

Carmel High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Carmel High School
Street	3600 Ocean Avenue
City, State, Zip	Carmel, CA 93923
Phone Number	(831) 624-1821
Principal	Libby Duethman
Email Address	lduethman@carmelunified.org
School Website	www.carmelhigh.org
Grade Span	9-12
County-District-School (CDS) Code	7-65987-2730414

2024-25 District Contact Information

District Name	Carmel Unified School District
Phone Number	(831) 624-1546
Superintendent	Sharon Ofek
Email Address	Sofek@carmelunified.org
District Website	www.carmelunified.org

2024-25 School Description and Mission Statement

Welcome to Carmel High School (CHS), home of the Padres. CHS offers students a rigorous academic experience in tandem with dynamic extracurricular programs that allow students to explore their passions. Whether it is as a member of our athletic programs, or through some of our outstanding extracurricular programs (including Mock Trial, Robotics, Drama, Model United Nations, and Ethics Bowl) students are encouraged to be engaged in the overall school culture. We also offer vibrant Visual and Performing arts classes and a robust Career Technical Education program to cater to all styles of learning.

This year our focus has been on continuing to strive for academic excellence in the classroom along with elevating support and

2024-25 School Description and Mission Statement

student wellness.

Parents who participate and get involved at CHS are integral to the school's academic and extracurricular programs and successes. We invite parents to join Padre Parents (our Parent Teacher Student Organization and academic booster club), Athletic Boosters, Music Boosters, and/or Friends of Carmel Unified Schools (FOCUS). Each of these organizations provides financial and volunteer support for our students, staff and teachers.

Our faculty, staff, and community are committed to providing a safe, challenging, and positive environment that promotes respect, productivity, and active participation in school activities.

Go Padres!

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	188
Grade 10	214
Grade 11	213
Grade 12	184
Total Enrollment	799

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.3
Asian	3.6
Black or African American	0.8
Filipino	0.5
Hispanic or Latino	21.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	8.8
White	62.1
English Learners	2
Homeless	0.5
Socioeconomically Disadvantaged	16.9
Students with Disabilities	13.3

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	48.50	90.32	150.00	93.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	0.74	0.40	0.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	0.74	2.30	1.48	12115.80	4.41
Unknown/Incomplete/NA	4.40	8.19	7.10	4.44	18854.30	6.86
Total Teaching Positions	53.70	100.00	159.90	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.80	97.15	160.90	96.72	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	1.08	0.70	0.42	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.10	0.71	11953.10	4.28
Unknown/Incomplete/NA	0.90	1.77	3.50	2.13	15831.90	5.67
Total Teaching Positions	55.30	100.00	166.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	52.40	96.20	152.60	95.43	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.03	0.70	0.48	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.50	0.99	11746.90	4.23
Unknown/Incomplete/NA	1.50	2.75	4.90	3.09	14303.80	5.15
Total Teaching Positions	54.40	100.00	159.90	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.40	0.60	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.40	0.60	0.5

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.40	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.40	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	4	1.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.60	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Elementary instructional material selection committees include teacher representatives from each grade level and site. Secondary committees include teacher representatives from the department involved in the textbook selection. Site and district administration, as well as instructional coaches, also serve on these committees. For all K-8 instructional materials adoptions, only the most recent State Board of Education approved materials are considered. Publisher representatives from the two top-rated programs make a presentation to the selection committee. Texts are often piloted for a term or full school year as part of the selection process. The selection committee makes a recommendation to our governing board for district approval. All selected instructional materials are aligned with the Curriculum Frameworks adopted by the State Board of Education. Each Fall our governing board holds a public hearing to adopt a resolution of instructional materials sufficiency.

Year and month in which the data were collected

November 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts: Holt McDougal Literature, Houghton Mifflin Harcourt; Adopted 2013 Writing On Writing: A Memoir of the Craft, Scribner; Adopted 2009 Expository Reading & Writing: Course They Say, I Say; W.W. Norton & Company; Adopted 2013	Yes	0%
Mathematics	Integrated Math: Reveal Mathematics, McGraw Hill; Adopted 2022 Consumer Math: Next Generation Personal Finance online curriculum; Adopted 2024 Trigonometry/Advanced Topics Statistics in Action, Key Curriculum Press; Adopted 2008 Precalculus: Precalculus with Limits, (Third edition), Larson, Battaglia, Cengage; Adopted 2024 AP Statistics The Practice of Statistics, (Seventh edition) Bedford, Freeman & Worth Publishers; Adopted 2024 AP Calculus AB/BC: Calculus for AP, (Second edition) Larson, Battaglia, Cengage; Adopted 2024 Advanced Mathematical Decision Making, AQR Press; Adopted 2016 Statistics Applications: Statistics and Probability with Applications, Bedford, Freeman & Worth Publishers; Adopted 2024	Yes	0%

Science	<p>Earth Science: Earth Science, California Edition; Pearson Prentice Hall; Adopted 2007</p> <p>Biology: Biology, California Edition; Pearson Prentice Hall; Adopted 2007</p> <p>Physics: Conceptual Physics, California Edition; Pearson Prentice Hall; Adopted 2009</p> <p>Chemistry: Chemistry, Pearson Prentice Hall; Adopted 2007</p> <p>AP Biology Campbell: Biology in Focus, Pearson; Adopted 2014</p> <p>AP Chemistry: Chemistry & Chemical Reactivity, Cengage; Adopted 2007</p> <p>AP Environmental Science: Environmental Science for AP, Friedland and Relyea; Adopted 2013</p> <p>Anatomy: Hole's Human Anatomy & Physiology, (Thirteenth edition); Adopted 2024</p>	Yes	0%
History-Social Science	<p>Global Geography: Global Geography, Houghton Mifflin Harcourt; Adopted 2020</p> <p>World History: California Modern World History, Houghton Mifflin Harcourt; Adopted 2020</p> <p>U.S. History: American History: Reconstruction to the Present California, Houghton Mifflin Harcourt; Adopted 2020</p> <p>Government: Principles of Government, McGraw Hill; Adopted 2020</p> <p>Economics: Principles of Economics, McGraw Hill; Adopted 2020</p> <p>Philosophy: Western Philosophy, Wiley-Blackwell; Adopted 2004</p> <p>Psychology: Introduction to Psychology, Thomson Learning; Adopted 2005</p> <p>AP Human Geography: The Cultural Landscape: An Introduction to Human Geography, Pearson; Adopted 2013</p> <p>AP World History World Civilizations: The Global Experience, AP Edition; Prentice Hall; Adopted 2005</p> <p>AP World History: Ways of the World: A Global History, (Third edition); Adopted 2017</p> <p>AP U.S. History: Give Me Liberty! An American History, AP Edition; W.W. Norton & Company; Adopted 2015</p> <p>AP Government & Politics: Principles in Action, Prentice Hall; Adopted 2007</p> <p>AP Government & Politics: Essentials of American Government: Roots and Reform, Pearson; Adopted 2009</p> <p>AP Psychology: AP Psychology, Allyn & Bacon; Adopted 2006</p> <p>Intro to Business, Pearson: Business Essentials (Thirteenth edition) Adopted 2024</p> <p>Intro to Marketing, McGraw Hill: M:Marketing (Eighth edition) Adopted 2024</p>	Yes	0%
Foreign Language	<p>Chinese: Carnegie Zhen bang, Adopted 2023</p> <p>Spanish: Vista Higher Learning Senderos for levels 1-4 and Temas for AP / Spanish for Heritage Speakers: Carnegie En Voz Alta, Adopted 2023</p> <p>French: Voces Digital, Adopted 2023</p> <p>ASL: DawnSign Press Signing Naturally for levels 1 and 2 and True+Way ASL for level 3 and 4, Adopted 2023</p>	Yes	0%
Health	teacher made consumable	Yes	0%
Note: Cells with N/A values do not require data.			

School Facility Conditions and Planned Improvements

Carmel High School has undergone significant and continuing renovation. Most of our buildings are in good to excellent condition. Our theater (Center for the Performing Arts) was completed in the winter of 2010-11, a new four-classroom math wing was completed in the 2009-10 school year, a new three-classroom science wing opened in the spring of 2013, and a new art classroom opened in the fall of 2015. In 2016, a new multisport athletic facility was completed with a turf playing field, a new all-weather track, a press box and new home side bleachers. Also in 2016, a new modernized gymnasium was opened to accommodate gym sports, such as basketball, volleyball and wrestling. Athletic facilities include the following on-campus venues: a gymnasium, a multisport turf field/stadium, tennis courts and a recently constructed pool. Some athletic programs use the facilities of other district school sites such as the middle school and the continuation high school.

CHS and CUSD are in the planning stages of a Facility Master Plan process to identify and continue modernization and enhancement of CHS and all CUSD facilities. Parking, traffic flow, and bus drop-off and pickup have also been redesigned and constructed. We are in the final stages of our stadium lights installation, which has met “dark skies” requirements. This project includes some improvements to the spectator stands, with an additional performance platform, and additional storage. Our tennis courts are being moved to CMS and an additional parking lot will be added. The final stages of this project should be completed by Fall 2025.

CHS enjoys adequate classroom space, availability and well-maintained grounds and facilities, and our custodial team works full time to maintain the classrooms and facilities in optimum condition. The school library is open five days a week, from 7:20 a.m. to 4 p.m. Monday through Friday. The library is staffed by a full-time credentialed librarian assisted by a full-time aide. You may visit our library online at the Carmel High School website at www.carmelhigh.org. The library is the hub of our 1:1 computer initiative, which provides a Chromebook to every student.

Year and month of the most recent FIT report

7/18/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			15: Supply air vent whistles
Interior: Interior Surfaces			X	1: Paint touch up (PTU) north wall by windows (consider chair rail) 12: Stained ceiling tile 17: Stained ceiling tile - southeast corner 22: PTU wall by door 23: PTU around lower windows on north side 33: Sagging ceiling tile over TV 34: Stained ceiling tile - lower ceiling 36: PTU by door, ceiling tile sagging in several locations 38: Stained ceiling tile on lower ceiling, termite or water damage to lower window mullions 40: Stained ceiling tile in main shop, missing ceiling tile in welding room. Doors to welding room damaged. 41: Paint on ceiling peeling 42: Paint on ceiling peeling, carpet worn. 43: Sheetrock damaged in northeast corner of classroom. 44: Carpet panel missing on floor box on south side 8: Hole in floor tile - one location. Cracked floor tile - one location A: Carpet worn B: Door rusted, ceiling tile sagging C: Ceiling tile sagging, carpet worn. Library: PTU walls in southwest and southeast corners. Boys restroom partition damaged

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			10: Cracked blank cover plate 11: Missing cover plate by north upper windows, door sags and binds. 19: Cover plate missing on raceway 21: Raceway cover plate missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Library: PTU walls in southwest and southeast corners. Boys restroom partition damaged
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			11: Missing cover plate by north upper windows, door sags and binds. 40: Stained ceiling tile in main shop, missing ceiling tile in welding room. Doors to welding room damaged. 6: Door sags and binds B: Door rusted, ceiling tile sagging

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	78	76	73	72	46	47
Mathematics (grades 3-8 and 11)	47	49	62	65	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	209	198	94.74	5.26	76.26
Female	100	94	94.00	6.00	81.91
Male	109	104	95.41	4.59	71.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	41	38	92.68	7.32	57.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	27	93.10	6.90	92.59
White	129	123	95.35	4.65	77.24
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	47	44	93.62	6.38	63.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	22	84.62	15.38	36.36

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	209	201	96.17	3.83	49.25
Female	100	95	95.00	5.00	44.21
Male	109	106	97.25	2.75	53.77
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	41	40	97.56	2.44	17.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	27	93.10	6.90	70.37
White	129	124	96.12	3.88	54.84
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	47	46	97.87	2.13	34.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	22	84.62	15.38	4.55

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	55.75	51.87	57.26	52.93	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	399	374	93.73	6.27	51.87
Female	191	176	92.15	7.85	52.84
Male	208	198	95.19	4.81	51.01
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	84.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	92	82	89.13	10.87	31.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	48	45	93.75	6.25	57.78
White	240	228	95.00	5.00	57.02
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	14	14	100.00	0.00	35.71
Socioeconomically Disadvantaged	77	73	94.81	5.19	30.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	44	81.48	18.52	6.82

2023-24 Career Technical Education Programs

CHS has a strong breadth of Regional Occupational Program (ROP)/Career Technical Education (CTE) courses and pathways that offer a wide variety of classes taught by teachers who have experience working in the private sector. The program includes courses in automotive, photography, graphics design, sports medicine, robotics, engineering, video production, dance and digital media. Internships and cooperative work experiences are in the development stages with some availability to students in selected areas. As part of the academic core program, students explore careers, create a career plan, and write résumés and cover letters.

Carmel High has one of the largest ROP/CTE programs in the tri-county area and is currently focused on developing a more comprehensive sequencing, pathways and improved opportunities for CHS students. Our high school offers courses intended to help students prepare for the world of work. Career technical education courses are open to all students.

Photography I, II
 Professional Acting Training
 Advanced Sports Medicine
 Sports Medicine I
 Graphic Design I, II

2023-24 Career Technical Education Programs

Automotive I,II
 Video Production I, II, III
 Dance I, II, III, IV
 Engineering I, II
 New this year:
 Business, I, II
 Biotechnology 1, II

For more information about these CTE classes, please contact the CTE/ROP coordinator Laurel Gast at (831) 624-1821, extension 2788.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	397
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	37.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.63
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	64.48

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	88.2%	97.8%	97.8%	96.2%	98.4%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents are active in a variety of booster clubs and organizations and play a significant role in shaping programs and campus culture for students and staff at CHS. The Padre Parents booster club focuses on academic support for teachers and the recognition of student academic achievement. Through the Padre Parents group, an extremely active Sober Graduation Committee creates a phenomenal experience for graduates to enjoy on the night of graduation. Athletic Boosters and Music Boosters are parent groups that make every effort to positively impact and increase opportunities for CHS students. FOCUS is another support organization that provides funding for teacher needs at CHS. Parents also serve on our School Site Council, which advises and approves school policies and makes decisions about the distribution of state grants and funding. Another group that supports our students with scholarships and intern experiences is the Carmel High School Foundation (CHSF). This group is comprised of former students, community members, CHS faculty, and retired CUSD employees.

We have a School Site Council composed of parents, students and staff to help establish the goals for the school that are then reflected in the School Plan for Student Achievement. The SSC also reviews and approves the site safety plan. In addition, parents are part of our WASC leadership team, helping to create a new action plan for our school on a 6-year cycle.

These groups serve as a sounding board for the principal and help to shape school policies and programs. More information about our parent groups is online at the Carmel High School website, www.carmelhigh.org.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	1.1	0.9	3.7	1.0	0.9	4.3	7.8	8.2	8.9
Graduation Rate	97.9	98.6	95.8	97.9	98.3	95.2	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	191	183	95.8
Female	94	89	94.7
Male	97	94	96.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	48	47	97.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	15	15	100.0
White	114	107	93.9
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	55	52	94.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	26	25	96.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	826	808	149	18.4
Female	413	403	80	19.9
Male	413	405	69	17.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	3	10.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	176	175	41	23.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	72	70	9	12.9
White	515	503	90	17.9
English Learners	17	17	7	41.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	164	160	44	27.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	113	111	27	24.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.41	4.07	0.97	2.59	2.97	1.89	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.23	0	0	0.08	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.97	0.00
Female	0.24	0.00
Male	1.69	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.14	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.39	0.00
White	0.97	0.00
English Learners	5.88	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.65	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Three campus supervisors monitor school grounds before the start of school, during the school day, immediately after school and during after school detention. The principal and two assistant principals also provide supervision.

2024-25 School Safety Plan

The Wellness Center provides immediate support for any students experiencing crisis and provides longer term support as needed. CHS is currently in the process of strengthening our drug intervention efforts, and is working closely with CMS and the district to provide consistent resources at each level.

Our campus is closed for freshmen and sophomore students. Junior and senior students who are in good academic and behavioral standing may leave during lunch, provided they maintain a GPA of 2.0. Administration communicates and enforces rules consistently, and there are few serious behavioral interventions. Each year the student handbook is updated to convey information and expectations. Administrations holds grade level safety presentations at the beginning of each school year.

CHS consistently performs safety drills and even multi-agency drills. CHS regularly schedules and implements emergency drills such as radio, fire, duck-and-cover, earthquake and intruder alert. The school safety plan was last reviewed, updated and discussed with the school faculty in January 2024. Professional development on sexual harassment and emergency preparedness takes place each year. Our staff is trained in the ALICE protocols.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	16	22	1
Mathematics	24	15	20	
Science	25	8	23	
Social Science	26	9	22	4

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	13	26	
Mathematics	24	13	23	
Science	24	12	20	
Social Science	26	10	25	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	18	20	
Mathematics	22	15	20	
Science	23	12	19	
Social Science	25	8	25	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	266.33

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20,205	\$6,139	\$14,067	\$123,544
District	N/A	N/A	\$13,821,246	\$129,739
Percent Difference - School Site and District	N/A	N/A	-199.6	-4.9
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	26.5	34.0

Fiscal Year 2023-24 Types of Services Funded

Carmel High does not directly receive categorical funds. However, booster groups, such as Padre Parents, fundraise and provide thousands of dollars each year for instructional and supplemental materials and projects. FOCUS provides grants to teachers for supplemental classroom opportunities. Business partnerships offer extensive labor and equipment resources. The Carmel and Carmel Valley branches of Wells Fargo Bank and local Rotary clubs also support CHS programs.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$73,009	\$54,930
Mid-Range Teacher Salary	\$114,223	\$85,386
Highest Teacher Salary	\$149,942	\$111,172
Average Principal Salary (Elementary)	\$200,124	\$136,564
Average Principal Salary (Middle)	\$227,394	\$141,339
Average Principal Salary (High)	\$200,276	\$153,241
Superintendent Salary	\$270,000	\$224,537
Percent of Budget for Teacher Salaries	30%	29%
Percent of Budget for Administrative Salaries	6%	6%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	52.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	3
English	5
Fine and Performing Arts	1
Foreign Language	2
Mathematics	6
Science	8
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	36

Professional Development

Each year Carmel High School commits two full days and five half-days to professional development. The first day convenes before the first instructional day, and the second full day is embedded in the second semester. The half-days focus on data analysis, instructional norms, best instructional practice, vertical articulation with CMS, and goal setting. In addition, teachers participate in monthly collaboration days and monthly academic department meetings. There are also monthly staff meetings. For the 2023-2024 school year, we began the WASC process in anticipation of our March 2025 full WASC visit. This year we are finalizing our report and preparing for the visit. Each faculty member is part of a working group, focused on a particular chapter of our WASC report. The full staff engaged in identification of areas of strength and growth in order to reflect on our past school goals and construct new or updated goals. Our PD sessions this school year will focus on teacher clarity and understanding the impact of Visible Learning. Teachers have been asked to use this learning in their Fall Planning form.

Administrators evaluate new instructors each year and tenured instructors every other year. All teachers develop goals and objectives for the year through a Fall Conference Planning process. Untenured probationary year-one teachers receive four written evaluations of observations annually, and two formal observations in their probationary year two. Tenured teachers receive a minimum of one observation. A final written evaluation is provided for all teachers during their evaluation cycle each spring.

Teachers who are having difficulty meeting school and/or district expectations may participate in, (or in some cases are assigned to), a peer assistance and review (PAR) program. Mentor teachers work with new teachers and all beginning teachers participate in a beginning-teacher support program. The principal and department chairs also coordinate new-teacher support. All certificated evaluation is based on the California Standards for the Teaching Profession. CHS administrators perform walkthroughs of teacher's classrooms in an effort to support teachers in the instructional process, provide feedback, and encourage schoolwide instructional norms, initiatives and the professional-development focus.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3 full days, 4 half-days	2 full days, 4 half-days	2 full days, 5 half days

