	*	*	*
Pacific Islanders	20%	*	*	*	*	24%	N/A	*	*	*	N/A	14%	*	*	*	*	*
White	44%	34%	51%	48%	30%	36%	45%	14%	42%	42%	25%	40%	46%	23%	55%	28%	32%
ELL	30%	7%	35%	48%	33%	20%	33%	14%	28%	14%	*	19%	33%	12%	32%	5%	*
Low SES	26%	13%	32%	37%	20%	26%	26%	17%	31%	42%	5%	28%	43%	11%	39%	25%	20%
Sp Ed	15%	9%	15%	14%	26%	12%	23%	6%	7%	19%	*	11%	15%	8%	17%	4%	15%

Geometry	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
PUSD	43%	42%	58%	45%	21%	45%	58%	36%	59%	46%	23%	43%	36%	39%	64%	44%	25%
African American	26%	53%	*	26%	*	21%	*	17%	*	28%	6%	25%	23%	29%	56%	8%	*
Asian	49%	44%	74%	63%	29%	59%	67%	49%	87%	73%	30%	54%	51%	49%	68%	64%	39%
Filipino	46%	45%	59%	55%	25%	41%	43%	33%	67%	44%	37%	34%	33%	40%	64%	48%	8%
Hispanic	33%	28%	41%	36%	19%	36%	70%	30%	46%	31%	18%	34%	28%	18%	53%	34%	27%
Native American	*	*	*	*	*	33%	N/A	*	*	*	*	*	*	*	*	*	*
Pacific Islanders	38%	*	*	*	*	31%	*	*	*	*	*	50%	*	*	*	*	*
White	45%	43%	61%	43%	21%	45%	57%	36%	60%	44%	22%	44%	33%	43%	65%	41%	26%
ELL	18%	0%	15%	33%	31%	32%	*	23%	33%	47%	*	24%	*	17%	15%	35%	18%
Low SES	29%	19%	38%	37%	17%	31%	41%	24%	42%	34%	14%	28%	20%	27%	41%	27%	18%
Sp Ed	13%	15%	31%	11%	3%	29%	*	15%	40%	37%	15%	23%	15%	7%	53%	44%	16%

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N/A - No students were tested.

CST Percent Proficient & Advanced, Grades 9-11

(Data include all students)

Algebra II	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
PUSD	41%	29%	63%	42%	31%	44%	85%	32%	51%	47%	32%	41%	54%	25%	51%	39%	41%
African American	24%	15%	*	38%	*	28%	*	38%	*	13%	8%	19%	*	4%	*	20%	21%
Asian	63%	53%	86%	72%	54%	61%	92%	45%	73%	69%	48%	68%	81%	48%	83%	69%	66%
Filipino	27%	13%	75%	34%	20%	35%	*	28%	55%	46%	13%	26%	*	16%	55%	34%	17%
Hispanic	24%	23%	43%	21%	9%	28%	*	13%	31%	43%	9%	29%	44%	16%	42%	42%	15%
Native American		*	N/A	*	*	*	N/A	*	*	N/A	*	*	*	*	*	*	*
Pacific Islanders	31%	*	*	*	*	7%	N/A	*	*	*	*	20%	*	*	*	*	*
White	38%	25%	62%	36%	25%	42%	76%	33%	52%	43%	30%	37%	46%	24%	49%	29%	36%
ELL	33%	35%	*	35%	21%	32%	*	13%	*	54%	0%	26%	*	4%	*	58%	*
Low SES	29%	23%	50%	32%	17%	31%	*	16%	34%	39%	39%	22%	37%	6%	31%	39%	28%
Sp Ed	26%	13%	*	*	20%	14%	*	0%	*	17%	19%	24%	*	16%	*	*	27%

Summative	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
PUSD	64%	62%	75%	69%	56%	73%	N/A	71%	88%	83%	60%	71%	77%	64%	86%	87%	62%
African American	11%	*	*	*	*	58%	N/A	*	*	*	*	57%	*	45%	*	*	*
Asian	71%	72%	90%	78%	62%	79%	N/A	80%	85%	91%	71%	79%	88%	74%	85%	89%	73%
Filipino	51%	53%	*	69%	39%	48%	N/A	55%	58%	72%	27%	60%	*	46%	91%	80%	46%
Hispanic	48%	44%	63%	57%	37%	58%	N/A	56%	79%	58%	39%	54%	*	46%	68%	79%	40%
Native American	*	N/A	N/A	*	*	*	N/A	N/A	N/A	*	N/A	*	N/A	*	N/A	N/A	N/A
Pacific Islanders	*	*	N/A	*	*	*	N/A	25%	N/A	*	*	*	N/A	*	N/A	N/A	*
White	65%	64%	75%	67%	56%	75%	N/A	71%	90%	83%	58%	70%	68%	66%	88%	80%	56%
ELL	58%	*	*	*	*	69%	N/A	*	*	*	36%	57%	N/A	*	*	*	*
Low SES	34%	24%	*	*	31%	60%	N/A	71%	56%	93%	37%	59%	*	54%	*	67%	57%
Sp Ed	55%	N/A	*	*	*	58%	N/A	*	*	*	*	45%	*	*	*	*	*

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N/A - No students were tested.

CST Percent Proficient & Advanced, Grades 9-11

(Data include all students)

Biology	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
PUSD	67%	58%	74%	61%	74%	68%	67%	54%	77%	65%	76%	71%	74%	62%	77%	68%	74%
African American	45%	48%	58%	35%	45%	44%	32%	29%	58%	52%	59%	51%	48%	45%	67%	48%	*
Asian	78%	69%	91%	76%	83%	80%	77%	71%	90%	79%	85%	81%	81%	68%	85%	84%	87%
Filipino	62%	57%	75%	57%	70%	67%	65%	50%	74%	75%	84%	68%	87%	63%	83%	62%	65%
Hispanic	49%	40%	48%	48%	70%	53%	52%	50%	59%	45%	68%	55%	74%	43%	52%	56%	63%
Native American	58%	*	*	*	*	39%	*	*	*	*	*	59%	*	*	*	*	N/A
Pacific Islanders	50%	*	*	*	*	43%	*	*	*	*	*	40%	*	*	*	*	*
White	69%	61%	79%	62%	73%	70%	69%	57%	80%	65%	74%	74%	73%	67%	83%	68%	73%
ELL	23%	6%	20%	39%	57%	25%	33%	14%	28%	19%	47%	17%	18%	17%	17%	23%	0%
Low SES	41%	29%	46%	40%	53%	47%	65%	31%	53%	42%	58%	47%	55%	39%	45%	47%	59%
Sp Ed	22%	22%	18%	16%	52%	28%	44%	20%	28%	33%	27%	28%	28%	30%	30%	22%	32%

Chemistry	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
PUSD	56%	63%	66%	51%	41%	59%	58%	66%	66%	61%	45%	53%	46%	54%	63%	51%	52%
African American	30%	*	*	33%	*	32%	*	*	*	10%	15%	37%	*	46%	*	*	21%
Asian	64%	80%	74%	63%	50%	68%	67%	73%	87%	70%	58%	71%	67%	73%	83%	62%	73%
Filipino	43%	50%	55%	47%	19%	53%	*	47%	75%	80%	18%	41%	39%	45%	60%	33%	37%
Hispanic	42%	64%	49%	31%	35%	51%	69%	82%	52%	45%	34%	35%	42%	31%	41%	35%	22%
Native American	*	N/A	*	N/A	*	*	N/A	N/A	*	*	*	*	*	N/A	*	N/A	N/A
Pacific Islanders	41%	*	*	*	*	23%	*	*	*	*	*	36%	*	*	*	*	*
White	57%	61%	68%	52%	39%	60%	54%	68%	67%	60%	46%	51%	39%	53%	62%	52%	46%
ELL	32%	*	*	17%	*	33%	*	*	*	*	*	17%	*	*	*	33%	*
Low SES	52%	67%	59%	41%	31%	50%	21%	59%	56%	73%	42%	41%	19%	45%	41%	53%	50%
Sp Ed	37%	*	*	*	*	32%	*	*	*	*	9%	50%	*	*	*	*	*

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N/A - No students were tested.

CST Percent Proficient & Advanced, Grades 9-11

(Data include all students)

Earth Science	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
PUSD	50%	55%	58%	38%	39%	54%	N/A	58%	63%	49%	44%	52%	N/A	42%	61%	45%	55%
African American	26%	23%	*	18%	*	26%	N/A	*	*	18%	*	30%	N/A	28%	*	18%	*
Asian	58%	59%	73%	*	60%	52%	N/A	50%	*	25%	62%	50%	N/A	33%	*	26%	*
Filipino	43%	55%	36%	28%	30%	48%	N/A	62%	55%	37%	37%	46%	N/A	26%	*	*	50%
Hispanic	41%	54%	31%	40%	40%	39%	N/A	44%	29%	48%	33%	38%	N/A	26%	50%	39%	33%
Native American	*	*	*	*	*	*	N/A	*	*	*	*	*	N/A	*	*	*	*
Pacific Islanders	44%	*	*	*	*	36%	N/A	*	*	*	*	60%	N/A	*	*	*	*
White	53%	59%	65%	40%	37%	60%	N/A	62%	73%	55%	44%	58%	N/A	55%	65%	50%	55%
ELL	11%	17%	6%	*	*	12%	N/A	4%	23%	6%	*	12%	N/A	5%	18%	20%	*
Low SES	28%	33%	26%	21%	22%	39%	N/A	44%	42%	31%	37%	32%	N/A	20%	45%	32%	31%
Sp Ed	21%	25%	21%	21%	6%	26%	N/A	28%	29%	29%	14%	28%	N/A	33%	19%	37%	18%

Physics	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
PUSD	73%	71%	96%	65%	78%	71%	N/A	59%	96%	66%	78%	74%	70%	72%	92%	63%	81%
African American	*	*	N/A	*	N/A	71%	N/A	*	N/A	*	*	77%	*	*	N/A	*	*
Asian	77%	74%	*	61%	85%	77%	N/A	72%	*	78%	78%	81%	56%	73%	*	72%	89%
Filipino	62%	68%	*	50%	65%	59%	N/A	48%	*	50%	77%	56%	*	65%	*	42%	55%
Hispanic	57%	67%	*	*	*	51%	N/A	40%	*	53%	*	69%	*	62%	*	*	*
Native American	*	*	N/A	N/A	N/A	*	N/A	N/A	N/A	*	N/A	*	*	*	N/A	N/A	N/A
Pacific Islanders	*	*	N/A	100%	N/A	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A	N/A	*
White	76%	74%	97%	71%	78%	72%	N/A	62%	97%	66%	78%	73%	73%	74%	89%	65%	75%
ELL	31%	*	*	*	*	64%	N/A	*	N/A	*	*	57%	N/A	*	*	*	*
Low SES	53%	47%	*	*	73%	69%	N/A	69%	*	*	73%	49%	*	43%	*	*	*
Sp Ed	40%	*	*	*	*	*	N/A	*	*	*	*	*	*	*	*	*	*

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N/A - No students were tested.

CST Percent Proficient & Advanced, Grades 9-11

(Data include all students)

U.S. History	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
PUSD	71%	66%	74%	73%	71%	70%	N/A	64%	77%	70%	68%	69%	65%	62%	70%	70%	74%
African American	46%	43%	*	38%	62%	53%	N/A	52%	42%	71%	29%	52%	33%	48%	*	53%	64%
Asian	83%	77%	83%	85%	87%	78%	N/A	66%	91%	82%	78%	80%	80%	73%	80%	78%	85%
Filipino	65%	63%	44%	67%	72%	67%	N/A	67%	95%	68%	49%	56%	54%	46%	59%	67%	58%
Hispanic	54%	49%	49%	61%	60%	58%	N/A	60%	59%	57%	57%	51%	65%	34%	52%	59%	59%
Native American	*	*	N/A	*	*	*	*	*	*	*	*	57%	*	*	*	*	*
Pacific Islanders	61%	*	*	*	*	46%	N/A	*	55%	*	*	56%	*	*	*	*	*
White	73%	70%	79%	75%	67%	73%	N/A	67%	80%	71%	69%	71%	65%	70%	73%	71%	73%
ELL	25%	6%	27%	24%	64%	16%	N/A	14%	17%	19%	19%	15%	*	12%	13%	33%	*
Low SES	43%	37%	40%	56%	51%	48%	N/A	45%	49%	46%	50%	41%	28%	32%	41%	57%	48%
Sp Ed	27%	27%	21%	28%	33%	27%	N/A	28%	31%	18%	29%	30%	30%	18%	35%	32%	38%

World History	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
PUSD	63%	56%	64%	64%	69%	60%	46%	51%	63%	65%	68%	67%	69%	59%	72%	69%	67%
African American	41%	33%	38%	52%	38%	33%	7%	29%		33%	47%	41%	26%	31%	47%	52%	53%
Asian	76%	67%	88%	73%	80%	74%	71%	63%	76%	76%	79%	81%	84%	70%	85%	81%	83%
Filipino	60%	56%	87%	60%	51%	53%	43%	38%	64%	67%	56%	61%	70%	63%	68%	61%	53%
Hispanic	44%	48%	36%	54%	47%	44%	47%	32%	43%	57%	51%	47%	58%	46%	47%	45%	45%
Native American	42%	*	*	*	*	*	N/A	*	*	*	*	45%	*	*	*	*	*
Pacific Islanders	42%	*	*	*	*	62%	N/A	*	*	*	*	58%	*	*	*	*	*
White	66%	59%	69%	65%	70%	62%	45%	57%	67%	65%	68%	69%	68%	61%	76%	69%	65%
ELL	18%	9%	20%	11%	40%	18%	*	6%	7%	39%	30%	18%	33%	9%	16%	32%	*
Low SES	33%	30%	30%	24%	51%	38%	28%	29%	36%	54%	47%	46%	57%	39%	43%	50%	47%
Sp Ed	22%	16%	24%	13%	39%	22%	19%	9%	27%	31%	27%	26%	31%	22%	29%	32%	8%

* - Data withheld to protect student privacy when 10 or fewer students had valid test scores.

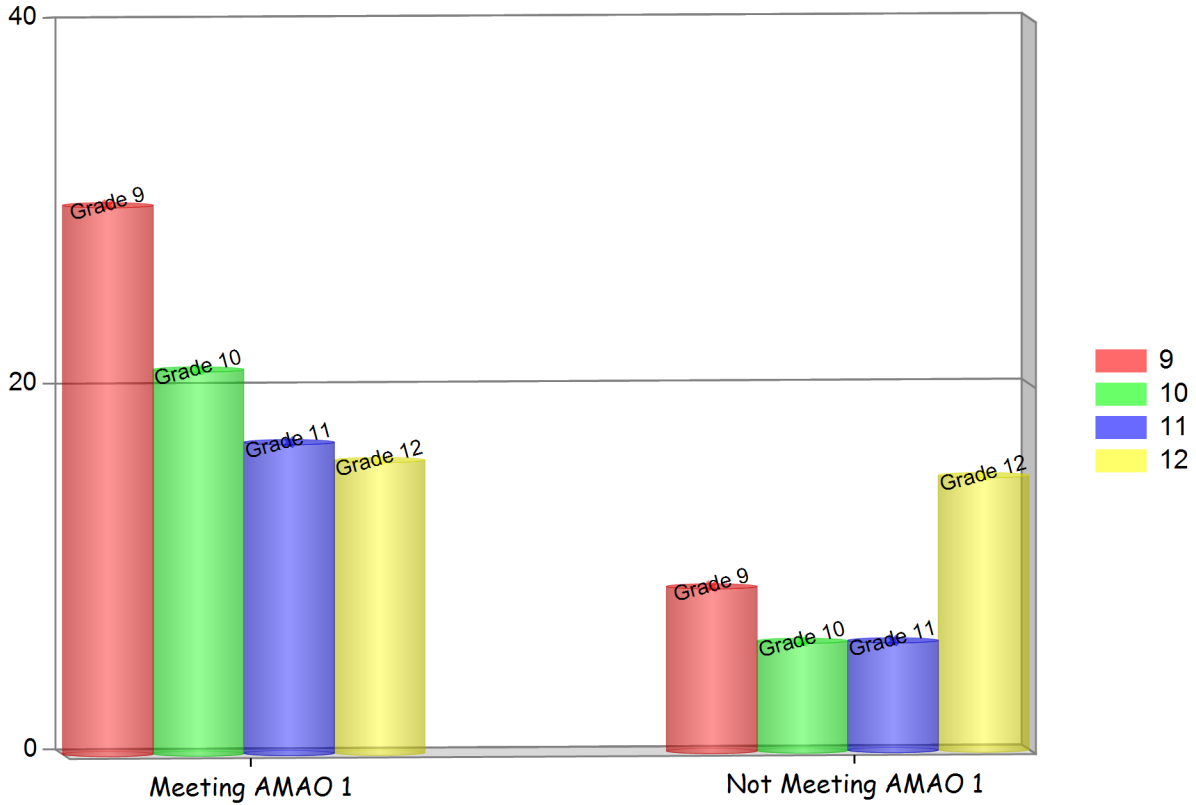
N/A - No students were tested.

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2011
Mt. Carmel High**

	Participation Rate (>=95%)						Performance (% Proficient +)						API (>=800 +1 Point)			AYP	PE	Grad Rate	CAHSEE Performance				
	No. Valid Scores	ELA			Math			ELA			Math			2009	2010				2011	2011	2011	2011	2011
		2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010										
Schoolwide	454	99	100	99	99	100	99	70	72	76	75	76	73	816	818	825	Y		98				
African American	23	100	100	100	100	100	100	59	61	65	48	61	61			759							
American Indian	3	100	100	100	100	100	100																
Asian	67	100	100	100	100	100	100	74	82	85	82	89	79	869	876	873			99				
Filipino	62	100	100	100	100	100	97	68	78	71	68	80	72	816	810	807			97				
Hispanic	60	99	100	99	100	100	99	58	51	60	64	55	57	764	758	737							
Pacific Islander	6	100	100	100	100	100	100									810							
White	233	99	100	99	99	100	99	75	75	81	79	79	76	822	831	840			99				
English Learner	43	99	100	100	100	100	100	38	47	40	48	46	40		714	682			94				
Low Socio-Economic	81	99	99	99	99	98	99	47	38	54	50	53	54	715	722	715							
Special Ed	57	97	100	100	99	100	100	25	23	39	31	19	26	566	575	617							

*** Includes only students in significant subgroups

**Mt. Carmel High Annual Student Assessment
 AMAO #1 - Increase One CELDT Level or More
 Growth From Fall 2009 to Fall 2010**



Grade	Meeting AMAO 1	Not Meeting AMAO 1
9	30	9
10	21	6
11	17	6
12	16	15

II.B. DATA REPORTS

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Year	Grade Level	School			District			State		
		Total	Female	Male	Total	Female	Male	Total	Female	Male
2009	9	65.2	62.8	67.8	59.1	58.9	59.3	37.9	36.7	39.0
2010	9	84.4	88.3	80.3	52.0	66.1	62.3	38.7	37.7	39.7
2011	9	60	64	56.4	60.2	61.0	59.5	36.8	36.0	37.6

II.C. ANALYSIS OF STUDENT ACHIEVEMENT DATA AND EFFECTIVENESS OF CURRENT IMPROVEMENT STRATEGIES

Note to sites: This section is structured to report the summative evaluation of the effectiveness of your 2010-2011 plan

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Overall School-Wide SMART Goal	<u>College Readiness Goals</u> Mt. Carmel High School will continue to improve College Readiness for ALL students as measured by the following performance targets: By summer 2011 increase by 5% the number of seniors successfully completing UC 'A-G' Requirements.	[]	[X]	For 2010, 63% of seniors completed A-G requirements. For 2011, the completion was 65%. This is an increase of only two percent.	The importance of A-G completion continues to be a focus for counselors and other staff. The trimester system allows for increased support for students attempting to complete A-G. However, the attainment of D grades continues to prevent some students from completing the A-G requirements.
	By summer 2011 increase by 5% the number of seniors completing four years of English, Mathematics, & Science coursework	[]	[X]	The data on four-year completion rates for math and science is incomplete but it is clear that the increase is insignificant.	A system for monitoring this data needs to be developed. Staff must continue to stress the importance of increased math and science enrollment and create systems and procedures to accommodate increased enrollment.
	By summer 2011 increase by 5% the number of students participating in Advanced Placement course work.	[X]	[]	The number of enrollments in the Advanced Placement program for 2009-10 was 1221. This was 56.9% of the total enrollment for the year. The number of enrollments for 2010-11 was 1265. This was 62.2% of the total enrollment. The difference is an increase of 5.3%.	Teachers and staff continue to encourage students to attempt Advanced Placement work. Though the school enrollment continues to drop, the trimester system has prepared more students for Advanced Placement.
	100% of Mt. Carmel seniors with the appropriate credits to graduate will pass the California High School Exit Exam (CAHSEE)	[]	[X]	Only 99% of credit appropriate seniors passed the CaHSEE. Two seniors with credit did not pass CaHSEE.	The CaHSEE completion rate for credit appropriate seniors is high but efforts to support students who have not passed CaHSEE must be fine-tuned. Non-pass students must be diagnosed early and placed into the correct intervention programs.
	Mt. Carmel will reduce by 5% the school-wide number of students scoring Far Below Basic on the English Language Arts CST	[X]	[]	In 2010, 83 students scored Far Below Basic. In 2011, only 57 scored FBB. This is a decrease of 35%.	Increased focus on standards, alignment of course pacing to CST strands and CST style assessments have resulted in increases in basic and proficient performance in this area.
	Mt. Carmel will reduce by 5% the school-	[X]	[]	In 2010, 344 students scored	Increased focus on standards,

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	wide number of students scoring Below Basic on the English Language Arts CST			Below Basic. In 2011, only 309 scored BB. This is a decrease of 10%.	alignment of course pacing to CST strands and CST style assessments have resulted in increases in basic and proficient performance in this area.
English Learners (required)	66.7% of EL <u>Sophomores</u> will pass with a proficient/advanced score of 380 or better the English Language Arts portion of the CAHSEE	[]	[X]	Forty percent (40%) of EL sophomores met the 380 target.	Mt. Carmel continues to improve service to students and teacher training for English Language Learners. Mt. Carmel will collect data on the effectiveness of EL support strategies to determine those with the most impact on student learning.
	100% of English Learner <u>Seniors</u> in the class of 2011 will pass with a score of 350 or better the Mathematics portion of the California High School Exit Exam(CAHSEE)	[]	[X]	Only 94% of EL seniors passed the math CaHSEE. Two students did not pass.	The CaHSEE completion rate for EL seniors is high but efforts to support students who have not passed CaHSEE must be fine-tuned. Mt. Carmel continues to improve service to English Learners even prior to the first CaHSEE administration. Additional resources to increase math achievement must be identified and implemented.
	86.1% of English Learner <u>Sophomores</u> will pass with a score of 350 the Mathematics portion of the CAHSEE	[]	[X]	Only 64% of EL sophomores passed the CaHSEE math.	Mt. Carmel continues to improve service to students and teacher training for English Language Learners. However, resources must be efficiently allocated to increase the achievement of EL students.
	66.1% of English Learner <u>Sophomores</u> will pass with a proficient/advanced score of 380 or better the Mathematics portion of the CAHSEE	[]	[X]	Only 40% of EL sophomores met the 380 target.	Mt. Carmel continues to improve service to students and teacher training for English Language Learners. However, resources must be efficiently allocated to increase the achievement of EL students.
	100% of English Learners enrolled at Mt. Carmel for more than one school year will improve one (or more) levels on the California English Language Development Test (CELDT)	[]	[X]	84 students met the goal but 36 did not. This is a 70% success rate.	Mt. Carmel continues to improve service to students and teacher training for English Language Learners. However, resources must be efficiently allocated to increase the achievement of EL students. EL has a higher turnover in enrollment that makes it difficult to increase CELDT

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	100% of English Learner (EL) <u>Seniors</u> in the class of 2011 will pass with a score of 350 or better the English Language Arts portion of the California High School Exit Exam (CAHSEE)	[]	[X]	Only 94% of EL seniors passed the ELA CaHSEE. Two students did not pass.	scores by the desired margin. The CaHSEE completion rate for EL seniors is high but efforts to support students who have not passed CaHSEE must be fine-tuned. Mt. Carmel continues to improve service to English Learners even prior to the first CaHSEE administration.
	86.7% of EL <u>Sophomores</u> will pass with a score of 350 or better the English Language Arts portion of the CAHSEE	[]	[X]	Only 50% of EL sophomores passed the CaHSEE.	Mt. Carmel continues to improve service to students and teacher training for English Language Learners. However, resources must be efficiently allocated to increase the achievement of EL students.
	Reduce the number of EL Students scoring Far Below Basic on the California Standards Test (CST) English Language Arts subtest by 5%	[X]	[]	In 2010, 27 students scored Far Below Basic. In 2011, only 20 scored FBB. This is a decrease of 26%.	Increased training in ELD strategies, special scheduling, focus on standards, alignment of course pacing to CST strands and CST style assessments have resulted in increases in basic and proficient performance.
	Reduce the number of EL Students scoring Far Below Basic or Below Basic on the California Standards Test (CST) English Language Arts subtest by 5%	[X]	[]	In 2010, 51 students scored Below Basic or Far Below Basic. In 2011, only 46 scored BB or FBB. This is a decrease of 10%.	Increased training in ELD strategies, special scheduling, focus on standards, alignment of course pacing to CST strands and CST style assessments have resulted in increases in basic and proficient performance.
Students with Disabilities (required)	100% of Students with Disabilities (SPED) in the class of 2011 will pass with a score of 350 or better the English Language Arts portion of the California High School Exit Exam (CAHSEE)	[X]	[]	All students without waivers passed the CaHSEE.	The Special Education Department continues to mainstream students to the extent possible while providing support for CaHSEE success. The strategy remains to help students pass CaHSEE without accommodations and to not grant waivers.
	86.7% of SPED Sophomores will pass with a score of 350 or better the English Language Arts portion of the CAHSEE	[]	[X]	Only 73% of SPED sophomores passed the ELA CaHSEE.	The Special Education Department continues to mainstream students to the extent possible while providing support for CaHSEE success. Improved diagnosis and intervention for CaHSEE success is needed.

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	66.7% of SPED Sophomores will pass with a proficient/advanced score of 380 or better the English Language Arts portion of the CAHSEE	[]	[X]	Only 39% of SPED sophomores met the 380 target.	The Special Education Department continues to mainstream students to the extent possible while providing support for CaHSEE success. Improved diagnosis and intervention for CaHSEE success is needed.
	100% of Students with Disabilities (SPED) in the class of 2011 will pass with a score of 350 or better the Mathematics portion of the California High School Exit Exam(CAHSEE)	[X]	[]	All students without waivers passed the CaHSEE.	The Special Education Department continues to mainstream students to the extent possible while providing support for CaHSEE success. The strategy remains to help students pass CaHSEE without accommodations and to not grant waivers.
	86.1% of SPED Sophomores will pass with a score of 350 the Mathematics portion of the CAHSEE	[]	[X]	Only 60% of SPED sophomores passed the math CaHSEE.	The Special Education Department continues to mainstream students to the extent possible while providing support for CaHSEE success. Improved diagnosis and intervention for CaHSEE success is needed.
	66.1% of SPED Sophomores will pass with a proficient/advanced score of 380 or better the Mathematics portion of the CAHSEE	[]	[X]	Only 26% of SPED sophomores met the 380 target.	The Special Education Department continues to mainstream students to the extent possible while providing support for CaHSEE success. Improved diagnosis and intervention for CaHSEE success is needed.
	Reduce the number of Students with Disabilities scoring Far Below Basic on the California Standards Test (CST) English Language Arts subtest by 5%	[]	[X]	In 2010, 29 students scored Far Below Basic. In 2011, 31 scored FBB. This is an increase of seven percent.	In conjunction with a focus on standards, CST strands and CST style assessments, MC staff must increase support and scaffolding for underperforming sub-groups.
	Reduce the number of Students with Disabilities scoring Far Below Basic or Below Basic on the California Standards Test (CST) English Language Arts subtest by 5%	[X]	[]	In 2010, 66 students scored Below Basic or Far Below Basic. In 2011, only 58 scored BB or FBB. This is a decrease of 12%.	Increased focus on standards, alignment of course pacing to CST strands and CST style assessments have resulted in increases in basic and proficient performance in this area.
GATE	100% of GATE identified Sophomores will	[]	[]	The data for this area is not	

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
(required)	pass with a proficient/advanced score of 380 or better the English Language Arts & Mathematics portion(s) of the CAHSEE			available.	
	100% of GATE identified students will score Advanced or Proficient on the subject area exams of the California Standards Test	[]	[]	The data for this area is not available.	
Educationally Disadvantaged or Title I Students (required)	100% of Economically Disadvantaged students in the class of 2011 will pass with a score of 350 or better the English Language Arts portion of the California High School Exit Exam (CAHSEE)	[]	[]	The data for this area is not available.	
	86.7% of Economically Disadvantaged sophomores will pass with a score of 350 or better the English Language Arts portion of the CAHSEE	[]	[]	The data for this area is not available.	
	66.7% of Economically Disadvantaged Sophomores will pass with a proficient/advanced score of 380 or better the English Language Arts portion of the CAHSEE	[]	[X]	Only 54% passed the CaHSEE.	Since students in this group are not explicitly identified, efforts to improve identification of and support for all underperforming students must be refined and extended.
	100% of Economically Disadvantaged students in the class of 2011 will pass with a score of 350 or better the Mathematics portion of the California High School Exit Exam(CAHSEE)	[]	[]	The data for this area is not available.	
	86.1% of Economically Disadvantaged Sophomores will pass with a score of 350 the Mathematics portion of the CAHSEE	[]	[]	The data for this area is not available.	
	66.1% of Economically Disadvantaged Sophomores will pass with a proficient/advanced score of 380 or better the Mathematics portion of the CAHSEE	[]	[X]	Only 54% of Economically Disadvantaged students met the target.	Since students in this group are not explicitly identified, efforts to improve identification of and support for all underperforming students must be refined and extended.
	Reduce the number of Economically Disadvantaged students scoring Far Below Basic on the English Language Arts California Standards Test (CST) by 5%	[]	[X]	In 2010, 19 students scored Far Below Basic. In 2011, 25 scored FBB. This is an increase of 32%.	Since students in this group are not explicitly identified, efforts to improve identification of and support for all underperforming students must be refined and extended.
	Reduce the number of Economically Disadvantaged students scoring Below Basic on the English Language Arts California Standards Test (CST) by 5%	[X]	[]	In 2010, 39 students scored Below Basic. In 2011, only 36 scored BB. This is a decrease of eight percent.	Since students in this group are not explicitly identified, efforts to improve identification of and support for all underperforming students must be refined and

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					extended.
Additional goal(s) (optional)	Reduce the number of Hispanic students scoring Far Below Basic on the English Language Arts California Standards Test (CST) by 5%	[]	[X]	In 2010, 14 students scored Far Below Basic. In 2011, 16 scored FBB. This is an increase of 14%.	In conjunction with a focus on standards, CST strands and CST style assessments, MC staff must increase support and scaffolding for underperforming sub-groups.
	Reduce the number of Hispanic students scoring Below Basic on the English Language Arts California Standards Test (CST) by 5%	[]	[X]	In 2010, 22 students scored Below Basic. In 2011, 27 scored BB. This is an increase of 23%.	In conjunction with a focus on standards, CST strands and CST style assessments, MC staff must increase support and scaffolding for underperforming sub-groups.
	Reduce the number of African American students scoring Far Below Basic on the English Language Arts California Standards Test (CST) by 5%	[]	[X]	In 2010, eight students scored Far Below Basic. In 2011, eight students scored FBB. There was no change in the percentage.	The low enrollment in this sub-group creates wide swings in year-to-year data. Nevertheless, along with a focus on standards, CST strands and CST style assessments, MC staff must increase support and scaffolding for underperforming sub-groups
	Reduce the number of African American students scoring Below Basic on the English Language Arts California Standards Test (CST) by 5%	[X]	[]	In 2010, 13 students scored Below Basic. In 2011, 5 scored BB. This is a decrease of 62%.	The low enrollment in this sub-group creates wide swings in year-to-year data. Nevertheless, along with a focus on standards, CST strands and CST style assessments, MC staff must increase support and scaffolding for underperforming sub-groups

III. TEACHING AND LEARNING

A. 2011-2012 SITE-BASED LITERACY/ACTION PLAN

Plans that follow are aligned with the data analysis in the previous section, district vision, and SMART goals and site initiatives/organizational directions listed in Part I. In addition, tasks show:

- Alignment of instruction, strategies, materials, and assessment for learning – to content standards
- Research-based instructional strategies
- Responsiveness to needs of struggling, as well as high-performing, students
- Avoidance of isolation or segregation of student subgroups

Check if Literacy Plan is attached as a separate document

III.B. LEVEL TRANSITIONS (Includes PreKindergarten-Kindergarten; 5th Grade-6th Grade; 8th Grade-9th Grade-12th to post-secondary)

The following services and events help 8th grade parents and students transition to high school:

- Eighth Grade Parent Night
- Eighth Grade tour of Mt. Carmel
- Freshman Orientation Program
- Open House for 8th Grade parents
- High School Day at Black Mountain MS
- Counselor liaison to each PUSD middle school
- Middle school teachers workshop for high school CRF
- Middle School/High School counselor meetings
- Middle School/High School principal meetings
- Freshman Fall Retreat sponsored by ASB
- Qualified middle school students enroll in Mt. Carmel math and science classes

The following services and events help Mt. Carmel students transition to college and post-secondary opportunities:

- College Visits
- College Night
- Financial Aid Night
- College application training
- Internships/Work Experience
- Presentations/visits by US military
- Palomar College testing and visits
- Naviance student and parent portal
- UC/CSU application workshops
- UC/CSU A-G posters in classrooms
- Increase in size of College/Career Center
- Late-Start Friday application/financial aid workshops
- Trimester System trains for the college academic pace
- College Wednesdays with profiles of individual colleges
- College trips sponsored by AVID, Special Education and Performing Arts
- College/Counseling website including family support for college transition
- Counseling Visits to all grade level classrooms for post-secondary preparation
- Counseling video explaining CRF process and choosing courses for college preparation

IV.A. SAFE AND SUPPORTIVE SCHOOLS - SCHOOLWIDE BEHAVIORAL SUPPORT PLAN

It is the intent of Mt. Carmel High School that discipline policies and regulations be enforced consistently and fairly without regard to race, creed, color, or gender. Discipline based on faith in the worth and dignity of each individual is a positive form of guidance rather than a punitive device. The basic code of conduct is designed to support, not stifle, students. We hope it will help provide students with a school they are proud to attend and an atmosphere where they have freedom to learn.

We hold our students to high standards and expect that they conduct themselves in such a manner that the effectiveness and the safety of the learning environment is not compromised. This includes individual and group behavior as well as attendance. The intent of the discipline and attendance policies, where appropriate, is to correct poor behavior and prevent its reoccurrence. The consequences used most commonly are warning, detention, Friday School, and home suspension. Currently, under our Tiered Privilege Program, students who meet the standards for attendance, behavior and academic progress are rewarded with various privileges such as off-campus lunch passes, parking lot passes and the ability to attend school dances.

Students are informed of discipline and attendance policy each year through the Student Handbook. Each student receives an updated handbook each year. The highlights and new policies are discussed in class at the start of the school year. Special class lessons are used during the year when there is a major policy change.

Since the intent of our policies is to change behavior and improve the learning environment, we have many intervention services. Student Assistance Services (SAS) offers confidential counseling, mediation services, tobacco cessation, and drug and alcohol prevention services. Non-punitive self-referral is available for students who desire to quit abusing drugs or alcohol. A weekly stop smoking class is held for students who are referred through a disciplinary violation, parent contact, or self referral. Weekly tobacco awareness/intervention meetings are held for any student who wishes to attend. Additionally a drug/alcohol intervention meeting is held weekly for parents and students. Counselors and administrators conduct mediation in cases of conflict and refer students and parents to site and district resources as appropriate.

IV.B. SAFE AND SUPPORTIVE SCHOOLS - DRUG ABUSE EDUCATION PLAN

All schools in the PUSD implement the Too Good for Drugs Tobacco, Drugs and Alcohol prevention program, which is designed around specific lessons in five components: Goal Setting, Decision Making, Bonding with Others, Identifying and Managing Emotions, and Communicating Effectively.

Program	Grade Level(s)	Minutes
Too Good for Drugs	K-9th	300 minutes
Minnesota Smoking Prevention Program	7th Grade	270 minutes
Primary Interaction Program	K-3rd	150 minutes
PIP Playground Support	K-3rd	120 minutes
Tobacco Use Prevention Education	6th-12th	
Character Counts	K-12th	
Before and After School (ASES)	6th-8th	
Second Step	Pre-K-8th	
Steps to Respect	3rd-6th	
Parent and Teen Support Group	9th-12th	1900 minutes

V.A. FUNDING AND GOVERNANCE – PROGRAMS/FUNDS INCLUDED IN THE SPSA

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	0
Title I Parent Involvement	0
ELAP: English Language Acquisition Program (Grades 4-8 only)	0
EIA-EL: Economic Impact Aid - English Learners	32,357
EIA-SCE: Economic Impact Aid - State Compensatory Education	31,893

V.B. FUNDING AND GOVERNANCE - CENTRALIZED SERVICES

Centralized Services, in the forms of administrative support and instructional support/professional development, are performed by the district office in support of school sites. These may include:

- Assessment, monitoring, and reporting services
- English language proficiency testing
- Staff development / training
- Salaries for teachers, instructional assistants, tutors
- Instructional materials purchase and implementation support
- Intervention programs
- Other services, as appropriate for school site support

Program	Budgeted Amount	Percentage of Total District Allocation	Centralized Services (Description Below)
Title I	\$436,580	16.1%	Required Indirect Costs, administration, data support, professional development, school-choice transportation
Title I Parent Involvement	\$2,077	11%	Required Indirect Costs, district-wide parent involvement
Title III Limited English Proficient	\$495,974	98%	Required Indirect Costs, instructional assistants, parent liaisons, training in use of data
Title III-Immigrant	\$95,294	98%	Required Indirect Costs, parent education and support, student transition, English language development class support
EIA - LEP	\$491,917	25.3%	Required Indirect Costs, administration, instructional assistants, site coordinators, data support, EL proficiency testing, certificated and classified EL staff development, decrease class size, ELD texts, district summer school for English learners
EIA - SCE	\$308,074	24.4%	Required Indirect Costs, administration, AVID tutors, staff development, district summer school for at-risk students

V.C. FUNDING AND GOVERNANCE - ASSURANCES AND SIGNATURES

The School Site Council (SSC) recommends this SPSA and proposed expenditures to the district governing board for approval and assures the Board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy, school site bylaws, and state law.
California Education Code specifies the composition of the School Site Council as follows:
 - At the elementary level: parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.
 - At the secondary level: parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of students, and parents /other community members, selected by parents and students.
 - At both the elementary and secondary levels classroom teachers comprise the majority of persons represented under subdivision (a)
 - At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC.
 - The means of selecting SSC members are not specified in law, except that members must be chosen by peers.
 - No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the SSC may be reserved for any group or individual.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those Board Policies related to material changes in the school plan requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
4. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SSC has participated in the development, implementation, and monitoring cycle of the SPSA by taking the following actions:
 - a. Measured the effectiveness of the improvement strategies at the school
 - b. Sought input from school advisory committees
 - c. Reaffirmed or revised school and subgroup goals
 - d. Revised improvement strategies and expenditures
 - e. Recommended the approved SPSA to the governing board
 - f. Monitored implementation of the SP
6. **The SSC has sought and considered all recommendations from the following groups:**

Advisory Committee	Chairperson / Representative Name	Signature	Date
English Learner	Lori Lindsey	Original signature page on file at the district office.	
Special Education	Lisa Chohany		
Title I (if applicable)			
Library	Erica Turner		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[]	[]	[]	[]	none	Dawn Kastner		
[]	[]	[]	[]	[X]	Fall 2013	William Coons	Original signature page on file at the district office.	
[]	[]	[]	[]	[X]	Fall 2012	Chancellor Jackson		
[]	[]	[]	[]	[X]	Fall 2013	Sydney Joyner		
[]	[]	[]	[X]	[]	Fall 2012	Mark Cardenas		
[]	[]	[]	[X]	[]	Fall 2013	Ila Fischer		
[]	[]	[]	[X]	[]	Fall 2012	Roger Tso		
[]	[X]	[]	[]	[]	Fall 2013	Allison Bolin		
[]	[X]	[]	[]	[]	Fall 2012	Helen Olmsted		
[]	[X]	[]	[]	[]	Fall 2012	Karen Shimer		
[]	[X]	[]	[]	[]	Fall 2013	Erica Turner		
[]	[]	[X]	[]	[]	Fall 2013	Kim Muslusky		
1	4	1	3	3	TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)			

This SPSA was approved and adopted by the School Site Council on January 10, 2012.

The signature of the Principal verifies that:

- Information regarding school-based programs has been provided to site advisory committees or representatives.
- All interested persons had the opportunity to meet to establish the SSC.
- The SSC had the opportunity to decide whether the school would participate in a SBCP.
- Funds have been coordinated, and supplement, but do not supplant, existing state and local fiscal efforts.

The signature of each members of the SSC verifies that:

- He/She has reviewed and affirmed the above listed assurances.

The signature of each Advisory Committee Chairperson/Representative indicates that:

- The represented group has been sought out, and has had the opportunity to provide input for the SBCP and related expenditures.

V.D. BUDGET DEVELOPMENT FORM

SITE: Mt. Carmel High School

PROGRAM: Economic Impact Aid - English Learners

RESOURCE NUMBER: 7091

**Budget Summary for
Mt. Carmel High School**

2011 ENTITLEMENT:	<u>\$22,320</u>	\$PER STUDENT:	<u> </u>
PLUS CARRYOVER:	<u>\$10,037</u>	# OF STUDENTS:	<u> </u>
TOTAL SITE BUDGET:	<u>32,357</u>	TOTAL ENTITLEMENT:	<u>0</u>
		BUDGETED EXPENDITURES	

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB	1099					1,099
1100-014: TEACHER HOURLY	1083					1,083
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
1100-019 IMPACT TEACHER	17855					17,855
	20,037	0	0	0	0	20,037
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	6627					6,627
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR	524					524
	7,151	0	0	0	0	7,151
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED	1710					1,710

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED	336					336
3321-000: MEDICARE – CERTIFICATED	334					334
3322-000: MEDICARE - CLASSIFIED	87					87
3331-000: PARS - CERTIFICATED	41					41
3332-000: PARS – CLASSIFIED	19.					19
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED	371					371
3502-000: UNEMPLOYMENT INS – CLASSIFIED	95					95
3601-000: WORKERS COMP INS – CERTIFICATED	541					541
3602-000: WORKERS COMP INS - CLASSIFIED	139					139
3802-000: PERS Recapture - CLASSIFIED	659					659
	4,332	0	0	0	0	4,332
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS	314					314
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE	248					248
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS	275					275

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
TOTAL SITE BUDGET:	32,357	0	0	0	0	32,357

V.D. BUDGET DEVELOPMENT FORM

SITE: Mt. Carmel High School
 PROGRAM: Economic Impact Aid - State Compensatory Education
 RESOURCE NUMBER: 7090
 2011 ENTITLEMENT: \$31,700
 PLUS CARRYOVER: \$193
 TOTAL SITE BUDGET: 31,893

**Budget Summary for
Mt. Carmel High School**

\$PER STUDENT: _____
 # OF STUDENTS: _____
 TOTAL ENTITLEMENT: 0
BUDGETED EXPENDITURES

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB	2860					2,860
1100-014: TEACHER HOURLY	6048					6,048
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
1100-019 IMPACT TEACHER	5040					5,040
	13,948	0	0	0	0	13,948
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR	3072					3,072
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	3,072	0	0	0	0	3,072
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED	819					819

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3212-000: PERS – CLASSIFIED	457					457
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED	721					721
3322-000: MEDICARE - CLASSIFIED	190					190
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED	179					179
3502-000: UNEMPLOYMENT INS – CLASSIFIED	49					49
3601-000: WORKERS COMP INS – CERTIFICATED	261					261
3602-000: WORKERS COMP INS - CLASSIFIED	72					72
3802-000: PERS Recapture - CLASSIFIED						0
	2,748	0	0	0	0	2,748
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS	375					375
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES	808					808
4300-011: SUBSCRIPTIONS	9320					9,320
4300-018: SOFTWARE						0
4300-099: RESERVE	558					558
	11,061	0	0	0	0	11,061
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE	164					164
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER	900					900
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
TOTAL SITE BUDGET:	31,893	0	0	0	0	31,893

VI. ADDENDUM (Optional)

MCHS 2011-12 LITERACY PLAN / WASC ACTION PLAN

Growth Target 1: Increase the percentage of students scoring at Prof/Adv. on CST Algebra 1 Exam by 2% per year for next six years. Decrease the number of students with a grade of D or F in Algebra 1/2 by 5% per year for the next six years.

Rationale: Low percentage of students at Proficient/Advanced level of Algebra I as measured by CST and D/F data.

MCHS Student Outcomes Connection: Academic Proficiency, Persistence, Post-Secondary Options

Monitoring Progress:

Data Sources: CST Algebra 1 data, D/F Algebra 1/2 data
 Report Mechanisms: Annual SPSA Report to PUSD Board of Education and Superintendent, MCHS Community (post on website)

Growth Target 1 TASKS	STRATEGIES	EVALUATION COMPONENT Ways of Assessing Progress	MONITORING (and RESOURCES)	TIMELINE
Action Steps				
Create/monitor calendar to regularly review assessment data to evaluate effectiveness of programs and to identify students who need intervention.	<ul style="list-style-type: none"> Plan for ongoing evaluation of CST and D/F data Train staff to access and effectively utilize data to improve student learning Improve website and other systems of communication to better partner with parents to support students Notify students and parents of student progress and explain support options 	CST and D/F data Intervention Team database	Administrators, Intervention and Math Teams (Core Funding)	Fall of 2011 and ongoing

Growth Target 1 TASKS	STRATEGIES	EVALUATION COMPONENT Ways of Assessing Progress	MONITORING (and RESOURCES)	TIMELINE
Develop System-wide Intervention Team to monitor and provide support to students at risk in lower-level math	<ul style="list-style-type: none"> • Create Intervention Team w/ reps from admin, counseling, student services, attendance, data and campus security • Meet weekly to review data and feedback from staff, define and identify struggling students asap and provide support, continue to monitor • Identify appropriate data points and develop annual plan to measure effectiveness of support mechanisms and continuously improve service to at risk students 	Reduction in D/F data in Algebra I	Assistant Principal and Intervention Team	Fall 2011 and ongoing
Pilot and evaluate intervention strategies for at risk students in Algebra 1/2	<ul style="list-style-type: none"> • Provide school and home access to ALEKS software to increase mastery of Alg. 1/2 standards in Academic Success and Special Education Math Classes • Provide 2 hour Math Lab after school tutorial on Tuesdays and Thursdays in MCHS Library Reference Room • Pilot use of ALEKS software in one period of Algebra 1/2 using a "Read 180" type instructional model with rotating centers and an instructional aide • Provide CAHSEE Prep software to ELL students who need assistance with CAHSEE math • Pilot school and home use of Khan Academy online tutorials in one Algebra 1/2 class • Provide parent training in ALEKS and Khan Academy to parents so they can partner with teacher in supporting student progress 	CST Algebra 1 and CAHSEE Math scores	Assistant Principal, Math Team, Academic Success Teacher (EIA-SCE Funding) (EIA-ELL Funding)	2011-12
Develop and communicate Algebra 1/2	<ul style="list-style-type: none"> • Identify in-class, extra-curricular, and 	D/F and CST Data	Administration,	Winter 2011 and

Growth Target 1 TASKS	STRATEGIES	EVALUATION COMPONENT Ways of Assessing Progress	MONITORING (and RESOURCES)	TIMELINE
multiple-level intervention program to students and community	support class options for clear RTI model of Algebra 1/2 support <ul style="list-style-type: none"> • Create an easy-to-read graphic and post on website to explain Algebra 1 support mechanisms to students/parents • Analyze data and evaluate, adjust for success of Algebra 1 intervention options 		Intervention and Math Teams	ongoing
Staff Development				
Research best practices in math instruction	<ul style="list-style-type: none"> • Team of math teachers (general ed, ELL and special education) plus admin to visit 2-3 high schools with strong success in Algebra 1/2 instruction • Train staff to access and effectively use data to improve student learning • Offer TLC or Alt.Eval book studies in Marzano math strategies, AVID Math Path 	Staff Development log	Asst. Principal and Math Leader monitor (EIA-SCE Funding)	Spring 2012
Identify key academic language for Algebra success	<ul style="list-style-type: none"> • Using California Standards and Marzano lists, identify key academic vocabulary and best strategies for teaching academic language • Articulate with Middle School teachers who are also teaching Alg. 1/2 	Common Course Vocabulary Lists and Assessments	Math Team	Spring 2012
Math PLC's meet to create common curriculum/pacing/assessment tools	<ul style="list-style-type: none"> • Common Course PLC's develop and use consistent instructional plans, materials and assessments • Vertical Articulation to ensure coherent sequence of instruction with higher level math access the goal for all students 	Common Course Assessments, Pacing Guides and Grading Policies	Math Team and Asst. Principal	Spring 2013
Train teachers in best instructional practices for students who struggle with math	<ul style="list-style-type: none"> • Provide training and ongoing coaching for teachers in optimal use of ALEKS software in a differentiated classroom • Identify research-based training opportunities for teachers who work with at-risk math students in relevant courses • Have teachers who attend workshops, etc. 	D/F Rates	Asst. Principal and Math Leader (Categorical Funding pending SSC approval during 2013-14 schoolyear)	Spring 2014

Growth Target 1 TASKS	STRATEGIES	EVALUATION COMPONENT Ways of Assessing Progress	MONITORING (and RESOURCES)	TIMELINE
	train other staff			
Technology				
Identify resources for full ALEKS access for students who need math support	<ul style="list-style-type: none"> Identify lab facility for full-class use Survey students for tech access and provide technology access after school for those who can't use ALEKS at home Evaluate effectiveness of ALEKS to improve student mastery of Alg. 1 	Student ALEKS Reports CST Data	Asst. Principal and Intervention and Algebra 1/2 teachers (EIA-SCE Funding)	Fall 2011
Train students to use Khan Academy	<ul style="list-style-type: none"> Demonstrate Khan Academy to all math students Demonstrate Khan Academy to parents 	Survey	Math Team and Counseling	Winter 2012
Research other effective tech tools for supporting struggling math students	<ul style="list-style-type: none"> Meet with County Office of Ed and/or PUSD Ed Tech experts to identify effective (and inexpensive) tools and apps to help students master math standards 	CST Data	Administration and Math Team	Spring 2014

Growth Target 2: Reduce the gap between percentage of students at Prof/Adv.in ELA and Math as an overall school average and in underperforming subgroups by 5% per year for the next six years, as measured by CST, CAHSEE and D/F data.

Rationale: Low percentage of students at Proficient/Advanced level of ELA and Math in underperforming subgroups as measured by CST, CAHSEE and D/F data.

MCHS Student Outcomes Connection: Academic Proficiency, Persistence, Post-Secondary Options, Timeliness and Ethical Behavior

Monitoring Progress:

Data Sources: CST ELA 9, ELA 10, ELA 11, Algebra 1, Geometry, Algebra 2 and Summative Math data, D/F Rates for all ELA and Math courses, CAHSEE ELA and Math data

Report Mechanisms: Annual SPSA Report to PUSD Board of Education and Superintendent, MCHS Community (post on website)

Growth Target 2 TASKS	STRATEGIES	EVALUATION COMPONENT Ways of Assessing Progress	MONITORING (and RESOURCES)	TIMELINE
Action Steps				
Analyze CST, D/F (and MAPS scores for incoming 9 th graders) data by department and select appropriate improvement goals	<ul style="list-style-type: none"> Analyze performance data of students to identify those who will need additional support Analyze CST subtest and subgroup data to identify areas that need improvement Create annual dept. SMART goals for each PLC area Create plan for accomplishing SMART goals and report progress annually 	Assistant Principals and Leaders will report analysis, SMART goals, and progress to Teams and to Principal	Administrators, Team Leaders and Teachers	Fall 2011 and ongoing Annual Progress Report each Spring
Develop System-wide Intervention Team to monitor all students	<ul style="list-style-type: none"> Create team w/ reps from admin, counseling, student services, attendance, data and campus security Meet weekly to review data and input from staff, identify struggling students asap and provide support, continue to monitor Identify appropriate data points and develop annual plan to measure effectiveness of support mechanisms and continuously improve service to at risk students 	D/F Rates Attendance Data	Assistant Principal and Intervention Team (Core Funding)	Fall 2011 and ongoing

Growth Target 2 TASKS	STRATEGIES	EVALUATION COMPONENT Ways of Assessing Progress	MONITORING (and RESOURCES)	TIMELINE
	<ul style="list-style-type: none"> Develop and monitor system to reduce absences and first period tardies 			
Meet with community representatives of significant subgroups to listen, learn, and partner for success	<ul style="list-style-type: none"> Admin meet with community leaders, parents, students to identify and address unknown obstacles to learning Add Google Translate to website, add all important messages to website for translation, and train parents and students to use Google Translate 	Attendance Data Discipline Data CST Data	Principal and Assistant Principals	Spring 2012
Identify key academic language for Literacy and Math success in all content areas	<ul style="list-style-type: none"> Using California Standards, ELD Edge textbook and Marzano lists, identify key academic vocabulary and best strategies for teaching academic language in all subject areas. Articulate with all staff 	Common Course Curriculum and Assessments CST Data	Team Leaders and Teachers (EIA-ELL Funding)	Spring 2013
Provide and evaluate intervention strategies for at-risk students	<ul style="list-style-type: none"> Provide Impact Teacher to support students in ELD and Academic Success Courses Provide 2 hour Writing Lab after school tutorial on Mondays and Wednesdays in MCHS Library Reference Room Provide instructional assistant support to ELL students in core classes Train ELL teacher to effectively use Read 180 to improve student literacy Evaluate effectiveness of Read 180 to determine if upgrade to Read 180 Next Generation is best use of resources for students who struggle with adolescent literacy challenges Provide CAHSEE Revolution Prep software for ELL students who need additional support to master CA math and ELA standards Admin pilot use of iPad as data resource 	CST and CAHSEE Data D/F Data	Administrators, ELL Coordinator, Academic Success Teacher (Core, EIA-SCE and EIA-ELL Funding)	2011-2102

Growth Target 2 TASKS	STRATEGIES	EVALUATION COMPONENT Ways of Assessing Progress	MONITORING (and RESOURCES)	TIMELINE
	for mentoring and intervention <ul style="list-style-type: none"> • Provide Academic Success Class for at risk students (based on CST and MAPS data, teacher/counselor recommendation) • Provide two ELL parent workshops to help parents understand school and post-secondary cultural issues and to improve two-way communication about support • Provide field trip for ELL and Academic Success students to Palomar College and CSUSM to create a vision for the future that involves post-secondary learning 			
Identify research-based instructional strategies that will increase student achievement for underperforming subgroups	<ul style="list-style-type: none"> • Teacher teams learn about Marzano, AVID, SIOP, and other research-based strategies and share best practices with colleagues • Teachers pilot use of strategies, share results with staff 	CST Data	Administration and Team Leaders (EIA-ELL and EIA-SCE funding pending approval of 2013-14 SSC)	Spring 2014
Staff Development				
Train teachers in SIOP protocol for effective instruction with ELL students	<ul style="list-style-type: none"> • Have PUSD ELL Coordinator provide sequence of weekly day-long training with follow-up debriefing of implementation of SIOP strategies with English Learner students • Purchase SIOP teacher training books 	D/F Data for ELL Students CST Data	Administrators (EIA-ELL Funding)	2011-2014
Train staff to access and effectively use data to improve student learning	<ul style="list-style-type: none"> • Provide differentiated all-staff learning opportunities for effective use of assessment, both formative and summative • Ensure that teachers have access to all relevant data in PUSD Student Report Center and know how to use it 	Staff Development Log	Leadership Team Administrators	Spring 2012
All Core Content PLC's meet to create common curriculum/pacing/assessment tools	<ul style="list-style-type: none"> • Common Course PLC's agree to develop and use consistent instructional plans, 	Common Course Assessments, Pacing Guides and	Leadership Team Administrators	Spring 2013

Growth Target 2 TASKS	STRATEGIES	EVALUATION COMPONENT Ways of Assessing Progress	MONITORING (and RESOURCES)	TIMELINE
	materials and assessments <ul style="list-style-type: none"> Vertical Articulation to ensure coherent sequence of instruction with higher level A-G course access the goal for all students 	Grading Policies		
Train teachers in best instructional practices for student learning	<ul style="list-style-type: none"> Train staff to develop and effectively use benchmark exams Identify research-based training opportunities for teachers Have teachers who attend workshops, etc. train other staff 	D/F Rates CST Data	Asst. Principal and Leadership Team (Core and Categorical Funding pending approval of SSC in 2013-14)	Spring 2014
Technology				
Improve utility of site website to increase support mechanisms for all students	<ul style="list-style-type: none"> Identify and train site webmaster Meet with Parent Focus Group with range of representatives, such as parents from other countries, parents with no college experience, and parents of students with special needs, to evaluate other sites and identify features that will facilitate improved parent/students support 	Website Parent Survey	Principal	Fall 2011
Provide computer access before/after school hours for students who do not have home computer access	<ul style="list-style-type: none"> Identify resources and staffing to provide computer access outside of regular school hours 	Student library, Sun Center and Lab sign-in records	Library and Counseling staff (EIA-SCE Funding)	Winter 2012
Research tools that will allow students to continue learning from home.	<ul style="list-style-type: none"> Meet with County Office of Ed and/or PUSD Ed Tech experts to identify effective (and inexpensive) tools and apps to help students improve learning 	CST Scores	Administration (Educational Foundation Funding)	Spring 2014

Growth Target 3: Improve percentage of all students demonstrating academic proficiency and college/career readiness by 5% per year for the next six years by development and ongoing evaluation of best professional practices for curriculum, instruction and assessment.

Rationale: Mt. Carmel High School All Schools/Similar Schools API rankings have dropped from 10/10 to 9/4 since 2005.

MCHS Student Outcomes Connection: Academic Proficiency, Persistence, Post-Secondary Options, Timeliness and Ethical Behavior

Monitoring Progress:

Data Sources: Overall API Score, CST Scores, A-G Completion, CAHSEE

Report Mechanisms: Annual SPSA Report to PUSD Board of Education and Superintendent, MCHS Community (post on website)

Growth Target 3 TASKS	STRATEGIES	EVALUATION COMPONENT Ways of Assessing Progress	MONITORING (and RESOURCES)	TIMELINE
Action Steps				
All departments analyze D/F data at each trimester	<ul style="list-style-type: none"> Identify areas of concern and make mid-course adjustments as needed to improve student learning 	D/F rates	Administrators and Team Leaders	Fall 2011 ongoing
Incorporate Students Outcomes and their importance to post-secondary success into classroom instruction.	<ul style="list-style-type: none"> Departments identify key indicators of Student Outcome accomplishment and embed into instruction/assessment Provide students with clear understanding of link between post-secondary options and learning in classrooms, career/tech, internships, etc. 	A-G, CST, Discipline and Attendance Data	Administrators, Team Leaders and Teachers	Fall 2011 ongoing
Develop process for annual allocation of resources (time, money, staff) that targets growth in student learning (as opposed to scattershot, squeaky wheel process.)	<ul style="list-style-type: none"> Staff identifies annual target areas and plans accordingly for professional learning community work (Suggested targets for next three years: 2011-12 – Curriculum, Assessment and Grading Alignment, 2012-13 – Instructional Strategies, 2013-14 – Technology) Leadership Team starts each meeting with review/update of professional growth plan Identify best practices to improve effective use of instructional time 	Professional Growth Log Leadership Team Minutes	Administrators and Leaders	Spring 2012 ongoing

Growth Target 3 TASKS	STRATEGIES	EVALUATION COMPONENT Ways of Assessing Progress	MONITORING (and RESOURCES)	TIMELINE
	<ul style="list-style-type: none"> Provide primary language translators for ELL testing to improve accuracy of results 		(EIA-ELL funding)	
Identify data points to evaluate most effective use of student time (e.g. trimesters, bell schedule) and establish baseline data points	<ul style="list-style-type: none"> All staff make recommendations for appropriate data measures to Leaders, Leadership Team to decide on and communicate data points and timelines to evaluate time decisions 	Evaluation Plan with Data Points and Timelines	Leadership Team Administrators	Winter 2012
Study issue of “students in the middle” and determine ways to support high achievement for this group	<ul style="list-style-type: none"> Analyze CST and Grade Distribution data, as well as Open Access strategies/practices, to identify and address barriers to high achievement Review PSAT results with all students in homeroom, encourage students to challenge themselves 	Increased enrollment in higher level courses	Administrators and Team Leaders	Spring 2013
Review trimester and bell schedule systems, use data to evaluate what is working and what needs improvement	<ul style="list-style-type: none"> PLCs meet and adapt curriculum to trimester organization Pilot alternate bell schedule strategies to determine if alternate tutorial times would improve student learning All staff review data to determine best organization of time to ensure all students are learning at high levels 	CST data D/F data Attendance and Discipline Data Student/Parent Surveys	Administrators, Leadership Team	Spring 2013
Staff Development				
Develop Professional Development Plan	<ul style="list-style-type: none"> Identify annual professional growth targets and create annual plan for PLC work, visits to effective schools/programs, workshops in targeted skills (e.g. SIOP, AVID) 	Professional Growth Log Academic Data API	Leadership Team Administrators	Winter 2012
Identify ways to increase and better utilize professional time and support ongoing adult learning and collaboration	<ul style="list-style-type: none"> Create Professional Learning café/center type area for lifelong adult learning (w/professional resources, computers, area for working lunches, etc.) 	Professional Learning Area	Administrators (Core and Donation Funding)	Spring 2012
Research 21 st century learning practice with proactive goal of “preparing students for their future, not our past”	<ul style="list-style-type: none"> Create time for creative teacher leaders to research tools that will improve instruction and allow teachers to be more effective with larger class sizes 	CST Data CAHSEE Data A-G rates API	Administrators Leadership Team (EIA-SCE funding)	Spring 2013

Growth Target 3 TASKS	STRATEGIES	EVALUATION COMPONENT Ways of Assessing Progress	MONITORING (and RESOURCES)	TIMELINE
	<ul style="list-style-type: none"> Differentiate training for full staff in technology as per individual staff need 		pending SSC approval in 2012-13)	
Technology				
Identify technology skills (e.g. discernment of reputable resources, reputation protection, research skills, presentation skills, etc.) we want our students to have by graduation	<ul style="list-style-type: none"> Research college and industry standards for technology proficiency Identify appropriate curriculum areas for embedding skill instruction and practice 	Curriculum Maps	Administrators and Leadership Team	Spring 2013
Identify best tech tools for supporting student learning (and ideally, that will also enable more efficient use of teacher time.)	<ul style="list-style-type: none"> Identify teachers who are interested in leading the work of ed tech exploration and instructional improvement for Teacher Tech Team Meet with County Office of Ed and/or PUSD Ed Tech experts to identify effective (and inexpensive) tools and apps to help students improve learning Embed Tech Awareness and Training into Professional Growth plan 	Professional Growth Log	Administrators and Teacher Tech Team	Spring 2014
Identify resources to provide technology that will improve student learning and prepare students for 21 st century college/ career requirements	<ul style="list-style-type: none"> Work with Career/Tech Director, Education Foundation and Community Leaders to identify resources to provide 21st century technology tools to best prepare students for college/career success 	Increase in technology resources	Administrators MCEF District CTE Admin. (District and MCEF Funding)	Spring 2014

Mt. Carmel High School

Reach 'em with Relationships, Teach 'em with Rigor, and Let Them Soar with Relevance!

THE MT. CARMEL HIGH SCHOOL ANNUAL PROGRESS DASHBOARD

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Score	+/-	Score	+/-	Score	+/-	Score	+/-	Score	+/-
*=not statistically significant										
AYP	N		Y	+						
State/Sim Schools Rank	9/4	-								
API	818 (B)	+3	825 (G)	+7						
Hispanic	755	-5	737	-18						
African American	708	-	759	+51*						
Filipino	812	-6	807	-5						
Low SES	720	+7	715	-5						
ELL	713	+3	682	-31						
Special Education	562	+17	617	+55						
Enrollment (API Report)	2144		2033	-111	1965	-68				
	10.9%		13.3	+2.4						
Hispanic	4.9		5.3	+4						
African American	12.3		11.8	-5						
Filipino	14		14	-						
Low SES	5.1		7.5	+2.4						
ELL	10.7		10.1	-6						
Special Education										
"A thru G" Completion Rate	63%	-5%	65	+2						
Hispanic	56%		57	+1						
African American	38%		52	+14						
Filipino	54%		73	+19						
Low SES	29%		52	+28						
ELL	10%		21	+12						
Special Education	3%		0	-3						
D/F rate – Spring	8%									
Hispanic	14%									
African American	18%									
Filipino	8%									
Low SES	14%									
ELL	14%									
Special Education	14%									
Made AMAO (ELL level up)	45%		64%	+19%						
Graduation Rate	98%	-								

Last Updated 12.2.11

AP Students/Tests Given	647/1166		611/1194	+	722					
AP Test Pass Rate	81%		81%	-						
Equity and Excellence	43.5%									
%Enr. In AP	30%		30.5%	+0.5%						
Suspensions	6.34%		4.05%	-2.29%						
Grad Survey										
4 yr. College	62.8%		63%	+0.2%						
2 yr. College	26%		26.4%	+0.4%						
Tech School	1.8%		0.7	-0.9%						
Military	3.4%		4.9	+1.5%						
Workforce	1.1%		.06	-0.5%						
Undecided	4.9%		3.4	-1.5%						
Period Truancy			Aug-Jan							
			Per. 1 - 1677							
			Per. 4 - 1162							

*Group number too small to be considered statistically significant

Mt. Carmel High School

Reach 'em with Relationships, Teach 'em with Rigor, and Let Them Soar with Relevance!

THE MT. CARMEL HIGH SCHOOL ACTION PLAN PROGRESS CHART

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Score	+/-	Score	+/-	Score	+/-	Score	+/-	Score	+/-
API	818	+3	825	+7						
CAHSEE ELA (GR. 10)			93%							
Hispanic			87							
African American			78							
Filipino			95							
Low SES			80							
ELL			58							
Special Education			60							
CAHSEE MATH (GR. 10)			91%							
Hispanic			77							
African American			74							
Filipino			95							
Low SES			79							
ELL			63							
Special Education			46							
CST ALGEBRA I	18%		24%		+6					
Hispanic			15							
African American			17							
Filipino			36							
Low SES			11							
ELL			12							
Special Education			8							
CST GEOMETRY	36		40		+4					
Hispanic			18							
African American			29							
Filipino			40							
Low SES			27							
ELL			17							
Special Education			7							
CST ALGEBRA II	32		24		-8					
Hispanic			16							
African American			4							
Filipino			16							
Low SES			6							
ELL			4							

Last Updated 12.2.11

Special Education			16							
CST SUMMATIVE MATH	72		64		-8					
Hispanic			46							
African American			45							
Filipino			46							
Low SES			54							
ELL			*							
Special Education			*							
CST ELA 9	71		72		+1					
Hispanic			45							
African American			59							
Filipino			73							
Low SES			45							
ELL			15							
Special Education			33							
CST ELA 10	66		68		+2					
Hispanic			53							
African American			50							
Filipino			66							
Low SES			42							
ELL			6							
Special Education			29							
CST ELA 11	61		66		+5					
Hispanic			48							
African American			56							
Filipino			49							
Low SES			35							
ELL			7							
Special Education			24							
CST BIOLOGY	55		62		+7					
Hispanic			44							
African American			45							
Filipino			63							
Low SES			40							
ELL			17							
Special Education			30							
CST CHEMISTRY	66		54		-8					
Hispanic			31							
African American			46							
Filipino			45							
Low SES			45							
ELL			*							
Special Education			*							
CST PHYSICS	60		72		+12					

Hispanic			62						
African American			*						
Filipino			65						
Low SES			43						
ELL			*						
Special Education			*						
CST EARTH	57		42		-15				
Hispanic			26						
African American			28						
Filipino			27						
Low SES			20						
ELL			5						
Special Education			33						
CST WORLD HISTORY	52		59		+7				
Hispanic			46						
African American			31						
Filipino			63						
Low SES			39						
ELL			9						
Special Education			22						
CST US HISTORY	65		62		-3				
Hispanic			34						
African American			48						
Filipino			46						
Low SES			32						
ELL			12						
Special Education			18						