

Mt. Carmel High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Mt. Carmel High School
Street	9550 Carmel Mountain Road
City, State, Zip	San Diego, CA 92129-2738
Phone Number	858-484-1180
Principal	Greg Magno
E-mail Address	gmagno@powayusd.com
Web Site	http://www.powayusd.com/mchs
CDS Code	37682963730074

District Contact Information	
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Mel Robertson, Ed.D
E-mail Address	elehew@powayusd.com
Web Site	www.powayusd.com

School Description and Mission Statement (School Year 2016-17)

Mt. Carmel High School opened in 1974 and serves the San Diego communities of Rancho Penasquitos, Sabre Springs and Stonebridge. Mt. Carmel also serves as a "School of Choice" for the Poway Unified School District so that students district-wide can access programs offered at Mt. Carmel. Approximately 25% of MCHS students attend Mt. Carmel through voluntary transfer. The campus was completely modernized in 2007 and offers 12 science laboratories including a Biotechnology lab, a virtual language lab, visual arts labs, an updated library with print and on-line collections, a modern Performing Arts Center, an expanded cafeteria and lunch shelter, and upgraded physical education, aquatics, and athletic facilities.

Mt. Carmel is dedicated to studying the "student experience" in order to better attend to the needs of the students and families in our community. To coordinate services for students, the counselors and administrators are organized into Alpha Teams that follow each student through their four years at Mt. Carmel. The Sun Center houses counselors and guidance technicians, as well as student assistance services. The adjacent administration building houses the records, attendance, finance and health offices as well as offices of administrators. The neighborhoods surrounding Mt. Carmel are predominantly middle-class with more than 57,000 residents in over 17,000 households living in apartments, condominiums and single-family houses. Seventy-two percent own their homes and 28% are renters. Eleven percent of families have incomes below the poverty level, 31% percent of families have incomes of less than \$59,999 per year, 59% between \$60,000 and \$149,999 and 10% have incomes of \$150,000 or more. The predominant racial/ethnic groups of the community are African-American (4%), Asian (17%), Filipino (14%), Hispanic (12%) and White/Caucasian (48%). More than one-quarter of these residents are foreign born and one-third speak a language other than English at home.

Mt. Carmel emphasizes the Sundevil Core Experiences, which include College Readiness, Advanced Placement experience and Career Experience. Our students take over 1,200 Advanced Placement tests per year with passing rates at 80% or above. Our students participate in seven different Career and Technical programs and are supported by our Education Foundation through seminars on finance, job interviews and resume writing. Our students can take part in over 50 different clubs, 60 athletic teams, and 11 performance groups. The Mt. Carmel athletic teams have a tradition of success with over 80 CIF championships and our performance groups have numerous honors and awards. Our marching band hosts the largest band competition in the County, which features a community parade each year.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	474
Grade 10	481
Grade 11	520
Grade 12	485
Total Enrollment	1,960

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.5
Asian	14.3
Filipino	11.7
Hispanic or Latino	13.8
Native Hawaiian or Pacific Islander	1
White	48.1
Two or More Races	5.6
Socioeconomically Disadvantaged	21.3
English Learners	5.1
Students with Disabilities	11
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	77	79	76	1468
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 10/1/2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Science	Each pupil, including English learners, has a textbook or science material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Each pupil, including English learners, has a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Health	Each pupil, including English learners, has a textbook or health material, or both as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Science Laboratory Equipment (grades 9-12)	Each pupil, including English learners, has a textbook or science laboratory material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 04/11/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			NEEDS PAINT, NEEDS SOME WINDOW FRAME WORK
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 04/11/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			NEEDS FIXTURE UPDATE
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			NEEDS RE-ROOFING AND CALWALL CHECKED
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			NEEDS EXTERIOR PAINT, NEEDS RESURFACING

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 04/11/16				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	82	81	72	75	44	48
Mathematics	56	57	65	67	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	518	507	97.9	80.6
Male	11	243	238	97.9	75.8
Female	11	275	269	97.8	84.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	11	27	27	100.0	73.1
American Indian or Alaska Native	11	--	--	--	--
Asian	11	80	78	97.5	85.9
Filipino	11	58	58	100.0	82.8
Hispanic or Latino	11	70	70	100.0	72.9
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	251	242	96.4	81.7
Two or More Races	11	21	21	100.0	81.0
Socioeconomically Disadvantaged	11	99	98	99.0	68.0
English Learners	11	25	24	96.0	9.1
Students with Disabilities	11	52	49	94.2	36.7
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	518	504	97.3	57.0
Male	11	243	236	97.1	49.6
Female	11	275	268	97.5	63.5
Black or African American	11	27	27	100.0	29.6
American Indian or Alaska Native	11	--	--	--	--
Asian	11	80	79	98.8	79.8
Filipino	11	58	57	98.3	61.4
Hispanic or Latino	11	70	70	100.0	37.7
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	251	241	96.0	58.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	11	21	20	95.2	42.1
Socioeconomically Disadvantaged	11	99	98	99.0	35.0
English Learners	11	25	24	96.0	12.5
Students with Disabilities	11	52	49	94.2	18.8
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	75	83	76	83	83	83	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	484	466	96.3	76.4
Male	251	240	95.6	76.7
Female	233	226	97.0	76.1
Black or African American	27	26	96.3	46.2
Asian	69	67	97.1	80.6
Filipino	49	49	100.0	79.6
Hispanic or Latino	70	66	94.3	57.6
White	226	218	96.5	84.4
Two or More Races	33	32	97.0	75.0
Socioeconomically Disadvantaged	99	96	97.0	64.6
English Learners	23	22	95.7	13.6
Students with Disabilities	59	54	91.5	42.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

The Poway Unified School District and our entire community value the key role that Career-Technical Education (CTE) plays in helping to fulfill the District’s mission of college and career readiness for every student. As an integral part of the educational program, CTE in the Poway Unified School District offers academically challenging technical courses and programs. These courses and programs are comprehensive and future-oriented, are responsive to student, parent, community and workforce development needs, and are proven to positively affect student achievement.

The CTE courses offered at our high schools are advertised to students and parents through the regular course recruitment process each spring. This allows students and parents, with guidance from high school counselors, to choose CTE courses along with all of the other courses offered on that high school campus. This practice ensures that all high school students have access to the CTE courses, including students of special populations. Because the CTE courses are integrated at the high schools and are part of the regular school day, the unique needs of special populations are supported through our existing infrastructure, which includes teachers, counselors, and staff – including Special Education and EL program staff.

An advisory committee is convened at least once a year for each CTE industry sector or pathway. Business representatives from Agriculture; Arts Media and Entertainment; Business and Finance; Engineering and Architecture; Health Science and Medical Technology; Information and Communication Technologies; Manufacturing and Product Development; Marketing, Sales and Services; Public Services; and Transportation participate. The current chair of our CTE advisory committee is a representative from the Poway Chamber of Commerce (Dolores Canizales, President/CEO).

All of the CTE courses offered fit into a sequence or pathway of courses within an industry sector. To move our CTE courses toward increased rigor and college readiness standards, several years ago, the Poway Unified School District set a goal that each CTE course must meet at least one of the following criteria: be UC approved; be articulated with a local community college; or prepare students for an industry certification. The CTE courses offered during the 2015-16 school year are displayed below. (“U” denotes a course that is UC approved; “A” denotes a course that is articulated.)

- 3D Animation (U; A)
- Accounting (U; A)
- Agricultural Biology (U)
- Agriculture Science
- Architectural Design (U; A)
- Art History and Floral Design (U; A)
- Auto Body Repair/Refinishing
- Auto Engine Performance
- Auto Engine Performance/Suspension/Steering/Brakes
- Auto Mechanics (A)
- Automobile Engineering & Design

- Automotive Technology (A)
- Biomedical Technology (U; A)
- Broadcast Journalism/Television Production (U; A)
- Business Management
- Child Development & Psychology (U)
- Civil Engineering & Architecture (U)
- Clothing
- Computer–Aided Drafting
- Computer Applications
- Computer Graphic Arts (U; A)
- Computer Information Systems (A)
- Computer Integrated Manufacturing (U)
- Computer Programming
- Computer Science & Software Engineering (U)
- AP Computer Science (U; A)
- AP Computer Science Principles (U)
- Construction Technology
- Data Structures (U; A)
- Digital Media Production (U; A)
- Digital Photography (A)
- Drama (U)
- Economics of Business Ownership (U)
- Engineering Design & Development (U)
- Engineering Geometry (U)
- Exploring Technology
- Fire Science (A)
- First Responder (A)
- Foods & Nutrition
- Gateway to Technology
- Human Body Systems (U)
- Internet Publishing
- Internship (A)
- Introduction to Business
- Introduction to Computer Programming
- Introduction to Design (U)
- Introduction to Engineering Design (U; A)
- Introduction to Geographic Info Systems & GIS Software
- Introduction to Teaching and Learning
- Marketing Economics (U)
- Photography (U; A)
- Pre-Engineering & Design (U)
- Principles of Biomedical Sciences (U)
- Principles of Engineering (U)
- Psychology of Marketing
- Screen Printing & Design (U; A)
- Single Survival/On Your Own
- Small Business Management & Ownership
- Sports Medicine/Athletic Trainer (U)
- Studio Art (U)
- AP Studio Art 2D (U)
- AP Studio Art 3D (U)
- Teaching Intern
- Technical Production for Theater (U)
- Theater Construction
- Theater Study & Performance (U)
- Veterinary Science (U)
- Video Technology
- Virtual Enterprise (U)
- Visual Communications (U)
- Web Database Design
- Web Design (U)
- Work Experience (A)

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	5,356
% of pupils completing a CTE program and earning a high school diploma	95.10%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.62
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	70.39

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.8	10	71.6

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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: Back to School Night, College Fair, Sun Center Open House and Eighth Grade Parent Night along with College Application, Naviance workshops 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 Performing Arts Boosters support award winning instrumental, orchestral, vocal music and drama programs. The MCHS PTSA offers volunteer hours to many school programs, grants to staff members and scholarships to students. The Mt. Carmel Education Foundation supports academic excellence through fundraisers and teacher grants. The School Site Council has parent membership and is integral in reviewing and approving academic plans. All MCHS teachers maintain MyConnect websites and Synergy Online Gradebook. Through these sites, parents and students have access to course information and grades. Parents may also access Naviance to track progress towards college readiness, including some college and scholarship application processes.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.00	0.80	0.40	0.50	1.10	1.00	11.40	11.50	10.70
Graduation Rate	97.77	98.18	97.94	95.18	95.57	95.78	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	96	96	86
Black or African American	88	92	78
American Indian or Alaska Native	0	100	78
Asian	100	99	93
Filipino	97	95	93
Hispanic or Latino	97	90	83
Native Hawaiian/Pacific Islander	67	75	85
White	97	96	91
Two or More Races	78	96	89
Socioeconomically Disadvantaged	88	84	66
English Learners	73	64	54
Students with Disabilities	93	91	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.0	1.8	0.9	1.2	1.1	1.2	4.4	3.8	3.7
Expulsions	0.2	0.5	0.2	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Mt. Carmel places a strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire, evacuation and lock-down are held. School administrators and teachers work together with Campus Security Specialists to ensure a safe and secure campus environment on a daily basis.

Our Safety Plan includes programs to maintain both physical and emotional well being. Systems for emotional well being are reviewed periodically with the entire staff and revised by our counseling team, Student Services and our Wellness committee. Specialized programs for students with special needs are also in place.

These plans are reviewed on the published staff development days. Updates and reminders are sent by email throughout the course of the year and students are informed through their classes and as part of the school-wide broadcast system.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	27	3	32	25	22	8	30	18	41	7	29
Mathematics	27	17	9	33	24	21	25	23	22	26	25	21
Science	35	4	2	35	32	3	14	24	29	8	16	20
Social Science	36	4	5	31	35	3	5	32	25	18	3	32

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.5	500
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist	5.75	N/A
Other	1	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	--	--	--	\$74,482.27
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	2.4
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	2.1

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,237	\$45,092
Mid-Range Teacher Salary	\$79,910	\$71,627
Highest Teacher Salary	\$97,997	\$93,288
Average Principal Salary (Elementary)	\$122,843	\$115,631
Average Principal Salary (Middle)	\$138,732	\$120,915
Average Principal Salary (High)	\$131,028	\$132,029
Superintendent Salary	\$305,178	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	4	N/A
Foreign Language	0	N/A
Mathematics	3	N/A
Science	6	N/A
Social Science	3	N/A
All courses	19	53%

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Research supports the positive effects professional development has on increasing student learning. All teaching staff have the opportunity to participate in district and school site level professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and Multicultural training.

Site based professional development occurs under the following formats: Eight district provided days, Approximately 25 time banked Friday Late Starts, staff meetings, department meetings, and lunch meetings. These opportunities are guided by site goals, in direct support of district LCAP goals, and designed with the cooperation of the administration, Leadership Team, Intervention Team, staff, and Professional Development Teacher on Special Assignment. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.

Our site based professional development is focused on the Student Experience with learning. Our meetings are focused on instructional strategy and learning outcomes and how that shapes the student experience. Our ongoing development is calibrated and reported on by peer observation, administrative walk-throughs, feedback forms, self-reporting, lesson studies and both informal and formal feedback from students, parents, and teachers.