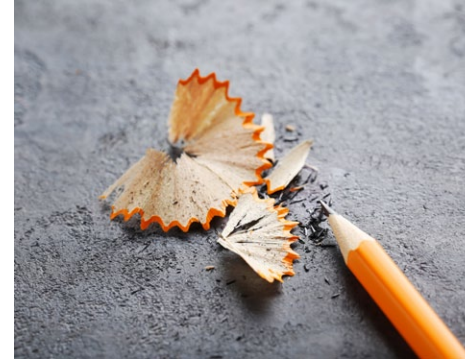
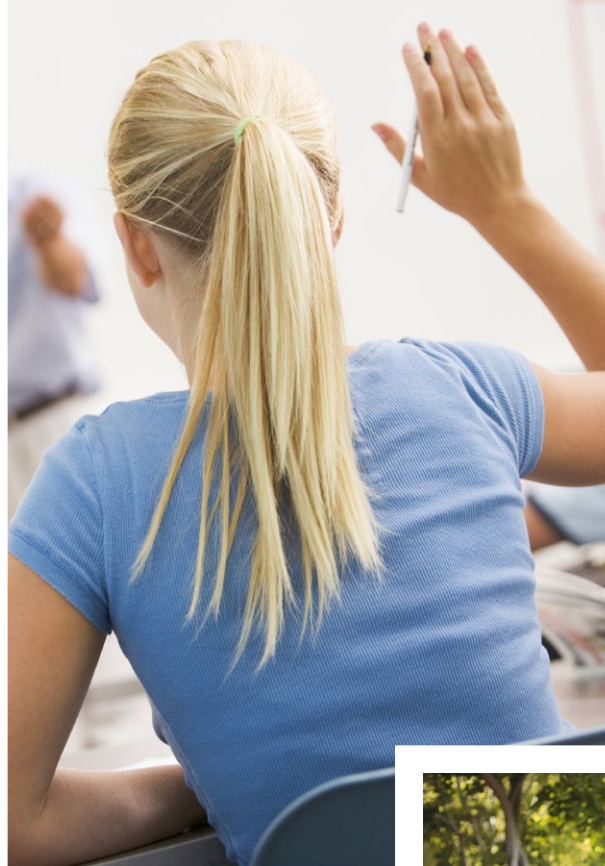


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Carmel Valley High School

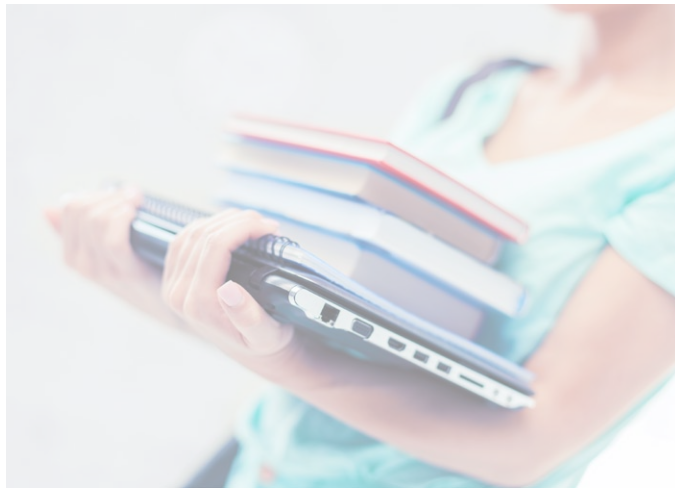
Grades 10-12
CDS Code 27-65987-2730018

Tom Parry
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Carmel Unified School District

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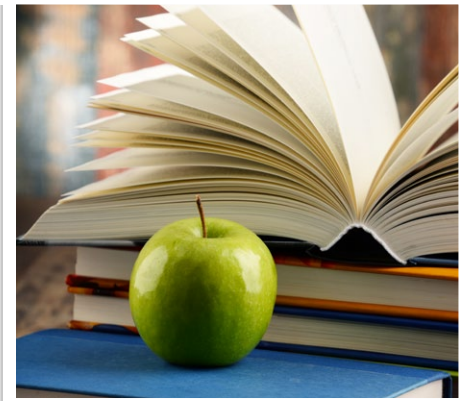


Carmel Unified School District

We are thankful for the generous support of our schools by our community and for the tremendous level of involvement by our parents. We truly believe that our ultimate success is dependent upon the strength of these two vital partnerships. At a board retreat, members of the Board of Education expressed their gratitude for the following:

- Our focus on academic excellence
- Our use of resources to provide a rich educational experience for all students
- Our implementation of layers of intervention strategies designed to foster the success of all students
- Our teachers, who are committed to doing whatever it takes to support the success of all students within a rigorous, standards-based curriculum
- Our support staff, who are committed to ensuring that the needs of all students are met and that our systems are effective and efficient
- Our leadership and governance teams, who are dedicated to providing the best educational opportunities for our students
- Our parents, who involve themselves in every aspect of their children's education
- Our community, whose support we depend upon in countless ways
- Our amazing, multitalented students!

Each of these elements plays a powerful role in the quality of our educational program. More importantly, their collective contributions make Carmel Unified one of the best public school systems in California and, indeed, the nation.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Principal's Message

The mission of Carmel Valley High School (CVHS) is to provide a challenging curriculum for each and every student. Our approach addresses the educational needs of students who come from diverse backgrounds. We expect that all graduating students will become productive and caring members of society.

We develop an Individual Learning Profile (ILP) for each student, and we provide each lesson at that student's level of ability. Parents work with the staff to ensure their student's success. They help design their student's ILP, receive progress reports and are informed of their children's important achievements.

The local community is generous in providing us with both time and money. Individuals and service clubs contribute generously to scholarships, assist with school projects and have partnered with us to create job shadowing and internship opportunities for all of our students.

Additional time and funds have been set aside for current training and professional development for the staff. One teacher holds a Special Education credential along with a Pupil Personnel Services credential. Another has experience in serving English learner (EL) students and speaks Spanish. The credentials and talents of these individuals greatly increase the services provided to our CVHS students. We have a teacher with a special education credential that teaches at CVHS 3 days a week. He has been a welcome addition to our staff and school climate.

We have partnered with Big Picture Learning to create student centered lessons that explore each individual's interests with an emphasis on real-life and project-based learning. We also assist the students and parents to create a job shadow or internship opportunity for each student. Time in the school week has been created to foster this educational opportunity.

Tom Parry

Principal

School Mission Statement

Carmel Valley High School provides a challenging curriculum in a structured environment to ready students for college and career goals.

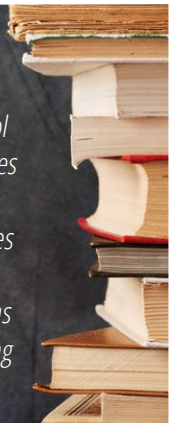
School Vision Statement

The vision of Carmel Valley High School is that all students will attain academic and personal success, becoming positive contributors to their community.



District Mission Statement

The Carmel Unified School District community produces lifelong learners who are prepared for the challenges of higher education, the workplace and their role as citizens of an ever-changing global community.



Governing Board

Karl Pallastrini, President

Rita Patel, Clerk

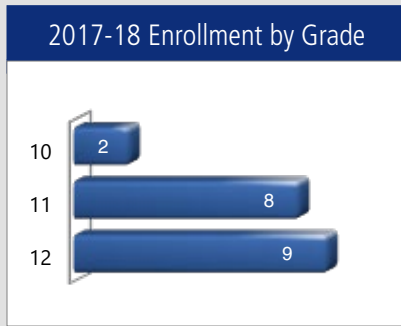
Tess Arthur, Member

Sara Hinds, Member

Annette Yee Steck, Member

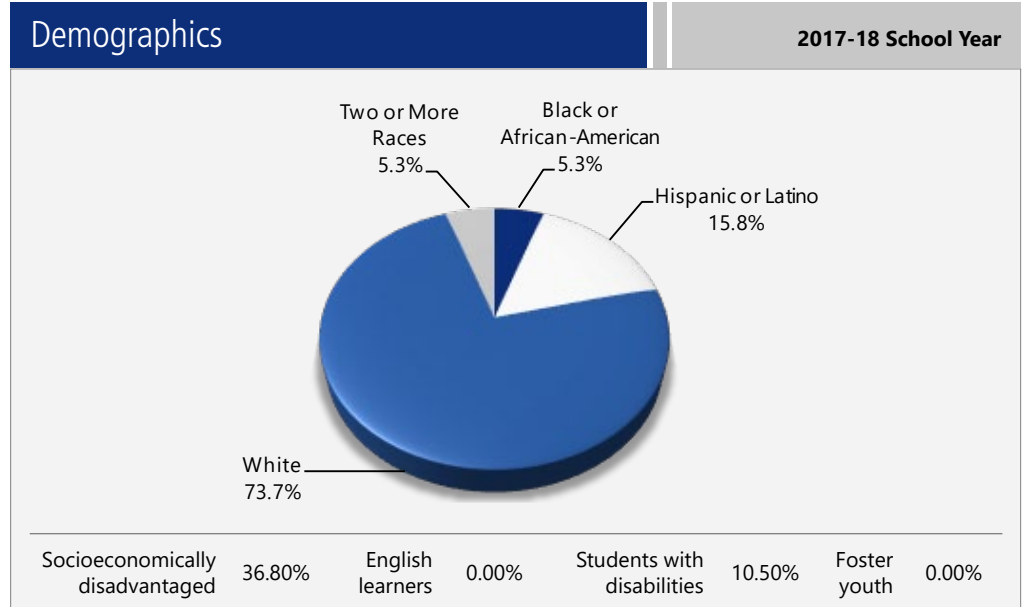
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.



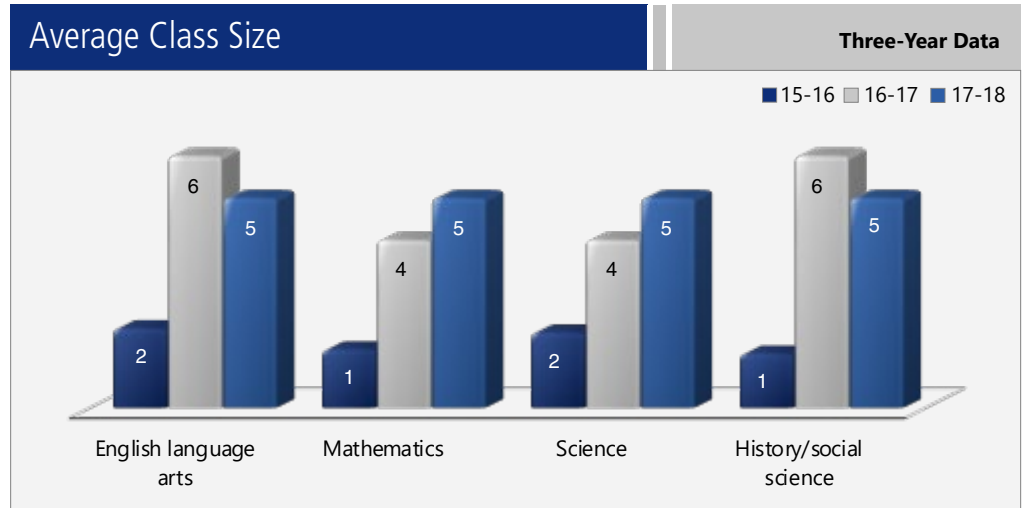
Enrollment by Student Group

The total enrollment at the school was 19 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Carmel Valley HS			
	15-16	16-17	17-18
Suspension rates	15.4%	1.7%	6.5%
Expulsion rates	0.0%	0.0%	0.0%
Carmel USD			
	15-16	16-17	17-18
Suspension rates	1.6%	3.0%	1.8%
Expulsion rates	0.0%	0.0%	0.1%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Subject	Three-Year Data								
	2015-16			2016-17			2017-18		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	8			4			4		
Mathematics	5			2			4		
Science	5			2			2		
History/social science	16			3			4		



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Carmel Valley HS		Carmel USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Carmel Valley HS		Carmel USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	✧	✧	81%	81%	48%	50%
Mathematics	✧	✧	69%	68%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Carmel Valley HS
		Grade 9
Four of six standards		✧
Five of six standards		✧
Six of six standards		✧

✧ Not applicable.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

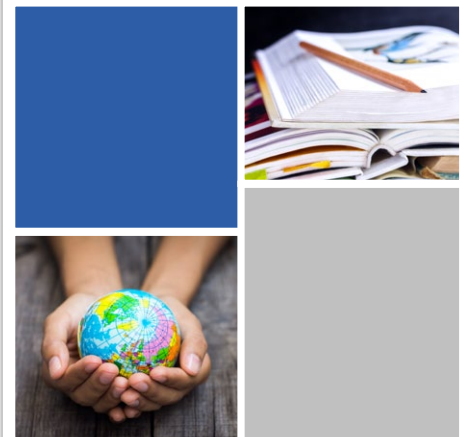
California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

Due to low enrollment CAASPP test scores by student group are not shown. When the number of students tested is 10 or fewer, scores are not displayed either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (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 web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (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 web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
Carmel Valley HS	
2016-17 and 2017-18 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	0.00%

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/gc/hs/hsggrmin.asp or www.cde.ca.gov/ci/gc/hs/cefhs-gradreq.asp.

Completion of High School Graduation Requirements			Graduating Class of 2017
Group	Carmel Valley HS	Carmel USD	California
All students	100.00%	99.52%	88.72%
Black or African-American	❖	100.00%	82.15%
American Indian or Alaska Native	❖	100.00%	82.81%
Asian	❖	100.00%	94.93%
Filipino	❖	❖	93.45%
Hispanic or Latino	75.00%	93.55%	86.54%
Native Hawaiian or Pacific Islander	❖	50.00%	88.56%
White	100.00%	100.00%	92.12%
Two or more races	❖	100.00%	91.15%
Socioeconomically disadvantaged	80.00%	92.00%	88.64%
English learners	❖	100.00%	56.74%
Students with disabilities	100.00%	92.86%	67.12%
Foster youth	❖	100.00%	74.08%

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	14-15	15-16	16-17	14-15	15-16	16-17
Carmel Valley HS	87.50%	70.00%	75.00%	6.30%	30.00%	25.00%
Carmel USD	96.10%	96.10%	96.70%	2.50%	3.40%	2.30%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and 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 material 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 September our governing board holds a public hearing to adopt a resolution of instructional materials sufficiency.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
English	<i>Holt McDougal Literature</i> , Houghton Mifflin Harcourt (2012)	2013
Integrated math	Integrated Math: A Common Core Program, Carnegie Learning (2012, 2013)	2014
Biology	<i>Biology</i> , California Edition; Pearson Prentice Hall	2007
Earth science	<i>Earth Science</i> , California Edition Pearson Prentice Hall (2006)	2007
World history	<i>World History: Patterns of Interaction</i> , McDougal Littell	2006
U.S. history	<i>The American Vision: Modern Times</i> , Glencoe	2006
Civics	<i>American Government</i> , Prentice Hall	2006
Economics	<i>Principles in Action</i> , Prentice Hall	2007

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks		2018-19 School Year
Data collection date	9/26/2018	

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2018-19 School Year
Carmel Valley HS	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	
Science laboratory equipment	0%	



Advanced Placement Courses

No information is available for Carmel Valley High School regarding Advanced Placement (AP) courses offered.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2018-19 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

School Facilities

The school was originally built in 1976. We currently have six buildings on campus, which includes four subject-designated classrooms—English and health, history, math and science, and art—that are modern and safe. The library is located in the English classroom. We update our books and periodicals every year. Students have access to electronic readers, which increases the library offerings greatly. The library is open for student use during school hours. Computers are also available in all classes, and Chromebooks are checked out to each CVHS student. They may use the device at school and take it home to complete homework.

There is an athletic field, basketball court and weight room used for physical education.

The school administration completes a safety tour four times a year. The maintenance department also conducts routine inspections and ensures the buildings and grounds are clean and safe to use.

Students are supervised before, during and after school to ensure their safety. Drills are conducted routinely as specified in our safety plan.



School Safety

CVHS maintains emergency plans that the school safety committee reviews every September. The safety committee meets quarterly and after each drill to monitor and assess safety concerns. CVHS holds fire and radio drills as well as yearly earthquake and hostile-intruder drills. The principal attends the safe schools safety training in September at the Monterey County Office of Education each year.

The safety plan is written and implemented according to district and state protocols. A copy of the safety plan is at the site and district office. The school safety plan was last reviewed, updated and discussed with the school faculty in October 2018.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	7/10/2018	
Date of the most recent completion of the inspection form	7/10/2018	

Parental Involvement

Parents are active members of the School Site Council and WASC focus groups. Parents, students and faculty participate in developing Individual Learning Plans (ILP) at the beginning of each school year or whenever new students enroll at Carmel Valley High School. Parents also participate in selecting classes for their students. Every year parents complete a survey to indicate how they view all aspects of the school environment.

For more information on how to become involved at the school, please contact School Site Council president Carla Zilliox at (831) 624-4462.

Career Technical Education Programs

A work-experience coordinator meets weekly with students at CVHS. Our school also offers job shadowing and internships throughout the school year. Guest speakers tell students about various vocational opportunities. In addition, the administration participating in CTE courses actively seek employment for CVHS students. There are no additional CTE programs or sequences offered at this school.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data		2017-18 Participation
		Carmel Valley HS
Number of pupils participating in CTE		0
Percentage of pupils who completed a CTE program and earned a high school diploma		0.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education		0.00%

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Carmel USD	Carmel Valley HS		
Teachers	18-19	16-17	17-18	18-19
With a full credential	158	3	3	4
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Carmel Valley HS		
Teachers	16-17	17-18	18-19
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

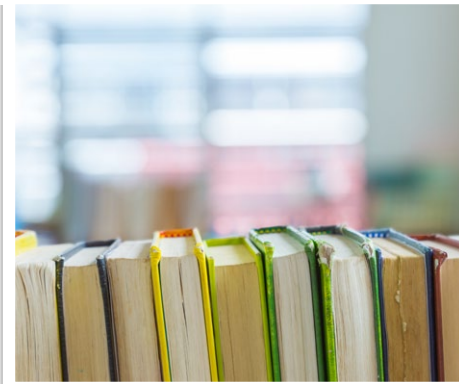
Our school, the district and the Board of Education support and encourage staff development. Faculty members participate in the district's annual staff development days and attend professional conferences and workshops throughout the school year to strengthen their teaching.

The district has allowed for the teachers and principal an additional five professional development days to visit other model programs and sites who are Big Picture Learning High Schools. The principal observes and evaluates teachers biannually. We base evaluations on goals and objectives, classroom management, the learning environment, teaching ability and interaction with students.

CVHS teachers and principal meet each week after school to create curriculum and discuss student progress in each subject.

CVHS teachers have access to instructional coaching in the areas of English language arts, mathematics and science.

Professional Development Days	Three-Year Data		
	2016-17	2017-18	2018-19
Carmel Valley HS	2 full days, 4 half-days	3 full days, 4 half-days	5 full days, 4 half days



Types of Services Funded

We receive funds from the Friends of Carmel Unified Schools (FOCUS), the Rotary Club of Carmel Valley, and the Kiwanis Club of Carmel Valley.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
Social/behavioral counselor	FTE 0.33
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.25
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	0.33
Resource specialist (nonteaching)	0.00

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$35,944
Expenditures per pupil from restricted sources	\$2,573
Expenditures per pupil from unrestricted sources	\$33,371
Annual average teacher salary	\$93,308



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2016-17 Fiscal Year	
	Carmel USD	Similar Sized District
Beginning teacher salary	\$59,994	\$45,681
Midrange teacher salary	\$93,862	\$70,601
Highest teacher salary	\$123,215	\$89,337
Average elementary school principal salary	\$152,804	\$110,053
Average middle school principal salary	\$171,180	\$115,224
Average high school principal salary	\$169,702	\$124,876
Superintendent salary	\$225,000	\$182,466
Teacher salaries: percentage of budget	33%	33%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Carmel Valley HS	\$33,371	\$93,308
Carmel USD	\$5,950	\$110,069
California	\$7,125	\$71,392
School and district: percentage difference	+460.8%	-15.2%
School and California: percentage difference	+368.4%	+30.7%

School Accountability Report Card

PUBLISHED BY:



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of December 2018.