

**Mt. Carmel High School
Single Plan for Student Achievement
2008-2009**



**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*

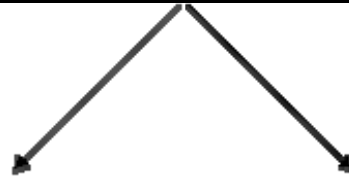
Single Plan for Student Achievement

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 for all programs for which the school has an allocation in the Consolidated Application.

SB 374

No Child Left Behind

PUSD Focus Goals



The SPSA will address these critical questions:

- To what extent are ALL students demonstrating continuous progress?
- To what degree are ALL students achieving the academic standards?
- How are innovative practices impacting gains in student achievement?
- How is professional development used to improve student achievement?
- To what degree do parents and community participate in the achievement of school goals?
- To what degree are student support services integrated into plans for improvement of student achievement?

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I. THE SCHOOL PROFILE

School operates a SBCP

School does not operate a SBCP

A. PROGRAMS TO BE INCLUDED IN THE SPSA:

STATE/FEDERAL PROGRAMS	SITE ALLOCATION
School and Library Improvement Program (SLIP) Block Grant	75,787
School and Library Improvement Program (SLIP) Block Grant (Cont...)	
Pupil Retention Block Grant	
GATE	
Title I	
Title I – Parent Involvement	
Title III (<i>ELL Student Formula Subgrant</i>)	
Title III (<i>Immigrant Subgrant</i>)	
English Language Acquisition Program (<i>Grades 4-8 only</i>)	
EIA - Economic Impact Aid (English Learner Program)	3,720

B. DESCRIPTION OF SCHOOL

Nestled in the rolling hills of Rancho Penasquitos and opened in 1974, Mt. Carmel High School serves the Northeast San Diego communities of Rancho Penasquitos, Sabre Springs, and 4S Ranch. Completely modernized between 2004 and 2007, the expansive campus offers classrooms capable of supporting the latest technology, 12 science laboratories, one Biotechnology laboratory, one virtual language laboratory, visual arts labs, a updated library with print and on-line collections, a state of the art Performing Arts Center, an expanded cafeteria and lunch shelter, and upgraded physical education, aquatics, and athletic facilities. In an effort to coordinate services for students, the MCHS SUN Center houses grade level teams of assistant principals, counselors, guidance technicians, as well as student assistance services, and the records, attendance, finance and health offices.

Rancho Penasquitos, Sabre Springs, and 4S Ranch are a predominantly middle-class area with more than 47,000 residents in over 14,000 households living in apartments, condominiums and single-family houses. 72% percent own their homes and 28% are renters. Slightly less than 4% of families have incomes below the poverty level. 22% percent of families have incomes of less than \$49,999 per year, 68% between \$50,000 and \$149,999 and 10% have incomes of \$150,000 or more. The predominant racial/ethnic groups of the community are African-American (5%), Asian (14%), Filipino (13%), Hispanic (10%) and White/Caucasian (52%). More than one-quarter of these residents are foreign born and one-third speak a language other than English at home.

Mt. Carmel's student enrollment is 2386 and has grown by 67 students from the previous school year. Mt. Carmel has a significant population of students who qualify for Free/Reduced lunch (12%) and also a growing population of limited English proficient students (6%). Mt. Carmel's staff is predominantly white (91%) with some Asian, Filipino, and Hispanic staff members. Mt. Carmel is a school of choice for the Poway Unified School District and over one third of MCHS students choose to attend Mt. Carmel instead of their home PUSD high school.

Parent and community involvement at Mt. Carmel is deep and positive, with an emphasis on a common goal of educating young people academically, physically, artistically and emotionally. Parent events throughout the year include, but are not limited to: Department Faire and Back to School Night, Eighth Grade Parent Night, Freshman Parent Night, and a number of College Application and Financial Aid workshops. The Mt. Carmel Athletic Foundation and its numerous parent booster groups support the programs in the MCHS athletic program. The Mt. Carmel Band Boosters support award winning instrumental, orchestral and vocal music programs. The MCHS PTSA acts as a force for positive change including offering volunteer hours to school programs, grants to staff members, and scholarships to students. Parents and students have access to teachers and grades through Learning Point, which is a portal supported by the district to allow parents and students to access information and communicate with teachers beyond the bell . All MCHS teachers have Learning Point sites.

Address: 9550 Carmel Mountain Rd.San Diego, CA 92129-2799

Principal: Tom McCoy, Ed.D.

Year of Construction: 1974

Current Enrollment

Numbers reflect first month enrollment totals

Kg	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Special Day Class
									599	610	608	569	48

Enrollment History:

Numbers reflect first month enrollment totals

2006-07	2007-08	2008-09
2286	2319	2386

Student Demographics:

Percent of total school population. (Based on first month enrollment totals)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
14	13	11	4	51	7

Percent of total school population. (Based on first month enrollment totals)

Limited English	Free/Reduced Lunch
6	12

Staff Demographics

Percent of credentialed teachers. (Based on Oct 2008 CBED's)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
8	2	3		88	

Percent Fully credentialed: 100

D. SCHOOL SITE COUNCIL / LEADERSHIP TEAM

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent/MS or HS Student
Tom McCoy, Ed.D.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marti Martinez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Shimer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erica Turner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joyce Daubert	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jose Campo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erin Kelley	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rachel Ward	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mark Cardenas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ewa Kear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Stacey Campo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Roger Tso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chancellor Jackson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ashley Purdy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Katie Baer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michael Rawls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category (Total of columns 1 to 3 must equal column 4)	1	5	2	8

Leadership Team (if separate from/additional to School Site Council):

The Leadership Team is made up of department chairpersons: Those members are Diane Jones and Marti Martinez from VPA, Joan Quesada from AATE, Bob Pacilio and Monique Lamphiere-Tamayoshi from English, Joyce Daubert from World Language, Gary Jolk and Tom McKinney from Health/PE, Roy Agbulos from Mathematics, John Earnest and Tony Miles from Science, Steve Edwards from Social Science, Lisa Chohany from Special Education and Lori Lindsey from English Language Development.

California Education Code specifies the composition of the School Site Council as follows:

- At both the elementary and secondary levels, classroom teachers comprise the majority of persons represented under subdivision (a), below.
- At the elementary level there is parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. (Ten members are necessary in order to meet the above requirements.)

- At the secondary level there is parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of students, and parents or other community members, selected by parents and students. (Twelve members are necessary in order to meet the above requirements.)
- At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC. High schools are required to ensure parity between parent members and student members.
- 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.

II. VISION, MISSION, AND ORGANIZATIONAL DIRECTIONS – *How will we connect our school and our efforts to the larger PUSD Strategic Vision of “College Readiness for All?”*

A. PUSD STRATEGIC VISION

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.

B. SITE MISSION

Reach'em with Relationships, Teach'em with Rigor, Let'em Soar with Relevance

Reach'em with Relationships

Mt. Carmel staff will build relationships with students in support of their academic achievement and personal success;
MCHS staff will provide support for students to overcome societal barriers to their achievement.

Teach'em with Rigor

Mt. Carmel staff will deliver rigorous curriculum to each student using diverse teaching strategies.

Let'em Soar with Relevance

Mt. Carmel staff will have high expectations that are clear and relevant for each student;
MCHS staff will provide students with a relevant connection between academic content and their lives and careers beyond high school.

C. ORGANIZATIONAL DIRECTIONS

The district vision of “College Readiness for all – Gateway to our Students’ Future,” and our school’s aligned mission provide the foundation for the direction of our site efforts. Districtwide organizational directions toward ensuring college readiness are:

- Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students
- Personalize learning to provide multiple pathways for student success
- Prepare all students to successfully undertake a college-ready curriculum for post-secondary success
- Close the achievement gaps for all subgroups

Our school will focus on several initiatives to support the district organizational directions.

Mt. Carmel is a data driven organization gathering data from three major areas of focus: academics, student discipline/attendance, and staff and student attitudes/perceptions. Current efforts to collect data focus on fine-tuning data gathering, interpreting data to improve instruction, and making data easily available. The shift to data driven decision-making has developed in parallel with the move toward standards based instruction. The staff at Mt. Carmel frequently discusses and reflects on our mission and vision for Mt. Carmel to "Reach'em with Relationships, Teach'em with Rigor, and Let'em Soar with Relevance."

2008 - 2009 Student Outcomes & Measurement(s) of Progress

Mt. Carmel High School students demonstrate **ACADEMIC PROFICIENCY** in a rigorous curriculum:

MCHS will reduce by 5% the number of students in all grade levels achieving a grade point average below 2.0 in each grade level

MCHS will increase by 5% the number of students reaching proficient or advanced levels on the California Standards Test for each content area

100% of MCHS seniors will pass the California High School Exit Exam

MCHS will increase by 5% the number of MCHS Seniors completing the UC “A-G” entrance requirement.

Mt. Carmel High School students are connected to support for their **PERSISTENT** efforts to make the most of their academic potential:

MCHS will improve the number of students meeting the UC “A-G” requirements by 3% for the class of 2009

MCHS will reduce the “achievement gap” between majority and significant subgroups as measured by improvement in the number of students

in each significant subgroup achieving proficient or advanced levels on the 2009 California Standards Test

MCHS will develop and implement strategies to improve achievement for students designated English Language Learners as measured by

individual ELL student performance on the CELDT, CAHSEE, and CST

Mt. Carmel High School students behave **ETHICALLY** and display a sense of **TIMELINESS** in their daily conduct

MCHS will reduce the number of student discipline contacts (in all categories) as compared to the 2007-2008 school-year

MCHS will reduce the number of students who lose co/extra-curricular privileges as compared to the 2007-2008 school-year

MCHS will reduce tardiness and improve attendance rates as compared to the 2007-2008 school year

Mt. Carmel High School students are college ready, prepared for and aware of all their **POST-SECONDARY OPTIONS**

MCHS will enroll all Juniors and Seniors in the on-line Prep HQ college application/scholarship research web site

MCHS will develop a program to formalize the use of the on-line CareerCrusing career interest web site

MCHS will increase the number of college and career presentations offered to students

MCHS will increase the number of students taking the P-SAT & SAT by 5%

To support the achievement of the MCHS Student Outcomes, each faculty member has selected one Student Outcome as an area of emphasis outside the classroom and is participating as part of a Working Group to assist in the achievement of the Student Outcomes.

Additionally MCHS administration, counseling and support staff work in an integrated services approach rather than as separate departments. Each grade level is assigned a team that consists of an Assistant Principal, Counselor, Guidance Technician, Attendance Clerk, Administrative Assistant and a Student Support Services specialist. These teams follow their assigned cohort of students through high school to graduation. The Grade Level Teams are charged with monitoring grades/credits, attendance, discipline, test scores and emotional/social needs and providing support and/or intervention for students. Support comes in the form of college guidance, tutoring, and counseling services. Intervention may include CAHSEE classes, Math/English Intervention classes, SAT preparation, Adult School or alternative schooling placement, and referrals to outside agencies for student/family counseling.

The MCHS Academic Intervention and Monitoring Program (AIM) requires students to attend tutoring time already built into the school day. Students earning less than a C in any class are divided into two intervention programs.

"Red Alert" students are those earning 2 or more F's. These students have their progress checked weekly by the Grade Level Team through a "Blue Card-Weekly Progress Report" that teachers update with their current progress. These students are also required to attend a minimum of three teacher tutorials each week. "Red Alert" students have a parent conference each six week period to better involve parents and community support efforts in the process of assisting students in improving their academic status at MCHS.

Students on "Gold Alert" are those who have earned any number of 'D' s and/or one 'F' in any course. They are required to have their progress checked weekly by the Grade Level Team through a "Blue Card-Weekly Progress Report" that teachers update with their current progress. In addition, all students are encouraged to attend teacher sponsored tutorials for each 'D' or 'F' they receive.

All departments have developed standards for major courses and summative Common Course Assessment (CCA). This work is ongoing as departments revise existing CCA and develop new CCA to be used as pre-assessments and as formative assessments.

To continue to better prepare students for their futures, Mt. Carmel is redefining its career program and emphasizing the different choices students have beyond high school. Currently, MCHS runs two periods of work experience for students and students enrolled in the Biotech program participate in internships in San Diego County. The different facets of the career-readiness program will span all grade levels and will connect to college readiness. Using web-based resources, students will investigate careers based on their areas of personal interest and academic strength. As a students move through high school, they will be guided in their use of web based resources to focus on particular careers and to investigate the preparation necessary for these careers. Additionally, this year, students will be

offered Career presentations by professionals through the "Career of the Month" program. Students will also access professionals through a school-wide "Career Faire" being developed in conjunction with the MCHS PTSA.

III. STANDARDS AND ASSESSMENTS OF STUDENT LEARNING – How will we know students are learning, and where are the gaps? An analysis of student learning, program effectiveness, progress toward closing the achievement gap, and progress toward attaining college readiness.

A. SITE ASSESSMENT PLAN:

Mt. Carmel High School follows the Guiding Principles of Assessment from the Poway Unified School District:

The purpose of assessment is student learning; Assessment must provide a comprehensive picture of student achievement; Assessment must measure student growth over time; Assessment must be valid and reliable and data must be responsibly and efficiently collected and managed.

At Mt. Carmel Student Performance Data, School-Wide Effectiveness Data as well as Attitude and Perception Data are annually monitored.

These data sources inform the annual development of the Single Plan for Student Achievement:

1. Data sources are compared to Goals from the previous school-year.
2. This analysis notes whether the prior year Goals were achieved or are still a work in progress
3. Following this analysis, new school-wide goals are developed that support the achievement of the MCHS Student Learning Outcomes and the PUSD Mission: College Readiness - Gateway to our Student's Future
4. Both progress on the prior year Goals and the new school-wide goals are reviewed by the MCHS Faculty
5. Based on the reviewed data, programs are developed to support the achievement of the school-wide goals.
6. Based on the reviewed data, programs that are ineffective or not the best use of resources to achieve the school-wide goals are discontinued.

Described below are the particular sources examined within Student Performance Data, School-Wide Effectiveness Data, and Attitude and Perception Data

1. Student Performance Data:

Student performance data at Mt. Carmel includes state-wide assessments like the California Standards Test (CST) Subject Area Exams and the California High School Exit Exam (CAHSEE). In addition, the CELDT Test is administered to all English Language Learners to gauge their progress in reading, writing, and speaking English. Additionally Mt. Carmel monitors the number of students completing the required courses for the University of California "A-G" entrance requirements.

Nationally normed data is gathered by examining Advanced Placement Exam participation and pass rates, as well as SAT and ACT college entrance exam performance. Local assessments include student course grades, student eligibility rates, and academic department based Common Course Assessments (CCA).

Student performance is also measured using individual classroom assessments. Classroom assessments both formative and summative are used to examine everyday classroom progress, progress on course standards, as well as to determine final student grades and credits toward graduation.

Data at Mt. Carmel is disaggregated to monitor the progress of sub-group populations, and to plan for improved learning for ALL students.

2. School-wide Effectiveness:

School-wide effectiveness data is gathered in order to monitor the overall learning environment at Mt. Carmel. Mt. Carmel monitors and measures attendance and discipline data, graduation and dropout rates, and college application and matriculation rates. In addition, graduation rates, and college matriculation rates provide information about program effectiveness at MCHS.

3. Attitudes and Perceptions:

Attitudes and perception data provides feedback on how staff, students, parents and community members are thinking and feeling about Mt. Carmel. Being on the "inside" of the organization, teachers can benefit from the perspective of parents and community members who operate "outside" of the organization. Being the leaders of learning, teachers and administrators can benefit from the perspective of students. Annually MCHS issues student, parent, and staff opinionnaires on issues that are current and relevant to these stakeholders.

Assessment Instruments

1. Student Performance

STATE AND NATIONAL ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
California Standards Test	Standardized Criterion-referenced	Measures students Achievement of California Standards	All students, Grades 9-11	Spring	Measures student achievement of standards in Reading, Language Arts and Mathematics.
CELDT	Standardized Criterion-referenced	Measure level of achievement in English	All ELL students	Fall	Measure ELD levels, plan programs and measure annual growth Used to redesignate students.
SAT/ACT/PSAT	Standardized Norm-referenced	Predict college performance	All students Grades 10 - 12 with an interest in their Post-Secondary Options	Dates throughout the year	Compares PUSD's college-bound students with counterparts in state/nation. Provides general information regarding college prep course rigor.
Advanced Placement Exams	Criterion-referenced	Academic recognition College credit	Students enrolled AP classes	May	Benchmark the rigor of AP classes against a national sample. Provides students with recognition and college credits.
California Fitness Test 9th Grade	Performance	Measure fitness levels of students	9 (incoming students) 11 (Non-pass only) 10-12 (New, non-pass only)	Fall March	Useful to identify program strengths and weaknesses.
California High School Exit Exam	Criterion-referenced	Individual Achievement	Grade 10,11-12 non pass and new	Fall, Spring, Summer	Measures student achievement of California Standards. Assures minimum level of competency for earning a High School Diploma.

1. Student Performance (Cont...)

SCHOOLWIDE, DEPARTMENT WIDE and FORMATIVE ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
Common Course Assessments	Criterion-referenced	Diagnostic	Grades 9-12	Start of semester, mid-semester	Measures ability relative to standards as a pre-learning tool. Measures achievement relative to standards on a formative basis.
Common Course Assessment Finals	Criterion-referenced	Achievement	Grades 9-12	End of semester	Measures achievement relative to standards on a summative basis.
Algebra 1-2 formative benchmark exams every 3 weeks	criterion-referenced	Diagnostic/achievement	Grades 912 (all students enrolled in Algebra 1-2)	Every 3 weeks	Measures achievement relative to standards as a monitoring tool. Measures achievement relative to standards on a formative basis.

2. School-Wide Effectiveness

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
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	2 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	Principal/staff 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	Diaggregating of student attendance data is done periodically and used for program evaluation.
AP Participation Rates	Audit	To assess access to advanced placement courses	9-12	Annually	To monitor District target and improve access by all students to AP options
SAT Participation Rate	Audit	To assess student attitude or intent to attend college	10-12	Annually	To monitor District target
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

3. Attitudes and Perceptions

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
Student Surveys	Opinionnaire	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	Students	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

III-B. SARC Summary Data

School Accountability Report Card Reported for School Year 2007-08

Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. 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	Tom McCoy, Ed.D.	Superintendent	Donald A Phillips, Ed.D
Street	9550 Carmel Mountain Rd.San Diego, CA 92129-2799	Street	13626 Twin Peaks Rd.
City, State, Zip	San Diego, CA 92129-2738	City, State, Zip	Poway, CA 92064-3034
Phone Number	858-484-1180	Phone Number	858-748-0010
FAX Number	858-538-9426	FAX Number	858-748-1342
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	tmccoy@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682963730074	SARC Contact	Eric Lehew

District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2008
Mt Carmel High School
Grade 9-12

	NCLB Annual Measurable Objectives *							O t h e r I n d i c a t o r s												
	AYP							CAHSEE				California Standards Test				AP % C or Better	PE*	SAT I		
	Participation Rate		Performance		Grad Rate	MEET	API		Performance				Participation Rate		Performance			2008	Partici pation Rate	Mean Score
	ELA	Math	ELA	Math			>=800 or +1 Point	ELA	Math	ELA*	Math*	ELA	Math	ELA	Math	ELA	Math			
	>=95%	>=95%	% prof +	% prof +	0.1		2007	2008	% Prof @ 380	% Prof @ 380	% Prof @ 350	% Prof @ 350	>=90%	>=90%	% prof +	% prof +				
Schoolwide	99	99	79	79	97	Y	816	827	76	75	94	93	98	95	64	37	48	71		
Subgroups <i>100 or 50 if >15%</i>																				
African American (33)	100	100	54	50					48	42	85	67	99	91	38	19		54		
American Indian (3)	100	100							67	67			89	89	25	12				
Asian (84)	100	100	84	90		Y	885	888	81	87	95	98	100	97	76	57	60			
Filipino (73)	99	99	68	75		Y	800	810	68	74	92	95	100	97	63	31	41	70		
Hispanic / Latino (54)	100	100	70	70		Y	761	781	69	67	89	85	98	92	53	31		75		
Pacific Islander (4)	100	100							50	25			100	100	53	40	50			
White (319)	99	99	85	83		Y	823	839	82	80	96	96	98	95	67	38	48	74		
Low Socio-Econ (88)	99	99	43	49		Y	704	719	23	38	81	76	99	92	39	21	9			
Special Education (46)	98	98	20	25		Y	541	584	17	21	64	53	97	85	14	11				
English Learner (69)	100	100	36	53					35	51	58	58	100	100	17	17	20			
GATE (249)	99	98	94	77					95	99			99	98	94	77	91			

*includes only students in statistically significant subgroups

District Targets:

Annual Participation Rate: For NCLB / AYP: Combines CAHSEE, Grade 10 and CST, Grade 9-11; Does not count students with modifications

For API: includes students enrolled before CBEDS day, first week of October

Targets: 95% all subgroups, API = 800, Graduation Rate = 82.9% or +.1%, AYP = Yes.

Class of 2008: CAHSEE pass rate @ 350 = 100%

By 2008: CST ELA = 65% proficient, Math = 60% proficient for all subgroups; AP participation = 50% for all subgroups; A-G completion = 60% for all subgroups.

State Targets, 2006-2008:

For Unified School Districts: Percent Proficient ELA = 24.4% Math = 26.5% API =

Subgroups are bold if student count >= 100

Mt. Carmel High

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below Standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state Standards in that content area.

CST - English-Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
9	75	76	71	75	77	78	44	47	49
10	60	61	61	62	65	65	37	37	41
11	57	60	60	58	61	62	36	37	37

CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
9	58	53	51	54	52	56	25	25	26
10	37	32	31	34	38	37	20	19	19
11	28	27	29	31	31	33	17	17	17

CST - Subgroups English-Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male		Female		English Learners		Not-English Learners		Socioeconomically Disadvantaged		Not Socioeconomically Disadvantaged	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
9	74	72	78	71	14	23	80	76	51	48	79	77
10	56	58	66	65	7	10	64	64	37	27	65	67
11	57	52	63	67	11	16	63	62	27	40	65	62

* includes all students tested in Spring CST Administration

Mt. Carmel High

CST - Subgroups Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male		Female		English Learners		Not-English Learners		Socioeconomically Disadvantaged		Not Socioeconomically Disadvantaged	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
9	54	56	53	46	8	13	56	54	19	32	58	56
10	35	34	29	29			33	32	18	5	33	35
11	28	26	26	31			27	29	14	20	29	30

CST Racial/Ethnic Subgroups English-Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African American		American Indian or Alaska Native		Asian - American		Filipino - American		Hispanic or Latino		Pacific Islander		White (Not Hispanic)	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
9	48	50			83	85	71	72	65	58			79	76
10	32	28			75	70	56	61	47	45			66	67
11	55	38			65	73	49	57	54	57			63	60

CST Racial/Ethnic Subgroups Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African American		American Indian or Alaska Native		Asian - American		Filipino - American		Hispanic or Latino		Pacific Islander		White (Not Hispanic)	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
9	26	22			64	69	39	43	19	42			57	51
10					55	44	20	22	21	11			30	34
11					44	54	12	14	22	25			30	28

* includes all students tested in Spring CST Administration

Mt Carmel High Cohort Report

California Standards Tests (CST) - Cohort

The cohort report follows the performance of the same students over several years.

Unlike the proceeding report which is a snapshot of all students each year, the cohort report includes only students who were tested every year.

For example, this report reflect the performance of 5th grade students tested in 2006, 2007, and 2008.

These data can be useful to determine program effectiveness over time.

CST - ELA

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School				District			
	No. Tested	2006	2007	2008	No. Tested	2006	2007	2008
9	471	70	69	75	2,242	76	76	79
10	500	73	76	63	2,276	74	78	66
11	465	79	66	61	2,218	77	67	64

CST - MATH

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School				District			
	No. Tested	2006	2007	2008	No. Tested	2006	2007	2008
9	464	69	67	55	2,225	73	69	58
10	468	64	57	34	2,108	70	57	38
11	413	67	34	31	1,927	62	42	36

CST - Subgroups ELA

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male		Female		English Learners		Not-English Learners		Socioeconomically Disadvantaged		Not Socioeconomically Disadvantaged	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
9	67	75	72	74	25	32	72	77	40	49	75	79
10	74	59	79	67	6	17	79	64	47	28	80	67
11	61	53	71	68	15	15	68	62	41	43	69	63

Mt Carmel High Cohort Report

CST - Subgroups MATH

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male		Female		English Learners		Not-English Learners		Socioeconomically Disadvantaged		Not Socioeconomically Disadvantaged	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
9	68	59	66	50	48	19	68	57	53	34	70	59
10	57	36	57	31	25	17	58	34	28	11	60	36
11	39	31	31	32		14	35	32	25	19	35	33

CST - Racial/Ethnic Subgroups ELA

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

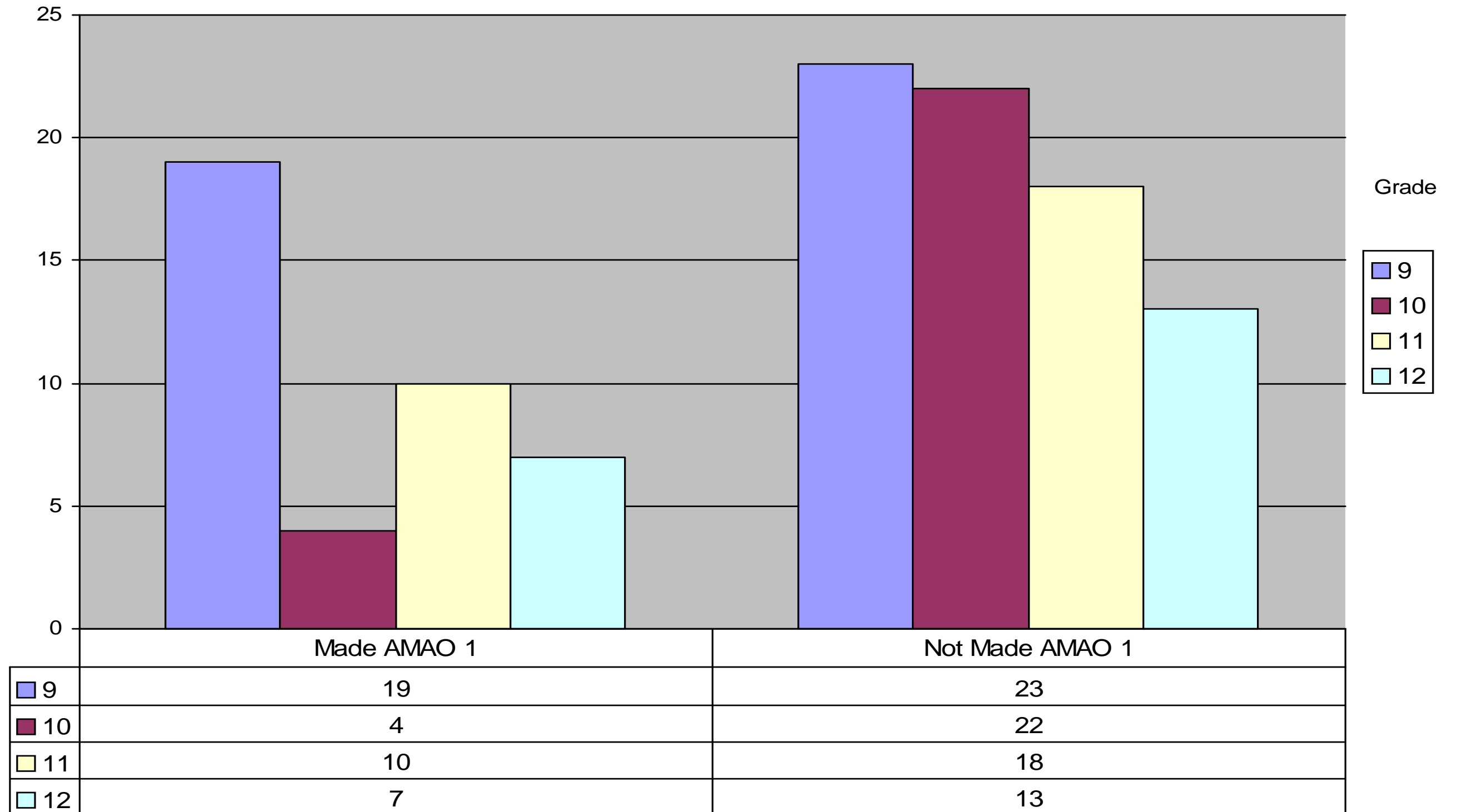
Grade Level	African American		American Indian or Alaska Native		Asian-American		Filipino-American		Hispanic or Latino		Pacific Islander		White (Not Hispanic)	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
9	50	50			81	89	63	79	63	65	60	80	73	76
10	43	39	67	67	85	74	70	58	65	49	50	25	81	67
11	27	27			78	73	60	59	57	57	50	50	70	62

CST - Racial/Ethnic Subgroups MATH

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African American		American Indian or Alaska Native		Asian-American		Filipino-American		Hispanic or Latino		Pacific Islander		White (Not Hispanic)	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
9	37	37			86	75	64	51	66	53	100	60	67	53
10	38	5	33	33	72	48	54	33	46	18			60	37
11		10			56	58	21	18	43	31	50	50	32	29

***Mt Carmel High Annual Assessment Students - AMAO#1 - Increase 1 CELDT Level or More
Growth from Fall 2006 to Fall 2007***



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
2006	9	62.4	57.4	68	58	61.8	54.3	27.4	26.4	28.3
2007	9	67.5	67.1	67.9	62.7	48.7	51.3	30.1	29.2	30.8
2008	9	72.2	69.3	72.2	57.0	59.7	54.3	35.6	34.5	36.7

Academic Performance Index (API)

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	10	9	9
Similar Schools	10	7	6

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2007
All Students at the School	-18	10	11	827
African American				
American Indian or Alaska Native				
Asian	32	7	3	888
Filipino	-17	16	10	810
Hispanic or Latino	-28	6	20	781
Pacific Islander				
White (not Hispanic)	-26	13	16	839
Socioeconomically Disadvantaged	-26	16	15	719
English Learners	N/A			
Students with Disabilities	N/A	-13	34	584

Adequate Yearly Progress (AYP)

[AYP Overall and by Criteria](#)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall - English / Mathematics	Yes / Yes	Yes
Participation Rate - English-Language Arts	99	Yes
Participation Rate - Mathematics	99	Yes
Percent Proficient - English-Language Arts	79.1	Yes
Percent Proficient - Mathematics	78.6	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

III. C. PREVIOUS YEAR ANNUAL SPSA SUMMARY REPORT

School-wide SMART Goal:

Mt. Carmel High School will improve student literacy skills in Mathematics and English/Language Arts by reaching students and creating positive connections in the classroom, engaging students in rigorous curriculum and through relevant skill-building in math-specific vocabulary, critical thinking and problem-solving, algebra skills, higher level math, reading, writing, and speaking as measured by pass rates on the California High School Exit Exam, a reduction in student GPA's below 2.0, and a reduction in the number of student discipline contacts.

To what degree were the school-wide goal and subgroup goals met?

For MCHS Sophomores (c/o 2010) taking the CAHSEE for the first time: 93% passed Mathematics with 77% Proficient; 94% passed English with 77% proficient. Students in significant subgroups at MCHS showed an achievement gap when compared to the school-wide pass rate. In Mathematics: English Language Learners had a 60% pass rate; Special Education a 56% pass rate; and Title 1 students a 76% pass rate. In English: English Language Learners had a 58% pass rate; Special Education a 64% pass rate; and Title 1 students an 80% pass rate. These pass rates did not meet our school-wide goal of 100% initial pass rate, however the school wide pass rate is identical to that of the prior year. The Special Education subgroup made significant gains of +8% pass rate in Mathematics and a +14% pass rate in English. Among students in the MCHS class of 2009, eight students still need to pass the CAHSEE Mathematics Exam and 13 need to pass English Language Arts prior to graduation this June. Although progress is being made, MCHS must still continue to address the achievement gap between significant subgroups and majority populations on campus.

GOALS MET	GOALS NOT MET
MCHS met AYP for 2008-09.	1 EL senior failed to pass CAHSEE in order to graduate; both were low SES.
All but 4 ELL juniors passed CAHSEE.	3 Sp Ed seniors failed to pass CAHSEE by May 2008.
All but 8 SpEd juniors passed CAHSEE.	Ineligibility rate among sophomores climbed to 20.3% from 19% the previous year.
Ineligibility rate among juniors fell to 12.2% from 19.0 the previous year.	
Ineligibility rates fell for freshmen fell to 16.3% from 19.3 the previous year.	
Reduction of 70% in Student Discipline contacts	

Lessons learned:

MCHS students scoring 'proficient' or 'advanced' in CST English Language Arts (ELA) declined or stayed the same for all Grade Levels from 2007 to 2008.

CST Math scores at MCHS for 2008 were inconsistent. Gains in students scoring 'proficient' and 'advanced' were seen in the High School Math subtest of 19% in Grade 10 and 4% in Grade 11; General Math showed a 4% improvement in Grade 9; Algebra 1 proficient/advanced scores declined by 4% in Grade 9 and Grade 10; Geometry declined by 4% in Grade 10; Algebra 2 proficient/advanced scores declined in grade 9 by 8% but improved in Grade 10 by 5%

MCHS students improved levels of proficient/advanced in all Science subtests; By 6% in Grade 9 Biology; 10% in Grade 10 Chemistry;

12% in Grade 10 in Earth Science; and 28% and 15% respectively in Grade 10 and Grade 11 Physics.

CST Social Science scores at MCHS showed an improvement of 2% in Grade 10 World History and 6% in Grade 11 U.S. History

Schoolwide - Mt. Carmel improved in Schoolwide API 10 points to 820

By API subgroup score Low SES (719) , Filipino (810) , Hispanic (781), SPED (584) students at MCHS all met or exceeded their annual growth target.

However they are outperformed by their White (839) and Asian (888) peers. To address this achievement gap, MCHS will continue to examine and develop classroom practices that allow for differentiated instruction, an understanding of campus-wide diversity, a focus on literacy, and effective communication with parents and students to support students' academic achievement.

III. D. NEEDS ASSESSMENT SUMMARY – CURRENT YEAR – Where are the gaps?

School-wide strengths:

Finding (Evidence)	Data Source	Possible Reasons for Finding	Possible Action Based on Finding
High CaHSEE pass rates with continual improvement	CaHSEE reports	Student buy-in due to high stakes impact on graduation status Preparation embedded into courses Interventions for those who do not pass on the first try	More focused interventions such as CAHSEE Prep courses and teacher training in ELA and Math standards Greater articulation with middle schools to identify those at risk of failing prior to the first try Early intervention strategies beginning in the 9th grade
Increasing math and English proficiency on CaHSEE	CaHSEE reports	Implementation of interventions CAHSEE preparation courses built in to the school day Standards-based instruction	CaHSEE results shared with English and Math teachers to continue to improve feedback for instruction
Improvement in physical fitness results	California Physical Fitness Test	Improved facilities Opportunities for students to make up missed time in PE Department focus on exercise and nutrition	
Improved EL and SpEd proficiency rates on CaHSEE	CaHSEE report	Implementation of Read 180 and CaHSEE prep courses to improve readiness for exam expansion of SDAIE strategies used among staff All but 3 staff possess CLAD credentials	Continued development of interventions both inside and outside the school day Staff awareness and training on needs of ELLS and SpEd students and research-based strategies that have proven to be effective
Improvement of Physics CST scores	CST data	Alignment of courses among teachers from Biology through Chemistry and Physics; improved instructional practices	Increase differentiated instruction to meet the needs of all learners Increased use of formative assessments to monitor progress toward learning objectives Analyze areas of failure and develop interventions for students earning Ds and Fs

School-wide areas of need:

Finding (Evidence)	Data Source	Possible Reasons for Finding	Possible Action Based on Finding
<p>Gaps in communication between support staff and teaching staff</p> <p>Gaps in communication/common expectations among teaching staff</p> <p>Gaps in common academic and behavior expectations of students among all staff</p>	<p>Widely varied course syllabi for common courses</p> <p>Widely varied instructional practices and behavior management practices</p>	<p>Differences in teaching styles and training among all staff</p>	<p>Schoolwide discussion of student expectations</p> <p>Schoolwide discussion of instructional expectations</p> <p>Development and implementation of peer-to-peer observational program and protocol</p>
<p>Achievement gap among significant subgroups</p>	<p>CaHSEE and CST reports</p>	<p>Communication barriers with some subgroups</p> <p>Design of classroom practices to instruct students</p> <p>Awareness of achievement gap among faculty</p>	<p>Creation of "Academic Proficiency" and "Persistence" work groups to analyze data, read research and implement into classroom practice</p> <p>Increase differentiated instruction to meet the needs of all learners</p> <p>Increased use of formative assessments to monitor progress toward learning objectives</p> <p>Increase diversity training for faculty</p> <p>Increase communication with student and parent members of subgroups</p> <p>Improve use of Learning Point to improve Internet-based communication with parents and students</p>
<p>Dip in mathematics CST scores</p>	<p>CST report</p>	<p>Widely varied instructional and assessment practices</p>	<p>Development of formative, standards-based assessment</p> <p>Alignment of instruction with standards</p> <p>Increased use of differentiated instructional strategies to meet the needs of all learners</p>
<p>More qualitative data on teacher and student relationships and subgroup relationships to curriculum and instruction</p>	<p>none</p>	<p>Lack of such an instrument to collect data</p>	<p>Create or find instruments to measure</p>
<p>Lack of a schoolwide system of informing students and parents of post-secondary options</p>	<p>teacher, parent and student feedback</p>	<p>A-G completion rate stagnant for last several years</p> <p>community perception that MCHS students do not go to college</p>	<p>Creation of Post Secondary Options evening forum for grades 9-11</p> <p>Creation of Post secondary Options work group to develop curriculum and 4-year plan to be implemented schoolwide</p> <p>Post secondary options training for teachers</p>
<p>Barriers in the 6 period semester for students in programs like AVID, ELD,</p>	<p>SASI</p>	<p>6 periods each semester over four years does not allow for flexibility in scheduling and</p>	<p>Re-evaluation of 6 period day in context of semester system</p>

ASB, Band, Choir and Drama to take all A-G requirements within the school year	Guidance staff	prevents students from taking all needed courses to stay in programs	Study trimester system
Lack of a balanced behavior program that rewards and punishes	Teacher feedback	School-wide discipline is inconsistent from classroom to classroom	Implementation of Discipline and Attendance Committee made up of staff, students and parents to refine student expectations and system of rewards or punishments

Summary:

Although MCHS student achievement is outstanding in comparison to other schools throughout the state, there are areas that need to be addressed. Mt. Carmel still has double digit D and F rates and an achievement gap still exists among identifiable subgroups. Progress has been made among the subgroups but it is still an area of need.

Changes planned for this year's SPSA:

Grade Level Team Support:

Juniors and Seniors who have not yet passed the CAHSEE are now assigned to counselors who are developing specific support plans for each student in order for those students to be successful on the CAHSEE during the 2008-09 school year.

The MCHS Academic Intervention and Monitoring Program (AIM) requires students to attend tutoring, which is built into the school day, for any classes in which they are earning less than a C. Students are divided into two intervention programs. "Red Alert" students are those earning 2 or more F's. These students have their progress checked weekly by the Grade Level Team through a "Blue Card" that teachers update with their weekly progress. These students are also required to attend a weekly grade level tutorial in addition to afternoon teacher tutorials. "Red Alert" Intervention involves parents and community support in the process of assisting students in improving their academic status at MCHS. Students on "Gold Alert" are those who have earned a 'D' or one 'F' in any course. They are required to submit their weekly progress reports to parents every Thursday evening. Grade level teams also monitor progress through use of the tiered privilege system. Any student earning a D or F lose parking, off campus lunch and dance privileges for the duration that students have D or F grades.

All students:

Grade level tutorials are offered and required for any student earning a D or F grade in any grading period. This is beyond the existing Wednesday and Thursday tutorials already offered to all students.

English Language Learners:

Read 180 is an intervention for ELLS whose CELDT scores are stagnant at 2 or 3.

Two sections of "ELD Success" were added as an "AVID for ELLS" in order to build in CAHSEE intervention for EL Juniors and Seniors as well as to encourage college success skills used in AVID such as organization, Cornell note-taking and higher level thinking skills. Several criteria are used to identify students for the course. They are juniors or seniors who struggle with success on CAHSEE, may have low income challenges, have a low GPA or struggle with organization. An AVID trained ELD teacher teaches the course.

Special Education:

Teachers of students with IEPs are receiving extra training and materials to address the needs of students with mathematics and language literacy.

Data and Materials:

Teachers will be provided with disaggregated CAHSEE Math and ELA data drawn from previous CaHSEE results to target topics for review and instruction both in the regular Math and English classes as well as in extra support sessions. Teachers will also be provided with San Diego County Office of Education-produced lessons and materials designed specifically for instruction related to the CaHSEE.

How will the change be evaluated?

2008-2009 CAHSEE scores; 2009 API Subgroup scores; 2009 AYP reporting

IV. **TEACHING AND LEARNING** - *What are we doing to ensure students are on track to graduate college-ready?*

A. **SITE-BASED LITERACY PLAN – PART 1a, Mt. Carmel High School:**

District Organizational Directions:

- Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students
- Personalize learning to provide multiple pathways for student success
- Prepare all students to successfully undertake a college-ready curriculum for post-secondary success
- Close the achievement gap for all subgroups

School-wide SMART Goal:

Mt. Carmel High School students demonstrate **ACADEMIC PROFICIENCY** in a rigorous curriculum:

MCHS will reduce by 5% the number of students in all grade levels achieving a grade point average below 2.0 in each grade level

MCHS will increase by 5% the number of students reaching proficient or advanced levels on the California Standards Test for each content area

100% of MCHS seniors will pass the California High School Exit Exam

MCHS will increase by 5% the number of MCHS Seniors completing the UC “A-G” entrance requirement.

Closing the Achievement Gap Goals

ELL Goal:

100% of MCHS EL graduating seniors will pass the English Language Arts (ELA) & Mathematics (Math) sections of the CAHSEE

50% of remaining MCHS EL juniors will pass the ELA & Math sections of the CAHSEE as second and/or third time takers of the exam

60% of MCHS EL Sophomores will pass the ELA & Math sections of the CAHSEE as first-time takers

44% of MCHS EL sophomores will pass the ELA & Math sections of the CAHSEE with "proficient" or "advanced" scores

10% of MCHS ELL Beginners (newcomers) will pass the the ELA & Math sections of the CAHSEE

Student with Disabilities Goal:

100% of MCHS SpEd graduating seniors will pass the the ELA & Math sections of the CAHSEE

70% of remaining SpEd juniors will pass the ELA & Math sections of the CAHSEE as second and/or third time takers of the exam

65% of MCHS SpEd sophomores will pass the ELA & Math sections of the CAHSEE as first-time takers of the exam

44% of MCHS SpEd sophomores will pass the ELA & Math sections of the CAHSEE with "proficient" or "advanced" scores

GATE Goals:

100% of MCHS GATE sophomores will pass the ELA & Math sections of the CAHSEE with "proficient" or "advanced" scores as first time takers of the exam

Additional goal(s):

100% of MCHS Low SES graduating seniors will pass the ELA & Math sections of the CAHSEE

90% of remaining low SES juniors will pass the ELA & Math sections of the CAHSEE as second and/or third time takers of the exam

80% of MCHS low SES sophomores will pass the ELA & Math sections of the CAHSEE as first-time takers

Site Multi-Year Strategies/Major Initiatives (to support District Organizational Directions)

Improving 2008-2009 CAHSEE scores as noted; 2009 API Significant Subgroup growth targets will be met; 2009 AYP indicators will be met.

A. SITE-BASED LITERACY PLAN – PART 1b, Mt. Carmel High School:

FORMING 1ST TRIMESTER TASKS	IMPLEMENTING AND ADJUSTING 2ND TRIMESTER TASKS	EVALUATING AND RECOMMENDING 3RD TRIMESTER (and beyond) TASKS
<p><u>Key for identification of tasks matched to district Organizational Directions:</u></p> <p>(1) Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students</p> <p>(2) Personalize learning to provide multiple pathways for student success</p> <p>(3) Prepare all students to successfully undertake a college-ready curriculum for post-secondary success</p> <p>(4) Close the achievement gap for all subgroups</p>		
<p>Examine the Assessment process at MCHS. Begin a study of 'Assessment for Learning'. Teachers to attend PUSD TLC on Assessment for Learning.</p>	<p>MCHS Teachers who attend the TLC begin to implement processes and practices from Assessment for Learning</p>	<p>MCHS Teachers piloting practices from Assessment for Learning will provide input to the MCHS Faculty on possible department/school-wide adoption</p>
<p>Continue work developing formative assessments at MCHS: Use work done in 2007-2008 in Algebra 1-2 as a place to begin the current year process</p>	<p>Support departments/courses engaging in the formative assessment process with useful student data and time to process formative assessment results with department members</p>	<p>MCHS departments/courses developing formative assessments will present back to the MCHS Faculty on possible school-wide processes/adoption</p>
<p>Support ELL students through the implementation of Read 180 program and an ELL 'AVID like' section to improve organizational skills, study habits, and vocabulary of ELL students</p>	<p>Continue to meet weekly to discuss progress and challenges within the ELL program and the needs of ELL students</p>	<p>Evaluate the progress of ELL students in order to move students who are ready into a sheltered or fully mainstreamed course of study for 2009-2010</p>
<p>Develop a 'success' class for sophomores and juniors at-risk of not graduating from MCHS. Use Aleks Math and SASinschools as online tutorials for these students.</p>	<p>Based on feedback from Grade Level Teams, place a new group of grade 10 and grade 11 students in success class for semester two.</p>	<p>Based on feedback from Grade Level Teams, place a new group of grade 10 and grade 11 students in success class for Fall 2009. Evaluate success class with student/parent feedback.</p>
<p>During the 'First Wednesday' of each month, Faculty Work Teams meet to develop and consider school-wide protocols</p>	<p>During the 'First Wednesday' of each month, Faculty Work Teams meet to develop and consider school-wide protocols</p>	<p>During the 'First Wednesday' of each month, Faculty Work Teams meet to develop and consider school-wide protocols</p>
<p><u>Products and Achievements</u></p>	<p><u>Products and Achievements</u></p>	<p><u>Products and Achievements</u></p>
<p>MCHS Teacher attendance at Assessment for Learning TLC</p>	<p>Departmental piloting of Assessment for Learning Strategies and Formative Assessments</p>	<p>Report outs from pilot teachers to whole Faculty on the progress and implementation of Assessment for Learning Strategies and Formative Assessments</p>
<p>ELL Team Meetings & Agendas</p>	<p>ELL Team Meetings & Agendas</p>	<p>ELL Team Meetings & Agendas</p>
<p>Grade Level Team participation in Success Class</p>	<p>Grade Level Team participation in Success Class</p>	<p>Grade Level Team participation in Success Class</p>

A. SITE-BASED LITERACY PLAN – Part 1c

CAPACITY BUILDERS TO SUPPORT RIGOR, RELEVANCE, RELATIONSHIP		
Professional Learning to build staff capacity	Parent Involvement to engage in student learning	Student Engagement for partnership in learning
Assessment for Learning TLC	AVID Parent Night	ELL 'AVID like' Student Notebooks
Faculty Work Team for Academic Proficiency	ELL Parent Night	
Monthly 'First Wednesday' Staff Development Meetings	Back to School Night Senior College Information/Application Night	

A. SITE-BASED LITERACY PLAN – PART 2a, (cont...):

District Organizational Directions:

- Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students
- Personalize learning to provide multiple pathways for student success
- Prepare all students to successfully undertake a college-ready curriculum for post-secondary success
- Close the achievement gap for all subgroups

School-wide SMART Goal:

Mt. Carmel High School students are connected to support for their **PERSISTENT** efforts to make the most of their academic potential:
MCHS will improve the number of students meeting the UC “A-G” requirements by 5% for the class of 2009
MCHS will reduce the “achievement gap” between majority and significant subgroups as measured by improvement in the number of students
in each significant subgroup achieving proficient or advanced levels by 2% on the 2009 California Standards Test
MCHS will develop and implement strategies to improve achievement for students designated English Language Learners as measured by
individual ELL student performance on the CELDT, CAHSEE, and CST

Closing the Achievement Gap Goals

ELL Goal:

MCHS will establish a baseline UC 'A-G' completion percentage for ELL students to determine the number of ELL students that are 'UC' ready

MCHS will improve by 2% the number of ELL Students scoring Basic, Proficient, & Advanced on the 2009 California Standards Test

MCHS will improve by 5% the number of ELL Students with G.P.A.'s below 2.0

Student with Disabilities Goal:

MCHS will establish a baseline UC 'A-G' completion percentage for SPED students

MCHS will improve by 2% the number of SPED Students scoring Basic, Proficient, & Advanced on the 2009 California Standards Test

MCHS will improve by 5% the number of SPED Students with G.P.A.'s below 2.0

GATE Goals:

100% of MCHS GATE students will meet or be on track to meet the UC 'A-G' requirements

Additional goal(s):

MCHS students designated as 'Low SES' will meet their Significant Subgroup growth target on the 2009 API

Site Multi-Year Strategies/Major Initiatives (to support District Organizational Directions)

2009 CST Content Area Sub-Test scores will improve by the noted percentages; 2009 API Significant Subgroup growth targets will be met; 2009 AYP indicators will be met.

A. SITE-BASED LITERACY PLAN – PART 2b (cont...):

FORMING 1ST TRIMESTER TASKS	IMPLEMENTING AND ADJUSTING 2ND TRIMESTER TASKS	EVALUATING AND RECOMMENDING 3RD TRIMESTER TASKS
<p><u>Key for identification of tasks matched to district Organizational Directions:</u> (1) Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students (2) Personalize learning to provide multiple pathways for student success (3) Prepare all students to successfully undertake a college-ready curriculum for post-secondary success (4) Close the achievement gap for all subgroups</p>		
<p>Develop and report to staff current data regarding the status of significant subgroups (as compared to majority subgroups) as measured by "A-G" completion rates, Advanced Placement participation, CST scores, CAHSEE scores, and g.p.a.</p>	<p>Based on subgroup data, develop classroom level interventions and strategies designed to differentiate instruction based on individual student need</p>	<p>Identify promising practices in the differentiation of instruction for possible department/school-wide adoption.</p>
<p>Support students through the MCHS Academic Intervention & Monitoring Program (AIM) & SB 1802 conferences</p>	<p>Support students through the MCHS Academic Intervention & Monitoring Program (AIM) & SB 1802 conferences</p>	<p>Support students through the MCHS Academic Intervention & Monitoring Program (AIM) & SB 1802 conferences</p>
<p>Identify the current progress of MCHS ELL students and best practices that positively impact the achievement of English Learners</p>	<p>Present to staff the current progress of MCHS ELL students and pilot best practices that positively impact the achievement of English Learners</p>	<p>Identify best practices for ELL students for possible department/school-wide adoption</p>
<p>Identify AVID strategies that can be used to support students school-wide e.g. Cornell Notes</p>	<p>Pilot identified AVID strategies</p>	<p>Teachers piloting AVID strategies will present identified promising strategies to Faculty for consideration of school-wide adoption.</p>
<p>Examine flexible scheduling that allows all MCHS students to meet the UC 'A-G' requirements.</p>	<p>Implement for 2009-2010 a Flexible Schedule that allows all MCHS Freshmen students to meet the UC 'A-G' requirements by the time they graduate in 2013</p>	<p>Provide necessary staff development and community information in preparation for the roll out of the flexible schedule at MCHS in 2009-2010</p>
<p><u>Products and Achievements</u></p>	<p><u>Products and Achievements</u></p>	<p><u>Products and Achievements</u></p>
<p>Academic Intervention & Monitoring (AIM) program - 3 week, 6 week, and 12 week interventions with Red and Gold Alert students</p>	<p>Academic Intervention & Monitoring (AIM) program - 3 week, 6 week, and 12 week interventions with Red and Gold Alert students</p>	<p>Academic Intervention & Monitoring (AIM) program - 3 week, 6 week, and 12 week interventions with Red and Gold Alert students</p>
<p>Models of Differentiated Lesson strategies</p>	<p>Models of Differentiated Lessons strategies</p>	<p>Models of Differentiated Lessons strategies</p>
<p>Faculty committee on flexible scheduling and restructuring will meet to discuss options and will recommend a type of flexible scheduling to the whole staff</p>	<p>Staff will assent/dissent to the Faculty Committee recommendation on scheduling</p>	<p>Based on the staff decision, further study on flexible scheduling or an implementation plan for flexible scheduling will be developed</p>

A. SITE-BASED LITERACY PLAN – Part 2c

CAPACITY BUILDERS TO SUPPORT RIGOR, RELEVANCE, RELATIONSHIP		
Professional Learning to build staff capacity	Parent Involvement to engage in student learning	Student Engagement for partnership in learning
Persistence Work Group	AIM & SB 1802 Parent Conferences	AIM & SB 1802 Parent Conferences
Professional Reading, e.g. The Art & Science of Teaching - Marzano	Community Meetings regarding Flexible Scheduling Plan	Grade Level Meetings regarding Flexible Scheduling Plan
Faculty Committee on flexible scheduling and restructuring		

A. SITE-BASED LITERACY PLAN – PART 3a, (cont...):

District Organizational Directions:

- Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students
- Personalize learning to provide multiple pathways for student success
- Prepare all students to successfully undertake a college-ready curriculum for post-secondary success
- Close the achievement gap for all subgroups

School-wide SMART Goal:

Mt. Carmel High School students behave **ETHICALLY** and display a sense of **TIMELINESS** in their daily conduct
MCHS will reduce the number of student discipline contacts (in all categories) as compared to the 2007-2008 school-year
MCHS will reduce tardiness by 5% and improve attendance rates by 1% as compared to the 2007-2008 school year

Closing the Achievement Gap Goals

ELL Goal:

MCHS will reduce the school-wide ineligibility rate (the number of students with semester GPA's of 1.99 or lower) for students designated English Learners

MCHS will develop baseline data on discipline contacts for ELL students

MCHS will develop presentations for ELL students to address the cultural proficiencies needed to be successful in U.S. schools

Student with Disabilities Goal:

MCHS will reduce the school-wide ineligibility rate (the number of students with semester GPA's of 1.99 or lower) for students receiving Special Education services

MCHS will develop baseline data on discipline contacts for SPED students

GATE Goals:

MCHS will identify GATE students with multiple discipline contacts and/or G.P.A.'s below 2.0

MCHS will offer intervention to these identified GATE students through the Academic Intervention & Monitoring (AIM) program

Additional goal(s):

MCHS will use the PLUS (Peer Leaders Uniting Students) program to develop and enhance cultural proficiency among and between significant subgroups at MCHS.

Site Multi-Year Strategies/Major Initiatives (to support District Organizational Directions)

MCHS will evaluate Character Counts as support for Ethical and Timely student behavior

MCHS will evaluate Character Counts as a potential school-wide classroom conduct strategy

A. SITE-BASED LITERACY PLAN – PART 3b (cont...):

FORMING 1st TRIMESTER TASKS	IMPLEMENTING AND ADJUSTING 2ND TRIMESTER TASKS	EVALUATING AND RECOMMENDING 3RD TRIMESTER TASKS
<p><u>Key for identification of tasks matched to district Organizational Directions:</u> (1) Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students (2) Personalize learning to provide multiple pathways for student success (3) Prepare all students to successfully undertake a college-ready curriculum for post-secondary success (4) Close the achievement gap for all subgroups</p>		
Review the "8 Keys" and "Character Counts as programs to assist in the implementation of common expectations for students	Pilot the selected character program with teachers; Have students school-wide complete the Character Counts ethics survey	Recommend to staff a character program to serve as a model for classroom/school-wide discipline policy/procedures
Revise Tier II reward/consequence system to coordinate with MCHS Academic Intervention and Monitoring (AIM) program; Develop additional positive incentives to stay on Tier I (In Good Standing)	Develop additional positive incentives to stay on Tier I (In Good Standing)	Develop additional positive incentives to stay on Tier I (In Good Standing)
Students on Red and Gold Alert for D's and F's will lose extra/co curricular privledges (Tier II)	Students on Red and Gold Alert for D's and F's will lose extra/co curricular privledges (Tier II)	Students on Red and Gold Alert for D's and F's will lose extra/co curricular privledges (Tier II)
Monitor numbers of students per grade level on Tier II	Monitor numbers of students per grade level on Tier II	Monitor numbers of students per grade level on Tier II
Students placed on Tier II will complete weekly tutorials and weekly progress reports (Blue Cards)	Students placed on Tier II will complete weekly tutorials and weekly progress reports (Blue Cards)	Students placed on Tier II will complete weekly tutorials and weekly progress reports (Blue Cards)
Discipline & Attendance committee, with teacher, parents, admin, counseling, classified reps, will meet quarterly to review school discipline policies and procedures	Discipline & Attendance committee, with teacher, parents, admin, counseling, classified reps, will meet quarterly to review school discipline policies and procedures	Discipline & Attendance committee, with teacher, parents, admin, counseling, classified reps, will meet quarterly to review school discipline policies and procedures
<u>Products and Achievements</u>	<u>Products and Achievements</u>	<u>Products and Achievements</u>
Revised Student Handbook	Results Presentations to Staff	Results Presentations to Staff
Classroom Presentations to students	Review of Semester One student discipline contacts/suspensions/expulsions	Classroom presentations to students
Student Discipline and Attendance Committee Meetings (quarterly)	Student Discipline and Attendance Committee Meetings (quarterly)	Student Discipline and Attendance Committee Meetings (quarterly)

A. SITE-BASED LITERACY PLAN – Part 3c

CAPACITY BUILDERS TO SUPPORT RIGOR, RELEVANCE, RELATIONSHIP		
Professional Learning to build staff capacity	Parent Involvement to engage in student learning	Student Engagement for partnership in learning
Review of discipline polices and procedures with staff.	On-line Student Handbook	Classroom presentations on school rules
Ethical and Timely Behavior Work Group	Contact on school-wide issues via Connect-Ed	Student Handbook
Student Discipline & Attendance Committee	Student Discipline & Attendance Committee	Student Discipline & Attendance Committee

A. SITE-BASED LITERACY PLAN – PART 4a, (cont...):

District Organizational Directions:

- Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students
- Personalize learning to provide multiple pathways for student success
- Prepare all students to successfully undertake a college-ready curriculum for post-secondary success
- Close the achievement gap for all subgroups

School-wide SMART Goal:

Mt. Carmel High School students are college ready, prepared for and aware of all their **POST-SECONDARY OPTIONS**

MCHS will enroll all Juniors and Seniors in the on-line Prep HQ college application/scholarship research web site

MCHS will develop a program to formalize the use of the on-line CareerCrusing career interest web site
MCHS will increase the number of college and career presentations offered to students

MCHS will increase the number of students taking the P-SAT & SAT by 5%

Closing the Achievement Gap Goals

ELL Goal:

MCHS ELL students will be given classroom presentations on post-secondary options and all ELL students will be enrolled in Career Cruiser and Prep HQ

Student with Disabilities Goal:

MCHS SPED students will be given classroom presentations on post-secondary options and all SPED students will be enrolled in Career Cruiser and Prep HQ

GATE Goals:

MCHS GATE students will be pulled out of class and specifically enrolled in Career Cruiser and Prep HQ

Additional goal(s):

MCHS Low-SES students will be provided contact with Upward Bound and other college/university outreach programs

Site Multi-Year Strategies/Major Initiatives (to support District Organizational Directions)

MCHS will work with PTSA to develop a school-wide Career Faire that will be offered every other school year, beginning in Spring 2009

A. SITE-BASED LITERACY PLAN – PART 4b (cont...):

FORMING 1st TRIMESTER TASKS	IMPLEMENTING AND ADJUSTING 2ND TRIMESTER TASKS	EVALUATING AND RECOMMENDING 3RD TRIMESTER TASKS
<p><u>Key for identification of tasks matched to district Organizational Directions:</u> (1) Build organizational capacity through continued focus on rigor, relevance, and relationships, in order to provide challenging educational experiences for all students (2) Personalize learning to provide multiple pathways for student success (3) Prepare all students to successfully undertake a college-ready curriculum for post-secondary success (4) Close the achievement gap for all subgroups</p>		
Identify curricular pathways and/or individual courses that connect MCHS students to Post Secondary Options	Promote internships/externships, work experience and other 'hands on' real world experiences for MCHS students	Develop for implementation 2009-2010 a Senior Year connection to Post Secondary Options that will make the Senior year more relevant
Enroll all seniors and juniors in Prep HQ to promote college readiness and access to scholarship information	Request that Seniors submit all requests for college recommendations and scholarship applications through Prep HQ	Provide adequate orientation and training for Juniors on Prep HQ prior to the senior year
Identify and promote post secondary careers and opportunities through "Career of the Month" presentations for students and the CareerCruiser website	Identify and promote post secondary careers and opportunities through "Career of the Month" presentations for students and the CareerCruiser website	Identify and promote post secondary careers and opportunities through "Career of the Month" presentations for students and the CareerCruiser website
Work with PTSA to develop and schedule a school-wide Career Faire in the Spring of 2009. The Career Faire will include at least 100 presenters from a variety of fields	Work with PTSA to develop and schedule a school-wide Career Faire in the Spring of 2009. The Career Faire will include at least 100 presenters from a variety of fields	Hold Career Faire in May 2009
Specifically target ELL, SPED, GATE, and Low-SES students to provide them information on post secondary options	Enroll targeted populations in the Career Cruiser and Prep HQ online programs	Identify interest areas for target populations to connect with at the May 2009 Career Faire
<u>Products and Achievements</u>	<u>Products and Achievements</u>	<u>Products and Achievements</u>
Senior College Night	Senior Financial Aid Night	School-wide Career Faire
Senior Enrollment in Prep HQ	Junior Enrollment in Prep HQ	Junior Prep HQ orientation
Career of the Month presentations	Career of the Month presentations	Career of the Month presentations
Targeted populations post secondary options presentation	Targeted populations enrollment in Prep HQ/CareerCruiser	Targeted Populations Career Faire follow-up

A. SITE-BASED LITERACY PLAN – Part 4c

CAPACITY BUILDERS TO SUPPORT RIGOR, RELEVANCE, RELATIONSHIP		
Professional Learning to build staff capacity	Parent Involvement to engage in student learning	Student Engagement for partnership in learning
Post Secondary Options Work Group	Senior Parent - College Night	SB-1802 Conferences
Prep HQ/Career Cruiser training for Staff	Senior Parent - Financial Aid Night	Career of the Month Presentations
	Grade 9 - 11 Parent Night(s)	College Application/Essay workshops

IV. B. KINDERGARTEN TRANSITION (Title I schools)

V. SAFE AND SUPPORTIVE SCHOOLS

A. SCHOOL-WIDE 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, Saturday 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. Bi-monthly tobacco/marijuana cessation classes are held on Saturday mornings as an alternative to regular Saturday School or for any student who wishes to attend. SAS also hosts parent education nights on topics such as drug abuse and anger management. Peer Counseling is available for a variety of concerns and issues facing teenagers. In addition, peer counselors conduct mediation in some cases of conflict.

B. 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	9	420
Red Ribbon Week	9-12	20min/year
Smokeless Friday School	9-12	240min/month
SAS drug prevention programs	9-12	varies
Peer Leaders Uniting Students (PLUS)	9-12	90min/week 6-7 student forums addressing issues of respect, diversity, honesty, and student involvement/connectedness

VI. FUNDING AND GOVERNANCE

A. CENTRALIZED SERVICES

Program	Budgeted Centralized Services	Percentage of Total District Allocation	Centralized Services (Description Below)
Title I	\$64,194	5.3	Administrative Support
Title III	\$4,380	1.5	Administrative Support
	\$285,323	98.2	Instructional Support/Professional Development
EIA-LEP and EIA-SCE	\$128,028	10.0	Administrative Support
	\$1,114,967	87.1	Instructional Support/Professional Development
GATE	\$35,225	13.3	Administrative Support
	\$82,225	31.0	Instructional Support/Professional Development
Pupil Retention Block Grant	\$23,000	24.7	Administrative Support
	\$66,401	71.3	Instructional Support/Professional Development
School and Library Improvement Program Block Grant (SLIP)	\$157,908	6.9	Administrative Support
	\$73,116	3.2	Instructional Support/Professional Development

DESCRIPTION OF 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 or training
- Salaries for teachers, instructional assistants, tutors
- Instructional materials purchase and implementation support
- Intervention programs
- Other services, as appropriate for school site support

B. 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.
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 SPSA
6. The SSC has sought and considered all recommendations from the following groups:

Advisory Committee Chairperson/Representative	Name	Signature	Date
English Learner	Lori Lindsey	<i>Lori Lindsey</i>	1/22/09
Special Education	Lisa Chohany	<i>Lisa Chohany</i>	1/22/09
GATE	Allison Bolin	<i>Allison Bolin</i>	1/22/09
Library	Erica Turner	<i>E Turner</i>	1/22/09

VI. B. This SPSA was approved and adopted by the School Site Council on November 18, 2008 (Date).

School Site Council Signatures

SSC Member Category	Term Exp. Date	Name	Signature	Signature Date
Principal	Administrator	Tom McCoy, Ed.D.	<i>Tom McCoy</i>	11/18/08
Teacher	Fall 2010	Marti Martinez	<i>Marti Martinez</i>	
Teacher	Fall 2009	Karen Shimer	<i>Karen Shimer</i>	11/18/08
Teacher	Librarian	Erica Turner	<i>Erica Turner</i>	11-18-08
Teacher	Fall 2009	Joyce Daubert	<i>Joyce Daubert</i>	11-18-08
Teacher	Fall 2009	Jose Campo	<i>Jose Campo</i>	11-18-08
Staff	Fall 2009	Erin Kelley	<i>Erin Kelley</i>	11/18/08
Staff	Fall 2010	Rachel Ward	<i>Rachel Ward</i>	11/18/08
Parent	Fall 2009	Mark Gardenas	<i>Mark Gardenas</i>	11/18/08
Parent	Fall 2009	Ewa Kear	<i>Ewa Kear</i>	12/1/08
Parent	Fall 2009	Stacey Campo	<i>Stacey Campo</i>	11/18/08
Parent	Fall 2010	Roger Tso	<i>Roger Tso</i>	11/18/08
Student	Fall 2010	Chancellor Jackson	<i>Chancellor Jackson</i>	11/18/08
Student	Fall 2010	Ashley Purdy	<i>Ashley Purdy</i>	11/20/08
Student	Fall 2009	Katie Baer	<i>Katie Baer</i>	11/20/08
Student	Fall 2009	Michael Rawls	<i>Michael Rawls</i>	11/18/08

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.

VI. FUNDING AND GOVERNANCE

C. BUDGET DEVELOPMENT FORM

SITE: Mt. Carmel High School
 PROGRAM: School and Library Improvement Program (SLIP) Block Grant
 RESOURCE NUMBER: 7395-000

Budget Summary for School and Library Improvement Program (SLIP) Block Grant

2008 ENTITLEMENT: \$ 75,787 AMOUNT PER STUDENT: \$
 PLUS CARRYOVER: \$ # OF STUDENTS:
 TOTAL SITE BUDGET: \$ 75787 TOTAL ENTITLEMENT: \$

OBJECT	BUDGETED EXPENDITURES					GRAND TOTAL
	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION 2420	FUNCTION	
4200-010: OTHER BOOKS	\$	\$	\$	\$ 33946	\$	\$
2400-014: CLERICAL HOURLY	\$ 2433	\$	\$	\$	\$	\$
4300-010: SUPPLIES	\$ 917	\$	\$	\$	\$	\$
4300-018 - SOFTWARE	\$ 2931	\$	\$	\$	\$	\$
5800-086: OTHER SERVICES	\$ 116	\$	\$	\$	\$	\$
6400-031: COMP HARDWARE 500 AND OVER	\$ 28740	\$	\$	\$	\$	\$
6400-090: EQUIPMENT UNDER 500	\$ 6704	\$	\$	\$	\$	\$
TOTAL SITE BUDGET:	\$ 41841	\$	\$	\$ 33946	\$	\$

1000 CERTIFICATED SALARIES
 1100-010 TEACHER'S SAL. REGULAR
 1100-012 TEACHER SUB
 1100-014 TEACHER HOURLY
 1900-010 OTHER CERTIFICATED REGULAR
 1900-014 OTHER CERTIFICATED HOURLY

3000 EMPLOYEE BENEFITS
 3111-000 STRS – CERTIFICATED
 3212-000 PERS – CLASSIFIED
 3222-000 PERS Pickup – CLASSIFIED
 3312-000 FICA – CLASSIFIED
 3321-000 MEDICARE – CERTIFICATED
 3322-000 MEDICARE - CLASSIFIED
 3331-000 PARS - CERTIFICATED
 3332-000 PARS – CLASSIFIED
 3401-000 HEALTH-CERTIFICATED
 3402-000 HEALTH-CLASSIFIED
 3501-000 UNEMPLOYMENT INS – CERTIFICATED
 3502-000 UNEMPLOYMENT INS – CLASSIFIED
 3601-000 WORKERS COMP INS – CERTIFICATED
 3602-000 WORKERS COMP INS - CLASSIFIED
 3802-000 PERS Recapture - CLASSIFIED

4000 BOOKS AND SUPPLIES
 4100-010 TEXTBOOKS
 4200-010 OTHER BOOKS
 4300-010 SUPPLIES
 4300-011 SUBSCRIPTIONS
 4300-018 SOFTWARE

5000 CONTRACTED SERVICES
 5200-010 CONFERENCE EXPENSE
 5200-011 TRAINING EXPENSE
 5200-020 MILEAGE EXPENSE
 5600-041 MAINTENANCE CONTRACTS
 5710-012 PUBLICATIONS
 5710-130 STUDY TRIPS
 5800-015 PROFESSIONAL SERVICES
 5800-086 OTHER SERVICES

6000 CAPITAL OUTLAY
 6400-030 COMP HARDWARE UNDER \$500
 6400-031 COMP HARDWARE \$500 AND OVER
 6400-090 EQUIPMENT UNDER \$500
 6400-091 EQUIPMENT \$500 AND OVER

VI. FUNDING AND GOVERNANCE

C. BUDGET DEVELOPMENT FORM

SITE: Mt. Carmel High School
 PROGRAM: EIA - Economic Impact Aid (English Learner Program)
 RESOURCE NUMBER: 7091-000

Budget Summary for EIA - Economic Impact Aid (English Learner Program)

2008 ENTITLEMENT:	\$ 3,720	AMOUNT PER STUDENT:	\$
PLUS CARRYOVER:	\$ 1,735	# OF STUDENTS:	
TOTAL SITE BUDGET:	\$ 5,455	TOTAL ENTITLEMENT:	\$

OBJECT	BUDGETED EXPENDITURES						GRAND TOTAL
	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	FUNCTION	
2100-014: INSTRUCTIONAL AIDE HOURLY	\$ 4680	\$	\$	\$	\$	\$	
3212-000: PERS - CLASSIFIED	\$ 228	\$	\$	\$	\$	\$	
3222-000: PERS Pickup - CLASSIFIED	\$ 182	\$	\$	\$	\$	\$	
3312-000: FICA - CLASSIFIED	\$ 136	\$	\$	\$	\$	\$	
3322-000: MEDICARE - CLASSIFIED	\$ 46	\$	\$	\$	\$	\$	
3502-000: UNEMPLOYMENT INS - CLASSIFIED	\$ 14	\$	\$	\$	\$	\$	
3602-000: WORKERS COMP INS - CLASSIFIED	\$ 75	\$	\$	\$	\$	\$	
3802-000: PERS Recapture - CLASSIFIED	\$ 94	\$	\$	\$	\$	\$	
TOTAL SITE BUDGET:	\$ 5455	\$	\$	\$	\$	\$	

1000 CERTIFICATED SALARIES
 1100-010 TEACHER'S SAL. REGULAR
 1100-012 TEACHER SUB
 1100-014 TEACHER HOURLY
 1900-010 OTHER CERTIFICATED REGULAR
 1900-014 OTHER CERTIFICATED HOURLY

2000 CLASSIFIED SALARIES
 2100-010 INSTRUCTIONAL AIDE REGULAR
 2100-012 INSTRUCTIONAL AIDE SUB
 2100-014 INSTRUCTIONAL AIDE HOURLY
 2400-010 CLERICAL REGULAR
 2400-014 CLERICAL HOURLY
 2900-086 OTHER CLASSIFIED REGULAR

3000 EMPLOYEE BENEFITS
 3111-000 STRS - CERTIFICATED
 3212-000 PERS - CLASSIFIED
 3222-000 PERS Pickup - CLASSIFIED
 3312-000 FICA - CLASSIFIED
 3321-000 MEDICARE - CERTIFICATED
 3322-000 MEDICARE - CLASSIFIED
 3331-000 PARS - CERTIFICATED
 3332-000 PARS - CLASSIFIED
 3401-000 HEALTH-CERTIFICATED
 3402-000 HEALTH-CLASSIFIED
 3501-000 UNEMPLOYMENT INS - CERTIFICATED
 3502-000 UNEMPLOYMENT INS - CLASSIFIED
 3601-000 WORKERS COMP INS - CERTIFICATED
 3602-000 WORKERS COMP INS - CLASSIFIED
 3802-000 PERS Recapture - CLASSIFIED

4000 BOOKS AND SUPPLIES
 4100-010 TEXTBOOKS
 4200-010 OTHER BOOKS
 4300-010 SUPPLIES
 4300-011 SUBSCRIPTIONS
 4300-018 SOFTWARE

5000 CONTRACTED SERVICES
 5200-010 CONFERENCE EXPENSE
 5200-011 TRAINING EXPENSE
 5200-020 MILEAGE EXPENSE
 5600-041 MAINTENANCE CONTRACTS
 5710-012 PUBLICATIONS
 5710-130 STUDY TRIPS
 5800-015 PROFESSIONAL SERVICES
 5800-086 OTHER SERVICES

6000 CAPITAL OUTLAY
 6400-030 COMP HARDWARE UNDER \$500
 6400-031 COMP HARDWARE \$500 AND OVER
 6400-090 EQUIPMENT UNDER \$500
 6400-091 EQUIPMENT \$500 AND OVER

April 2009 Addendum to 2008-2009 SPSA

School Site: Mt. Carmel High School

Modifications to be made to SPSA due to mid-year fund captures:

Section Modified* (use code to indicate)	Original Plan	Modification
BA, LP	School/Library Improvement Block Grant and GATE funding and plans	Funds are being captured by district. Any written plans (including budget) are no longer applicable.

* Codes to indicate section modified:
OD = Org. Directions
LP = Literacy Plan
BA = Budget Allocation

April 2009 Addendum to 2008-2009 SPSA


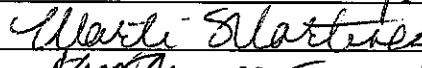

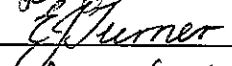
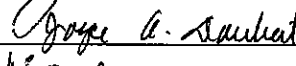
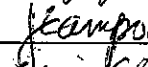


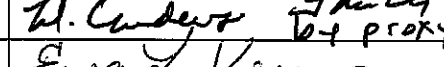
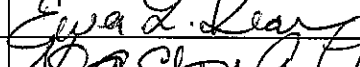

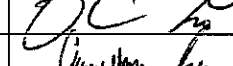

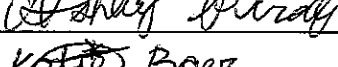

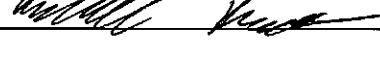
School Site: Mt. Carmel High School

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School Site Council Signatures:

SSC Member Category**				Name	Signature***	Date
P	CT	OSS	P/S			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tom McCoy, Ed.D.		5/13/09
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Marti Martinez		5/13/09
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Karen Shimer		5/13/09
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Erica Turner		5/13/09
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Joyce Daubert		5/13/09
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jose Campo		
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Erin Kelley		5/13/09
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Rachel Ward		5/13/09
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Mark Cardenas		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Ewa Kear		5/13/09
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Stacey Campo		5/13/09
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Roger Tso		5-13-09
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chancellor Jackson		5/13/09
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Ashley Purdy		5/13/09
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Katie Baer		5/13/09
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Michael Rawls		5/13/2009
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

** SSC Member Category:
 P = Principal
 CT = Classroom Teacher
 OSS = Other School Staff
 P/S = Parent/MS or HS Student

*** Signatures indicate that:
 1) Modifications were discussed, approved, and adopted by the School Site Council