

Carmel High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

Board Approved

JAN 21 2026

Carmel Unified School District



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.

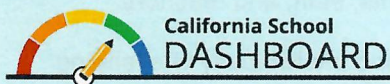
- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <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.

2025-26 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

2025-26 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

2025-26 School Description and Mission Statement

Welcome to Carmel High School (CHS), home of the Padres. At CHS, students experience a rigorous academic program supported by dynamic extracurricular opportunities that encourage them to explore their interests and passions. Whether competing as part of our athletic teams or participating in outstanding programs such as Mock Trial, Robotics, Drama, Model United Nations, or Ethics Bowl, students are encouraged to engage fully in our vibrant school community. We also offer an exceptional Visual and Performing Arts program and a robust Career Technical Education pathway to support a variety of learning styles and aspirations.

This year, we remain focused on sustaining high levels of academic achievement while expanding support systems that promote student wellness and belonging.

Our parents play an essential role in the success of our students and school programs. We encourage families to get involved through Padre Parents (our Parent Teacher Student Organization and academic booster club), Athletic Boosters, and Music Boosters. These groups provide invaluable financial and volunteer support for our students, staff, and teachers.

At CHS, our faculty, staff, and community are dedicated to fostering a safe, supportive, and intellectually challenging environment that promotes respect, engagement, and meaningful participation in school life.

Go Padres!

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	186
Grade 10	191
Grade 11	203
Grade 12	200
Total Enrollment	780

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.3
Asian	4.7
Black or African American	0.6
Filipino	0.3
Hispanic or Latino	19.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	8.8
White	63.7
English Learners	1.3
Homeless	0.3
Socioeconomically Disadvantaged	15.8
Students with Disabilities	12.6

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.

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)	53.8	97.15	160.9	96.72	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.6	1.08	0.7	0.42	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.1	0.71	11953.1	4.28
Unknown/Incomplete/NA	0.9	1.77	3.5	2.13	15831.9	5.67
Total Teaching Positions	55.3	100	166.3	100	279044.8	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.

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)	52.4	96.2	152.6	95.43	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	1.03	0.7	0.48	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.5	0.99	11746.9	4.23
Unknown/Incomplete/NA	1.5	2.75	4.9	3.09	14303.8	5.15
Total Teaching Positions	54.4	100	159.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	51.4	95.38	147.7	95.02	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.37	0.9	0.58	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.6	1.03	12112.8	4.34
Unknown/Incomplete/NA	2.2	4.25	5.2	3.36	13705.8	4.91
Total Teaching Positions	53.9	100	155.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.60	0.5	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.60	0.5	0.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4	1.3	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	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	0%
Science	Earth Science: Earth Science, California Edition; Pearson Prentice Hall; Adopted 2007	0%

	Biology: Biology, California Edition; Pearson Prentice Hall; Adopted 2007 Physics: Conceptual Physics, California Edition; Pearson Prentice Hall; Adopted 2009 Chemistry: Chemistry, Pearson Prentice Hall; Adopted 2007 AP Biology Campbell: Biology in Focus, Pearson; Adopted 2014 AP Chemistry: Chemistry & Chemical Reactivity, Cengage; Adopted 2007 AP Environmental Science: Environmental Science for AP, Friedland and Relyea; Adopted 2013 Anatomy: Hole's Human Anatomy & Physiology, (Thirteenth edition); Adopted 2024	
History-Social Science	Global Geography: Global Geography, Houghton Mifflin Harcourt; Adopted 2020 World History: California Modern World History, Houghton Mifflin Harcourt; Adopted 2020 U.S. History: American History: Reconstruction to the Present California, Houghton Mifflin Harcourt; Adopted 2020 Government: Principles of Government, McGraw Hill; Adopted 2020 Economics: Principles of Economics, McGraw Hill; Adopted 2020 Philosophy: Western Philosophy, Wiley-Blackwell; Adopted 2004 Psychology: Introduction to Psychology, Thomson Learning; Adopted 2005 AP Human Geography: The Cultural Landscape: An Introduction to Human Geography, Pearson; Adopted 2013 AP World History World Civilizations: The Global Experience, AP Edition; Prentice Hall; Adopted 2005 AP World History: Ways of the World: A Global History, (Third edition); Adopted 2017 AP U.S. History: Give Me Liberty! An American History, AP Edition; W.W. Norton & Company; Adopted 2015 AP Government & Politics: Principles in Action, Prentice Hall; Adopted 2007 AP Government & Politics: Essentials of American Government: Roots and Reform, Pearson; Adopted 2009 AP Psychology: AP Psychology, Allyn & Bacon; Adopted 2006 Intro to Business, Pearson: Business Essentials (Thirteenth edition) Adopted 2024 Intro to Marketing, McGraw Hill: M:Marketing (Eighth edition) Adopted 2024	0%
Foreign Language	Chinese: Carnegie Zhen bang, Adopted 2023 Spanish: Vista Higher Learning Senderos for levels 1-4 and Temas for AP / Spanish for Heritage Speakers: Carnegie En Voz Alta, Adopted 2023 French: Voces Digital, Adopted 2023 ASL: DawnSign Press Signing Naturally for levels 1 and 2 and True+Way ASL for level 3 and 4, Adopted 2023	0%
Health	teacher made consumable	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

School Facility Conditions and Planned Improvements

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

7/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			16: Return air grill rusted, 3 blank cover plates missing in back room 18: Door warped on boys and girls restrooms, paint peeling in skylight well in restroom, ceiling vents rusted in boys restroom. 19: Cover plate missing on raceway, thermostat damaged, trip hazard on sidewalk at northwest corner.
Interior: Interior Surfaces			X	1: Paint touch up (PTU) north wall by windows (consider chair rail), window broken on north side 12: Stained ceiling tile, door edge needs painting 13: Stained ceiling tile near furnace 14: Stained ceiling tile near furnace 17: Stained ceiling tile - southeast corner, door hardware loose in storage room near teachers desk. 18: Door warped on boys and girls restrooms, paint peeling in skylight well in restroom, ceiling vents rusted in boys restroom. 21: Raceway cover plate missing, paint touch up wall near light switches 22: Sagging ceiling tile in several locations 23: PTU around lower windows on north side 26: Stained ceiling tile in center of room 28: Stained ceiling tile in center of room 31: Loose ceiling tile 32: Patch and paint wall above teacher cabinets. 33: Sagging ceiling tile over TV 36: PTU by door, ceiling tile sagging in several locations 38: door and jamb rotten, damaged ceiling tile near door

School Facility Conditions and Planned Improvements

				40: Stained ceiling tile in main shop, missing ceiling tile in welding room. Doors to welding room damaged, door sweep missing on south door. 41: Paint on ceiling peeling, north and west door warped 42: Paint on ceiling peeling, carpet worn. 6: Replace corner bead by door, stained ceiling tile by furnace vent 7: Hole in floor tile near west end of roomm, discolored ceiling above furnace. 9: Repaint door jamb A: Carpet worn, stained ceiling tile near north wall B: Door rusted, ceiling tile sagging, stained ceiling tile in back room C: Stained ceiling tile, holes in wall near door Library: PTU walls in southwest and southeast corners. Boys restroom partition damaged, paint peeling on ceiling of boys restroom Weight Room: Cracked mirror on north side
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. 16: Return air grill rusted, 3 blank cover plates missing in back room 19: Cover plate missing on raceway, thermostat damaged, trip hazard on sidewalk at northwest corner. 20: Data raceway missing cover 21: Raceway cover plate missing, paint touch up wall near light switches 8: Junction box on roof missing cover plate.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Gym: Paint touch up walls in outside girls restroom. Library: PTU walls in southwest and southeast corners. Boys restroom partition damaged, paint peeling on ceiling of boys restroom
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		1: Paint touch up (PTU) north wall by windows (consider chair rail), window broken on north side 11: Missing cover plate by north upper windows, door sags and binds. 12: Stained ceiling tile, door edge needs painting 17: Stained ceiling tile - southeast corner, door hardware loose in storage room near teachers desk. 18: Door warped on boys and girls restrooms, paint peeling in skylight well in restroom, ceiling vents rusted in boys restroom. 19: Cover plate missing on raceway, thermostat damaged, trip hazard on sidewalk at northwest corner. 24: Broken window on south side

School Facility Conditions and Planned Improvements				
				30: Door binds 38: door and jamb rotten, damaged ceiling tile near door 40: Stained ceiling tile in main shop, missing ceiling tile in welding room. Doors to welding room damaged, door sweep missing on south door. 41: Paint on ceiling peeling, north and west door warped B: Door rusted, ceiling tile sagging, stained ceiling tile in back room

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: Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. 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.
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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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	76	82	72	73	47	48
Mathematics (grades 3-8 and 11)	49	66	65	65	35	37

2024-25 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	196	175	89.29	10.71	81.71
Female	93	82	88.17	11.83	86.59
Male	103	93	90.29	9.71	77.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	39	34	87.18	12.82	64.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	84.62

White	131	115	87.79	12.21	86.96
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	30	85.71	14.29	76.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	15	65.22	34.78	20.00

2024-25 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	196	178	90.82	9.18	65.73
Female	93	85	91.40	8.60	65.88
Male	103	93	90.29	9.71	65.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	39	35	89.74	10.26	54.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	76.92
White	131	117	89.31	10.69	69.23
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	35	31	88.57	11.43	48.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	15	65.22	34.78	20.00

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	51.87	55.86	52.93	57.35	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	397	367	92.44	7.56	55.86
Female	185	171	92.43	7.57	58.48
Male	212	196	92.45	7.55	53.57
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	87.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	79	73	92.41	7.59	35.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	40	97.56	2.44	65.00
White	255	232	90.98	9.02	59.05
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	69	62	89.86	10.14	37.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	37	80.43	19.57	8.11

2024-25 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
Automotive I,II

2024-25 Career Technical Education Programs

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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	475
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	44.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	14.8

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.62
Graduates Who Completed All Courses Required for UC/CSU Admission	71.5

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.

2024-25 California Physical Fitness Test Participation Rates

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 7	94.4%	93.0%	67.8%	95.8%	96.5%
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.
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2025-26 Opportunities for Parental Involvement
Parents play an active and meaningful role at CHS through a variety of booster clubs and leadership groups, helping shape programs, strengthen community, and enrich campus culture. Padre Parents, our academic booster club, provides essential support to teachers and celebrates student academic achievement. Through this organization, our highly engaged Sober Graduation Committee also coordinates an outstanding, safe, and memorable celebration for seniors on graduation night. Our Athletic Boosters and Music Boosters work tirelessly to expand opportunities and enhance experiences for student-athletes and student-musicians alike. Parents also contribute through service on the School Site Council (SSC), which advises on school policy, approves funding allocations from state programs, and helps set goals reflected in the School Plan for Student Achievement. The SSC additionally reviews and approves the school's annual safety plan. Another important partner is the Carmel High School Foundation (CHSF), a group made up of alumni, community members, CHS faculty, and retired CUSD staff. CHSF supports students through scholarships, recognition, and internship opportunities. Parents also serve on our WASC leadership team, contributing to the development of our schoolwide action plan as part of the six-year accreditation cycle. Together, these groups act as a sounding board for the principal and play a vital role in shaping school policies, programs, and long-term direction. More information about our parent organizations is available on the Carmel High School website.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0.9	3.7	1.5	0.9	4.3	2.3	8.2	8.9	8
Graduation Rate	98.6	95.8	98.5	98.3	95.2	97.7	86.2	86.4	87.5

2024-25 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	202	199	98.5
Female	94	92	97.9
Male	108	107	99.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	42	41	97.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	25	24	96.0
White	120	119	99.2
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	69	66	95.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	26	26	100.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	798	791	151	19.1
Female	394	390	68	17.4
Male	404	401	83	20.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	38	2	5.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	162	158	40	25.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	70	70	10	14.3
White	503	500	95	19.0
English Learners	11	11	3	27.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	148	145	44	30.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	103	102	30	29.4

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.07	0.97	1	2.97	1.89	1.57	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.23	0	0.13	0.08	0	0.09	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.00	0.13
Female	0.25	0.00
Male	1.73	0.25
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	1.23	0.62
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.19	0.00
English Learners	9.09	9.09
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.35	0.68
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.91	0.97

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.

2025-26 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.

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 2026. Professional development on sexual harassment and emergency preparedness takes place each year. Our staff is trained in the ALICE protocols.

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	0
Mathematics	24	13	23	0
Science	24	12	20	0
Social Science	26	10	25	0

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	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14	22	
Mathematics	21	24	12	
Science	22	15	11	
Social Science	24	11	22	

2024-25 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

2024-25 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)	3.2
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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$136,321
Percent Difference - School Site and District	N/A	N/A	-199.6	-4.9
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	26.5	34.0

Fiscal Year 2024-25 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. 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$76,659	\$57,978
Mid-Range Teacher Salary	\$119,934	\$89,612
Highest Teacher Salary	\$157,439	\$117,194
Average Principal Salary (Elementary)	\$203,219	\$143,632
Average Principal Salary (Middle)	\$228,145	\$149,447
Average Principal Salary (High)	\$209,803	\$162,334
Superintendent Salary	\$157,448	\$234,076
Percent of Budget for Teacher Salaries	30.12%	27.81%
Percent of Budget for Administrative Salaries	5.48%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	53.5
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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	6
Fine and Performing Arts	2
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.	64

Professional Development

Each year, Carmel High School dedicates two full days and five half-days to professional development. The full days occur before the first instructional day and in the second semester, while half-days focus on data analysis, instructional norms, best practices, vertical articulation with CMS, and goal setting. Teachers also participate in monthly collaboration days, academic department meetings, and staff meetings.

In 2024–25, CHS completed a successful WASC accreditation visit, earning the highest possible outcome: a six-year accreditation. To build on this success, faculty participate in Action Teams focused on student engagement; culture and climate; grading and assessment; and pathways and preparedness. Professional development this year emphasizes teacher clarity and the impact of Visible Learning, with teachers applying these strategies in their Fall Planning forms.

Administrators evaluate new instructors each year and tenured instructors every other year. Probationary teachers receive multiple formal observations, while tenured teachers receive at least one observation annually, with a final written evaluation provided to all teachers each spring. Teachers needing additional support may participate in the Peer Assistance and Review (PAR) program. Mentor teachers, the principal, and department chairs provide structured support for new teachers. All certificated evaluation aligns with the California Standards for the Teaching Profession.

CHS administrators also conduct classroom walkthroughs to support instructional practice, provide feedback, and reinforce schoolwide instructional norms, initiatives, and professional development priorities.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2 full days, 4 half-days	2 full days, 5 half days	2 full days