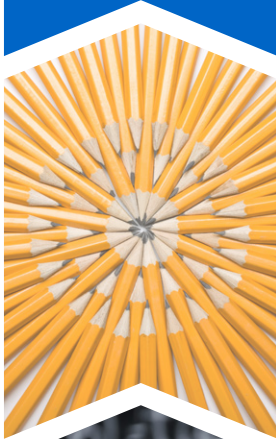


# SARC

2015-16  
School Accountability  
Report Card

Published in 2016-17



## Carlmont High School

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Para español, visita:  
[www.seq.org](http://www.seq.org)

# Sequoia Union HSD

Sequoia Union High School District • 480 James Avenue Redwood City, CA 94062 • [www.seq.org](http://www.seq.org)  
James Lianides, Superintendent • [jljanides@seq.org](mailto:jljanides@seq.org) • Phone: (650) 369-1411





### Principal's Message

Carlmont High School originates from a well-established tradition that received a six-year accreditation by the Western Association of Schools and Colleges in 2012. The comprehensive high school enrolls approximately 2,150 students and employs 150 certificated and classified staff members. The school enjoys strong parent and community support, as evidenced by an active Parent Teacher Student Association (PTSA), an energetic Academic Foundation and new facilities funded by local bond measures. Carlmont commits to ensure all students obtain a solid educational foundation that enables them to succeed in reaching their post-high school college and career opportunities. The commitment stems from high-caliber teachers who strive for student engagement, a tradition of excellence in academic programs, athletics, the arts, and a strong emphasis on student leadership and community involvement. Carlmont prepares students to excel in our global society.

The Carlmont staff consists of 80 percent of teachers and counselors with an average of more than 11 years of teaching experience, and 55 percent of the teachers and counselors earned a graduate degree. Carlmont High School belongs to the Sequoia Union High School District, which includes four comprehensive and one continuation high school. The district enrollment of 9,000 students draws from nine neighboring elementary and junior high school districts. Belmont boundaries include the cities of San Mateo to the north and San Carlos to the south. However, the school attendance boundaries extend into the adjacent communities of San Carlos, Redwood City, East Palo Alto and the unincorporated areas of the county. In addition, a number of students attend Carlmont High School on a transfer basis from other schools in the Sequoia Union High School District.

The local community supported a series of bond measures that provided a 21,000-square-foot, 500-seat performing-arts center at Carlmont; a fully equipped biotech facility; new classrooms; a state-of-the-art computer lab; a new athletic field and stadium with lights; pool; practice gym; a remodeled guidance and college facility; a refurbished library; and student union building. Ten new classrooms to be completed in 2017.

Mr. Ralph Crame  
Principal



### 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.

### School Mission Statement

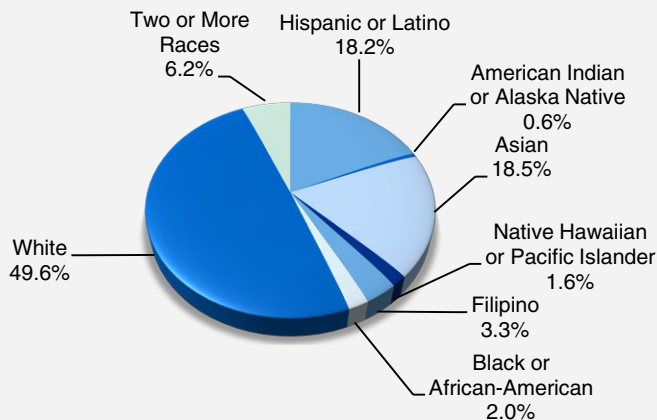
*The mission of Carlmont High School is to provide an engaged learning community in order for all students to succeed in academic, career and life choices as responsible members of a diverse society.*

### Enrollment by Student Group

The total enrollment at the school was 2,147 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

#### Demographics

2015-16 School Year



Socioeconomically disadvantaged	12.40%	English learners	4.30%	Students with disabilities	8.30%	Foster youth	0.20%
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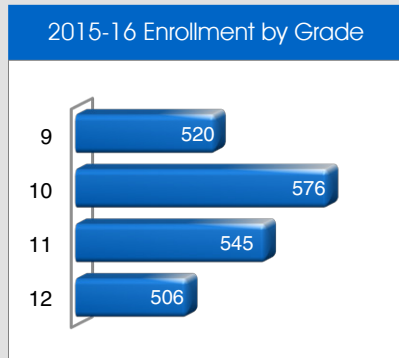
### Board of Trustees

- Carrie Du Bois  
President
- Allen Weiner  
Trustee
- Georgia Jack  
Trustee
- Alan Sarver  
Trustee
- Chris Thomsen  
Trustee



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



*"Home of the Scots!"*

## School Safety

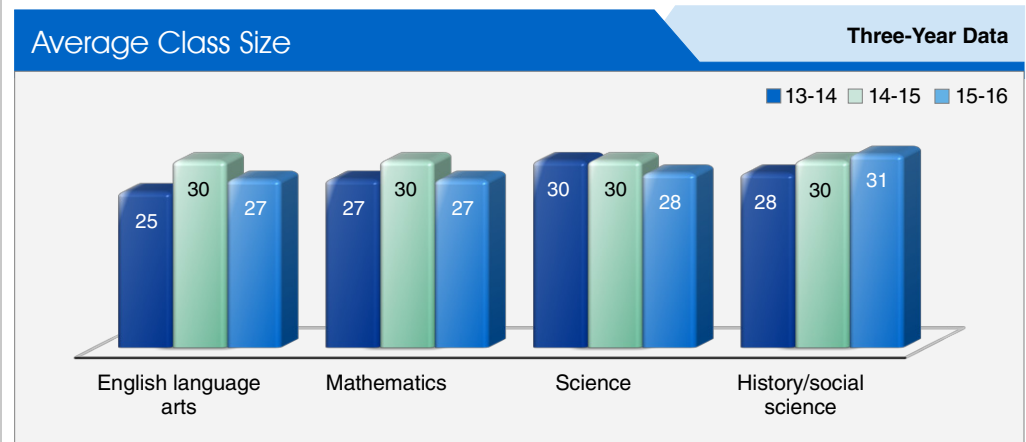
Carlmont reviews the comprehensive school safety plan each year that involves an update in May of each school year. Updated emergency binders contain a comprehensive school safety plan for various drills that include intruder, fire and earthquake. Classroom emergency backpacks include a yearly inventory and are distributed to all classrooms each October. Campus supervisors keep campus safety at the forefront by constant check-ins with administration and staff. Each campus supervisor carries an electrical device that contains student emergency-contact information. Visitors sign in at the administration office to obtain a visitor pass and temporary identification in order to proceed onto campus. In addition, Carlmont participates in the Belmont Safe School collaboration. The collaboration includes all Belmont schools in a safety radio transmission.

Carlmont High School provides a safe, well-monitored and orderly environment to support teaching and learning. Students are informed of the behavior policy by video presentation to all students at the beginning of the school year. The behavior policy may be found on the school website and handbook. Carlmont dress code provides students with guidelines for acceptable attire on campus and at all school-related functions. Three campus aides and all four administrators monitor the campus through the day. Carlmont is a closed campus, and surveillance cameras assist in daily monitoring of the campus.

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2016.

## 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			
Carlmont HS			
	13-14	14-15	15-16
Suspension rates	4.5%	2.9%	2.8%
Expulsion rates	0.1%	0.2%	0.3%
Sequoia UHSD			
	13-14	14-15	15-16
Suspension rates	4.5%	2.9%	4.8%
Expulsion rates	0.1%	0.2%	0.3%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

Subject	2013-14			2014-15			2015-16		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	31	43	24		3	13	15	17	29
Mathematics	16	45	26			17	10	30	27
Science	9	15	36			15	8	25	20
History/social science	11	25	30			14	10	33	30



### Parental Involvement

Carlmont parent organizations include the Parent Teacher Student Association (PTSA), Carlmont Academic Foundation (CAF), English Learner Advisory Committee (ELAC), Sports Booster, Site Council, Governance Council and Carlmont Advocates for Performing Arts (CAPA).

Parent Teacher Student Association (PTSA): [www.carlmonthths.org](http://www.carlmonthths.org) (under the Parents tab)

PTSA is a parent-volunteer-run organization that advocates for our students and families. The goal of the PTSA includes a closer relationship between parents, teachers and students. Carlmont parent-involvement programs were honored by the state PTA and by the J. Russell Kent Award. Carlmont parents contributed in excess of 10,000 volunteer hours in 2011-12. In addition to the PTSA executive board, there are two sub-groups that fall under the PTSA umbrella:

- PTSA Parent Committees: Parent Committees ensure each class has a voice in all school-related discussions. Each Parent Committee (Frosh, Soph, Jr., Sr.) is also in charge of organizing the Safe & Sober Grad Night for their class.
- 8th Grade Transition Information Committee: The Carlmont High School 8th Grade Transition Information Committee, part of the PTSA, was formed in 1999 to provide eighth-grade students and their parents information about opportunities at Carlmont High School. The committee consists of the principal and up to nine parent volunteers. The parents represent the middle-school feeder communities (Belmont, San Carlos, Redwood Shores and East Palo Alto).

Carlmont Academic Foundation (CAF): [www.carlmonthths.org](http://www.carlmonthths.org) (under the Parents tab)

CAF is a parent-volunteer-based organization that raises funds to reduce the impact of state-budget shortfalls for all students at Carlmont. CAF runs two fundraising campaigns each year. The Annual Giving Campaign supports classroom resource needs, expansion of existing programs and introduction of innovative programs. The Performing Arts Council raises funds to support ongoing operations of the Performing Arts Center.

#### Site Council

The council reviews and analyzes school programs as well as local and state data related to the programs in order to monitor and improve the school. Site Council has two subcommittees: Governance Council and English Learner Advisory Committee (ELAC). Governance reviews policies and procedures, and ELAC advises Site Council on programs for English learners.

#### Carlmont Scots Booster Club

The Carlmont Scots Booster Club was founded in 1969 and provides financial support for the athletic programs here at Carlmont High School.

#### CHS Music Boosters

Carlmont Music Boosters supports and enhances the award-winning instrumental music program at Carlmont.

For more information on how to become involved at the school, please contact Keiko Smith, Parent Teacher Student Association president, at [keikosmith@yahoo.com](mailto:keikosmith@yahoo.com).

### Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2016-17 School Year
	Carlmont HS	Sequoia UHSD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	◇	2008-2009
Year in Program Improvement	◇	Year 3
Number of schools currently in Program Improvement		4
Percentage of schools currently in Program Improvement		66.70%

◇ Not applicable. The school is not in Program Improvement.



### 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](http://www.cde.ca.gov/ta/tg/pf).

#### Percentage of Students Meeting Fitness Standards

##### 2015-16 School Year

##### Grade 9

Four of six standards	8.4%
Five of six standards	30.9%
Six of six standards	52.6%



## California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

**California Alternate Assessment (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

**Smarter Balanced Assessments** include ELA/literacy 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](http://www.cde.ca.gov/ta/tg/ca).

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

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grade 11.

The “percentage 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 on the CAAs divided by the total number of students who participated in both assessments.

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

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
Subject	Carlmont HS			Sequoia UHSD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	79%	77%	78%	64%	61%	60%	60%	56%	54%

## CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The “Proficient or Advanced” is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
<b>All students</b>	579	560	96.72%	78.21%	
<b>Male</b>	293	282	96.25%	78.37%	
<b>Female</b>	286	278	97.20%	78.06%	
<b>Black or African-American</b>	14	14	100.00%	64.29%	
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	
<b>Asian</b>	110	106	96.36%	89.62%	
<b>Filipino</b>	18	18	100.00%	88.89%	
<b>Hispanic or Latino</b>	96	89	92.71%	48.31%	
<b>Native Hawaiian or Pacific Islander</b>	14	13	92.86%	15.38%	
<b>White</b>	289	283	97.92%	85.87%	
<b>Two or more races</b>	32	31	96.88%	83.87%	
<b>Socioeconomically disadvantaged</b>	95	88	92.63%	39.77%	
<b>English learners</b>	30	25	83.33%	16.00%	
<b>Students with disabilities</b>	47	41	87.23%	41.46%	
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	
<b>Foster youth</b>	❖	❖	❖	❖	

## 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) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Carlmont HS		Sequoia UHSD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>English language arts/literacy</b>	81%	70%	63%	61%	44%	48%
<b>Mathematics</b>	63%	60%	42%	45%	33%	36%

❖ 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.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	535	522	97.60%	69.60%
Male	278	270	97.10%	64.40%
Female	257	252	98.10%	75.30%
Black or African-American	13	13	100.00%	25.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	90	88	97.80%	93.20%
Filipino	21	21	100.00%	73.70%
Hispanic or Latino	122	117	95.90%	47.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	236	232	98.30%	70.70%
Two or more races	47	47	100.00%	89.40%
Socioeconomically disadvantaged	84	82	97.60%	30.00%
English learners	25	23	92.00%	13.60%
Students with disabilities	55	51	92.70%	23.90%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	535	524	97.90%	60.30%
Male	278	271	97.50%	59.30%
Female	257	253	98.40%	61.30%
Black or African-American	13	13	100.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	90	88	97.80%	87.40%
Filipino	21	21	100.00%	50.00%
Hispanic or Latino	122	119	97.50%	32.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	236	232	98.30%	65.50%
Two or more races	47	47	100.00%	78.30%
Socioeconomically disadvantaged	84	83	98.80%	23.80%
English learners	25	23	92.00%	22.70%
Students with disabilities	55	53	96.40%	16.30%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



## Career Technical Education Programs

Courses that meet CTE requirement:

### Science

- Biotech 1, 2
- Biotech 3, 4
- Engineering, Green Tech

### Performing Arts

- Advanced Band
- Jazz Band
- Women's Chorus
- Men's Chorus
- Treble Clef
- Chamber Singers

### Visual Arts

- Art I
- Digital Arts II
- Illustration & Graphic Design I and II
- Digital Photography I and II
- Film Critique

### Media Arts

- Journalism

The Sequoia Union High School District currently has a 10-credit graduation credit requirement for all students earning a diploma.

## Career Technical Education Participation

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

Career Technical Education Data	
Carlmont HS	
2015-16 Participation	
Number of pupils participating in a CTE program	2152
Percentage of pupils who completed a CTE program and earned a high school diploma	100%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

## 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](http://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/or 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	2014-15 and 2015-16 School Years
	Carlmont HS
Percentage of students enrolled in courses required for UC/CSU admission in 2015-16	99.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15	67.97%

## Types of Services Funded

Carlmont categorical funding includes Title III and Economic Impact Aid that funds our bilingual resource teacher and bilingual instructional associate. Carlmont Site Council approves expenditures annually.

## Professional Development

- Direct Interactive Instruction
- Common Core Implementation
- Google Apps for Education
- School Loop
- Writing Across the Curriculum
- Districtwide training in technology and Direct Interactive Instruction
- Department and subject-alike collaboration and release time to develop common units of instruction, pacing guides and assessments
- Districtwide collaboration days to refine and update curriculum to completely implement Common Core

Professional Development Days	Three-Year Data		
	2014-15	2015-16	2016-17
Carlmont HS	3 days	3 days	3 days





## 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. Therefore, results may include percentages over 100 percent if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit [www.cde.ca.gov/ci/gs/hs/hsggrmin.asp](http://www.cde.ca.gov/ci/gs/hs/hsggrmin.asp) or [www.cde.ca.gov/ci/gs/hs/cefhsggradreq.asp](http://www.cde.ca.gov/ci/gs/hs/cefhsggradreq.asp).

Completion of High School Graduation Requirements		Graduating Class of 2015	
Group	Carlmont HS	Sequoia UHSD	California
All students	96.06%	84.37%	85.66%
Black or African-American	73.33%	89.33%	76.88%
American Indian or Alaska Native	66.67%	128.57%	74.87%
Asian	103.03%	108.94%	92.78%
Filipino	170.00%	106.06%	96.80%
Hispanic or Latino	68.29%	68.01%	84.49%
Native Hawaiian or Pacific Islander	114.29%	113.11%	84.88%
White	107.41%	99.47%	87.23%
Two or more races	90.00%	117.00%	91.36%
Socioeconomically disadvantaged	60.78%	66.67%	76.61%
English learners	32.14%	42.74%	50.90%
Students with disabilities	62.75%	63.28%	68.38%
Foster youth	◇	◇	◇

## 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		
	12-13	13-14	14-15	12-13	13-14	14-15
Carlmont HS	93.45%	95.36%	92.80%	3.50%	3.60%	3.30%
Sequoia UHSD	87.68%	86.01%	85.95%	5.60%	6.50%	5.70%
California	80.44%	80.95%	82.27%	11.40%	11.50%	10.70%

◇ Information is not available at this time.



## Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

### Advanced Placement Courses

#### 2015-16 School Year

Percentage of total enrollment enrolled in AP courses	70.00%
Number of AP courses offered at the school	24

#### Number of AP Courses by Subject

Computer science	1
English	2
Fine and performing arts	2
Foreign language	5
Mathematics	3
Science	5
Social science	6

*"Carlmont commits to ensure all students obtain a solid educational foundation that enables them to succeed in reaching their post-high school college and career opportunities."*



## Quality of Textbooks

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

Quality of Textbooks	
2016-17 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

## 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	
2016-17 School Year	
Data collection date	9/28/2016

## Textbooks and Instructional Materials

Textbook selections are made by department chairs and Educational Services and are based on their alignment with state and federal standards. Final approval of books put forth by staff comes from the school board. The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was in September 2016. All students in the district have the textbooks and instructional materials needed for their classes. All textbooks were chosen using the state and local governing board approved lists. As such, the textbook content fits with the curriculum framework adopted by the State Board of Education.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
English language arts	<i>Timeless Voices, Timeless Themes</i> ; Prentice Hall	2005
English language arts	<i>Milestones</i> , Cengage Learning	2009
Mathematics	<i>Algebra 1</i> , Prentice Hall	2005
Mathematics	<i>Algebra and Trigonometry</i> , Prentice Hall	2006
Mathematics	<i>California Algebra 2</i> , Glencoe	2008
Mathematics	<i>California Geometry</i> , Prentice Hall	2003
Biology	Prentice Hall	2004
Chemistry	Holt	2006
Physics	Holt	2006
History/social science	U.S. history: <i>The Americans</i> , McDougal	2006
History/social science	<i>Magruder's American Government</i> , Prentice Hall	2001
History/social science	<i>Economics</i> , Glencoe	2005
History/social science	<i>Modern World History</i> , McDougal Littell	2005

## 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		2016-17 School Year
Carlmont 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%	





### School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

### School Facility Good Repair Status

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.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Fair	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			8/29/2016
Date of the most recent completion of the inspection form			10/25/2016



### School Facilities

The school was built in the early 1950s. We have a total of 100 classrooms, and four of these are portables. We currently have enough classrooms and spaces for staff. We have seven computer labs available, a library, a main gym for games, a practice gym for additional PE usage, a football field, a softball field, a baseball field and seven tennis courts.

The general condition of the school is good but worn out, and there are areas that are in need of updating and renovating. The school is cleaned regularly with a custodial staff of 11. Three custodians work a day shift, and eight work the evening/night shift.

The maintenance follows a regular maintenance schedule to ensure the school grounds are clean, safe and in good repair. When there is a need for repairs at the site, it is logged into a system where the district has access to schedule the needed repair based on the level of importance.

We have three vice principals and three campus security officers that meet regularly to discuss student safety issues. This group constantly monitors the school throughout the school day identifying potential hazards or threats to student safety.

There is a five-year maintenance plan, and we are in the process of prioritizing this list as well as a list of new improvements to be scheduled as a result of the newly passed bond measure.

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	Window repairs in E/D central and north are slated.	2017-18

### 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.

*"Carlmont prepares students to excel in our global society."*



## 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	
2015-16 School Year	
<b>Academic Counselors</b>	
FTE of academic counselors	7.0
Average number of students per academic counselor	300
<b>Support Staff</b>	
<b>FTE</b>	
Social/behavioral counselor	0.0
Career development counselor	1.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	0.0
Nurse	0.5
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0

## 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](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Sequoia UHSD	Carlmont HS		
Teachers	16-17	14-15	15-16	16-17
With a full credential	591	127	119	115
Without a full credential	2	1	0	0
Teaching outside subject area of competence (with full credential)	0	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		
	Carlmont HS		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	1	0

## Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Carlmont HS	100.00%	0.00%
All schools in district	99.89%	0.11%
High-poverty schools in district	99.80%	0.20%
Low-poverty schools in district	100.00%	0.00%



## Financial Data

The financial data displayed in this SARC is from the 2014-15 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](http://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](http://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](http://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.

District Salary Data	2014-15 Fiscal Year	
	Sequoia UHSD	Similar Sized District
Beginning teacher salary	\$56,878	\$46,184
Midrange teacher salary	\$86,665	\$75,179
Highest teacher salary	\$105,286	\$96,169
Average high school principal salary	\$152,664	\$137,939
Superintendent salary	\$229,117	\$217,637
Teacher salaries: percentage of budget	34%	35%
Administrative salaries: percentage of budget	5%	5%

## 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	
2014-15 Fiscal Year	
Total expenditures per pupil	\$2,183
Expenditures per pupil from restricted sources	\$356
Expenditures per pupil from unrestricted sources	\$1,827
Annual average teacher salary	\$132,597

## 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 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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Carlmont HS	\$1,827	\$132,597
Sequoia UHSD	\$7,115	\$111,606
California	\$5,677	\$77,824
School and district: percentage difference	-74.3%	+18.8%
School and California: percentage difference	-67.8%	+70.4%





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://data1.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 January 2017.

## School Accountability Report Card

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