Carmel High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.
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.

2023-24 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
County-District-School (CDS) Code	7-65987-2730414

2023-24 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

2023-24 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 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	223
Grade 10	219
Grade 11	199
Grade 12	217
Total Enrollment	858

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9%
Male	50.1%
American Indian or Alaska Native	0.1%
Asian	5%
Black or African American	0.5%
Filipino	0.6%
Hispanic or Latino	20.3%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	7.9%
White	64%
English Learners	2.1%
Homeless	0.1%
Socioeconomically Disadvantaged	16.8%
Students with Disabilities	12.7%

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	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	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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.40	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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	September 2022

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: Mathematics with Business Applications, Glencoe; Adopted 2007 Trigonometry/Advanced Topics Trigonometry, Houghton Mifflin; Adopted 2008 Trigonometry/Advanced Topics Statistics in Action, Key Curriculum Press; Adopted 2008 Precalculus Advanced Mathematics, McDougal Littell; Adopted 2008 AP Statistics The Practice of Statistics, MPS; Adopted 2008 AP Calculus AB/BC Calculus, Pearson; Adopted 2009	Yes	0%
Science	Earth Science: Earth Science, California Edition; Pearson Prentice Hall; Adopted 2007 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, MPS; Adopted 2013	Yes	0%
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 U.S. History: Give Me Liberty! An American History, AP Edition; W.W. Norton & Company; Adopted 2015	Yes	0%

	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		
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	Yes	0%
Health	Health: Glencoe Health, McGraw Hill; Adopted 2015	Yes	0%

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 will meet "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. This project should be completed by Fall 2024.

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 5 p.m. Monday through Wednesday, and 4 p.m. Thursday and 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	7/21/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		12: Stained ceiling tile 22: Ceiling tile sagging over teachers work station 32: Holes in wall near IDF 35: Stained ceiling in girls restroom, cover plate missing in northwest practice room 38: Stained ceiling tile near door 40: Several ceiling tile loose, stained ceiling tile near dust collector 6: Hole in floor tile, 2 sections of lights out

School Facility Conditions and Planned Improvements

			A: Runs in carpet B: Door rusting, several stained ceiling tile C: PTU door, several stained ceiling tile Gym: PTU girls restroom door and vestibule
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		:
Electrical		X	10: Broken cover plate on east raceway 11: Cover plate missing on raceway 19: Blank cover plate missing on raceway 35: Stained ceiling in girls restroom, cover plate missing in northwest practice room 6: Hole in floor tile, 2 sections of lights out 7: 1 section of lights out 8: 2 sections of lights out 9: Broken light switch cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		18: Door binds at top on boys restroom B: Door rusting, several stained ceiling tile

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.

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	82	78	79	73	47	46
Mathematics (grades 3-8 and 11)	56	47	64	62	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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	197	176	89.34	10.66	78.41
Female	96	84	87.50	12.50	86.90
Male	101	92	91.09	8.91	70.65
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	40	85.11	14.89	57.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	18	90.00	10.00	83.33
White	121	109	90.08	9.92	84.40
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	23	88.46	11.54	65.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	22	81.48	18.52	27.27

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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	197	175	88.83	11.17	46.86
Female	96	83	86.46	13.54	46.99
Male	101	92	91.09	8.91	46.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	40	85.11	14.89	45.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	18	90.00	10.00	44.44
White	121	108	89.26	10.74	48.15
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	23	88.46	11.54	30.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	22	81.48	18.52	22.73

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	49.74	55.75	55.45	57.26	29.47	30.29

2022-23 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	419	391	93.32	6.68	55.75
Female	209	191	91.39	8.61	55.50
Male	210	200	95.24	4.76	56.00
American Indian or Alaska Native	--	--	--	--	--
Asian	25	24	96.00	4.00	83.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	72	85.71	14.29	37.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	45	40	88.89	11.11	57.50
White	260	250	96.15	3.85	58.80
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	14	13	92.86	7.14	53.85
Socioeconomically Disadvantaged	62	54	87.10	12.90	29.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	45	86.54	13.46	13.33

2022-23 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
Video Production I, II, III
Dance I, II, III, IV
Engineering I, II

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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	445
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	52.3
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.65
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	67.74

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	92.2%	96.3%	96.8%	94.5%	98.6%

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.

2023-24 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.

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 Single Plan for Student Achievement. The SSC also reviews and approves the site safety plan and provides feedback on the Student Guide.
In addition, the parent 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	1.1	0.9	0	1	0.9	9.4	7.8	8.2
Graduation Rate	98	97.9	98.6	97.8	97.9	98.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	217	214	98.6
Female	114	112	98.2
Male	103	102	99.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	20	20	100.0
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	36	35	97.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	22	20	90.9
White	135	135	100.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	45	44	97.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	26	25	96.2

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	884	871	176	20.2
Female	439	431	85	19.7
Male	445	440	91	20.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	44	44	5	11.4
Black or African American	4	4	0	0.0
Filipino	5	5	1	20.0
Hispanic or Latino	182	178	40	22.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	73	73	13	17.8
White	560	551	114	20.7
English Learners	20	19	5	26.3
Foster Youth	0	0	0	0.0
Homeless	2	1	1	100.0
Socioeconomically Disadvantaged	156	151	51	33.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	117	111	39	35.1

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.89	4.41	4.07	0.41	2.59	2.97	0.20	3.17	3.60
Expulsions	0.00	0.00	0.23	0.00	0.00	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.07	0.23
Female	1.14	0
Male	6.97	0.45
Non-Binary		
American Indian or Alaska Native	0	0
Asian	4.55	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.95	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.37	0
White	4.29	0.36
English Learners	5	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	8.33	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.84	0.85

2023-24 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.

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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	14	67	9	1
Mathematics	14	62	5	1
Science	13	61	2	
Social Science	13	69		

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

2022-23 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	286

2022-23 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.

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	0.2
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$124,078
Percent Difference - School Site and District	N/A	N/A	-199.6	-0.4
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	59.6	40.4

Fiscal Year 2022-23 Types of Services Funded

Carmel High does not have 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$69,532	$50,875
Mid-Range Teacher Salary	$108,784	$79,761
Highest Teacher Salary	$142,802	$103,045
Average Principal Salary (Elementary)	$188,998	$128,154
Average Principal Salary (Middle)	$207,120	$131,774
Average Principal Salary (High)	$190,545	$142,676
Superintendent Salary	$270,000	$211,462
Percent of Budget for Teacher Salaries	30.67%	30.11%
Percent of Budget for Administrative Salaries	5.34%	5.49%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	52.9

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	4
Foreign Language	2
Mathematics	7
Science	8
Social Science	12
Total AP Courses Offered Where there are student course enrollments of at least one student.	41

Professional Development

Each year Carmel High School commits two full days and four half-days to professional development. The first day convenes before the first instructional day, and the second full day is embedded in the first semester. The half-days focus on data analysis, instructional norms, best instructional practice 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 are beginning the WASC process in anticipation of our February 2025 full WASC 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

Professional Development

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 supporting our English Learners in each content area and coherence of instructional practices and grading.

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2 full days, 4 half-days	3 full days, 4 half-days	2 full days, 4 half-days