



WASC / Single Plan for Student Achievement

Carlmont High

41690624130993
CDS Code

Date of this revision: 1/7/2016

Preface

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

The format for the Sequoia High School WASC/Single Plan for Student Achievement was created and agreed upon in August 2005, by members of the Sequoia Union High School District (SUHSD), Napa/Solano District Program Improvement External Evaluators for SUHSD, and Dr. Marilyn George, Associate Executive Director of WASC (see Appendix for WASC Single Plan Outline).

For additional information on school programs and how you may become involved locally, please contact the following person(s):

Ralph Crame, Principal
Jennifer Cho, Instructional Vice Principal

The District Governing Board approved the School Plan on: **????**






Single Plan for Student Achievement Site Types

Check boxes as appropriate:

High School

- Title One
- Program Improvement 1, 2, 3, 4, 5
- High Priority Schools Grant
- SAIT
- WASCQEIA
-

Significant Subgroups

- African American
 - American Indian
 - Asian
 - Filipino
 - Hispanic or Latino
 - Pacific Islander
 - White
 - Socioeconomically Disadvantaged
 - English Learners
 - Special Needs Students
- 

State and Federal Requirements

The overall intention for developing a Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and to improve this school's educational program. The SPSA is developed to ensure that all students succeed in reaching academic standards set by NCLB, the State Board of Education, and the school district.

The SPSA meets state requirements for monitoring state and federal categorical programs through the planning process and local compliance monitoring. This legislation established the following eight requirements for school plans:

- School districts must assure "that school site councils have developed and approved a plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include..."¹
- School plans must be developed "with the review, certification, and advice of any applicable school advisory committees..."²
- Any plans required by programs funded through the Consolidated Application, the School and Library Improvement Block Grant, the Pupil Retention Block Grant, and NCLB Program Improvement must be consolidated into a single plan.³
- The content of the plan must be aligned with school goals for improving student achievement.⁴
- School goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index...and the English Language Development test...and may include any data voluntarily developed by districts to measure student achievement..."⁵
- The plan must address how Consolidated Application funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index..."⁶
- The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council..."⁷
- Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.⁸

1 EC Section 64001(a)

2 Ibid

3 EC sections 41507, 41572, 64001(d)

4 EC Section 64001(f)

5 EC Section 64001(d)

6 Ibid

7 EC Section 64001(g)

8 EC Section 64001(d)



Table of Contents

1	Student / Community Profile <ul style="list-style-type: none">a. District Overviewb. School Background and Student Demographicsc. School Goalsd. School Mission and Visione. WASC Accreditation Historyf. Expected Student Learning Results (ESLRs)g. Community Background and Influencesh. School Programsi. Addendum
2	Student / Community Profile: Overall Summary <ul style="list-style-type: none">a. Implications of Datab. Critical Needsc. Important Questions
3	Progress Report <ul style="list-style-type: none">a. Progress Report







Table of Contents

4	Self-Study / Needs Assessment <ul style="list-style-type: none">a. Organization: Vision and Purpose, Leadership-Staff, Resourcesb. Standards-Based Student Learning - Curriculum Standards-Based Student Learning - Instructionc. Standards-Based Student Learning - Assessment and Accountabilityd. Standards-Based Student Learning - School Culture and Support for Student Personal Growth and Academic Growthe. Addendumf. School-wide Site and Demographic Datag. Additional Datah. School-wide API and AYP Datai. School-wide Needs Assessmentj. Math Student Achievement Data Collection and Analysesk. Addenduml. Math Needs Assessmentm. ELA Student Achievement Data Collection and Analysesn. Addendumo. ELA Needs Assessmentp. Science Student Achievement Data Collection and Analysesq. Addendumr. Science Needs Assessments. History-Social Science Student Achievement Data Collection and Analysest. Addendumu. History-Social Science Needs Assessment
5	Action Plan <ul style="list-style-type: none">a. Action Planb. Categorical Program Overviewc. Budget Narratived. Recommendations and Assurancese. School Site Council Membership
6	Addendum <ul style="list-style-type: none">a. Addendum





Chapter One

Student / Community Profile

-
- | | |
|--|---|
| | a. District Overview |
| | b. School Background and Student Demographics |
| | c. School Goals |
| | d. School Mission and Vision |
| | e. WASC Accreditation History |
| | f. Expected Student Learning Results (ESLRs) |
| | g. Community Background and Influences |
| | h. School Programs |
| | i. Addendum |
-



CHAPTER ONE: Student / Community Profile

District Overview

The Sequoia Union High School District is located in the Silicon Valley, one of the most intellectually dynamic and innovation-driven regions in California. The District serves communities representing the entire socioeconomic spectrum, including Atherton, Belmont, East Palo Alto, Menlo Park, Portola Valley, Redwood City, Redwood Shores, San Carlos and Woodside.

District Schools


The Sequoia district has four comprehensive high schools and one continuation high school serving 9th through 12th graders:

- Carlmont High School (opened in 1953) 2015-16 enrollment: 2,138 students
- Menlo-Atherton High School (opened in 1951) 2015-16 enrollment: 2,276 students
- Redwood (Continuation) High School (opened in 1966) 2015-16 enrollment: 272 (cumulative) students
- Sequoia High School (opened in 1895) 2015-16 enrollment: 2,093 students
- Woodside High School (opened in 1958) 2015-16 enrollment: 1,767 students

The Sequoia district also encompasses a middle college in collaboration with Cañada College and an adult school, which serves 8,300 community members annually.

There are four charter schools in the district boundaries: East Palo Alto Academy High School (newly dependent in 2014-2015), East Palo Alto Phoenix Academy, Everest High School and Summit Preparatory Charter High School.

District Facts and Demographics

- Ethnic/racial composition: 47.5% Latino, 34.3% White, 6.3% Asian, 2.7% African-American, 2.7% Pacific Islander, 1.6% Filipino, and 0.3% American Indian
 - Student-to-teacher ratio: 27.5 to 1
- 

District Goals

Goal I: The Sequoia Union High School District will provide a rigorous, engaging, and comprehensive instructional program with strong supports to prepare all students for high standards of academic achievement and future career opportunities.

Goal II: The Sequoia Union High School District will recruit, retain, and further develop a highly qualified staff at all levels of the organization to professionally served students, parents, and community.

Goal III: The Sequoia Union High School District will maintain a strong and responsive infrastructure in support of its overall mission through stable finances, adequate and well-maintained facilities, and alignment of budgetary resources to district goals.

Goal IV: The Sequoia Union High School District will involve the parent community to strengthen and communicate district programs and services for students, engage its partner districts, and access community resources.

Strategic Plan

2015-2020

Sequoia Union High School District fosters an appreciation for learning and provides students with the requisite academic and problem-solving skills to become engaged and well-rounded citizens.

GUIDING PRINCIPLES

EQUITY - A diverse community must ensure equity in access and opportunity. The District is committed to implementing academic and extra-curricular program structures and policies that serve the best interests of all students.

ENVIRONMENT - Academic, social, and personal growth requires a fostering, safe, and engaging environment. All members of the educational community will strive to create and sustain the most ideal environments for students.

TEACHING - Effective teaching will ensure that all students will have the skills and options to pursue a variety of pathways after graduation. The District is committed to providing a professional environment for all staff characterized by a growth mindset, continuous professional development, and mutual respect.

STRATEGIC DIRECTIONS

Academics

Students will:

- experience a college-preparatory academic program aimed at the completion of the UC/CSU A-G requirements and the development of analytical and communication skills;
- recognize and experience the connections between diverse disciplines;
- have the confidence, understanding, and skills to engage effectively in local, national, and international civic contexts;
- be welcomed, challenged, and supported to take the most rigorous courses possible with consideration for balance and well being.

Passion for Learning

Students will:

- thrive as learners by engaging in experiences driven by intellectual curiosity and discovery;
- choose courses from an academic program comprised of a variety of programmatic options;
- explore the possibilities of connecting personal interests and talents to college and career options;
- have access to courses and programs to promote their development as well-rounded members of society.

Support

Students will:

- identify post-graduation aspirations, develop a means to attain them, and be inspired to strive towards these goals in the present;
- receive academic, social, emotional, and personal support from peers, mentors, parents, and staff;
- develop the interpersonal skills, confidence, and resilience to pursue intellectual and personal goals

School Background and Student Demographics

Located in San Mateo County, Carlmont High School is situated in close proximity to world class universities, Silicon Valley, and the cosmopolitan cities of San Francisco and San Jose. Its demographic makeup reflects the diversity of the area.

Enrollment records for 2015-2016 show Carlmont's student body as 18.1% Hispanic, 20.2% Asian, 1.5% Pacific Islander, 2.1% African-American, 49.7% White, and 7.9% Two or More Races.

8.7% received Special Education services, 4.1% were designated EL, while that number rose to 15.0% when re-designated as fluent in English (RFEP'd) students were added. 13.3% of Carlmont students were designated as Socio-Economically disadvantaged last year. For 2015-2016, the enrollment is 2138 students.

Carlmont's certificated staff self-identify demographically as 74.6% White, 2.4% African-American, 12.7% Hispanic, 7.9% Asian, 0.8% Pacific Islander, 0.8% Filipino, with 0.8% Declined to State.

In 2012, Carlmont received the maximum six-year accreditation from the Western Association of Schools and Colleges (WASC) Visiting Committee, and the school's focus on professional development, strong parent community support, and a campus climate that promotes academic success and respect for all students were cited as strengths.

School Goals for 2016-2017

GOAL #1

Provide academic intervention to narrow the achievement gap between subgroups.

Rationale - While standardized test scores for Carlmont as a school and for every subgroup have increased significantly, there is still a discernible and persistent achievement gap between Caucasian and Asian students and subgroups such as Hispanic, socioeconomically disadvantaged, Special Education, and English Learning students.

GOAL #2

Ensure that all Carlmont Students are well prepared for post high school college and career opportunities


Rationale - A variety of indicators, including graduation rates, EAP results, college acceptances, and perception survey results, demonstrate that Carlmont is a school offering a quality college preparatory education combined with an extensive range of programs for exploring career opportunities. As we work to narrow the achievement gap, we cannot lose sight of our commitment to providing our students with the skills necessary for success in college and career.



SCHOOL GOAL #3

Implement a measurable writing component to the curriculum in all departments

Rationale - Carlmont's recognition that the teaching of writing must take place in all curricular areas was the perfect segue into the implementation of Common Core Literacy in all subject areas. While many departments have sprinted ahead in the development of vertically aligned instruction in the teaching of writing within and across their subject areas and grade levels, a few others remain at the nascent level of seeking ways to add opportunities for students to write within current work contexts. Those opportunities, while a great start, have not become measurable, such that analysis of student work data could inform future instruction of writing in that subject area. Our task is to get all departments and staff up to speed.





School Mission and Vision

Carlmont's vision:

Carlmont students will be critical thinkers who are academically and socially prepared to be lifelong learners and citizens of a global society. The Carlmont community fosters self-confidence and creativity in order for students to become productive, ethical, responsible, and involved with the school and community.

Carlmont's mission:


The mission of Carlmont High School is to provide an engaged learning community in order for all students to succeed in academic, career, and life choices as responsible members of a diverse society.

WASC Accreditation History

In the spring of 2012, Carlmont High School went through the WASC Focus on Learning Self-Study process. At that time, Carlmont received a six-year accreditation term with a one-day follow-up visit. The three Critical Areas of Need as identified by the Carlmont community became the school goals and Action Plan for WASC/SPSA. These areas are addressed in Chapter 3 of this report.

Follow-up and Progress Report Development Process

The Principal and School Site Council (SSC) Chair met in August 2014 to make a plan for reviewing data and progress, and writing the report. The School Site Council and Department Chairs worked closely to review and analyze our progress to date on meeting our goals/CANS/Action Plan. Departments collected evidence to demonstrate progress on both maintaining our areas of strength and areas for follow-up as noted by the WASC Visiting Team of Spring 2012. With the one-day follow-up scheduled so late in the year, (May 6, 2015), the SSC and departments took full advantage of the time to review the submissions and suggestions of the departments and request and receive updates and/or amendments on all aspects of the Action Plan and evidence submitted to document progress to date.





Expected Student Learning Results (ESLRs)


All Carlmont students will . . .


1. Read and communicate proficiently.
 - Read proficiently to gather, analyze, and evaluate information.
 - Communicate effectively through written and oral language.
2. Use problem-solving skills.
 - * Use scientific, mathematical, technological, and critical reasoning skills in problem solving.
3. Understand and work with diverse groups of people.
 - * Work effectively in groups of individuals with diverse cultures, languages, ideas, and learning styles.
4. Show personal responsibility and respectful behavior.
 - * Act ethically, responsibly, and respectfully, practicing principles of wellness and self-discipline.
5. Participate in co-curricular and/or extracurricular activities.
 - * Create and participate in visual arts, performing arts, and/or extracurricular activities.

Community Background and Influences

Carlmont enjoys a strong and active parent community including the PTSA, the Carlmont Academic Foundation (CAF), Sports Boosters, and the English Learner Advisory Committee (ELAC) Parent Group. Under the umbrella of the Carlmont Academic Foundation resides the Performing Arts Council that raises funds to support the ongoing operations of the Carlmont Performing Arts Center. Communications with the school community becomes enhanced through the principal's e-mails and home phone calls, and ScotScoop (online newsletters), PTSA grade-specific e-mails and web pages, 8th-grade Transition Team programs through feeder school liaisons, a student-parent directory, and school district representation.

The **PTSA** supports a wide variety of programs. Programs include teacher mini-grants, Reflections Art Contest, Safe & Sober Grad Night, parent education, practice SAT and ACT tests, Senior Merit Scholarships, and recognition awards. The PTSA supports staff and students by organizing parent volunteers to work in classrooms, the administration office, the student store, and as chaperones for student events. PTSA members also provide support for the school by managing the student store and PE uniforms, by hosting staff appreciation days and hospitality for staff development days, through a PTSA awards evening, by providing training for PTSA board members, and by raising funds for the school. In response to a recent increase in economic needs in our community, the PTSA and staff jointly sponsored the creation of the Carlmont Pantry to provide students with nutritional snacks, personal hygiene items, and clothing.






During the past three years, **ELAC** parent participation has decreased with the declining enrollment of EL students at Carlmont. The enrollment is expected to decline still further with the new attendance boundaries that exclude the East Palo Alto community from the Carlmont attendance areas. During the 2015-2016 school year, ELAC meetings provided information on topics such as study skills, parent contact with the attendance office, college and career planning, scholarship opportunities, School Loop trainings, and co-hosted an EL Open house with PTSA.

The **Carlmont Academic Foundation (CAF)** was established in 2007 with the goals of promoting educational experiences, increasing student motivation and self-confidence, assisting students with career exploration, and preparing students for college and the workforce. The board includes current and former Carlmont parents, the principal, and alumni who set annual goals for fundraising. Over the course of the year, the foundation distributes funds through recommendations from the principal and various stakeholders. As of May 2015, the foundation had raised over three-fifths of its 2015-2016 goal of \$500,000. Funding priorities for this school year include class-size reduction in core classes, support for classroom and science lab supplies, funds for the after-school tutoring program, Choir program support, and grants for teacher collaboration. Support and interest in the foundation has expanded in the past several years. Oracle has been a generous supporter of the foundation with \$20,000 grants in each of the past three years, but the majority of funding comes from individuals and families within the Carlmont community.

Professionals in the local community have become increasingly involved with Carlmont in the past six years. Local business people, lawyers, engineers, and scientists can be found mentoring, advising, and speaking to Carlmont students on a regular basis as part of the entrepreneurial experience program, called BUILD (program ending June 2015); the school-within-a-school program for at-risk students, called the Business Academy; the newly established Biotechnology Institute, and Carlmont's Mock Trial Team. In addition, Carlmont now hosts a series of evening science lectures featuring noted scholars and researchers from the scientific community.

The community supports bond measures to ensure necessary capital improvements to the campus. Five new classrooms opened at the end of 2014, and 10 classrooms are scheduled to open Fall 2017. There are 17 Chromebook carts across the campus and significantly expanded Wifi in every classroom. Chromebook, Macbook and iPad carts have been instrumental in providing EL and Foreign Language students with a tool to practice their individual language development, helping students with disabilities access content-rich applications and websites, and assisting general education teachers access resources that help enrich the learning environment.



School Programs

AFTER-SCHOOL TUTORIAL – is provided by teachers every Monday-Thursday from 2:30-4:15P.M. Students have access to homework assistance, research and /or writing time on the internet, and a quiet space to work. This program has been funded by the Carlmont Academic Foundation for the past several years.

AVID - Advancement Via Individual Determination, a Kent award program at Carlmont, provides motivational programs and support for "students in the middle" who want to succeed in a college preparatory path.

BIOTECHNOLOGY INSTITUTE – The new BTI opened its first cohort of 10th graders in the 2015-2016 school year. Local industry interest has been significant and influential in the establishment of this new three-year program. The Career and Technical Education sequence ultimately leads to a capstone class in industry-grade materials production. BTI teachers continually work with an industry steering committee to ensure the most up to date curriculum is taught.

BUILD - BUILD is a grant-supported program, which supports culturally diverse students interested in entrepreneurship as a connection with learning. Tutorial help, guidance, and connections are stressed. BUILD students take a 9th grade elective class and then participate after school at the BUILD site for 10th-12th grades. The goal of BUILD is to support students to succeed in school and go on to college. (2014-2015 year-only.)

BUSINESS TECHNOLOGY ACADEMY – For more than 25 years, the BTA has been a California State Partnership Academy. Originally designed to assist At-Risk students graduate from high school, changes over the years in school demographics have significantly diminished the number of students at Carlmont who meet the state required demographic profile. Carlmont will no longer have a BTA after the 2015-2016 school year.

CARLMONT INTERVENTION TEAM - Student Study Teams (SST) and 504 Teams have evolved into the Carlmont Intervention Team (CIT). This body of educators helps review the needs of students and determine appropriate accommodations and modifications as needed in order to ensure success for students who are experiencing challenges and/or learning differences.

COMPUTER SCIENCE PROGRAM - During the 2015-16 school year, Carlmont continued offering the courses Introduction to Computer Science and AP Computer Science. We have partnered with the TEALS program (Technology Education And Literacy in Schools), which helps us locate software engineers to co-teach these first period classes for two years. The programs' sustainability comes from the engineers removing scaffolds such that by the third year, the teachers are able to teach the courses without them. Demand for these courses increased from three sections in 2014-2015 to six for 2015-2016. In addition to these classes we are piloting a new class called Mobile Apps Development, which includes instruction for students to create applications on the android mobile device platform.

ENGLISH LANGUAGE LEARNER PROGRAM – The ELL program provides support for EL students, including English Language Arts, English Language Development, LEP content classes in mathematics, science, and social studies, ELD support classes, and CAHSEE preparation classes. The English Learner Advisory Committee (ELAC) meets monthly.

LEADERSHIP – From one small ASB class in the early 2000s to three full Leadership classes today, student development through leadership education has greatly expanded at Carlmont. Lunch time activities, rally and assembly planning and execution, dance organization, and the oversight of more than 80 clubs on campus provide students with many opportunities to find their niche(s), form community, and make a difference.

PHOENIX - This credit recovery program allows students to make-up courses they have previously failed. Carlmont currently uses Cyber High courses to help student remediate and earn credits. Four class periods are available throughout the school day to fit into students' schedules. Students can also work on Cyber High in the afterschool tutorial.

PARENT INVOLVEMENT – With two large feeder middle schools, parent involvement begins before 9th grade at Carlmont. Parents have a strong voice and are an active, influential part of campus life. Each year, parents volunteer over 15,000 hours to support a wide range of school projects and programs, including advocacy for Special Education, English Learner, Performing Arts, Sports Boosters, and Music Mentors. As advocates, they attend district meetings, raise funds for school programs, and communicate student and parent needs to the Carlmont community.

S.O.S. is a Russell Kent Award Winning Peer Leadership Program In its 15th year at Carlmont. It was developed to meet the needs of all students by addressing the following issues: (Bullying, Substance Abuse, Anger, Domestic Violence, Depression, Anxiety, Suicidality, Eating Disorders, Academic Stress, Sexual Assault, Child Abuse, Self-Esteem, Grief, Building Healthy Relationships, Hate Crime, and LGBTQ The program is innovative because it trains leaders on the topic that directly relates to their most pressing challenges in adolescence. They then provide presentations that include personal stories and current researched based curriculum in all Life Skills Classes. Other Services Provided by SOS include: Peer Support, MFT Individual and Family counseling, Community Referrals and Collaboration Alternative to Suspension Counseling, Educational Conferences, Middle School Outreach, Parent Education/PTSA, Feeder Schools, Critical Incident Stress Debriefing and “ Make Time For Fitness”.

SCHOOL RESOURCE OFFICER (SRO) - Supported by the City of Belmont and the Sequoia District, and shared with Notre Dame High School, the SRO familiarizes students with the positive services offered by the police department. Carlmont's SRO is instrumental in coordinating Safe and Sober Prom events to educate students on the dangers of drinking and driving. Routine collaboration takes place to help continuously update our school safety plan.



Chapter Two

Student / Community Profile: Overall Summary

-
- | | |
|--|--|
| | <ul style="list-style-type: none">a. Implications of Datab. Critical Needsc. Important Questions |
|--|--|
-

CHAPTER TWO: Student / Community Profile: Overall Summary

Implications of Data and Critical Needs

Over the past six years, Carlmont has demonstrated that it is a high-performing school by nearly any measure. Yet, with our most recent API of 877, a steady graduation rate of 95%, involved parents, and very positive perceptions reported from surveyed students, parents, and staff, there still remains room for improvement.

The Achievement Gap

In 2013 it was noted that while overall standardized test scores, as measured by the API, CST scores, and CAHSEE, had risen considerably since the last WASC visit, there was a discernible and persistent achievement gap between Caucasian and Asian students and other significant ethnic and non-ethnic subgroup designations. For example, in 2013, the API for student groups were:

* Caucasian students	910
* Asian students	958
* Hispanic students	754
* Socioeconomically disadvantaged students	720
* Students With Disabilities (SpEd)	618
* English learners	741

While we have seen growth among nearly all subgroups, the achievement gap has not been narrowed substantially. With the introduction of the Smarter Balanced Testing new means to measure student achievement are being developed.

With the loss of the CST data as a measurement, we have begun to look closely at UC a-g eligibility and other means as indicators of our success in closing the achievement gap. This is Carlmont Goal #1, as well as being measured reported in the SUHSD dashboard. Graduating class of 2015 had 332 students meet a-g eligibility out of 488 graduating students, making our a-g rate 68%.

The CDE data for the graduates of 2015 reveal specific questions and challenges.

Sub-group	UC a-g Met
Boys	59%
Girls	68%
Asian	88%
Hispanic/Latino	44%
White	70%
Socioeconomically Disadv. (SED)	3%
Students with Disabilities (SpEd)	8%

THE QUESTION

How do we better support all Carlmont students to be at or near the whole –school average of 70% when it’s so clear that some groups are not meeting that target?

College Preparation / Post High-School Opportunities – Carlmont Goal #2

Carlmont has a strong college preparatory curriculum:

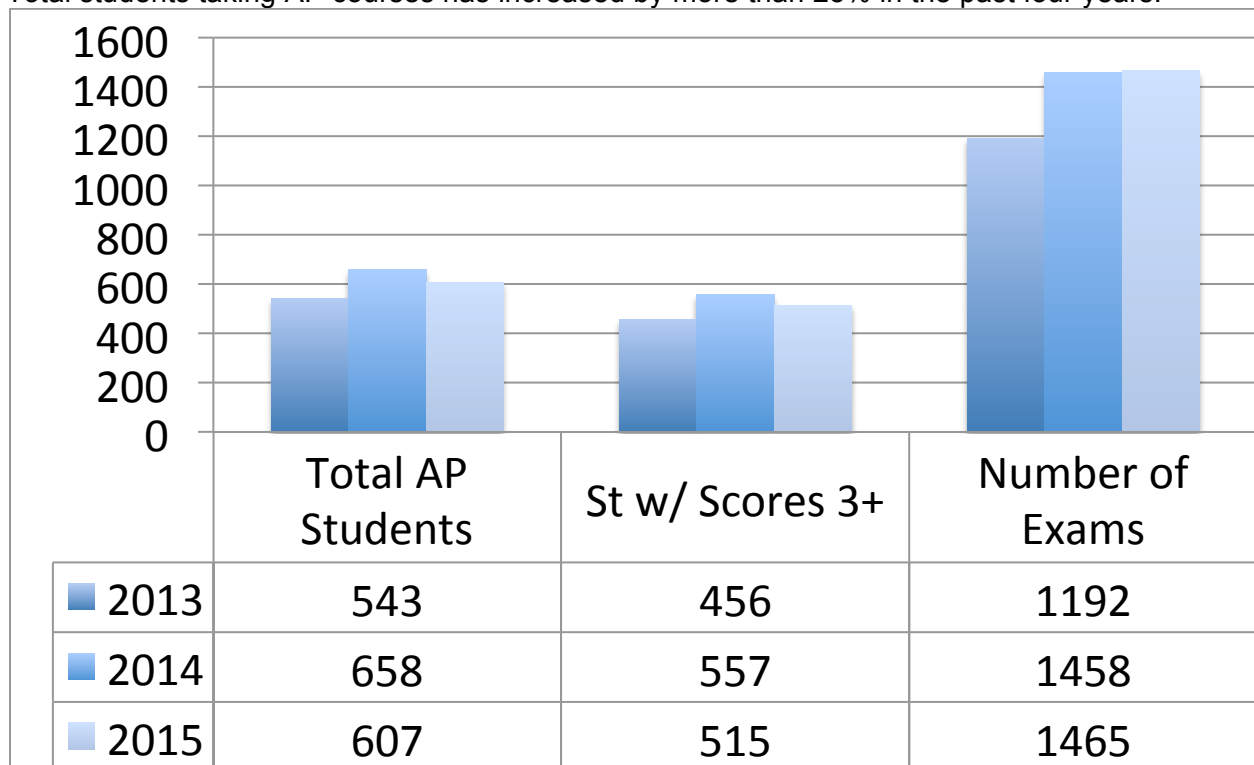
As per above, 68% of graduates have met the UC a-g requirements:

	2011-2012	2012-2013	2013-2014	2014-2015
CARLMONT	61.9%	69%	70%	68%
STATE	38%	39%	47%	*%

* No State data available at this time

In 2015, 96% of Carlmont graduates reported plans to attend either a two- or four-year college.

Total students taking AP courses has increased by more than 25% in the past four years:



	Total Ss in 1 or more AP courses	Total historically under-rep. Ss in 1 or more AP courses (African-American, Latino, Pacific Islander, SED, SPED)
2013	543	131
2014	658	120
2015	607	124

In 2012, the data indicated that only 40% of graduating seniors had ever taken the SAT test. In response, in October, 2013, all 10th and 11th grade students took the PSAT test on a school day. We repeated this with all 10ths and 11ths every year since. It is hoped that this early emphasis on college prep will result in a higher SAT participation rate in the future. The Class of 2014 took the SAT at the improved rate of 46 percent.

Important Questions: College Preparation / Post-High School Opportunities

- How do we continue to meet parent, student, and community expectations to produce college-ready graduates?
- How can we ensure that ALL students are prepared for college and career, as partially demonstrated by increases in the percentages of students who demonstrate readiness for college, as measured by SAT, ACT, AP courses, and UC a-g completion rates?

Writing Skills / Measurable Writing Component across all departments – Carlmont Goal #3

Our WASC Self-Study of 2011-2012 concluded with an Action Plan that included a focus on creating a measurable writing component in every department. For our WASC mid-term Progress Report with site visit on May 6, 2015, we determined that while all departments had added writing to their curricula, roughly half had not done so in a measurable way, where the definition of measurable includes a form of pre-assessment, direct instruction of a writing skill, and then a post-assessment to determine next steps

The updated Action Plan for Goal #3 includes specific objectives and a timeline for all departments to meet in order to achieve this site goal and the mandate of the Common Core State Standards for Literacy in all subject areas.

Tasks/Steps for CAN#3	Who?	Timeline	Means of Assessment	Resources Needed	Status as of January 2016
Implement a plan in every department to give & assess at least one common writing-based assignment per course/grade level per year, with a student work assessment report presented at a Carlmont All-Staff Meeting.	IVP Dept. Chairs Teachers	Ongoing	Documentation of plan, copies of writing assignment and common rubrics, student work analysis report from each department.	Teacher collaboration time	Varies by dept. English and Social Studies have implemented a four-year plan to address writing skills essential to student growth. Science continues to incorporate essential writing skills in a common lab write up and utilize a common rubric for analysis. World Language also utilizes a common writing rubric to analyze student writing to inform instruction.
Tasks/Steps for CAN#3	Who?	Timeline	Means of Assessment	Resources Needed	Status as of January 2016
Develop collaboration and professional training opportunities for teachers to improve in their ability to teach and assess student writing.	Administration, Department Chairs, Teachers	Ongoing.	Assignments created Rubrics created Lesson plans	In-service time, or release time for collaboration or curriculum pay for work beyond the school day.	Department collaboration time has been provided to facilitate necessary improvements. To date 40 collaboration requests and 5 co-teaching collaboration days have been approved, many of which specifically target writing goals.
Develop and implement common rubrics for assessing writing proficiency across all departments.	IVP Department Chairs Teachers	Finalize and post rubrics used by departments to the school's website by the end of 2015-2016	Rubrics posted on carlmonths.org	Teacher collaboration time.	Common writing rubrics exist in the following departments: English narrative essay, Social Studies document-based essays, Science lab reports, and World Language.
Integrate Common Core Standards for writing in all relevant departments by the end of 2015-2016.	Administration Department Chairs Teachers	Ongoing as applicable.	Documentation of course objectives, lesson plans, calendars.	In-service time Collab. time Paid time after school hours	Math and English have transitioned to Common Core standards in the following courses: Algebra I, Geometry, and English I thru IV. Algebra II will be implemented in the 2016-2017 school year.



Chapter Three

Progress Report





CHAPTER THREE: Progress Report

Progress Report


Overview of Progress Report

In the 2014-2015 year, the Carlmont Site Council took on the specific task of and lead in overseeing the creation of the WASC Mid-Term Visit report and update of the School-Wide Action Plans. With the help of the Governance Council, Department Chairs, subject-area departments, and student parent representatives, we worked together to move Carlmont forward and provide quality education to all students. At various points throughout the year, departments met to address instructions for reviewing their actions plans as per Site Council instructions. The Site Council then:

- reviewed department action plan updates, asked clarifying questions and made recommendations
- analyzed department binders of evidence of work toward addressing both *areas of strength* and *areas for follow-up*
- noted any gaps or redundant efforts in the work of various groups on the campus and made suggestions to address them
- conducted staff survey on perceptions of achievement of *areas for follow-up*
- analyzed survey results to refine efforts into the 2015-2016 year

Carlmont's Site Council worked many hours on studying the progress of the school and its departments through collecting and analyzing action plan updates, reviewing the evidence of Carlmont's efforts, and writing the report itself.

While the Site Council was working on reviewing Carlmont's progress and making recommendations, the heavy lifting of implementation was done by the staff, of course. Department action plans were revised and implemented by the academic departments. Recognition of the ongoing efforts of staff, particularly the Department Chairs, in keeping Carlmont focused on its goals, must be included here. The real work of any school truly does happen in the classroom, and Carlmont's staff is committed to its students' success.



Report on School-Wide Action Plan Progress

Updated School-wide Action Plan – 1/7/2016

Goal #1 Provide academic intervention to narrow the achievement gap between student subgroups


PREVIOUS RATIONALE




While API and CST scores for Carlmont as a school and for every subgroup have increased significantly, there is still a discernible and persistent achievement gap between Caucasian and Asian students and subgroups such as Hispanic, socioeconomically disadvantaged, Special Education, and English Learning students.

UPDATED RATIONALE

We continue to support the views expressed in our previous rationale and add that while the subgroups listed are those deemed to be a significant size by the state of California, we would include our intention and efforts toward decreasing the achievement gaps for all subgroups for whom that gap exists.

In addition, much of our original Action Plan used improvement as measured on annual CSTs as the means of assessment. While awaiting full implementation of the CCSS, which includes formative assessments in grades 9-11, we have used our own internal measurements to determine student progress. Unfortunately, those do not provide the same sort of disaggregated data by subgroup that the state was able to provide. Until the formative assessment portions of CCSS in the ninth through eleventh grades become reality, we depend on the district's "Dashboard" data to officially inform our understanding of how all Carlmont students are doing, and ongoing subject and department-wide collaborative planning and common assessments to understand such at the student and classroom level.

Tasks/Steps for CAN1	Who?	Timeline	Means of Assessment	Resources Needed	Status as of January 2016
Continue support/intervention programs for students placing into English Intervention and/or Algebra Readiness classes as per district placement guidelines	IVP/District	Ongoing	Adequate sections to support the number of students who need them.	Continued funding for smaller classes and support sections from district.	
Identify and support students with Ds/Fs.	IVP / Counselors	Ongoing	Guidance Counselors meet with students having D'/F's at the conclusion of each grading period.	Infinite Campus, adequate time provided to and calendared by Counselors	Options include: CIT, SAAP, SpEd, Phoenix, Summer School, Crisis Intervention, and Continuation School. School wide discussion took place in December 2015 to identify additional opportunities for support

Tasks/Steps for CAN1	Responsible Person(s)	Timeline	Means of Assessment	Resources Needed	Status as of January 2016
Continue using engagement strategies in all curriculums.	All teachers	Ongoing	Staff development opportunities, classroom observation	Training opportunities at district and on site.	
Continue collaboration between mainstream and SPED teachers.	Special Education teachers / IVP	Ongoing	# of co-taught sections available to SWDs. Number of co-teaching pairs with common preps on master schedule. GenEd teachers in attendance at all IEPs.	Funding for collaboration, substitutes.	 Co-teaching collaboration days continue to be available for teams to utilize at least once a quarter.
Provide collaboration and professional development opportunities for all teachers re: EL strategies.	Bilingual Resource Teacher / Principal / IVP	Ongoing	Staff development opportunities focused on student support and appropriate curriculum modification.	Funding for collaboration, release time for BRT and lead teachers to plan training	Focused PD opportunities provided to staff on 9/23, 9/30, and 11/18.
Implement assessments to measure student progress toward mastering content standards.	IVP / DCs/ Depts.	Ongoing	Student work analysis	Collaboration time to create common assessments and analyze results	 Happening across the school in every department.


Goal #2: Ensure that all Carlmont Students are well prepared for post high school college and career opportunities


PREVIOUS RATIONALE

A variety of indicators, including graduation rates, EAP results, college acceptances, and perception survey results, demonstrate that Carlmont is a school offering a quality college preparatory education combined with an extensive range of programs for exploring career opportunities. As we work to narrow the achievement gap, we cannot lose sight of our commitment to providing our students with the skills necessary for success in college and career.

UPDATED RATIONALE

We remain committed to this goal. The Common Core’s focus on college and career readiness informs our daily work. Whether it is the actual knowledge and skills required in a content area, or the development of collaborative work traits and critical thinking skills employers indicate are in high demand, Carlmont classrooms provide opportunities for all students to prepare for the post secondary world.

Tasks/Steps for CAN2	Who?	Timeline	Means of Assessment	Resources Needed	Status as of January 2016
More frequent time for students with counselors to make college plan (a-g requirements, etc.)	Guidance Counselors/IVP	Ongoing	Guidance Master Calendar		 Restructuring College and Career Center and hiring a College and Career Assistant.
Continue to support AVID, Biotechnology Institute	District / IVP/ Depts./Guidance Counselors	Yearly	Number of sections offered in each respective program,	Appropriate FTE allotted in master schedule / staffing chart, funding for supplies	'15-'16 will be the final year of the Bus. Tech. Academy and the first of the Biotech Institute. Commitment to keep class size lower in these courses.
Develop and implement a program to increase AS, AP, and honors enrollment among under-represented students.	IVP, Bilingual Resource Teacher, DCs, Guidance	Ongoing	Number of under-represented students enrolled in AS, AP, and honors courses.		Carlmont continues to use AP Potential to help identify students. Carlmont is participating in the Equal Opportunity Schools program beginning in the 2015-2016 year.

Tasks/Steps for CAN2	Who?	Timeline	Means of Assessment	Resources Needed	Status as of January 2016
Develop skills enhancement strategies and implement in curriculum (organization, note-taking, etc.)	IVP, DCs, AVID site team	Ongoing	Subject and department syllabi	Time for collaboration across subject areas/depts. to create and implement common strategies	Basic high school organizational skills are taught to all 9 th graders in the required Life Skills course during 1 st qtr. Individual teachers and some subjects/depts. are teaching subject-specific strategies for success.
Continue college and career education with parents and students; implementation of Naviance Program	Guidance Counselors, College Advisor, AVID, PTSA	Ongoing	Naviance Surveys PTSA Parent Education Flyers	More time for students with their Guidance Counselors	The College and Career center was reorganized and a College and Career assistant was hired to improve service. To date more than 60 colleges came to speak to students, information is posted daily on various social media sites as well as our school website. College and Career center provided additional hours to assist students in filling out college applications.
Maintain course offerings in Career Technical Education (Visual / Performing Arts, Technology, Sciences)	Principal, IVP, District	Ongoing	Number of course offerings in CTE approved courses Student enrollment in CTE courses	Ongoing funding from the District to replace the ROP funds that were eliminated.	


Goal #3: Implement a measurable writing component to the curriculum in all departments

PREVIOUS RATIONALE

Carlmont students' results on English EAP tests and scores on the CST ELA exams are impressive compared to state averages. To prepare students for college and career, however, more attention is required to ensure proficiency in all genres of writing. This became more apparent after a school-wide student work analysis was conducted in the 2010-2011 school year as part of the WASC self-study. The combination of the impressive results on the EAP and the recognition that students need to master writing skills in all courses points to our need to develop and implement a measurable writing component in all of our departments.

UPDATED RATIONALE

Carlmont addresses Literacy in all subject areas. Many departments have developed a four-year plan to address the literacy needs of students. These four-year plans have been thoughtfully created to teach necessary writing skills within and across their subject areas and grade levels in alignment with Common Core Standards.

Tasks/Steps for CAN#3	Who?	Timeline	Means of Assessment	Resources Needed	Status as of January 2016
Implement a plan in every department to give & assess at least one common writing-based assignment per course/grade level per year.	IVP Dept. Chairs Teachers	Ongoing	Documentation of plan, copies of writing assignment and common rubrics, student work analysis report from each department.	Teacher collaboration time	Varies by department. Many departments have department-wide writing assessments they analyze to inform instruction. The key to ensuring this happens is the required report out to staff after appropriate collaboration time is provided.
Develop collaboration and professional training opportunities for teachers to improve in their ability to teach and assess student writing.	Administration, Department Chairs, Teachers	Ongoing.	Assignments created Rubrics created Lesson plans	In-service time, or release time for collaboration or curriculum pay for work beyond the school day.	Teachers have utilized collaboration days to continue to analyze student work and develop instructional strategies.
Develop and implement common rubrics for assessing writing proficiency across all departments.	IVP Department Chairs Teachers	Finalize department rubrics and make available on a school wide share drive.	Rubrics posted and shared on Google drive	Teacher collaboration time.	Several departments already have common writing rubrics: English narrative essay, Social Studies document-based essays, Science lab reports, World Language essays for example.
Integrate Common Core Standards for writing in all relevant departments by the end of 2015-2016.	Administration Department Chairs Teachers	Ongoing as applicable.	Documentation of course objectives, lesson plans, calendars.	In-service time Collab. time Paid time after school hours	



Chapter Four

Self-Study / Needs Assessment

-
- A. Organization: Vision and Purpose, Leadership-Staff, Resources
 - B. Standards-Based Student Learning - Curriculum c. Standards-Based Student Learning - Instruction
 - C. Standards-Based Student Learning - Assessment and Accountability
 - D. Standards-Based Student Learning - School Culture and Support for Student Personal Growth and Academic Growth
 - E. Addendum
 - F. School-wide Site and Demographic Data
 - G. Additional Data
 - H. School-wide API and AYP Data
 - I. School-wide Needs Assessment
 - J. Math Student Achievement Data Collection and Analyses
 - K. Addendum
 - L. Math Needs Assessment
 - M. ELA Student Achievement Data Collection and Analyses
 - N. Addendum
 - O. ELA Needs Assessment
 - P. Science Student Achievement Data Collection and Analyses
 - Q. Addendum
 - R. Science Needs Assessment
 - S. History-Social Science Student Achievement Data Collection and Analyses
 - T. Addendum
 - U. History-Social Science Needs Assessment
-



CHAPTER FOUR: Self-Study / Needs Assessment

Organization: Vision and Purpose, Leadership-Staff, Resources

To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels? (WASC A1-A)

Carlmont High School developed a vision statement and ESLRs during the 2012 WASC process that involved all stakeholders. These guideposts were established based on the belief that the school can help all students achieve their full academic potential. Both the vision statement and the ESLRs are consistent with the goals and vision of the Sequoia Union High School Board's overall mission. The District Board of Trustees and district administration consistently provide sufficient support to Carlmont through professional development, staff and program support, and allocation of bond measure approved funds.

--See page 68-69 of 2012 WASC Self-Study.

Carlmont's vision:


Carlmont students will be critical thinkers who are academically and socially prepared to be lifelong learners and citizens of a global society. The Carlmont community fosters self-confidence and creativity in order for students to become productive, ethical, responsible, and involved with the school and community.

Carlmont's mission:

The mission of Carlmont High School is to provide an engaged learning community in order for all students to succeed in academic, career, and life choices as responsible members of a diverse society.

Expected School-wide Learning Results:


All Students will . . .

- Read and communicate proficiently.
 - Use problem-solving skills.
 - Understand and work with diverse groups of people.
 - Show personal responsibility and respectful behavior.
 - Participate in co-curricular and/or extra-curricular activities.
- 

To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected school-wide learning results and the academic standards? (WASC A1-B)

Carlmont's vision and ESLRs are in alignment with the district policies, vision, and practices. For more than a decade, the district and Carlmont have made many programmatic decisions using data from CSTs, CAHSEE, and other benchmark testing. While the Board of Trustees sets policies to guide decision making, they delegate responsibility for the program development and implementation to professionals at the district office and at each of the school sites. The Board maintains oversight through its annual review of the school Site Plan and approval of the district's LEA Plan.

--See page 70 of 2012 WASC Self-study



To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school? (WASC A2-A)

Carlmont's vision and ESLRs are in alignment with the district policies, vision, and practices. For more than a decade, the district and Carlmont have made many programmatic decisions using data from CSTs, CAHSEE, and other benchmark testing. While the Board of Trustees sets policies to guide decision making, they delegate responsibility for the program development and implementation to professionals at the district office and at each of the school sites. The Board maintains oversight through its annual review of the school Site Plan and approval of the district's LEA Plan.

--See page 70 of 2012 Self-study

To what extent does the governing board delegate implementation of these policies to the professional staff? (WASC A2-B)


Carlmont's vision and ESLRs are in alignment with the district policies, vision, and practices. For more than a decade, the district and Carlmont have made many programmatic decisions using data from CSTs, CAHSEE, and other benchmark testing. While the Board of Trustees sets policies to guide decision making, they delegate responsibility for the program development and implementation to professionals at the district office and at each of the school sites. The Board maintains oversight through its annual review of the school Site Plan and approval of the district's LEA Plan.


--See pages 70-71 of 2012 Self-study

To what extent does the governing board regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Association (LEA) plan? (WASC A2-C)

For more than a decade, Carlmont's leadership and staff have used data-based tools to study disaggregated student achievement data. These data informed the work of the 2006 WASC self-study and resulted in two identified critical academic needs focused on ensuring the success of all students. The results of student performance on standardized tests has been a significant influence on the staff as we carry out the annual action plans and refine programs to meet goals. We communicate progress on student achievement and modifications to programs through our various campus groups and governing bodies (Governance Council, Site Council, instructional leader meetings, department and all-staff meetings). When the Single Site Plan is updated annually, the starting point is a thorough review of student performance on the many standardized test results available to administrators and teachers. Each year, as our academic programs are modified, we adjust staff and resource funding.

--See pages 72-73 of 2012 Self-study





To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards? (WASC A3-A)


Over the past six years, as the school community has focused on our critical academic needs (especially of 9th and 10th graders and the overall academic achievement of students) and directed professional development on improved pedagogical practice, our students have advanced. Evidence that professional development opportunities have strengthened teaching practice at Carlmont is manifested in several ways. Overall API has continued to improve, with major gains in the scores of targeted subgroups. To a large degree, we attribute these improvements to consistent approaches established through the professional development and collaboration opportunities. Teachers have learned how to use student performance data available through DataDirector, they have sought ways to modify their curriculum and practice, and they have examined the results to modify instruction.


--See pages 76-77 of 2012 Self-study

To what extent does the school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs? (WASC A3-B)

Over the past six years, as the school community has focused on our critical academic needs (especially of 9th and 10th graders and the overall academic achievement of students) and directed professional development on improved pedagogical practice, our students have advanced. Evidence that professional development opportunities have strengthened teaching practice at Carlmont is manifested in several ways. Overall API has continued to improve, with major gains in the scores of targeted subgroups. To a large degree, we attribute these improvements to the strong teaching practices and consistent approaches established through the professional development and collaboration opportunities. Teachers have learned how to use student performance data available through DataDirector, they have sought ways to modify their curriculum and practice, and they have examined the results.

--See pages 76-77 of 2012 Self-study





To what extent does a qualified staff facilitate the achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development? (WASC A4)

The SUHSD has been fortunate in the past decade to have sufficient resources to support professional development, which was research based and focused on the academic needs of our students. Over the past six years, the district has been able to fund training on the use of DataDirector, as well as staff development focused on English language development (ELD) and acquisition of basic math and algebra readiness skills. In addition, various departments, including Guidance, Math, English, Science, Social Studies, and World Language, have been able to take advantage of professional development opportunities to strengthen instructional practice, data analysis, and curriculum development. The school continues to offer opportunities for teachers to improve instructional practice, via Carlmont Academic Foundation (CAF) funding for both intra- and inter-departmental collaboration.


Over the past six years, as the school community has focused on our critical academic needs (especially of 9th and 10th graders and the overall academic achievement of students) and directed professional development on improved pedagogical practice, our students have advanced. Evidence that professional development opportunities have strengthened teaching practice at Carlmont is manifested in several ways. Overall API has continued to improve, with major gains in the scores of targeted subgroups. To a large degree, we attribute these improvements to the strong teaching practices and consistent approaches established through the professional development and collaboration opportunities. Teachers have learned how to use student performance data available through DataDirector, they have sought ways to modify their curriculum and practice, and they have examined the results.


--See pages 76-77 of 2012 Self-study

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs? (WASC A5)

The SUHSD has been fortunate in the past decade to have sufficient resources to support professional development, which was research based and focused on the academic needs of our students. Over the past six years, the district has been able to fund training on the use of DataDirector, as well as staff development focused on English language development (ELD) and acquisition of basic math and algebra readiness skills. In addition, various departments, including: Guidance, Math, English, Science, Social Studies, and World Language, have been able to take advantage of professional development opportunities to strengthen instructional practice, data analysis, and curriculum development. The school continues to offer opportunities for teachers to improve instructional practice, via the ALS training on engagement strategies and funding for both intra- and inter-departmental collaboration.

Over the past six years, as the school community has focused on our critical academic needs (especially of 9th and 10th graders and the overall academic achievement of students) and directed professional development on improved pedagogical practice, our students have advanced. Evidence that professional development opportunities have strengthened teaching





practice at Carlmont is manifested in several ways. Overall API has continued to improve, with major gains in the scores of targeted subgroups. To a large degree, we attribute these improvements to the strong teaching practices and consistent approaches established through the professional development and collaboration opportunities. Teachers have learned how to use student performance data available through DataDirector, they have sought ways to modify their curriculum and practice, and they have examined the results.

--See pages 76-77 of 2012 Self-study


To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school-wide learning results? (WASC A6)

Through the annual practice of reviewing student performance and revising Departmental and School-wide Action Plans, the staff remains engaged in the process of resource allocation. As with many schools this year, the percentage and amount of discretionary funds is relatively small. The administration and the Site Council provide oversight in how district-allocated resources are spent.

Carlmont has been in an enviable position in the past decade, due to the successful bond measures passed to rebuild, renovate, and expand the local high schools. The newly renovated and expanded campus has allowed us to meet the current academic needs of our students. With the addition of a Performing Arts Center and related Visual and Performing Arts classrooms, as well as new Biotech labs and classrooms, the school is poised to educate our students for 21st-century jobs and careers. Grant monies dedicated to technology gave us the opportunity to acquire SMART Boards for all classrooms. Carlmont has also been fortunate in being able to maintain its stock of traditional textbooks, library research materials, and lab materials.

Carlmont continues to enjoy a strong reputation for academic excellence and we also remain confident that we will continue to attract top-notch professionals. The long-term budgetary goal of the district is to spend down its reserve as slowly as possible, in an effort to retain the excellent academic programs it has worked so hard to develop and support. With a strong academic program and successful record, we hope we can maintain the progress we have made in addressing the needs of our 9th and 10th graders as well as other students who are at risk educationally (CANs 1 and 2). Carlmont's expansion of its Biotech program, including the establishment of a new 'academy-like' Biotechnology Institute (BTI), widely respected Visual and Performing Arts programs, and development of Green Technologies should position us to meet the career needs of many of our students.

--See page 79 of 2012 Self-study



Standards-Based Student Learning - Curriculum

To what extent do all students participate in rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the school learning goals? (Through 'standards-based' learning i.e., what is taught and how is it taught, the school learning goals are accomplished) (WASC B1)

The California state standards provide the foundation for nearly all curriculum choices at Carlmont. All students have an opportunity to take rigorous and relevant courses, including advanced college-preparation courses.

Teachers use the state standards, especially the power standards and released test questions, to guide curriculum choices, design lessons, and create pacing guides. Lead teachers have become more familiar with the Common Core Standards in preparation for their eventual implementation.

The district's Board of Education has mandated open enrollment in all courses. However, not all students are prepared academically to take challenging courses, so various supports are in place. Many of our students receive support through enrollment in either the AVID or Academy, which teach study skills and personal responsibility. Students may also receive help through enrollment in support classes designed to bolster academic proficiency mastery on the CSTs and CAHSEE. In addition, all teachers have learned and integrated various scaffolding techniques (ELD and ALS) into their lessons to engage all students.

Analysis of student work undertaken during the 2011-2012 WASC self-study process revealed a school-wide need to focus on student writing skills. As a result, all disciplines have incorporated measurable objectives into their Action Plans. Examples of lesson focal points include vocabulary development and the development of common assignments and rubrics.

This focus on writing skills underscores the administration's initiative to increase collaboration among teachers. Support for teacher collaboration related to curriculum has increased tremendously in the past three years. The result has been the creation of a common lab report form in science, math coaches to guide curriculum in Algebra I classes, common benchmark questions for 10th- and 11th-grade social studies students, an aligned writing skills program for 9th- through 12th-grade social studies students, and continuing use of the ERWC program for all English students.

Carlmont's success in creating a consistent and challenging educational program is demonstrated through assessment data as well as teacher classroom observations. Carlmont students score well on standardized tests. In addition, approximately 95% of our seniors graduate on time, and many are admitted into highly competitive colleges and universities. Student work evaluations and snapshot class observations conducted as part of the WASC self-study showed engaged students, often participating in highly interactive classes, being challenged by the subject matter.

--See page 82 of 2012 Self-study



To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals? (WASC B2)


Traditionally, Carlmont's academic program focus has been on college preparation, but many courses also increase student awareness of career options. Career preparation is no longer synonymous with shop or auto repair, but includes highly rigorous classes such as biotechnology, green engineering, and computer science classes. Since 2002, all Carlmont students have completed a career interest/skills inventory. In Fall 2011, the school introduced Naviance, a comprehensive online program to help students assess, explore, and prepare for college. Our ESLRs, which emphasize reading, writing, speaking, and teamwork, are infused throughout the curriculum to aid students in their post-graduate endeavors. In Spring 2011, surveyed students were overwhelmingly positive in their responses to questions about college/career education at Carlmont. Surveys in 2012 and 2013 revealed similar positive response rates.


All of Carlmont's policies encourage interaction among staff, parents, and students. At minimum, counselors develop a four-year plan with each student. Formal involvement with parents comes during Individualized Education Plans (IEPs), 504 meetings, and discipline meetings. Parents learn about the school's program at Back-to-School Night, Open House, and various performing and visual arts presentations or athletic events. Programs such as AVID, the Academy, and BUILD also increase collaboration among students, parents, and staff members. Electronic communication between the home and school has been available since 2005. Our current online communication systems, Infinite Campus and School Loop, keeps parents well informed about their student's schedule and grades. Many teachers host individual websites to increase communication through blogs, posting of assignments, and calendars. Parents and students can become more involved in the school's program by participating in PTSA, ELAC, the Academic Foundation, or by serving on the Site or Governance Councils.

When students sign up for classes in the spring, teachers provide recommendations for the following year. These meetings with guidance counselors keep students on track academically. Special programs such as AVID, Academy, and ELD also provide students with a chance to evaluate their long-term plans and provide opportunities to make adjustments in schedules. CST and other test scores are available on DataDirector to help teachers and guidance counselors with placement. Class changes can be made at the beginning of each semester, although the goal is to make placement accurate, since late changes are disruptive for students and classrooms.

The rigorous curriculum and AP classes prepare many of our students for the challenges of college and university. In addition, the Academy and AVID programs focus on post-high-school options and provide information, field trips, and skills that will be useful after Carlmont. The College and Career Center provides many presentations and materials for all students. Many tests, such as the PSAT, SAT, and ACT, are hosted on campus, along with SAT preparation classes.

--See page 88 of 2012 Self-study






To what extent are students able to meet all the requirements of graduation for completion of the high school program? (WASC B3)

Graduation rates among Carlmont seniors remains over 96%. Guidance counselors pay close attention to students' progress toward meeting graduation requirements, especially for juniors and seniors. We also provide many programs to make sure that students meet all the graduation requirements, including passing the CAHSEE. The school's overall CAHSEE test results are very positive. The percentage of students passing both the ELA and math portion of the CAHSEE was 84% in 2013. While a significant gap exists between our Caucasian and Asian populations and our Hispanic/Latino and African American students, passing rates for all groups have improved. This includes improvements in pass rates for students receiving special education services.

Carlmont's vision for all students is for them to become critical thinkers who will be lifelong learners. As we prepare students for high school graduation, we also have our eye on this broader vision. Thus, Carlmont's program offers students opportunities to connect academic experiences with the real world. For example, Biotechnology courses teach the skills of scientists and technicians. Many of our on-campus clubs help our students extend classroom lessons. For instance, the Robotics Club exposes students to engineering problems and gives them a chance to test solutions. Students who travel to the American South with the Sojourn to the Past program visit historical sites and meet Civil Rights leaders from the 1960s. Students involved in DECA expand their knowledge through competitions, guest speakers, and field trips. Real-world applications are included as part of the curriculum in many classes, including history projects, math applications, and science. The "Why" portion of "What, Why, How" is intended to motivate students by making a connection between the discrete lessons of the day and the bigger picture of what it means to be an educated person.

--See pages 92-93 of 2012 Self-study



Standards-Based Student Learning - Instruction


To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results? (WASC C1)

All departments are providing standards-based instruction that ties to the school ESLRs and state standards. Many of the teachers at Carlmont High School participated in student observations in order to determine the level of involvement of students in the classroom. Data were collected and organized by departments, and it can be seen that, across subject areas, students are engaged in a variety of ways, including reading, writing, verbal communication with peers and teachers, problem solving, critical thinking, listening to lectures, and various kinesthetic activities. In an attempt to engage students, staff have incorporated ALS strategies; these methods were observed across all subject areas in many of the classrooms. Several departments are working to align their curriculum, both horizontally and vertically, in an attempt to implement common instructional strategies and skills that students will use during their time at Carlmont.

Carlmont teachers also analyzed various types of student work individually and in small groups. Through analysis of student work, all departments found areas of strength and areas for growth. Departments found that most students were completing assignments, but the staff were eager to continue work on engaging all students. Collaboration, which is key, takes place in all departments to some degree. Special attention has been given to RSP and English learner collaboration and co-teaching in an effort to align and develop skills and content.

To assist students in understanding teacher expectations and learning objectives, Carlmont's staff have implemented the instructional strategy of "What, Why, How" in many classrooms. This strategy tells students what they will be doing, why they are doing it, and how they are going to learn the day's lesson. Teachers incorporate "What, Why, How" in different ways, including recording on white/SMART Boards or communicating orally. Many teachers use rubrics to assist students in understanding expectations for assignments such as projects, notebooks, research papers, and lab reports. In terms of overall expectations, teachers use their syllabi, the Infinite Campus, or teacher websites to communicate school and class expectations for the year.

While Carlmont teachers recognize that there is room for growth and want to provide as many meaningful experiences for student learning as possible, it is also important to examine student perceptions about their learning experiences. According to the student survey, over half (closer to two-thirds in many categories) of the students feel that they always have the chance to read for meaning, write, verbally participate or present, problem solve, and work with diverse groups of people. Students responding to the survey indicated they had the chance to engage in these activities "always" or "sometimes" over 95% of the time. There are slight variations among ethnic groups; however, the majority of students feel they are given opportunities for these types of critical thinking and learning.



Carlmont's staff collaborate regularly to share best practices regarding differentiation. To engage and reach all students, the staff incorporate strategies for differentiation into lecture, group work, class discussion, presentations, and writing. Sometimes the staff work to differentiate specific assignments and sometimes they differentiate specific skills. According to the survey completed by 69% of the staff, most instructors reported positively about their teaching and the strategies being used. The clear majority indicated they have opportunities to collaborate and use what they have learned to engage students, differentiate instruction, and provide positive learning environments for their students.

--See pages 97-100 of 2012 Self-study


To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels? (WASC C2)

Carlmont teachers participate in a variety of professional development opportunities that occur both on campus and off. They use what they learn to implement standards-based lesson plans and engagement strategies to meet the needs of their students. Teachers also use what they have learned to participate in collaboration time in their own department, as well as in cross-curricular collaboration.

Teachers at Carlmont strive to act as coaches as well as teachers. Many teachers design their lesson plans around a similar template that includes direct instruction and guided practice, leading to independent practice. Teachers also incorporate collaborative learning groups into daily work and coach students as they solve problems and craft solutions. Based on student survey results, it is clear that many students are comfortable asking teachers for help.

Carlmont teachers employ many strategies to assist students in organization. Many instructors use some form of interactive notebook or organized binder to assist students in keeping track of their work so they can revisit material or review. Teachers implement strategies for organization that help students see connections and develop new ideas, such as hypotheses or thesis statements. Graphic organizers and study tools help students structure and organize information, making difficult concepts more readily accessible. Teachers evaluate the success or weakness of their instructional practices and adjust lessons to meet student needs. Finally, teachers work to standardize the academic experience for students across the curriculum and departments, while making adjustments for teaching style and student needs.

Carlmont students are encouraged to problem solve in different ways during their school day. Most departments encourage and foster an environment in which students discuss, problem solve collaboratively, or present new information to their classmates. Students participate in group projects and presentations, SMART Board games and activities, project-based learning, labs, simulations, and debates; these activities encourage students to ask questions and develop their own answers or solutions. Teachers also organize lessons to encourage students to question and reflect upon what they have learned.



Carlmont students have opportunities to gather, explore, and manipulate information through technology. They have access to several computer labs (stationary and mobile) to conduct research, develop presentations or projects, and type essays. Carlmont has a supportive library staff with several research databases. Students can access technological tools such as various web applications and programs, the language lab, or graphing calculator software. Teachers give opportunities for technological literacy through practice with Google docs, teacher websites, and websites like TurnItIn.com. Through these technologies, students can connect concepts, synthesize and analyze material, and communicate with others in ways they will encounter as college students. Cyber High and APEX help credit-deficient students to complete courses necessary for graduation. Since 2011-2012, guidance counselors have used Naviance, a college/career exploration software program. Through it, students can explore post-high-school academic and career options.

Carlmont instructional practices provide learning experiences beyond the textbook. Students learn college and career prep, computer, and entrepreneurial skills in programs like AVID, BUILD, the closing Business Technology Academy and the new Biotechnology Institute. Field trips, guest speakers, yearbook, newspaper, and visual and performing arts productions connect classroom lessons to the real world.

Finally, students can keep track of their grades and current progress through School Loop. This teaches technology use and personal responsibility. In addition, some teachers use blogs or websites to keep students connected to each other and their progress.

Over the past six years, Carlmont has refined its programs to expose students to post-high-school career options. Career Technology Education includes specific classes and programs designed to give students access and exposure to different professionals. Student enrollment in Engineering, Green Technology, Biotechnology, and Visual and Performing Arts courses has increased in recent years. The Special Education Department help students refine skills needed for careers through projects, mentoring opportunities, and actual job placement. Finally, there are several clubs that emphasize real-world experiences that participating students can then share with their peers. Through these activities, students gain valuable experience in public speaking and teaching.

Many clubs, classes, programs, and the Guidance Department sponsor college tours and assist students with post-high-school planning. Representatives from colleges and programs give on-campus presentations or staff question-and-answer sessions.

--See pages 102-106 of 2012 Self-study



Standards-Based Student Learning - Assessment and Accountability

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? (WASC D1)

Carlmont High School collects student performance data with a variety of assessments, from national tests such as the SAT, PSAT, and AP exams to state assessments like Smarter Balanced, and CELDT, to district benchmarks and department common assessments. Data from these assessments are organized to report information on students by subject level, grade level, English proficiency, special needs, ethnicity, and other important indicators.


Teachers and administrators use assessment data to analyze how specific populations of students are performing and developing, as well as how individual students are progressing. Data analysis has helped evaluate the effectiveness of curriculum by identifying departments or subjects in which students need additional support. Student performance data also help determine class placement. This has been an important process in recent years as it directly aligns to our critical academic needs, to provide academic intervention and support for students.


The performance of individual students in their classes, including scores on district benchmarks and common assessments, is communicated to parents through the Internet program Infinite Campus. When teachers use Infinite Campus to record and report grades, parents can see the results of classroom assessments. The district mails progress and quarter grades to all families. The school's website provides a profile with standardized testing data for community and parent information.

--See pages 108-109 of 2012 Self-study

To what extent do teachers employ a variety of strategies to evaluate student learning? (WASC D2-A)

At Carlmont, instruction and assessment are aligned to state and district standards. Student progress is assessed with the STAR test, CELDT, and district benchmark exams. School-wide assessments such as the EAP and various other forms of assessments administered in classes are designed by departments and individual teachers. Teachers, counselors, and administrators use grades, transcripts, and other performance indicators to place students in proper course levels or specialized programs such as ELD classes.





In classrooms, teachers use a variety of assessments, including essays, tests, collection of notebooks, portfolios, group projects, labs, vocabulary quizzes, Socratic seminars, debates, and presentations. These activities provide many opportunities and methods to inform teachers on student mastery of content standards and skills. Recently, Carlmont focused on department collaborations with an emphasis on common assessments.

The school closely analyzes the results of assessments and monitors student progress toward meeting the academic standards and ESLRs. For instance, the Math and English Departments monitor student progress with district benchmark exams and are able to analyze proficiency among different groups of students as well as how students performed on specific standards. The results and analysis of benchmarks can be found in DataDirector. There, teachers can also track the progress of students on the STAR exam. The World Language Department also uses DataDirector to score and provide statistics on Spanish benchmarks they created. Teachers learn how freshmen are likely to perform as sophomores on the CAHSEE by administering and analyzing the results of a practice CAHSEE test. The English Department gives a common assessment to all students in each grade level that is based on a standardized writing prompt and rubric. The English Department can then track a student's skills, such as reading and writing proficiency, throughout his or her four years at Carlmont.

Teachers elicit feedback in class through assessments such as learning logs, journal writing, and class surveys. Carlmont has been successful in creating a culture in which students are comfortable discussing their progress and concerns with teachers during class, at lunch, or after school.


--See pages 111-112 of 2012 Self-study

To what extent do students and teachers use assessment results to enhance the educational progress of every student? (WASC D2-B)

Throughout the district and school, many people are involved in assessing and monitoring student progress. The district office subscribes to three websites, DataDirector, Infinite Campus, and School Loop. DataDirector serves as a database for the results of assessments such as the STAR test and district benchmarks. Infinite Campus provides a medium for teachers to communicate with parents through online grades and for the district and school to communicate vital student information to teachers. School Loop provides a one-stop shop for parents, students, and teachers regarding attendance, assignments and updated grades. Teachers communicate student progress to parents with e-mails, phone calls, at Open House, and one-on-one meetings

District personnel and board members are informed of student progress regularly via correspondence between Carlmont staff and district administrators. Carlmont presents its annual Site Plan for approval to the Board of Trustees, focusing on the school's critical academic needs and alignment to district-wide goals.

--See pages 113-114 of 2012 Self-study



To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results? (WASC D3)

--See pages 115-116 of 2012 Self-study

To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources? (WASC D4)

Decisions about the master schedule and resource allocation are made after a thorough review of student progress. Our goal is to make appropriate placements for all students, especially in math, English, and any CAHSEE prep classes. The district and administration respond to student needs by scheduling more sections in departments where there is an academic need; for instance, the math department has seen an increase in algebra support classes to ensure our students have the necessary preparation for standardized tests and for more advanced courses.

Based on achievement results on English proficiency assessments, Carlmont schedules Read 180 classes for students needing to improve reading skills. CAHSEE prep classes integrated the use of Study Island as a tool to improve passing rates. Individual departments use data to make informed decisions on pedagogy. For instance, the English Department uses results from common assessments to amend its writing program, placing more emphasis on skills needed for postsecondary academic or career challenges.

These data-informed decisions directly address two of our 2006 critical academic needs. Many of our support classes for students scoring below basic and far below basic on the CST and CELDT are specifically for 9th and 10th graders. By focusing on freshmen and sophomores, the school provides early and intense academic intervention. The other 2006 critical academic need concerns modifying and expanding support programs in an effort to improve student performance, which is evident by the creation of Read 180 and CAHSEE prep courses.

--See page 116 of 2012 Self-study



Standards-Based Student Learning - School Culture and Support for Student Personal Growth and Academic Growth

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process. (WASC E1)

Carlmont High School is intricately connected to the communities it serves and makes extensive efforts to utilize local resources to enhance student learning. Parents are linked to the school through various groups and events. Parents are actively involved through sports, visual and performing arts, and class events. We have partnered with various organizations and institutions to expand student learning opportunities.

The school involves non-English-speaking parents through the ELAC meetings. The ELAC sends notices and holds regular meetings for the purposes of formulating and responding to parents' recommendations.


The school communicates expectations about academic achievement through new student orientations. We also communicate standardized test results to individual students and families on an annual basis. School-wide achievement is publicized through school newsletters and e-mails and is printed locally by various newspapers and publications.


--See pages 118-121 of 2012 Self-study

To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement? (WASC E2)

Carlmont has a safe, clean, and orderly campus. Perception surveys of students, staff, and parents verified that respondents felt the school was a safe and secure environment for all community members. The plant management staff takes pride in keeping the campus clean and the buildings and grounds well maintained. Campus security aides monitor the hallways throughout the school day, and a Belmont City Police school resource officer is assigned to the two Belmont high schools (also Notre Dame High School) on a full-time basis and is on Carlmont's campus regularly. Administrators are a visible presence on campus, especially before and after school, during lunch, and at all school activities. Parent volunteers increase the adult presence on campus. Students move efficiently from one period to another. There is a general tone of respect among students during passing periods and lunch.

Carlmont cares for students through its programs, clubs, resources, and staff. The school therapist and Students Offering Support (SOS) coordinator and administrative assistants cooperate closely to provide a safety net for students needing help. We employ a full-time health aide, have installed Automated External Defibrillator (AED) units, and provide classrooms with emergency supplies.





Students and staff participate in safety and emergency drills on a regular basis. The district also installed surveillance cameras at selected locations on campus to provide an added measure of security.

The school has an atmosphere of trust, respect, and professionalism. There is a high degree of collaboration and respect among staff, and this carries over to our interactions with parents and students. Carlmont's diversity is also celebrated and honored through various assemblies and school-sponsored activities.

--See pages 122-125 of 2012 Self-study


To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success? (WASC E3)

Carlmont offers a wide array of academic and personal support services for students. Guidance counselors meet regularly with all students during their four years to plan, review, and select appropriate academic courses. We are now in our fourth year using the Naviance program (software) to help students with college and career planning. Carlmont also provides staff and programs to meet students' personal and social needs. We employ an on-site school therapist who is available to meet with students and family members as needed. A full-time school psychologist meets and conducts assessments of students to determine learning needs. Well-established academic support programs, AVID, the closing Business Technology Academy, and the opening Biotechnology Institute will/continue to provide small learning community settings for participating students. This variety of services and programs ensures that Carlmont students are able to succeed in meeting academic standards and ESLRs.

All students have the opportunity to access the school's curriculum. Each year we assess any changes in demographics and adjust the master schedule to account for student academic needs. Special attention is paid to students who are language learners or receive special education services: their needs and schedules are reviewed each semester and adjustments are made in terms of mainstreaming or additional support. The BRT collects information regarding the grades and overall academic success of our language learners. She also works with individual teachers to help them modify curriculum and instruction for any mainstreamed students.

Teachers and guidance counselors help all students make appropriate choices regarding their academic courses by encouraging them to take challenging classes. For students who are experiencing academic difficulties, counselors craft schedules that allow for credit retrieval or advise students of summer school opportunities. An after-school tutoring program is in place for any student needing extra help. Carlmont teachers staffing the program track and monitor student progress; they also assess the program by surveying students and incorporate changes to improve this service.

A full time, credentialed College and Career Center counselor provides guidance for all students and families.



As documented in Chapter I, Carlmont students have a host of co-curricular and extracurricular activities to choose from to round out their high school experiences. Visual and Performing Arts courses have expanded considerably over the last six years. The school offers students the option of enrolling in courses for the Yearbook and Journalism. In addition, nearly 650-700 students participate in one or more athletic teams.

Students also find opportunities to connect with the larger community. Teachers encourage student participation in community events and invite local professionals to campus as mentors or speakers.

--See pages 127-130 of 2012 Self-study

To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community? (WASC E4)

See WASC E3

School-wide Site and Demographic Data

STAFF 4.7.1 and 4.7.2

To meet the learning needs of 2132 students, Carlmont has hired the equivalent of 116 full time Teachers.

- **100% of Carlmont and District teachers have met requirements to be deemed highly qualified under NCLB.**
- **100% of Carlmont and District teachers currently meet state requirement for English Learner certification.**
- **100% of Carlmont and District teachers are teaching within their Subject Area of Confidence w/full credential.**

Carlmont's administrative team consists of a principal, an instructional vice principal, and two administrative vice principals.

Academic and Support programs at Carlmont depend on the assistance of a highly qualified classified staff, numbering 44, and including instructional associates, a bilingual instructional associates, guidance information specialist, registrar, attendance officer, school secretaries, three campus security supervisors, and testing support specialists. A full time plant manager and a team of custodians keep the campus clean, secure, and in good repair. Food service employees provide a variety of nutritious lunch options at three separate sites on campus.

TEACHER CREDENTIALS

Detailed information about teacher qualifications can be found on the DataQuest webpage at dq.cde.ca.gov/dataquest.

PROFESSIONAL DEVELOPMENT

Carlmont teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. The information below reflects the amount of time Carlmont has scheduled for continued educational and professional development.

Professional development days:

2014-2015

School Loop

All-School Essay

WASC Mid-Term collaborative self-study

All other professional development time is centered around implementing the Common Core State Standards and the use of technology to differentiate instruction.

STUDENT ENROLLMENT BY GROUP 4.7.3

Demographic composition of the student population is changing with economic and attendance boundary shifts in the local area.

Student Enrollment by Student Group (School Year 2015-16)

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	.01
Asian	20.1
Filipino	.04
Hispanic or Latino	18.1
Native Hawaiian/Pacific Islander	1.5
White	49.7
Two or More Races	7.9
Socioeconomically Disadvantaged	13.0
English Learners	4.0
Students with Disabilities	8.4

AVG. CLASS SIZE AND CLASS SIZE DISTRIBUTION 4.7.4 - 4.7.7

Average Class Size and Class Size Distribution (Secondary)

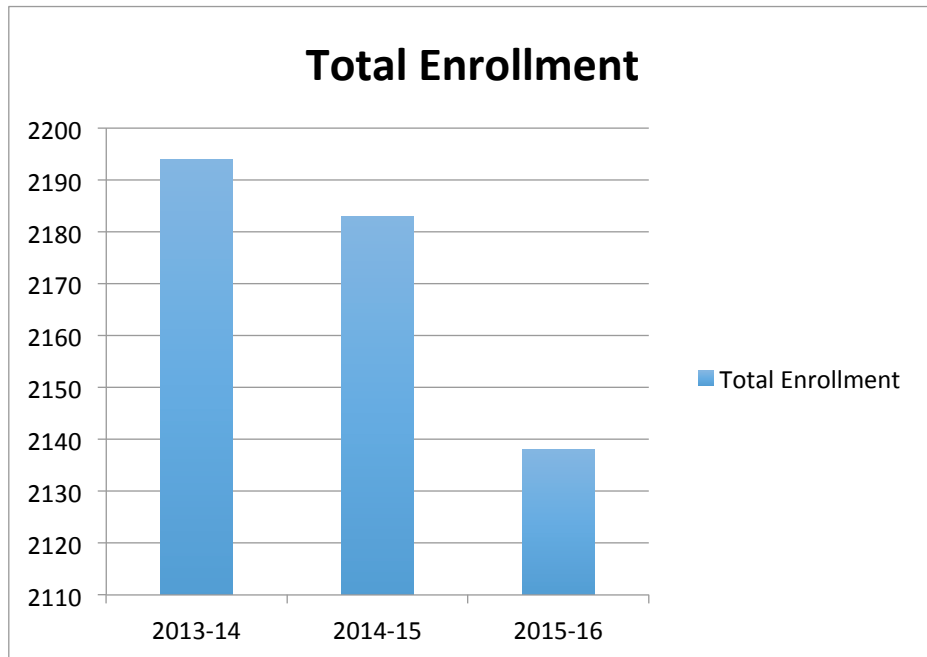
Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	31	43	24	27	13	51	10	28	10	43	22
Mathematics	27	16	45	26	27	15	47	20	27	12	52	13
Science	30	9	15	36	30	9	32	22	29	9	43	16
Social Science	28	11	25	30	30	3	54	10	31	2	52	21

* 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.

ENROLLMENT DATA 4.7.8 – 4.7.10

Group	9 th	10 th	11 th	12 th	TOTAL
Hispanic or Latino of Any Race	75	99	124	63	394
American Indian or Alaska Native, Not Hispanic	2	6	2	2	12
Asian, Not Hispanic	127	119	99	90	435
Pacific Islander, Not Hispanic	6	12	5	7	30
African American, Not Hispanic	8	14	14	9	45
White, not Hispanic	294	287	238	247	1066
Two or More Races, Not Hispanic	10	41	62	58	171
Female	264	291	259	266	1080
Male	262	299	292	250	1103
TOTAL	526	590	551	516	2183

Carlmont's total enrollment data:



4.7.9 Special Education Enrollment

YEAR	RSP	SDC
2013-2014	131	65
2014-2015	184	
2015-2016	180	

Special Education numbers are no longer reported as RSP and SDC. Students who were formerly enrolled in stand-alone RSP and SDC content classes are not supported in them mainstream through the co-teaching model. Exceptions include students in the Independent Living Skills (ILS) and Successful Transition Achieved with Responsive Support (STARS) classes.

COHORT GRADUATION RATE and DROPOUT RATE 4.7.10

	2012-2013	2013-2014	2014-2015
Graduates (#)	485	473	488
Graduation Rate (%)	93.5	93.1	92%
Dropout (#)	15	20	11
Dropout Rate (%)	3.5	3.5	2.0%

UC/CSU COURSES

	2011- 2012	2012- 2013	2013- 2014	2014- 2015
CARLMONT	61.9%	69.0%	70%	68%
STATE	38.3%	39.4%	47.1%	

SUSPENSION/EXPULSION 4.7.12

Carlmont High School has a formal discipline program based upon school board policy and the California Education Code. Carlmont High School's disciplinary program establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Consequences for behavioral problems may include detention, in-school suspension, out-of-school suspension, expulsion, alternative placement, and possible Police Department involvement.

Carlmont High School has an assigned School Resource Officer who is a member of the Belmont Police Department and is shared with Notre Dame High School, a private secondary school within approximately one mile of Carlmont.

Carlmont's suspension and expulsion rates have decreased proportionate to its increase in population over the past five years.

	2012 - 13	2013 - 14	2014 - 15	2012 - 13	2013 - 14	2014 - 15
	CARLMONT			SUHSD		
SUSP.	4.7%	4.5%	8.5%	7.6%	6.2%	8.7%
EXP.	0.2%	0.1%	0.6%	0.3%	0.2%	0.6%

ENGLISH LEARNERS 4.7.13

The identified population of English learners at Carlmont High School is approximately 4.0% (85 ELLs/2138 total students)

The achievement of English Learners is a high priority at Carlmont. Standardized testing data as well as transcribed grades indicate continued need to focus on strategies to increase the academic performance of this subgroup.

Title III Accountability, CAHSEE passing rates, and transcribed grades continue to be key indicators of the academic progress of English Learners at Carlmont and used to design and modify instructional practices.

Coordination of the English Learner program at Carlmont rests with a Bilingual Resource Teacher with a designated Guidance Counselor. This team includes a guidance counselor who coordinates class placement, data collection, entry, and analysis, redesignation, and the English Learner Advisory Committee. The teachers coordinate instructional delivery at all levels, work with support teachers, provide staff development, and assist the counselor in monitoring the academic progress of English Learners throughout the school year.

CELDT 4.7.14

2012- 2013 CELDT	2013 - 2014 CELDT						
		Level 1	Level 2	Level 3	Level 4	Level 5	Total
	Level 1	2	3	1	1	0	7
	Level 2	2	3	2	1	0	8
	Level 3	0	3	5	10	0	18
	Level 4	0	0	3	9	4	16
	Level 5	0	0	0	0	0	0
	Total Students	2	9	11	21	4	49

- 22 of 49 Students moved up at least one level
- 19 students remained at same level
- 8 students regressed (one level)

2013- 2014 CELDT	2014 - 2015 CELDT						
		Level 1	Level 2	Level 3	Level 4	Level 5	Total
	Level 1	2	0	1	1	0	4
	Level 2	2	6	6	1	0	15
	Level 3	0	4	7	10	1	22
	Level 4	0	0	4	13	2	19
	Level 5	0	0	0	1	0	1
	Total Students	4	10	18	26	3	61

- 22 of 61 Students moved up at least one level
- 18 students remained at same level
- 11 students regressed (one level)

SAT I 4.7.16

Beginning 2013-2014, the CDE began reporting SAT data for ALL students at a school site, instead of just 12th graders. Despite this change, we can see that Carlmont scores are increasing in every tested area. It is difficult to determine exactly why this is the case. 2014-2015 data not available on Data Quest yet.

2013-2014

Enrollment 9-12	# Tested	Avg Reading	Avg Math	Avg Writing	Number of Scores >=1500	Percent of Scores >=1500
2,194	531	565	603	562	419	78.91

2012-2013

Grade 12 Enrollment	# Tested	Avg Reading	Avg Math	Avg Writing	Number of Scores >=1500	Total >= 1,500 Percent
519	363	555	593	550	278	76.6

2011-2012

Grade 12 Enrollment	# Tested	Avg Reading	Avg Math	Avg Writing	Number of Scores >=1500	Total >= 1,500 Percent
445	284	553	584	549	201	70.8

Additional Data

ATTENDANCE

Attendance is clearly one of the most important factors impacting student achievement. For the past five years Carlmont's attendance rates have remained relatively constant at approximately 95%.

Attendance is monitored consistently by guidance counselors, administrative vice principals, special education case managers, the bilingual resource teacher, and classroom teachers. Though the position of address verification/attendance officer was eliminated, Administrative Vice Principals work with Campus Aides in making home visits when they are able to investigate chronic absence from school.

Figure 4.8.1 ADA - Annual Percentage Rates

2012-2013
95

2013-2014
96

2014-2015
95

SPECIAL EDUCATION

Content area teachers co-teach with Special Education teachers to provide educational services to Students With Disabilities (SpEd).

In addition, we have one Severely Emotionally Disturbed (STARS 1) classroom, and a STARS 2 (formerly Therapeutic Day School) classroom. Students eligible for SDC-SH services are served in a self-contained Independent Living Skills (ILS) classroom.

Figure 4.8.2 Student Participation in Special Education Program

Program	9th	10th	11th	12th	Total
RSP- not enrolled in co-taught classes	11	23	28	30	92
Co-Teaching	25	25	24	15	89
STARS I	0	5	7	4	16
STARS II	2	4	4	2	12
ILS	2	3	2	7	14
Totals	40	60	65	58	223

	Number of co-taught sections	Number of SPED students enrolled
AIS	2	18
Biology	1	14
Algebra I	2	22
Integrated Math	2	18
English I	1	15
English II	1	13
English III	1	16
English IV	1	11
MEH	2	20
US History	1	16
Gov/Econ	1	14




AP/HONORS

Interest in AP Courses in the Carlmont community has grown each year.

Honors courses include AS English I, II, and III, AS Chemistry, Spanish III Honors, French III Honors, Geometry Enriched, Alg II/Trig, PreCalculus Honors, as well as 22 AP courses.

Based on student and parent demand, and the success of the TEALS program elsewhere in the district, one section of AP Computer Science was reintroduced in the 2014-2015 year. In 2015-2016, we have three sections of AP Computer Science.



School-wide API and AYP Data

API

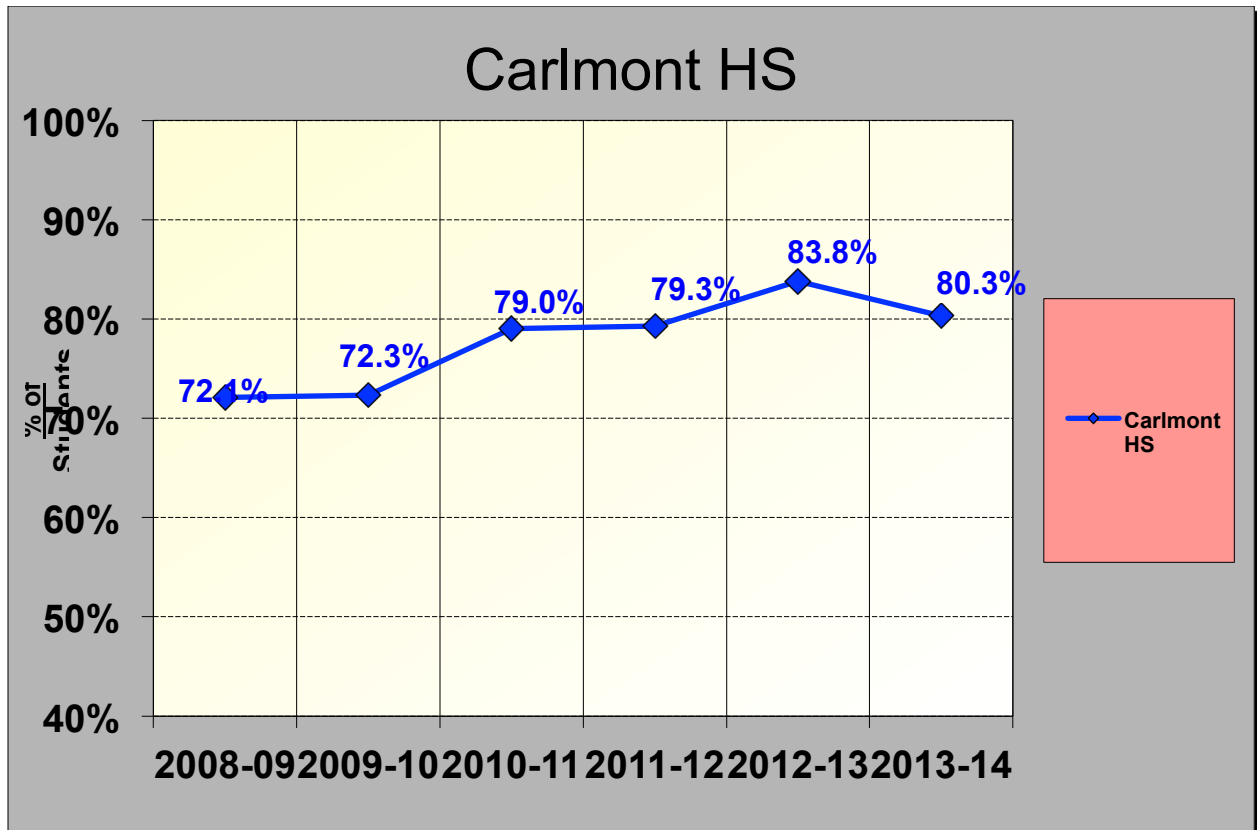
AYP

In 2012-13, Carlmont met 23 of its 26 AYP criteria. Carlmont's Hispanic / Latino population did not meet the annual measurable objectives in either English Language Arts or mathematics. In addition, English Learners did not meet the A.M.O for math.

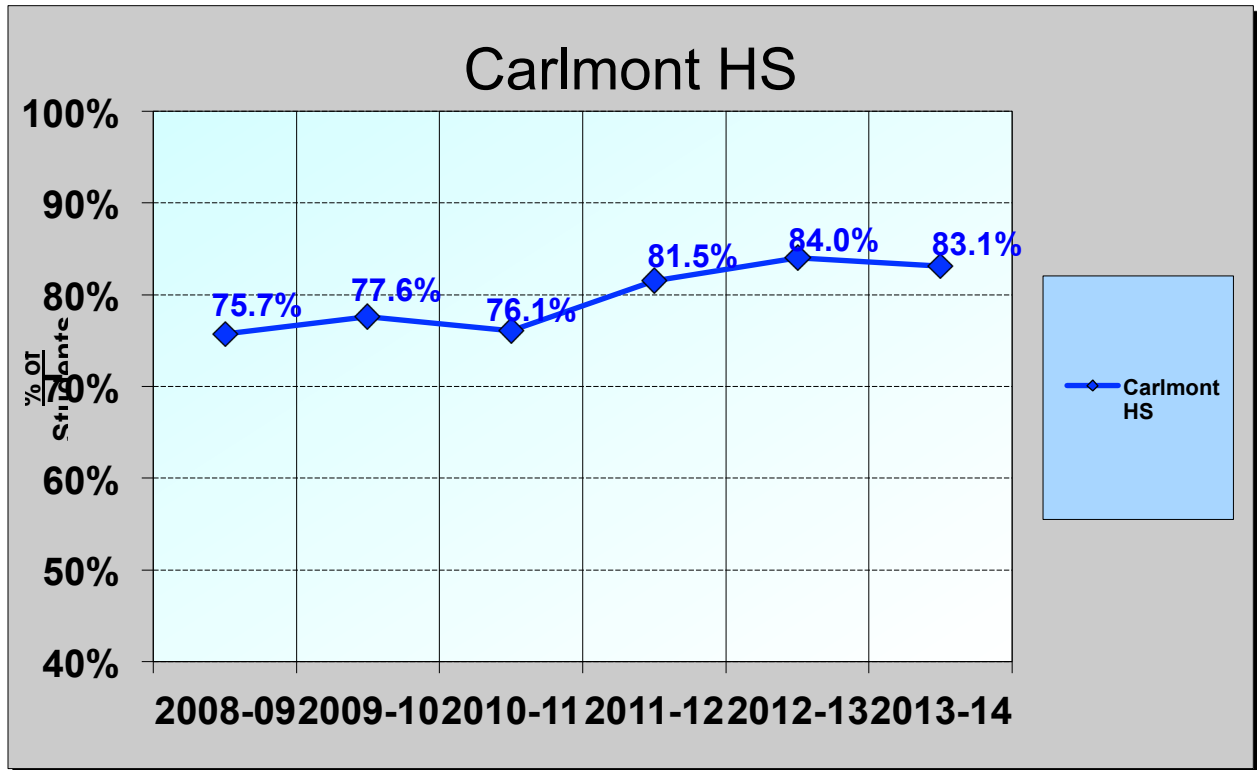
API

Carlmont's last reported API was 878.

2008-2014 School-Wide Percent Proficient for ELA 4.9.7



2008-2017 School-Wide Percent Proficient for Math 4.9.8



Our scores remain relatively stable the past few years.

4.9.9 AYP Met or Not Met and 4.9.10 PI Status

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate – English-Language Arts	No	Yes
Met Participation Rate – Mathematics	Yes	Yes
Met Percent Proficient – English-Language Arts	No	No
Met Percent Proficient – Mathematics	No	No
Met Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2008-2009
Year in Program Improvement*	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	57.1%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)


AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate – English-Language Arts	No	Yes
Met Participation Rate – Mathematics	Yes	Yes
Met Percent Proficient – English-Language Arts	No	No
Met Percent Proficient – Mathematics	No	No

Met Graduation Rate	Yes	Yes
----------------------------	-----	-----



4.9.12 California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at cahsee.cde.ca.gov. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.



Three Year Comparison All Students Comments:

Teaching and Learning: Over the past four years there has been a dramatic upswing in collaboration within and between departments, including focused ELD and Special Ed/General Ed collaborations funded by the Carlmont Academic Foundation. Significant progress has been made in moving to research based, common instructional practices school wide.

Opportunity and Equal Access: The teaching and guidance staff have continued to refine the criteria and procedures for student placement in the general curriculum, in ELD, and in special education, based on student performance data and academic history. Support classes have experienced restructuring and upgrading of curriculum, especially in the past year.

Involvement: Both ELD and Special Education have intensified efforts to involve parents. The ELAC group has become very active and involved, as has the Special Education advisory committee.

School wide efforts to involve parents have increased, especially through the widespread use of School Loop.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	77%	83%	79%	65%	67%	51%	56%	57%	56%
Mathematics	81%	83%	82%	70%	69%	56%	58%	60%	62%

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.

California High School Exit Examination Results for All Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	36%	19%	45%	29%	32%	39%
All Students at the School	21%	16%	63%	18%	30%	53%
Male	25%	16%	59%	17%	30%	53%
Female	17%	16%	67%	18%	30%	52%
Black or African American	45%	27%	27%	55%	36%	9%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	10%	11%	80%	4%	11%	86%
Filipino	25%	25%	50%	31%	38%	31%
Hispanic or Latino	43%	23%	34%	40%	41%	20%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	12%	14%	74%	9%	30%	61%
Two or More Races	10%	15%	75%	6%	31%	63%
Socioeconomically Disadvantaged	59%	22%	19%	49%	39%	12%
English Learners	88%	N/A	12%	64%	16%	20%
Students with Disabilities	82%	5%	13%	70%	23%	8%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

While Carlmont's demographics give it an edge where overall comparisons with the rest of the district and state are concerned, our scores have remained relatively flat, and the Achievement Gap remains an area for intense attention.

School-wide Needs Assessment

A. Standards, Assessment, and Accountability

1. An assessment and monitoring system is in place for all core content areas. (EPC 5.0, WASC D.1)
 - a. Develop content-specific assessment blueprints that reflect an alignment of written curriculum, standards, instructional program and expected school-wide learning results. (EPC 5.0, WASC D.3)
 - b. Identify appropriate assessments to administer to measure student progress, including: tests, essays, portfolios, projects, etc. (WASC D.2a)
2. There is an ongoing process for monitoring and evaluating the implementation of the school-wide action plan. (WASC D.4)
 - a. Use student achievement data and expected student learning results to monitor the school-wide action plan, including use of resources. (WASC D.4)

B. Staffing and Professional Development

1. All classrooms are staffed with fully credentialed, highly qualified teachers or there is a plan to have fully credentialed, highly qualified teachers in all classrooms within three years. (NCLB, EPC 4.0, WASC A.4)
 - a. Document and ensure all teachers have or are progressing towards being fully credentialed and highly qualified. (EPC 4.0, WASC A.4, NCLB)
 - c. Assign appropriate teachers to intervention, strategic, core and advanced classes, including EL and Special Education. (EPC 4.0, WASC A.4)
 - d. Develop a qualified staff to facilitate achievement of academic standards and the expected schoolwide learning results through a system of preparation, induction, and on-going professional development. (WASC A.4)
2. Staff members have access to effective professional development, including a coaching model that provides for on-going instructional assistance. (EPC 6.0, NCLB, WASC A.5, WASC B.1, WASC C.2)
 - a. Provide effective professional development that includes expert training in standards-based instruction, assessed student performance, professional needs and research-based strategy instruction that actively engages students. (NCLB, WASC A.5, WASC B.1, WASC C.2)
 - b. Provide ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) including demonstration lessons. (EPC 6.0, WASC A.5)
 - c. Provide ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) including co-planning/co-teaching. (EPC 6.0, WASC A.5)
 - d. Provide ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) including observation/feedback. (EPC 6.0, WASC A.5)
 - e. Provide teacher collaboration by grade level (K-6) and department (7-12) to discuss student achievement results and modify instruction based on student achievement needs. (EPC 7.0, WASC A.5)

- f. Implement a monitoring system (e.g. Action Walks) to ensure implementation of professional development.
3. Administrators receive Principals' Assembly Bill AB 430 training, Modules 1, 2 and 3. (NCLB, EPC 3.0, WASC A.5)
- a. Provide Principals' Assembly Bill AB 430 training, Modules 1 (ELA and Math), 2 and 3. (EPC 3.0)

D. Opportunity and Equal Educational Access

1. The school has a vision (purpose) that includes the expectation that all students can achieve at high levels. The educational program provides access for all students to standards and enrichment opportunities, avoiding isolation and segregation. (WASC A.1, NCLB)
- a. Identify a clear, coherent vision of what students should know and be able to do. (WASC A.1)
 - b. Identify clear expectations for standards mastery for all students, especially for students who are identified as underperforming. (WASC A.1)
2. The regular program provides services to enable underperforming students to meet standards. (NCLB, EPC 1.0, ECP 2.0, EPC 8.0)
- a. Create a master schedule that provides access for strategic support classes in Math and ELA. (EPC 1.0, EPC 2.0, EPC 8.0)
 - c. Create individualized learning plans for special needs students (e.g. English Learners and Special Education Students) to achieve academic success. (WASC E.3)
3. Additional services are provided to enable at-risk students to meet standards. All students receive appropriate support based on an individualized learning plan to help ensure academic success. (WASC E.3, NCLB)
- a. Create a master schedule that provides access for strategic support classes in Math and ELA (EPC 1.2, EPC 1.3)
 - b. Place intensive students in appropriate classes to support standards mastery. (EPC 1.2, EPC 1.3)
4. Students have access to a system of personal support services, activities and opportunities at the school and within the community. (WASC E.4)
- a. Provide activities and events to engage the community and business in partnering to help increase student achievement. (WASC E.4)
5. Research-based educational practices are utilized to increase student engagement and raise student achievement. (NCLB)
- a. Identify and implement school wide research-based strategies to increase student engagement and raise student achievement. (NCLB)

E. Involvement

1. The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process. (WASC E.1)
- a. Create an effective plan for communicating with parents (English and non-English speaking) regarding their child's academic performance and mastery of the content standards. (WASC E.1)
 - b. Communicate with parents regarding information about the school's API and AYP scores, and the status of the school in relation to target populations and disaggregated data.
 - c. Involve parents, community representatives, classroom teachers, other school personnel, and students in the planning, implementation, and evaluation of school plans and consolidated application programs. (5 CCR 3932)

- d. Educate parents about standards, curriculum, and assessment.
- 2. The school is a safe, clean and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement. (WASC E.2)
 - a. Provide a safe, clean and orderly place that nurtures learning. (WASC E.2)
 - b. Establish a school culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement. (WASC E.2)
- 3. Resources are provided from family, school, district, and community to assist under-achieving students. (NCLB, EPC 9.0, WASC A.6)
 - a. Provide resources from family, school, district, and community to assist under-achieving students. (NCLB, EPC 9.0)
 - b. Involve parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932, WASC E.4)
- 4. Specific training and supports are provided to parents of English Learners (EL), special education, gifted students, low performing students, and others. (NCLB)
 - a. Provide specific training related to standards-based instruction and data analysis to parents of English Learners, special education, gifted students, low performing students and others. (NCLB)

F. Funding

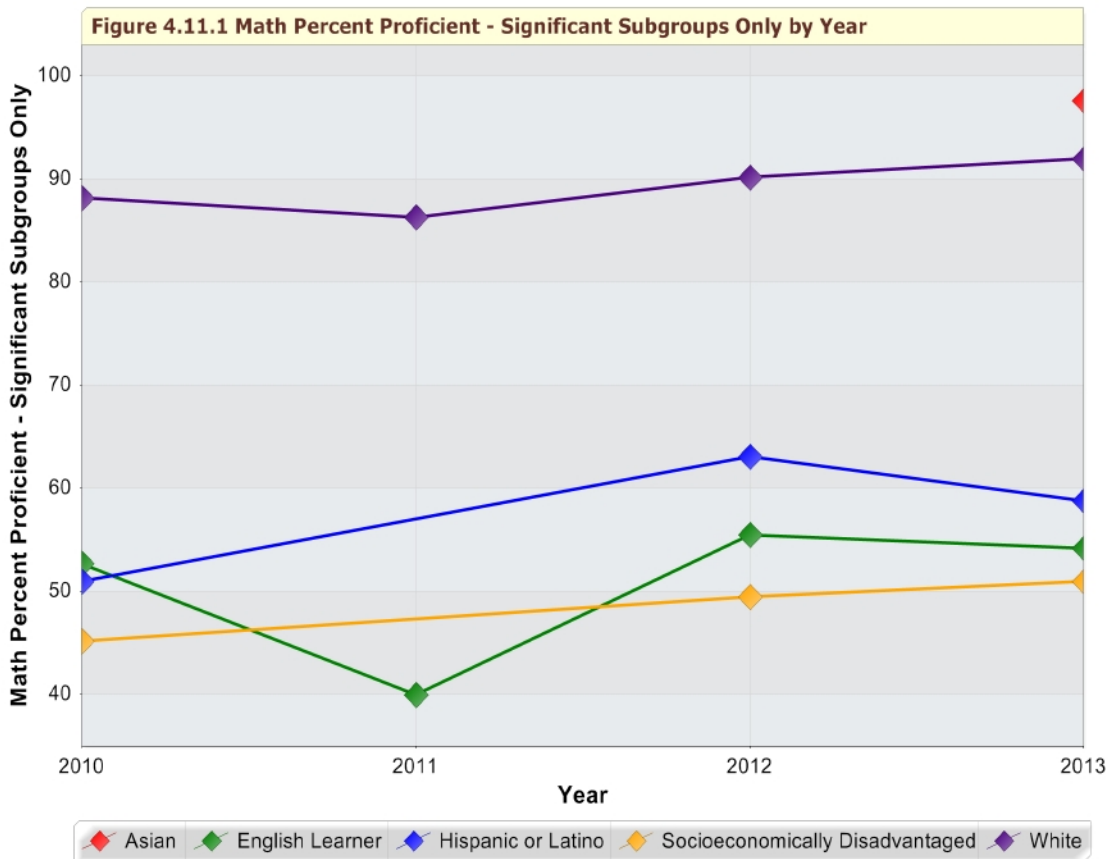
1. Services provided by categorical funds enable underperforming students to meet standards. (NCLB, WASC A.6, EPC 9.0)
 - a. Ensure services provided by categorical funds enable underperforming students to meet standards. (NCLB, EPC 9.0)
2. This plan provides fiscal support for every action step.
 - a. Provide fiscal support. (EPC 9.0)
3. Resources are utilized effectively in accordance with the legal intent of the program(s) to support students in accomplishing academic standards. (WASC A.6)
 - a. Ensure that resources are utilized effectively in accordance with the legal intent of the program(s) to support students in accomplishing academic standards. (WASC A.6)

Math Student Achievement Data Collection and Analyses

Math AYP Significant Subgroups (AMOs/CAHSEE)

Figure 4.11.1 (if present) shows the most recent school Math proficiency breakdown of student performance for significant subgroups.

Schools, LEAs, the state, and numerically significant subgroups must meet percent proficient targets in ELA and mathematics on the assessments (2009 CSTs, grades two through eight; 2009 CAPA, grades two through eight and ten; and 2009 CAHSEE, grade ten) used in AYP calculations. Note: A school or an LEA with fewer than 100 students enrolled on the first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator for AYP purposes.



2009-2013 Algebra I Band Percentages Report (CST)

Since breaking the 40% Proficient or Advanced barrier for Algebra I three years ago, scores have dipped from 45% in 2010-2011 to 41% in 2012-2013. Instead of responding to this decrease in proficiency, Carlmont math teachers are working diligently during 2013-2014 to recreate Algebra I for the 2014-2015 to be completely in line with the Common Core State Standards. They will spend 14-15 preparing to teach CCSS Geometry in 15-16, and 15-16 prepping to teach CCSS Algebra II in 16-17.

Figure 4.11.2 2009-2013 Algebra I Band Percentages Report (CST)

Proficiency Level	2009-2010	2010-2011	2011-2012	2012-2013
Advanced	5%	13%	7%	6%
Proficient	32%	32%	36%	35%
Percent Meeting Standard	37%	45%	43%	41%
Basic	32%	23%	24%	28%
Below Basic	23%	24%	23%	22%
Far Below Basic	8%	8%	10%	8%

2009-2013 Geometry Band Percentages Report (CST)

Over the past three years, the percentage of students scoring Proficient or above in Geometry has fluctuated.

The Carlmont math department will be focusing on creating the CCSS Geometry class during 2014-2015 to be taught in 2015-2016.

Figure 4.11.3 2009-2013 Geometry Band Percentages Report (CST)


Proficiency Level	2009-2010	2010-2011	2011-2012	2012-2013
Advanced	21%	19%	30%	26%
Proficient	38%	40%	33%	31%
Percent Meeting Standard	59%	59%	63%	57%
Basic	24%	26%	26%	22%
Below Basic	15%	12%	9%	20%
Far Below Basic	2%	2%	3%	2%

2009-2013 Algebra II Band Percentages Report (CST)


Algebra II and Algebra II/Trig are the gatekeeper courses that often determine whether or not students are able to meet the UC a-g admissions requirements. The percentage of Carlmont students meeting the standard of proficient or above has remained relatively constant over the past three years after making a significant gain in the 2010-2011 school year.

Figure 4.11.4 2009-2013 Algebra II Band Percentages Report (CST)

Proficiency Level	2009-2010	2010-2011	2011-2012	2012-2013
Advanced	19%	31%	28%	27%
Proficient	26%	32%	34%	34%
Percent Meeting Standard	45%	63%	62%	61%



Basic	31%	26%	26%	29%
Below Basic	21%	8%	10%	9%
Far Below Basic	3%	2%	2%	1%



Math Needs Assessment

A. Standards, Assessment, and Accountability

3. State (CST, CAHSEE, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in Math. (NCLB, EPC 5.2, EPC 7.2, WASC D.1, WASC B.3)

- a. Disaggregate student academic achievement data in Math by subgroup and identify area of need by demographic subgroup; reduce student academic achievement gaps between all subgroups. (EPC 5.2, WASC D.1)
- c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA Math standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (EPC 7.2, WASC D.2b)

B. Staffing and Professional Development

5. All Math teachers receive SB 472 training on SBE-adopted or standards-aligned (HS) instructional materials. (EPC 4.3, EPC 1.3, WASC A.5)

- a. Document that Math teachers have attended SB 472 training. (EPC 4.3)
- d. Ensure Math teachers have, and appropriately use, standards-aligned instructional materials. (EPC 1.3) (High School Only)

6. Appropriate Math teachers are assigned to intensive intervention, strategic support, core and advanced classes including EL and Special Education. (EPC 4.1, EPC 4.3, WASC A.5)

- a. Assign highly qualified Math teachers to intensive intervention, strategic support, core and advanced classes, including EL and Special Education. (EPC 4.1, EPC 4.3)

C. Teaching and Learning

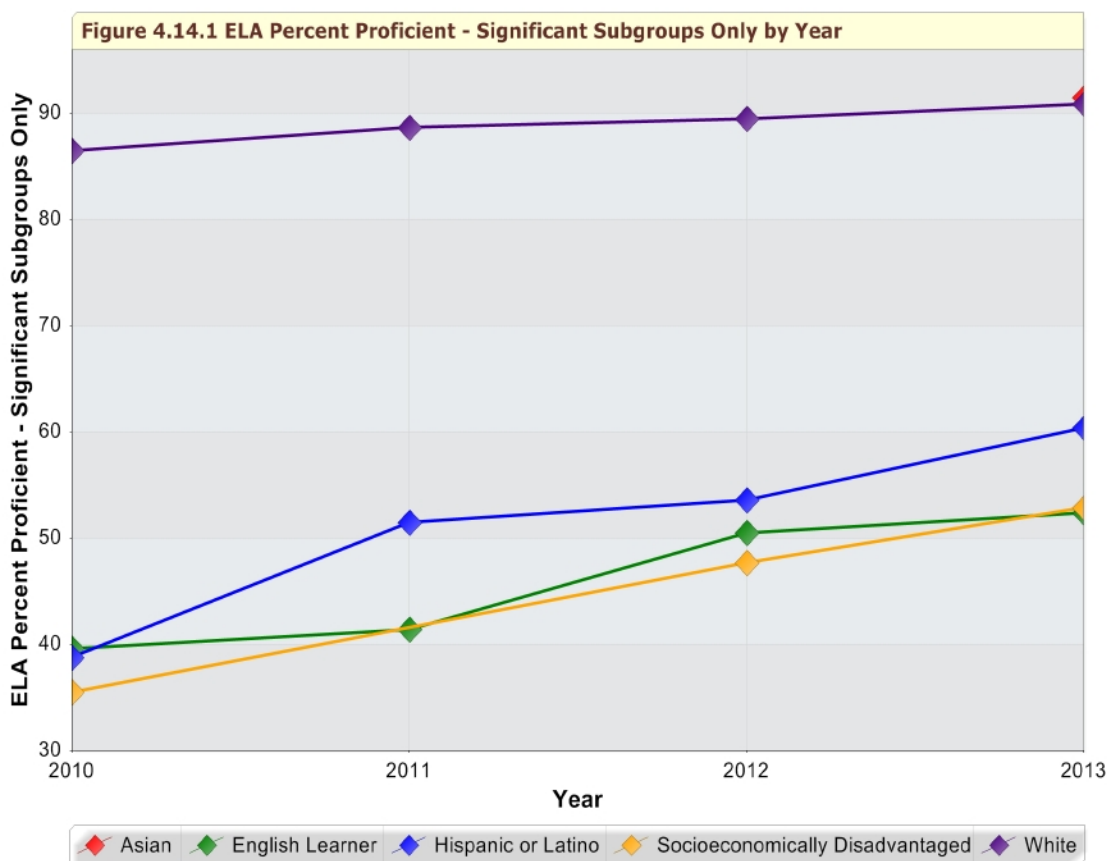
ELA Student Achievement Data Collection and Analyses

ELA AYP Significant Subgroups (AMOs/CAHSEE)

Figure 4.14.1 (if present) shows the most recent school ELA proficiency breakdown of student performance for significant subgroups.

Schools, LEAs, the state, and numerically significant subgroups must meet percent proficient targets in ELA and mathematics on the assessments (2009 CSTs, grades two through eight; 2009 CAPA, grades two through eight and ten; and 2009 CAHSEE, grade ten) used in AYP calculations. Note: A school or an LEA with fewer than 100 students enrolled on the first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator for AYP purposes.

All groups are trending up!



2009-2013 Grade Level Band Percentages Report (CST)

While there are more students meeting the standard in each grade level from year to year, the percentages of students doing so as a cohort decreases over time. Comparing 10th grade scores from one year to the next seems to indicate slight improvement, but following a cohort of 10ths into 11th, for example, shows a decline in the number of students who met the standard. We need to look at why this is happening.

Figure 4.14.2 2011-2013 Grade Level Band Percentages Report (CST)

Proficiency Level	9th Grade		10th Grade		11th Grade	
	11-12	12-13	11-12	12-13	11-12	12-13
Advanced	57%	55%	55%	54%	46%	45%
Proficient	25%	27%	22%	26%	28%	32%
Percent Meeting Standard	82%	82%	77%	79%	73%	77%
Basic	12%	12%	14%	15%	17%	16%
Below Basic	4%	5%	7%	3%	6%	3%
Far Below Basic	1%	2%	2%	3%	3%	5%

ELA Needs Assessment

A. Standards, Assessment, and Accountability

4. State (CST, CAHSEE, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in ELA. (NCLB, EPC 5.1, EPC 7.1, WASC D.1, WASC B.3)

- a. Disaggregate student academic achievement data in ELA by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (EPC 5.1, WASC D.1)
- b. Identify areas of concern, by cluster, standard, and objective in ELA and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards. (EPC 5.1)
- c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA ELA standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (EPC 7.1, WASC D.2b)
- d. Report student performance data in ELA to all stakeholders; provide feedback to students; provide feedback to parents. (WASC D.1)

B. Staffing and Professional Development

9. Appropriate ELA teachers are assigned to intensive intervention, strategic support, core and advanced classes including EL and Special Education. (EPC 4.1, EPC 4.2, EPC 8.1, WASC A.5)

- a. Assign highly qualified ELA teachers to intensive intervention, strategic support, core and advanced classes, including EL and Special Education. (EPC 4.1, EPC 4.2)
- b. Ensure daily lesson coherence in ELA between strategic support and core classes.


C. Teaching and Learning

7. Students are accurately placed in appropriate ELA classes. (EPC 5.1, EPC 8.1, WASC B.2, WASC D.4)

- a. Use student achievement data and core or district placement data to identify every student as benchmark, strategic, or intensive in ELA. (WASC D.2b, EPC 5.1, WASC B.2)
- b. Create a master schedule that appropriately places all students in benchmark, strategic support or intensive intervention classrooms in ELA. (WASC D.2b)
- c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate ELA classes. (WASC D.4)

9. Align ELA curriculum, instruction, and materials to content and performance standards. (NCLB, WASC C.2)


- a. Deconstruct ELA standards according to content, context and level of cognition.
- c. Confirm standards-based objectives are explicitly addressed and fill gaps as needed in ELA. (WASC C.2)



10. Identify pacing with the "must-do" and "may-do" instructional components for all ELA classes. (EPC 2.1, EPC 2.2, EPC 8.1)

- a. Analyze CST blueprint in ELA.
- b. Pace ELA standards. (EPC 2.1, EPC 2.2, EPC 8.1)

12. The master schedule provides sufficient time for ELA. (NCLB, EPC 2.1, EPC 2.2, WASC B.1)

- a. Ensure additional daily time is provided for intensive intervention in ELA. (EPC 2.2, EPC 8.1)
 - b. Ensure additional daily time is provided for strategic support classes in ELA. (EPC 2.2, EPC 8.1)
 - c. Ensure there are opportunities for students to enter or exit intensive intervention and strategic support classes in ELA throughout the year.
 - d. Ensure there are sufficient intensive intervention and strategic support classes in ELA to meet the needs of all students requiring an intervention or support in ELA.
- 

Science Student Achievement Data Collection and Analyses

2009-2013 Science Band Percentages Report (CST)

Figure 4.17.1 shows the school science proficiency breakdown of student performance by proficiency band for the period of 2008 to 2012.

Figure 4.17.1 2009-2013 Science Band Percentages Report (CST)

Proficiency Level	Life Science (10th Grade)		Earth Science		Biology		Chemistry		Physics	
	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Advanced	51%	51%	6%	46%	38%	34%	31%	57%	49%	
Proficient	26%	29%	25%	29%	33%	35%	31%	33%	41%	
Percent Meeting Standard	77%	81%	31%	75%	71%	69%	62%	90%	90%	
Basic	15%	11%	38%	20%	20%	26%	35%	11%	8%	
Below Basic	4%	4%	16%	3%	5%	3%	3%	0%	2%	
Far Below Basic	3%	4%	15%	3%	4%	2%	0%	0%	0%	

Science Needs Assessment

A. Standards, Assessment, and Accountability

5. State (CST, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in Science. (NCLB, WASC D.1)

- a. Disaggregate student academic achievement data in Science by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (WASC D.1)
- b. Identify areas of concern, by cluster, standard, and objective in Science and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.
- c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA Science standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (WASC D.2b)
- d. Report student performance data in Science to all stakeholders; provide feedback to students; provide feedback to parents. (WASC D.1)

B. Staffing and Professional Development

12. Appropriate Science teachers are assigned to strategic support, core and advanced classes including EL and Special Education. (WASC A.5, NCLB)

- a. Assign highly qualified Science teachers to instruct EL, advanced and Special Education classes. (NCLB)

C. Teaching and Learning

13. Students are accurately placed in appropriate Science classes. (WASC B.2, WASC D.4, WASC D.2)

- a. Use student achievement data and core or district placement data in Science to place students in EL, advanced or Special Education classes. (WASC D.2b, WASC B.2)
- b. Create a master schedule that appropriately places all Science students. (WASC D.2b)
- c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate Science classes. (WASC D.4)

15. Align Science curriculum, instruction, and materials to content and performance standards. (NCLB)

- a. Deconstruct Science standards according to content, context and level of cognition. c.
- Confirm standards-based objectives are explicitly addressed and fill gaps as needed in Science.

16. Identify pacing with the "must-do" and "may-do" instructional components for all Science classes.

- a. Analyze CST blueprint in Science.

History-Social Science Student Achievement Data Collection and Analyses

2009-2013 History-Social Science Band Percentages Report (CST)

Figure 4.20.1 shows the school History-Social Science proficiency breakdown of student performance by proficiency band for the period of 2010 to 2013.

Social studies CST scores are stable across the years and for cohorts.

Figure 4.20.1 2009-2013 History-Social Science Band Percentages Report (CST)

Proficiency Level	World History				U.S. History 11th Grade			
	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13
Advanced	47%	55%	52%	56%	39%	46%	53%	53%
Proficient	23%	20%	25%	23%	28%	29%	26%	24%
Percent Meeting Standard	71%	76%	77%	79%	67%	75%	79%	77%
Basic	17%	14%	14%	11%	17%	14%	13%	13%
Below Basic	4%	5%	4%	2%	7%	5%	4%	4%
Far Below Basic	8%	6%	6%	8%	9%	5%	4%	6%

History-Social Science Needs Assessment

A. Standards, Assessment, and Accountability

6. State (CST, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in History-Social Science. (NCLB, WASC D.1)

- a. Disaggregate student academic achievement data in History-Social Science by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (WASC D.1)
- b. Identify areas of concern, by cluster, standard, and objective in History-Social Science and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.
- c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA History-Social Science standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data (WASC D.2b)
- d. Report student performance data in History-Social Science to all stakeholders; provide feedback to students; provide feedback to parents. (WASC D.1)

B. Staffing and Professional Development

14. Appropriate History-Social Science teachers are assigned to strategic support, core and advanced classes including EL and Special Education. (WASC A.5, NCLB)

- a. Assign highly qualified History-Social Science teachers to instruct EL, advanced and Special Education classes. (NCLB)


C. Teaching and Learning

18. Students are accurately placed in appropriate History-Social Science classes. (WASC B.2, WASC D.4, WASC D.2)

- a. Use student achievement data and core or district placement data in History-Social Science to place students in EL, advanced or Special Education classes. (WASC D.2b, WASC B.2)
- b. Create a master schedule that appropriately places all History-Social Science students. (WASC D.2b)
- c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate History-Social Science classes. (WASC D.4)

20. Align History-Social Science curriculum, instruction, and materials to content and performance standards. (NCLB)

- a. Deconstruct History-Social Science standards according to content, context and level of cognition.
- c. Confirm standards-based objectives are explicitly addressed and fill gaps as needed in History-Social Science.



21. Identify pacing with the "must-do" and "may-do" instructional components for all History-Social Science classes.

- a. Analyze CST blueprint in History-Social Science.



Chapter Five

Action Plan

-
- | | |
|--|--|
| | <ul style="list-style-type: none">a. Action Planb. Categorical Program Overviewc. Budget Narratived. Recommendations and Assurancese. School Site Council Membership |
|--|--|
-

CHAPTER FIVE: Action Plan

Action Plan

FOCUS

Even with a high Academic Performance Index (API) score (878), a graduation rate of 95%, involved parents, and positive perception data recorded through recent surveys, a closer examination of the data suggests that there is room for improvement. Based on our Chapter II analysis of our overall program, we have identified three new goals to guide our future action plans.

2014-2015 School Goal / Critical Academic Need #1:

Provide academic intervention to narrow the achievement gap between subgroups.

An analysis of our assessment data revealed the inescapable conclusion that an ongoing challenge is how, as a school, we can advance the scores of all students, so that we narrow the gap between Caucasian and Asian students and those in various subgroups (Hispanic/Latino, English learners, special education, and other ethnic groups). While we can document improved scores across many of our subgroups, the gap remains.

2014-2015 School Goal / Critical Academic Need #2:

Ensure that all Carlmont students are well prepared for post-high-school college and career opportunities.

This self-study documents the clear objective that most parents have for Carlmont students: they want a program that will direct their students onto a path leading to success in college and career. A majority of students concur with their parents' hopes. Again, many of the ingredients to meet this goal are in place: strong academic and career-oriented courses, which include many A-G approved courses and advanced placement (AP) courses; a guidance staff willing and able to counsel students; a flourishing Advancement Via Individual Determination (AVID) program; a well-established Academy program; and new facilities for music, choir, drama, computer graphics, web design, and biotechnology. SAT and ACT scores for our students have also trended upward in the past four years. Carlmont has focused diligently on providing a rigorous academic environment.

2014-2015 School Goal / Critical Academic Need #3:

Implement a measurable writing component to the curriculum in all departments.

During the course of this self-study, our teachers examined student work across grade levels and departments. The overwhelming conclusion, from all departments and in all grade levels, was that our students needed more instruction on writing strategies and more opportunities to practice writing. In response to this finding, our staff adopted a new goal to implement measurable writing components into the curriculum of all departments.

SCHOOL-WIDE ACTION PLAN

ALIGNMENT

EXPECTATIONS/OPPORTUNITY

Standards, Assessment, Accountability

Performance Objectives and Action Steps

Start

End

Monitoring/Evidence

Funding (EPC 9)

An assessment and monitoring system is in place for all core content areas. (EPC 5.0, WASC D.1)

A.1.a. Develop content-specific assessment blueprints that reflect an alignment of written curriculum, standards, instructional program and expected school-wide learning results. (EPC 5.0, WASC D.3)

Continuing

Continuing

Carlmont has a multi-layer static and dynamic procedure for reporting student progress to stakeholders:

- Top layer: District office - report CSTs and administer DataDirector, IC, and have oversight of district website
- School layer: Website, IC, eBehavior, BagPiper, Twitter/Facebook
- Teacher layer: IC, e-mail, DataDirector, phone calls, one-on-one contact reporting to parents/students via meetings

District and board members are informed of student progress regularly through correspondences between the site and district administration; additionally, Carlmont presents its annual Site Plan for approval to the board, focusing on our critical academic needs and alignment to district goals.

Parents are informed of student progress through regular communication with staff, through Infinite Campus, through Carlmont's website, and through participation on Carlmont's Site and Governance Councils, PTSA, and ELAC.

Engagement strategies, departmental benchmarks, ERWC program, student reflection

Annual guidance counselor meetings with students.

Mostly district funded (DataDirector, Infinite Campus, e-mail, professional development). Site funding for teacher collaboration. Carlmont Academic Foundation funding for additional teacher collaboration opportunities.

A.1.b. Identify appropriate assessments to administer to measure student progress, including: tests, essays, portfolios, projects, etc. (WASC D.2a)

Continuing

Continuing

Teacher-created benchmark tests, standards

Student learning is measured in the classroom through multiple measures, including notebooks, essays, tests, portfolios, group projects, lab reports, lab notebooks, informal assessments, check for understanding, study guides, fill in the blanks, note taking, exams,

District level funding takes care of technology resources available to staff and students. Site funding has been used to accommodate collaboration opportunities based on site goals and critical academic needs. Additional teacher collaboration opportunities are funded by the

		<p>reading and vocabulary quizzes, Socratic seminars, debates, presentations, digital portfolios, art projects and presentations, video productions, and PowerPoint presentations</p> <p>Staff make modifications of assignments for EL, SPED, and 504 students</p> <p>ESLrs - in Fall 2011, English instructors administered an all-grade-level writing assessment using a standardized prompt and rubric to measure reading/ writing proficiency; this continued in 2012 and 2013</p> <p>World Languages (Spanish) uses department-created assessments across all language courses (created in DataDirector)</p> <p>Students are comfortable sharing academic concerns with teachers via in-class discussions, office/lunch hours, and e-mail</p> <p>Learning journals used in some classes</p> <p>Engagement strategies such as Exit Tickets and Equity Cards provide methods to check student learning</p> <p>Teachers modify assessment practices based on TIPS, engagement techniques, and other professional development workshops</p> <p>Teachers use School Loop to communicate grades And assignments.</p> <p>SPED tri-annual testing, psycho-educational testing for special education students, WIAT II, Woodcock Johnson III, WISC 4, IEP academic goals, transition plan coordination, functional behavior analysis</p> <p>—</p>	<p>Carlmont Academic Foundation.</p>
--	--	--	--------------------------------------

There is an ongoing process for monitoring and evaluating the implementation of the school-wide action plan. (WASC D.4)

A.2.a. Use student achievement data and expected student learning results to monitor the school-wide action plan, including use of resources. (WASC D.4)	Continuing	Continuing	<p>Carlmont uses the District placement chart To place incoming 9th graders. Counselors use parent and student requests to place all students in the appropriate classes.</p> <p>Carlmont uses math and English proficiency exams to place any student who transfers from a private school, from out of state, or from out of country</p> <p>Carlmont uses CELDT testing to assess</p>	<p>No direct impact. Release day for Staff PD in training for and scoring all-school essay provided by district/state.</p>
--	------------	------------	--	--

any student who identified a native language other than English on their home survey

We use school-created benchmark exams to evaluate how to allocate resources

Teachers analyze data from AP scores in order to modify existing AP curriculum

The English Department implemented a school-wide writing assessment in 2010

In 2013-2014 the school implemented an all-school essay and all-staff scoring professional development day to support staff knowledge of current writing expectations of students, and training in the use of rubrics to determine proficiency levels of their writing.

The All-School Essay was repeated in 2014-2015

Passing CAHSEE is no longer a graduation Requirement as of this year.

Students who have not yet passed, were enrolled in a CAHSEE preparation math course in 11th or 12th grade for the 2015-2016 school year.

English support is provided in 9th and 10th graders as needed identified by the district placement chart.

English Intervention is provided for students reading below grade level as determined by the district placement chart.

ELD: Stedents in an ELD class are also placed into an ELD Support class.

CAHSEE prep with supplemental online curriculum was implemented

Algebra support classes are allocated based on student need, determined by placement scores.

Tryouts are required for all upper-level performing arts (some choirs, dance, drama, and band)



Counselors and program coordinators
assess student progress based on grades,
attendance, and behavior



ALIGNMENT

EXPECTATIONS/OPPORTUNITY

**Staffing and Professional Development
Performance Objectives and**

Start

End

Monitoring/Evidence

Funding (EPC 9)

Action Steps

All classrooms are staffed with fully credentialed, highly qualified teachers or there is a plan to have fully credentialed, highly qualified teachers in all classrooms within three years. (NCLB, EPC 4.0, WASC A 4)

<p>B.1.a. Document and ensure all teachers have or are progressing towards being fully credentialed and highly qualified. (EPC 4.0, WASC A.4, NCLB)</p>	<p>Continuing</p>	<p>Continuing</p>	<p>All teachers are highly qualified as defined by NCLB</p> <p>New teacher induction required through the TIPS program.</p> <p>New teachers participate in a district- wide New Teacher Institute and site orientation and receive a copy of the staff handbook</p> <p>Biennial evaluation process for all teachers</p> <p>Staff evaluations conducted annually for administrators and for classified staff</p> <p>PAR offered for veteran teachers who wish to evaluate and improve their practice</p> <p>District employment policies guide on-site administrators and instructional leaders for new hires</p> <p>Organizational structure and communication are well established; various committees, councils, and ad hoc committees encourage staff participation in shared decision-making process</p> <p>Annual evaluation and adjustment to the school's program occurs through the Single Site Plan revision process; evaluation of student data; update of Action Plans</p> <p>Communications between leadership and staff is facilitated by regularly scheduled staff meetings, e-mail, and one-on-one meetings</p>	<p>Site allocation as needed; district for SB1193, TIPS, PAR, and Foundation-funded professional development opportunities.</p>
---	-------------------	-------------------	--	---

District level funding. B.1.c. Assign appropriate teachers to intervention, strategic, core and advanced classes, including EL and Special Education. (EPC 4.0, WASC A.4)	Continuing	Continuing	The master schedule is carefully constructed in collaboration with Instructional Leaders, core and elective teachers, district personnel, and others to achieve appropriate assignment consistent with certification, EL authorization, and NCLB highly-qualified status.	Bilingual resource teacher and bilingual instructional associate funded with Tier 3 and Economic Impact Aid funding.
B.1.d. Develop a qualified staff to facilitate achievement of academic standards and the expected schoolwide learning results through a system of preparation, induction, and on-going professional development. (WASC A.4)	Continuing	Continuing	A fully articulated teacher induction program is in place at the district level (TIPS - Teacher Induction Program at Sequoia) and is fully supported at the site level. New teachers are supported by this program. Veteran teachers have the ability to volunteer for PAR (Peer Assistance and Review) in order to hone their skills. Teachers receiving challenging results from evaluation process may be referred to PAR by evaluator / administration.	District level funding

Staff members have access to effective professional development, including a coaching model that provides for on-going instructional assistance. (EPC 6.0, NCLB, WASC A.5, WASC B.1, WASC C.2)

B.2.a. Provide effective professional development that includes expert training in standards-based instruction, assessed student performance, professional needs and research-based strategy instruction that actively engages students. (NCLB, WASC A.5, WASC B.1, WASC C.2)	Continuing	Continuing	DII training to improve student engagement practices has been offered beginning in 2008 and expands each year to include more staff. In 2013-2014 science, P.E. and World Languages teachers received training. Professional development and collaboration takes place frequently among teachers across subject matters and grade levels AVID teachers attend annual conferences; many return to share or train other teachers in AVID techniques DataDirector training offered beginning in 2005; refresher courses offered annually for new and returning teachers Professional development supported through subject-area trainings in English, 10th-grade district collaboration, Modern European History, PE, Spark training and water safety training.	District level funding
B.2.b. Provide ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) including demonstration lessons. (EPC 6.0, WASC A.5)	Fall 2012	Continuing	There is a district coach available to teachers who assist in curriculum development, implementation, and instructional delivery.	District level funding.

B.2.c. Provide ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) including co-planning/co-teaching. (EPC 6.0, WASC A.5)	Fall 2011	Continuing	Partnerships have been established between special education and core academic teacher; the district has begun the process of full-inclusion and co-teaching. The district has been providing training for such teaching environments through consultation with Dr. Rich Villa.	District level funding
B.2.d. Provide ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) including observation/feedback. (EPC 6.0, WASC A.5)	Continuing	Continuing	Same as above. Provide collaboration and collective	District level funding for co-teaching, Direct Interactive Instruction training. Site level funding (through Carlmont Academic Foundation) for collaborative opportunities for teachers. Site level funding
B.2.e. Provide teacher collaboration by grade level (K-6) and department (7-12) to discuss student achievement results and modify instruction based on student achievement needs. (EPC 7.0, WASC A.5)	Continuing	Continuing	professional development opportunities for all teachers a needed and as much as possible as requested.	(mostly through Carlmont Academic Foundation).
B.2.f. Implement a monitoring system (e.g. Action Walks) to ensure implementation of professional development.				

Administrators receive Principals' Assembly Bill AB 430 training, Modules 1, 2 and 3. (NCLB, EPC 3.0, WASC A.5)

B.3.a. Provide Principals' Assembly Bill AB 430 training, Modules 1 (ELA and Math), 2 and 3. (EPC 3.0)	Continuing	Continuing	Three site administrators have completed AB430 or equivalent training. One is currently enrolled.	No direct impact on categorical or general funding
--	------------	------------	---	--

ALIGNMENT Opportunity and Equal Educational Access Performance Objectives and			EXPECTATIONS/OPPORTUNITY	
	Start	End	Monitoring/Evidence	Funding (EPC 9)
Action Steps				

The school has a vision (purpose) that includes the expectation that all students can achieve at high levels. The educational program provides access for all students to standards and enrichment opportunities, avoiding isolation and segregation. (WASC A.1, NCLB)

D.1.a. Identify a clear, coherent vision of what students should know and be able to do. (WASC A.1)	Fall 2006	Continuing	During the 2005-06 school year Carlmont participated in a WASC self-study and accreditation process. Part of funding. this process involved revising the school's vision, mission, and Expected Schoolwide Learning Results (ESLRs). The 2011-12 self-study reviewed the existing vision, mission, and ESLR's; staff and other stakeholders felt the items were both relevant and attainable. The work of interpreting and implementing these guiding documents is ongoing and is woven into the fabric of every aspect of school life.	No direct impact on categorical or general
D.1.b. Identify clear expectations for standards mastery for all students, especially for students who are identified as underperforming. (WASC A.1)	2006	Continuing	This has been a continuing focus since the 2005-2006 school year.	Multiple sources.

The regular program provides services to enable underperforming students to meet standards. (NCLB, EPC 1.0, EPC 2.0, EPC 8.0)

D.2.a. Create a master schedule that provides access for strategic support classes in Math and ELA. (EPC 1.0, EPC 2.0, EPC 8.0)			Carlmont, along with the other comprehensive high schools, continues to implement provisions of the revised LEA Plan. The master schedule is created each year such that students performing below the proficient level in 9th and 10th grade English, in ELD, and in Algebra are appropriately programmed and provided with support classes or other support structures designated in the LEA Plan and the English Learner Master Plan. The master schedule is also created around the new special education co-teach model in order to meet the ongoing needs of a growing population of students with special needs. Support classes are also provided to 11th and 12th grade students who have not as yet passed one or both parts of the California High School Exit Exam, as specified in the LEA Plan.	District designated general funding.
---	--	--	--	--------------------------------------

D.2.c. Create individualized learning plans for special needs students (e.g. English Learners and Special Education Students) to achieve academic success. (WASC E.3)	Continuing	Continuing	All students receiving special education services and section 504 accommodations have plans; Carlmont continues to work the initiative to bring this to all students, and plans on incorporating this plan into Infinite Campus, using the "grad checker / 4-year plan" tool.	Multiple sources.
---	------------	------------	---	-------------------

Additional services are provided to enable at-risk students to meet standards. All students receive appropriate support based on an individualized learning plan to help ensure academic success. (WASC E.3, NCLB)

D.3.a. Create a master schedule that provides access for strategic support classes in Math and ELA (EPC 1.2, EPC 1.3)	Continuing	Continuing	As the master schedule is built, special attention is given to students with disabilities, English Learners, students in IVP) need of support, and other special programs. Carlmont faithfully follows the placement guides adopted by the district and the thresholds set forth for the co-teaching model.	General fund (counseling and
D.3.b. Place intensive students in appropriate classes to support standards mastery. (EPC 1.2, EPC 1.3)	Continuing	Continuing	This is a central focus that continues to be refined each year.	General fund, district designated program improvement funding.

Students have access to a system of personal support services, activities and opportunities at the school and within the community. (WASC E.4)

D.4.a. Provide activities and events to engage the community and business in partnering to help increase student achievement. (WASC E.4)	Continuing	Continuing	Parents are members of both the School Site Council (parity) and the Governance Council. Carlmont's English Learner Advisory Committee has experienced an increase in parent involvement and membership since the 2010-2011 school year. The Carlmont Business Technology Academy will be phased out beginning in 2014-2015 and be replaced by a new Biotech Academy. Both academies will continue the established and active mentoring program which benefits from many community partners. The Carlmont science department maintains its long standing relationship with Gene Connection.	No direct impact on general funding. Partnership Academy funding.
--	------------	------------	--	---

Research-based educational practices are utilized to increase student engagement and raise student achievement. (NCLB)

<p>D.5.a. Identify and implement schoolwide research-based strategies to increase student engagement and raise student achievement. (NCLB)</p>	<p>Continuing</p>	<p>Continuing</p>	<p>By the end of 2013-2014, nearly all teachers will have been trained in using Direct Interactive Instruction to increase student engagement and raise student achievement. P.E. and World Languages teachers were trained in 2013-2014. Training includes a two- day workshop, demonstration lesson, individual co-plan/co-teach lessons with trained district instructional coaches, and an observation and feedback lesson to provide teachers with constructive feedback on their implementation of DII strategies.</p> <p>Site team walk- troughs provide an update on overall staff implementation of DII strategies.</p>	<p>District level funding</p>
--	-------------------	-------------------	--	-------------------------------

ALIGNMENT Involvement		EXPECTATIONS/OPPORTUNITY		
Performance Objectives and Action Steps	Start	End	Monitoring/Evidence	Funding (EPC 9)

The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process (WASC E.1)

E.1.a. Create an effective plan for communicating with parents (English and non-English speaking) regarding their child's academic performance and mastery of the content standards. (WASC E.1)	Continuing	Continuing	Grade reports are mailed to all homes eight times per year. All standardized testing results are mailed to homes with interpretation information in English and Spanish. All letters pertaining to standardized testing (CAHSEE, STAR) are mailed to homes in English and Spanish versions. All articles in the school newsletter (The Bagpiper) are translated and published in both English and Spanish. Use of Infinite Campus messaging, Facebook, Twitter, and ALERT messaging system.	Funding for translation services provided by district. Other services are district and other sources.
E.1.b. Communicate with parents regarding information about the school's API and AYP scores, and the status of the school in relation to target populations and disaggregated data.	Continuing	Continuing	Key items of information concerning API and AYP are communicated in Bagpiper articles and in letters mailed to homes prior to CAHSEE and STAR administrations.	District and state funding.
E.1.c. Involve parents, community representatives, classroom teachers, other school personnel, and students in the planning, implementation, and evaluation of school plans and consolidated application programs. (5 CCR 3032)	Continuing	Continuing	School Site Council is appropriately and legally constituted to represent the interests of all stakeholders. This body is involved in planning, implementation, and evaluation of school plans and approves expenditure of all categorical funding.	The district provides a general fund budget to compensate Site Council Members.
E.1.d. Educate parents about standards, curriculum, and assessment.	Continuing	Continuing	Bagpiper (PTSA newsletter) articles from As noted in E.1.a Instructional Vice Principal's office and Guidance office and standardized testing letters. 8th grade parent orientation meetings held annually.	

The school is a safe, clean and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement. (WASC E.2)

<p>E.2.a. Provide a safe, clean and orderly place that nurtures learning. (WASC E.2)</p>	<p>Continuing</p>	<p>Continuing</p>	<p>Carlmont is served by an outstanding plant manager and team of custodians who keep the campus clean and in good repair at all times.</p> <p>Three campus security aides and two administrative vice principals actively monitor the campus at all times and deal promptly and directly with any issues related to safety.</p> <p>A one-third time School Resource Officer from the Belmont Police Department supports the campus.</p> <p>Carlmont is an active member of Belmont Safe Schools. Fire, Earthquake, and Lock Down drills are implemented throughout the year.</p> <p>Title IV, Part A (Resource 3710), School Safety District funding (Resource 6405), and a portion of CAHSEE Intensive Intervention (Resource 7055) support a variety of after school programs that provide not only a safe and nurturing place for students to be during the most at-risk hours of the day, but also provide numerous opportunities for credit recovery, CAHSEE support, and academic tutoring.</p> <p>Tobacco Use and Prevention Education (TUPE) programs provide still another essential service to students in the interests of health and safety.</p> <ul style="list-style-type: none"> • Provide education and intervention to students referred because of tobacco related violations • Provide prevention and education designed to encourage all students to avoid tobacco use 	<p>Various funding sources, mostly from Tier 3 combined, general and TUPE funds.</p>
<p>E.2.b. Establish a school culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement. (WASC E.2)</p>	<p>Continuing</p>	<p>Continuing</p>	<p>Many funded programs, especially in the area of support services, communicate the values of trust and high expectations and at the same time assist students with finding their resiliency and working through hurdles that may limit their ability to achieve academic success.</p> <p>Among these programs are:</p> <ul style="list-style-type: none"> -- SOS Coordinator/School Therapist -- Guidance department support for AVID --Academy program --Implementation of Naviance 	<p>Naviance funded by site general fund</p> <p>Instructional Supplies funded by consolidated budget and supplemented by \$50,000/year by the Carlmont Academic Foundation.</p>

Resources are provided from family, school, district, and community to assist under-achieving students. (NCLB, EPC 9.0, WASC A.6)

E.3.a. Provide resources from family, school, district, and community to assist under-achieving students. (NCLB, EPC 9.0)	Continuing	Continuing	In addition to many other services and resources detailed previously, additional supports are provided through the Carlmont Academic Foundation.	Carlmont Academic Foundation
E.3.b. Involve parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932, WASC E.4)	Continuing	Continuing	The School Site Council has appropriate D representation of all stakeholders as required by EdCode and takes responsibility for evaluating programs as required / needed.	istrict funds.

Specific training and supports are provided to parents of English Learners (EL), special education, gifted students, low performing students, and others. (NCLB)

E.4.a. Provide specific training related August to standards-based instruction and data 2009 analysis to parents of English Learners, special education, gifted students, low performing students and others. (NCLB)	August to	Continuing	Ongoing initiative through ELAC and DELAC meetings. Trainings have occurred for ELAC families in use of the Infinite Campus portal and Naviance.	Multiple sources.
--	-----------	------------	---	-------------------

ALIGNMENT Funding			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	Start	End	Monitoring/Evidence	Funding (EPC 9)

Services provided by categorical funds enable underperforming students to meet standards. (NCLB, WASC A.6, EPC 9.0)

F.1.a. Ensure services provided by categorical funds enable underperforming students to meet standards. (NCLB, EPC 9.0)	Continuing	Continuing	School Site Council maintains agendas and minutes to document all actions taken to review data, determine needs, approve categorical monies, and monitor effectiveness of funded programs. Continual self-monitoring of appropriate and legal expenditure of categorical funds has been monitored for the past three years through a district supervised process of educational all stakeholders to the requirements of Categorical Program Monitoring and conducting CPM site visits by a district level team to examine documents, observe instruction, and conduct interviews. Carlmont's most recent internal CPM review was in February 2009 with a full site team visit.	District funds.
---	------------	------------	---	-----------------

This plan provides fiscal support for every action step.

F.2.a. Provide fiscal support. (EPC 9.0)	Continuing	Continuing	School Site Council reviews expenditures of categorical monies as appropriate; no funding has been available for the past three years. Many initiatives are funded from multiple sources, including district level and general fund.	Multiple sources
--	------------	------------	--	------------------

Resources are utilized effectively in accordance with the legal intent of the program(s) to support students in accomplishing academic standards. (WASC A.6)

F.3.a. Ensure that resources are utilized effectively in accordance with the legal intent of the program(s) to support students in accomplishing academic standards. (WASC A.6).	Continuing	Continuing	This is a primary responsibility of the School Site Council and is implemented each year with fidelity.	District funds
--	------------	------------	---	----------------

MATH ACTION PLAN

ALIGNMENT
Standards, Assessment, Accountability

EXPECTATIONS/OPPORTUNITY


Performance Objectives and Action Steps	Start	End	Monitoring/Evidence	Funding (EPC#)
---	-------	-----	---------------------	----------------

State (CST, CAHSEE, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in Math. (NCLB, EPC 5.2, EPC 7.2, WASC D.1, WASC B.3)

A.3.a. Disaggregate student academic achievement data in Math by subgroup and identify area of need by demographic subgroup; reduce student academic achievement gaps between all subgroups. (EPC 5.2, WASC D.1)	Continuing	Continuing	This has been an ongoing focus since 2005-2006; it is woven into Carlmont's goal / critical academic need - narrowing the achievement gap among subgroups.	Multiple sources.
A.3.c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA Math standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (EPC 7.2, WASC D.2b)	Continuing	Continuing	Ongoing.	District funds and release time funded by the Carlmont Academic Foundation

All Math teachers receive SB 472 training on SBE-adopted or standards-aligned (HS) instructional materials. (EPC 4.3, EPC 1.3, WASC A.5)

B.5.a. Document that Math teachers have attended SB 472 training. (EPC 4.3)	2011-2012	Continuing	Ongoing. Newly hired teachers are trained each year. Documentation of teachers trained resides at Education Services division at the district.	Multiple sources.
B.5.d. Ensure Math teachers have, and appropriately use, standards-aligned instructional materials. (EPC 1.3) (High School Only)	2011-2012	Continuing	All math staff have been through AB466 or equivalent training. Collaboration occurs regularly. Textbooks and other instructional materials adopted as needed and when appropriate. New hires are trained each year by district and site staff.	Multiple sources.



Appropriate Math teachers are assigned to intensive intervention, strategic support, core and advanced classes including EL and Special Education. (EPC 4.1, EPC 4.3, WASC A.5)

B.6.a. Assign highly qualified Math teachers to intensive intervention, strategic support, core and advanced classes, including EL and Special Education. (EPC 4.1, EPC 4.3)	Continuing	Continuing	Ongoing focus and topic of collaboration and staff development.	General Fund
--	------------	------------	---	--------------



ELA ACTION PLAN

ALIGNMENT

Standards, Assessment, Accountability

EXPECTATIONS/OPPORTUNITY

Performance Objectives and Action Steps

Start

End

Monitoring/Evidence

Funding (EPC#)

State (CST, CAHSEE, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in ELA. (NCLB, EPC 5.1, EPC 7.1, WASC D.1, WASC B.3)

A.4.a. Disaggregate student academic achievement data in ELA by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (EPC 5.1, WASC D.1)	August 2011	Continuing	This is an ongoing focus for Calmont High School and School Goal / Critical Academic Need #1.	Multiple sources. (District funds and Foundation Funds)
A.4.b. Identify areas of concern, by cluster, standard, and objective in ELA and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards. (EPC 5.1)	August 2011	Continuing	This is an ongoing focus of Carlmont High School.	Multiple sources.
A.4.c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA ELA standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (EPC 7.1, WASC D.2b)	August 2011	Continuing	Ongoing; teachers are provided collaboration time two to three Wednesdays each month. Release time / collaboration has also been available through CAF funding. Documentation of work products created during collaboration are kept in department files located on the share drive. Here, all department teachers have access to these materials.	General fund, Carlmont Academic Foundation.
A.4.d. Report student performance data in ELA to all stakeholders; provide feedback to parents. (WASC D.1)	August 2011 and CA Dept. of Education meetings.	Continuing	Ongoing; done through individual teachers, departments, district mailings, feedback to students;	Multiple sources

ALIGNMENT Staffing and Professional Development Performance Objectives and			EXPECTATIONS/OPPORTUNITY	
	Start	End	Monitoring/Evidence	Funding (EPC 9)
Action Steps				

Appropriate ELA teachers are assigned to intensive intervention, strategic support, core and advanced classes including EL and Special Education. (EPC 4.1, EPC 4.2, EPC 8.1 , WASC A.5)

B.9.a. Assign highly qualified ELA teachers to intensive intervention, strategic support, core and advanced classes, including EL and Special Education. (EPC 4.1, EPC 4.2)	Continuing	Continuing	Primarily the work of the admin team with consultation from Instructional Leaders. Carlmont is appreciative of district efforts to arrange for training for staff to earn Reading Certification.	Multiple sources.
B.9.b. Ensure daily lesson coherence in ELA between strategic support and core classes.	August 2011	Continuing	This is a primary focus of the English teachers and district pacing guides / initiatives.	Multiple sources including targeted district funding for academic coaching in English Language Arts

ALIGNMENT
Teaching and Learning

EXPECTATIONS/OPPORTUNITY

Performance Objectives and Action Steps	Start	End	Monitoring/Evidence	Funding (EPC 9)
---	-------	-----	---------------------	-----------------

Students are accurately placed in appropriate ELA classes. (EPC 5.1, EPC 8.1, WASC B.2, WASC D.4)

C.7.a. Use student achievement data and core or district placement data to identify every student as benchmark, strategic, or intensive in ELA. (WASC D.2b, EPC 5.1, WASC B.2)	August 2011	Continuing	Ongoing initiative involving placement guides generated from the district and consultants, teachers, Instructional Leaders, and the administrative team.	Multiple sources.
C.7.b. Create a master schedule that appropriately places all students in benchmark, strategic support or intensive intervention classrooms in ELA. (WASC D.2b)	August 2011	Continuing	Primarily the work of the Instructional Vice Principal, Head Guidance Counselor, and Instructional Leaders. This is an ongoing initiative.	Multiple sources.
C.7.c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate ELA classes. (WASC D.4)	August 2011	Continuing	same as c.7.b	

Align ELA curriculum, instruction, and materials to content and performance standards. (NCLB, WASC C.2)

C.9.a. Deconstruct ELA standards according to content, context and level of cognition.	August 2011	Continuing	Ongoing initiatives since 2008-2009, led by District and Site Instructional Leadership and District academic coaches.	Multiple sources.
C.9.c. Confirm standards-based objectives are explicitly addressed and fill gaps as needed in ELA. (WASC C.2)	August 2011	Continuing	Ongoing initiative led by admin team, instructional leader, and department members.	Multiple sources.

Identify pacing with the "must-do" and "may-do" instructional components for all ELA classes. (EPC 2.1, EPC 2.2, EPC 8.1)

C.10.a. Analyze CST blueprint in ELA.	August 2011	Continuing	Ongoing work of instructional leadership.	Multiple sources.
C.10.b. Pace ELA standards. (EPC 2.1, EPC 2.2, EPC 8.1)	August 2011	Continuing	Initiative led by admin team and district leadership.	Multiple sources.

The master schedule provides sufficient time for ELA. (NCLB, EPC 2.1, EPC 2.2, WASC B.1)

C.12.a. Ensure additional daily time is provided for intensive intervention in ELA. (EPC 2.2, EPC 8.1)	August 2011	Continuing	Ongoing; refined to different levels as needed and based upon test scores and performance data.	Multiple sources.
C.12.b. Ensure additional daily time is provided for strategic support classes in ELA. (EPC 2.2, EPC 8.1)	August 2011	Continuing	Ongoing	Multiple sources.
C.12.c. Ensure there are opportunities for students to enter or exit intensive intervention and strategic support classes in ELA throughout the year.	August 2011	Continuing	District led initiative.	Multiple sources
C.12.d. Ensure there are sufficient intensive intervention and strategic support classes in ELA to meet the needs of all students requiring an intervention or support in ELA.	August 2011	Continuing	Ongoing initiative led by admin team and district leadership.	Multiple sources.

SCIENCE ACTION PLAN

ALIGNMENT Standards, Assessment, Accountability		EXPECTATIONS/OPPORTUNITY		
Performance Objectives and Action Steps	Start	End	Monitoring/Evidence	Funding (EPC 9)

State (CST, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in Science. (NCLB, WASC D.1)

A.5.a. Disaggregate student academic achievement data in Science by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (WASC D.1)	August 2011	Continuing	Continuing work lead by admin team and instructional leaders / subject-matter specific teams.	Multiple sources.
A.5.b. Identify areas of concern, by cluster, standard, and objective in Science and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.	August 2011	Continuing	Ongoing collaboration between admin team, instructional leaders, and subject matter specific teams.	Multiple sources.
A.5.c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA Science standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (WASC D.2b)	August 2011	Continuing	Ongoing initiative. Department and Significant funding for collaboration is provided by the Carlmont Academic Foundation.	Multiple sources.
A.5.d. Report student performance data subject collaboration is an essential part of the Carlmont Science program.	August 2011	Continuing	Ongoing. Significant funding for collaboration is provided by the Carlmont Academic Foundation.	Multiple sources.

Continuing Ongoing.
in Science to all stakeholders; provide 2011
feedback to students; provide feedback
to parents. (WASC D.1)

ALIGNMENT Staffing and Professional Development Performance Objectives and			EXPECTATIONS/OPPORTUNITY	
	Start	End	Monitoring/Evidence	Funding (EPC 9)
Action Steps				

Appropriate Science teachers are assigned to strategic support, core and advanced classes including EL and Special Education. (WASC A.5, NCLB)

B.12.a. Assign highly qualified Science teachers to instruct EL, advanced and Special Education classes. (NCLB)	August 2011	Continuing	Collaboration between admin team, guidance, and science department (as well as Special Education).	Multiple sources.
---	-------------	------------	--	-------------------

ALIGNMENT Teaching and Learning			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	Start	End	Monitoring/Evidence	Funding (EPC 9)

Students are accurately placed in appropriate Science classes. (WASC B.2, WASC D.4, WASC D.2)

C.13.a. Use student achievement data and core or district placement data in Science to place students in EL, advanced or Special Education classes. (WASC D.2b, WASC B.2)	August 2011	Continuing	Collaborative project led by admin team, guidance, instructional leader, and supported by consultation with subject matter specific teams.	Multiple sources.
C.13.b. Create a master schedule that appropriately places all Science students. (WASC D.2b)	August 2011	Continuing	same as c.13.a	Multiple sources.
C.13.c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate Science classes. (WASC D.4)	August 2011	Continuing	Ongoing	Multiple sources.

Align Science curriculum, instruction, and materials to content and performance standards. (NCLB)

C.15.a. Deconstruct Science standards according to content, context and level of cognition.	August 2011	Continuing	Ongoing; time for department level collaboration during Wednesday morning meetings and SB1193 days.	Multiple sources; SB1193 days. Release days funded by Carlmont Academic Foundation.
C.15.c. Confirm standards-based objectives are explicitly addressed and fill gaps as needed in Science.	August 2011	Continuing	Ongoing; time for department level collaboration during Wednesday morning meetings and SB1193 days.	Multiple sources.

Identify pacing with the "must-do" and "may-do" instructional components for all Science classes.

C.16.a. Analyze CST blueprint in Science.	August 2011	Continuing	Ongoing.	Multiple sources.
---	-------------	------------	----------	-------------------

SOCIAL SCIENCE ACTION PLAN

ALIGNMENT

Standards, Assessment, Accountability

EXPECTATIONS/OPPORTUNITY

Performance Objectives and Action Steps	Start	End	Monitoring/Evidence	Funding (EPC 9)
--	--------------	------------	----------------------------	------------------------

State (CST, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in History-Social Science. (NCLB, WASC D.1)


A.6.a. Disaggregate student academic achievement data in History-Social Science by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (WASC D.1)	August 2011	Continuing	Ongoing focus since 2005-2006, involving collaboration between administration, department, guidance, and district subject area council.	Multiple sources.
A.6.b. Identify areas of concern, by cluster, standard, and objective in History-Social Science and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.	August 2011	Continuing	Ongoing.	Multiple sources.
A.6.c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA History-Social Science standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data (WASC D.2b)	August 2011	Continuing	Ongoing area of intense focus, including full collaboration days and SB1193 days.	Multiple sources.
A.6.d. Report student performance data in History-Social Science to all stakeholders; provide feedback to students; provide feedback to parents. (WASC D.1)	August 2011	Continuing	Ongoing.	Multiple sources

ALIGNMENT Staffing and Professional Development Performance Objectives and			EXPECTATIONS/OPPORTUNITY	
	Start	End	Monitoring/Evidence	Funding (EPC 9)
Action Steps				

Appropriate History-Social Science teachers are assigned to strategic support, core and advanced classes including EL and Special Education. (WASC A.5, NCLB)

B.14.a. Assign highly qualified History-Social Science teachers to instruct EL, advanced and Special Education classes. (NCLB)	Continuing	Continuing	Primarily the work of the Instructional Vice Principal in relation to the master schedule.	General fund. Foundation funds. Categorical funds.
--	------------	------------	--	--

ALIGNMENT Teaching and Learning			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	Start	End	Monitoring/Evidence	Funding (EP09)
Students are accurately placed in appropriate History-Social Science classes. (WASC B.2, WASC D.4, WASC D.2)				
C.18.a. Use student achievement data and core or district placement data in History-Social Science to place students in EL, advanced or Special Education classes. (WASC D.2b, WASC B.2)	August 2011	Continuing	Collaborative initiative involving the admin team, guidance staff, special education department, instructional leaders, bilingual resource teacher and subject matter specific teachers / teams. Advanced courses are open to all interested students.	Multiple sources.
C.18.b. Create a master schedule that appropriately places all History-Social Science students. (WASC D.2b)	August 2011	Continuing	Collaborative initiative involving the admin team, guidance staff, special education department, instructional leaders, bilingual resource teacher and subject matter specific teachers / teams.	Multiple sources.
C.18.c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate History-Social Science classes. (WASC D.4)	August 2011	Continuing	Ongoing	Multiple sources.
Align History-Social Science curriculum, instruction, and materials to content and performance standards. (NCLB)				
C.20.a. Deconstruct History-Social Science standards according to content, context and level of cognition.	August 2011	Continuing	Collaborative initiative involving the admin team, guidance staff, special education department, instructional leaders, bilingual resource teacher and subject matter specific teachers / teams. Time allocated during department meeting time and release days funded by the Carlmont Academic Foundation.	Multiple sources.
C.20.c. Confirm standards-based objectives are explicitly addressed and fill gaps as needed in History-Social Science.	August 2011	Continuing	Ongoing, involving key stakeholders in social studies, administration, and district curriculum leadership.	Multiple sources.



Identify pacing with the "must-do" and "may-do" instructional components for all History-Social Science classes.

C.21.a. Analyze CST blueprint in History-Social Science.	August 2011	Continuing	Ongoing.	Multiple sources.
--	-------------	------------	----------	-------------------



2 Categorical Program Overview

Mark each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (*The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.*)

	State Programs	Allocation
<input type="checkbox"/>	California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	
<input type="checkbox"/>	Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	
<input type="checkbox"/>	Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners.	
<input type="checkbox"/>	High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	
<input type="checkbox"/>	Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/>	Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	
<input type="checkbox"/>	Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	
<input type="checkbox"/>	School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	
<input type="checkbox"/>	School Safety and Violence Prevention Act Purpose: Increase school safety.	
<input checked="" type="checkbox"/>	Tobacco-Use Prevention Education: Eliminate tobacco use among students.	\$27,000
<input type="checkbox"/>	Other State or Local funds (e.g., Gifted and Talented Education)	
<input checked="" type="checkbox"/>	Special Education - IDEA (3310)	\$100,000
<input checked="" type="checkbox"/>	Carl Perkins (3350)	\$41,300
	Total state categorical funds allocated to this school	\$168,300

	Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/>	Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution.	
<input type="checkbox"/>	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth.	
<input type="checkbox"/>	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas.	
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency.	
<input type="checkbox"/>	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups.	
<input type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals.	
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology.	
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English- proficient (LEP) students attain English proficiency and meet academic performance standards.	\$11,344
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement.	
<input type="checkbox"/>	Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students. Title VI, Part B: Rural Education Achievement	
<input type="checkbox"/>	Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs.	
<input type="checkbox"/>	Other Federal Funds	
<input type="checkbox"/>		
	Total amount of federal categorical funds allocated to this school	\$11,344
	Total amount of state and federal categorical funds allocated to this school	\$179,644

Budget Narrative

Fiscal Year 2014-2015

Name of District: Sequoia Union High School District Date: 05/20/2015
 CDS Code: 41-69062-0000000 Total 2014-2015 Allocation: \$179,644 (2014-2015)
 Name of School: Carlmont High School School CDS Code: 41-69062
 School Contact Person: Ralph Crame Phone: 650-595-0210 x30010
 Fax:

*Note: 1% of NCLB Title 1 funds must be allocated to Parent Engagement

Object Code	Expenditure Description	Amount	Funding Source	Justification	Plan Page #
1000	Certificated Personnel Salaries				
	Title III (4203)				
	TUPE (6690)				
2000	Classified Personnel Salaries				
	SpEd IDEA Grant (3310)	\$194,590		Instructional Associates	
3000	Employee Benefits				
	SpEd IDEA Grant (3310)				
4000	Books, Materials, Supplies				
	Carl Perkins (3350)	\$41,300		Biotech	
	Services and Other Operating				
5000	Expenses (Including Travel and Direct Costs)				
	Carl Perkins (3350)				
6400	Capital Outlay (Equipment)				
	Indirect Costs @				
7310	Variance @				
Total Amount of Funds Requested		\$179,644			

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

- School Advisory Committee for State Compensatory Education Programs
- English Learner Advisory Committee
- Community Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee
- Other

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on 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.
6. This school plan was adopted by the school site council at a public meeting on:

01/11/2016

Attested:

Ralph Crame

01/07/2016

Typed name of school principal

Signature of school principal

Date

Gregory Fung

01/11/2016

Typed name of SSC chairperson

Signature of SSC chairperson

Date

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:⁹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community	Student
Crame, Ralph	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Redmon, Kelly	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chiang, Mindy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gregory Fung	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marshall, Jeff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gomez, Irma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Levy, Marla	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tsui, Yvonne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pham, Andrew	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Meza, Claudia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dennler, Cameron	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Trost, Matthew	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category	1	4	1	3	3

⁹At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



Chapter Six

Addendum





CHAPTER SIX: Addendum

Addendum

Carlmont's Action Plan is included in Chapter II above.

