



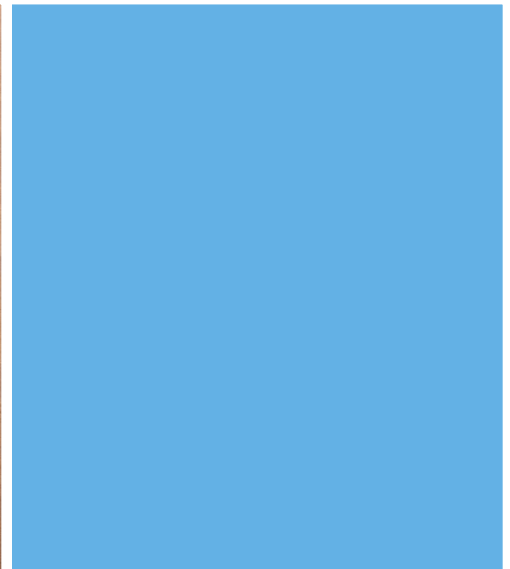
Sequoia Union High School District

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SARC

2022-23

School Accountability
Report Card
Published in 2023-24



Carlmont High School

Grades 9-12
CDS Code 41-69062-4130993

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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 2018. The comprehensive high school enrolls approximately 2,371 students and employs 205 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 a new facilities bond measure that passed in the fall of 2022. 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 75% of teachers and counselors with more than 11 years of teaching experience, and 60% of the teachers and counselors have earned a graduate degree. Carlmont High School belongs to the Sequoia Union High School District, which includes four comprehensive high schools, two small schools and one continuation high school. The district enrollment of 9,411 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 and an expanded weight room were completed in 2017. A new bond measure was passed in the fall of 2022 to further modernize and update Carlmont facilities.

School Mission Statement

The mission of Carlmont High School is to provide a supportive learning environment that allows all students to achieve success in academics and careers. A Carlmont education fosters a community of creative thinkers who are confident and collaborative in a rapidly changing society. Above all, we aspire to provide students with the skills they need to make positive contributions to their community and the world.

School Vision Statement

Our vision is to provide all students with a relevant education in a collaborative and supportive environment that inspires excellence in learning.

School Safety

Carlmont reviews the comprehensive school safety plan each year, which involves School Site Council review and approval in February. Updated emergency information is provided to staff regularly for various drills that include lockdown barricade, drop cover and hold, secure campus, shelter in place and evacuation drills. Classroom supplies are provided to staff including evacuation locations on site, communication paperwork and identification signs in case of an evacuation.

Campus supervisors keep campus safety at the forefront by constant check-ins with administration and staff, while also being present on campus. Each campus supervisor carries an electrical device that contains student emergency-contact information as well as a means to communicate with administration in case of an emergency. 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. We inform all students of the behavior policy by video presentation at the beginning of the school year. The behavior policy is on the school website and in the school handbook. Carlmont policies are both in the student planner handed out each year as well as on the school website. 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 November 2023.



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.

District Mission Statement

The mission of the Sequoia Union High School District is to engage and prepare all students to excel in a global society.

The Sequoia Union High School District annually serves more than 8,900 9-12 grade students through its four distinguished comprehensive high schools (Carlmont, Menlo-Atherton, Sequoia, and Woodside), small comprehensive high school (TIDE Academy), dependent charter school (East Palo Alto Academy), continuation high school (Redwood), Middle College (in collaboration with Cañada College) and other specialized programs and services. The district is also the sponsoring agency for two independent charter high schools (Summit and Everest). The district's Adult School based in Redwood City serves 2,000 students annually.

As part of the district's vision of engaging and preparing all students to excel in a global society, the district offers a rigorous college-prep curriculum and support to all students who aspire to higher education, including students "in the middle" and first-generation college students.

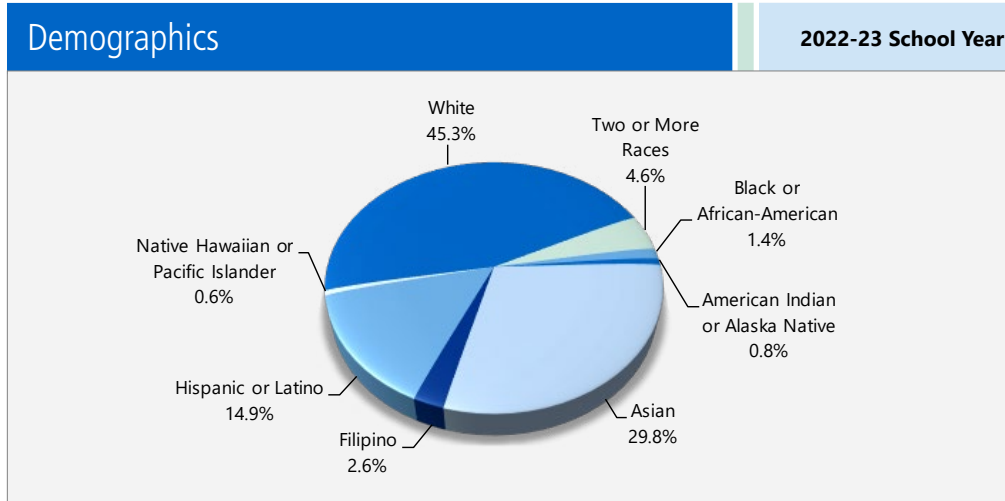
Board of Trustees

- Amy Koo
- Shawneece Stevenson
- Rich Ginn
- Carrie DuBois
- Sathvik Nori



Enrollment by Student Group

The total enrollment at the school was 2,322 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

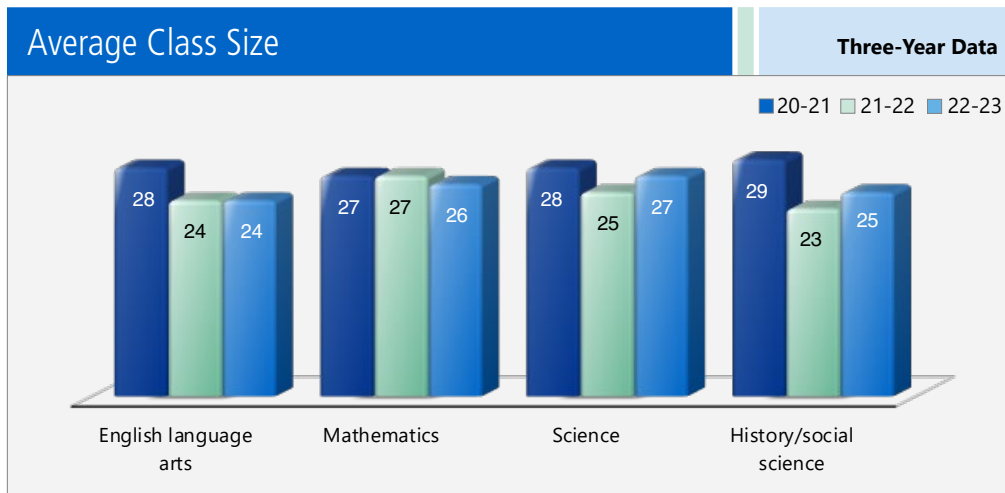


Enrollment by Student Group

Demographics	
2022-23 School Year	
Female	50.60%
Male	49.40%
Non-Binary	0.00%
English learners	4.20%
Foster youth	0.00%
Homeless	0.10%
Migrant	0.00%
Socioeconomically Disadvantaged	9.60%
Students with Disabilities	9.10%

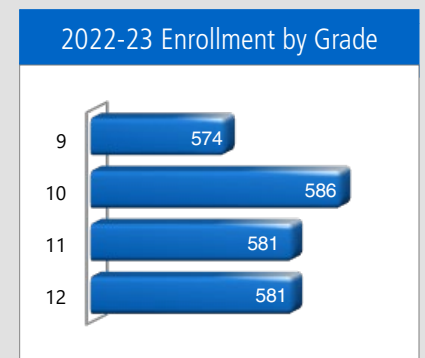
Class Size Distribution

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.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.



Subject	Number of Classrooms by Size								
	2020-21			2021-22			2022-23		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	5	58	13	4	10	6	31	55	20
Mathematics	14	50	8	5	8	4	19	50	19
Science	12	62	8	1	12	5	10	53	15
History/social science	4	60	12	2	9	6	22	45	14





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Carlmont HS			Sequoia Union HSD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	2.60%	2.70%	0.00%	3.90%	4.40%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	2.70%	0.00%	
Female	1.00%	0.00%	
Male	4.40%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	5.00%	0.00%	
Asian	1.40%	0.00%	
Black or African American	14.70%	0.00%	
Filipino	1.60%	0.00%	
Hispanic or Latino	6.80%	0.00%	
Native Hawaiian or Pacific Islander	13.30%	0.00%	
Two or More Races	1.80%	0.00%	
White	1.70%	0.00%	
English Learners	11.20%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	12.20%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	11.60%	0.00%	

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

The district requirement is for five-and-a-half days of professional development (PD): One day at the beginning of the year; two district-designed days in the spring semester; and five half-days sprinkled throughout the school year on Wednesday afternoons. The district assigned all staff members Vector Solutions training on topics such as bullying, child abuse and blood-borne pathogens. Three of the trainings are based on de-escalation and conflict resolution. This is a three-part training from the Peninsula Conflict Resolution Center, and it covers the following topics:

- October 25, 2023, The Art of Relationship Building (1.5 hours): At some point in a relationship, a conflict will arise. How you deal with it will determine whether the conflict strengthens the connection. Learn how to talk it through and listen to other points of view using a series of practical, valuable communication tools rather than avoid the point of contention.
- February 28, 2024, Exploring Your Hooks and Triggers (1.5 hours): This training's objectives are to understand the role that hooks and triggers play in one's actions and relationships, and how to transform these hooks and triggers to de-escalate the conflict.
- April 17, 2024, De-escalation and Diffusing Anger (1.5 hours): Discover the art of de-escalation through the vehicle of respect and empathy. This training provides practical strategies and tools for navigating challenging behaviors.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement	
2021-22	5
2022-23	7.5
2023-24	5.5





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. Due to changes to the 2021–22 and 2022–23 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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					2022-23 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	88.7%	91.9%	93.5%	92.3%	94.2%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2022-23 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	2,371	2,356	266	11.30%	
Female	1,198	1,192	140	11.70%	
Male	1,173	1,164	126	10.80%	
Non-Binary	0	0	0	0.00%	
American Indian or Alaska Native	20	20	4	20.00%	
Asian	697	693	32	4.60%	
Black or African American	34	33	7	21.20%	
Filipino	62	61	3	4.90%	
Hispanic or Latino	367	364	82	22.50%	
Native Hawaiian or Pacific Islander	15	15	4	26.70%	
Two or More Races	109	108	19	17.60%	
White	1,067	1,062	115	10.80%	
English Learners	116	115	21	18.30%	
Foster Youth	2	2	2	100.00%	
Homeless	10	10	2	20.00%	
Socioeconomically Disadvantaged	271	269	61	22.70%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	250	247	74	30.00%	

Career Technical Education Programs

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

Courses that meet the CTE Requirement:

Science

- Biotech 1, 2
- Biotech 3, 4

Media Arts

- Journalism
- Graphic Design & Illustration

Computer Science

- Intro Programming Computer Apps
- CTE Advanced Computer Science and Structures

Business

- Personal Finance
- Introduction to Business
- Marketing Communications
- Intro to Programming and Mobile Apps

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

2022-23 Participation

Number of pupils participating in a CTE program	593
Percentage of pupils who completed a CTE program and earned a high school diploma	14.8%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	44.0%

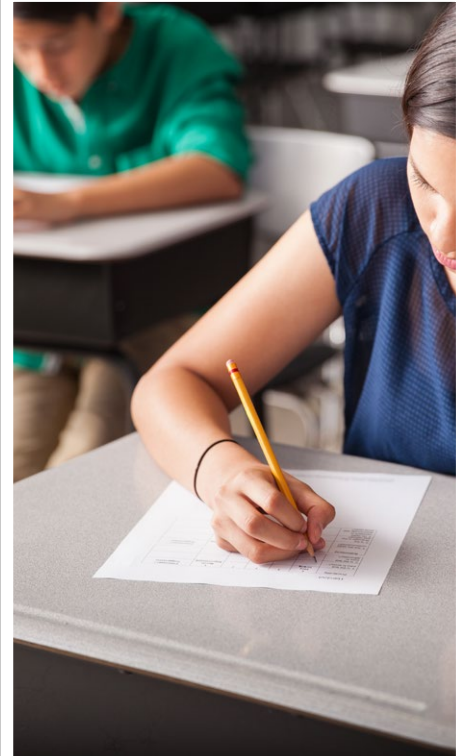


Statewide Assessments

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

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

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Carlmont HS		Sequoia Union HSD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
Science	71.72%	73.35%	47.88%	50.72%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Carlmont HS		Sequoia Union HSD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	88%	92%	66%	66%	47%	46%
Mathematics	69%	75%	45%	44%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

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

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

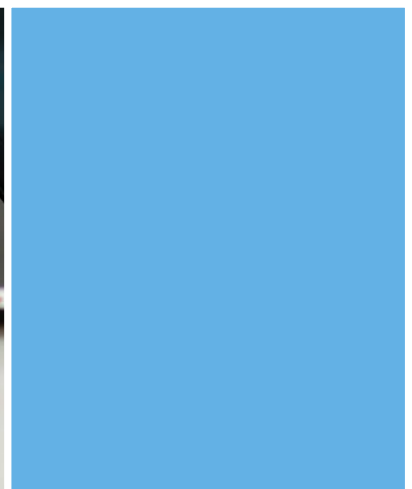
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



CAASPP Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	1156	1045	90.40%	9.60%	73.30%
Female	593	541	91.23%	8.77%	73.01%
Male	563	504	89.52%	10.48%	73.61%
American Indian or Alaska Native	11	11	100.00%	0.00%	27.27%
Asian	317	301	94.95%	5.05%	88.04%
Black or African American	13	12	92.31%	7.69%	58.33%
Filipino	34	32	94.12%	5.88%	81.25%
Hispanic or Latino	168	132	78.57%	21.43%	43.18%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	66	60	90.91%	9.09%	75.00%
White	539	490	90.91%	9.09%	73.06%
English Learners	29	20	68.97%	31.03%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	117	93	79.49%	20.51%	38.71%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	120	90	75.00%	25.00%	30.00%

❖ Scores are not shown 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.





CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	581	528	90.88%	9.12%	91.65%
Female	296	264	89.19%	10.81%	94.68%
Male	285	264	92.63%	7.37%	88.64%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	171	161	94.15%	5.85%	98.14%
Black or African American	❖	❖	❖	❖	❖
Filipino	18	17	94.44%	5.56%	94.12%
Hispanic or Latino	86	68	79.07%	20.93%	70.15%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	281	260	92.53%	7.47%	93.46%
English Learners	16	8	50.00%	50.00%	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	57	43	75.44%	24.56%	64.29%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	57	38	66.67%	33.33%	48.65%

❖ Scores are not shown 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.

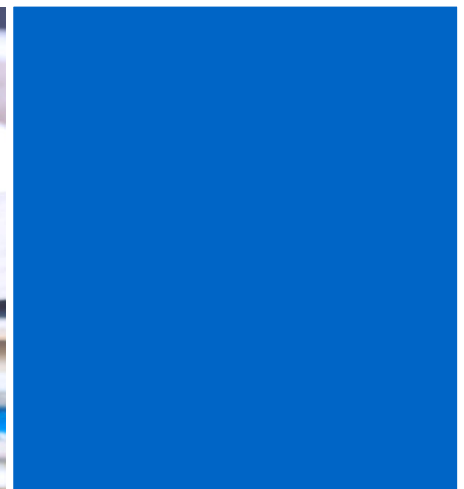




CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	581	526	90.53%	9.47%	74.67%
Female	296	264	89.19%	10.81%	70.72%
Male	285	262	91.93%	8.07%	78.63%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	171	163	95.32%	4.68%	92.64%
Black or African American	❖	❖	❖	❖	❖
Filipino	18	18	100.00%	0.00%	72.22%
Hispanic or Latino	86	66	76.74%	23.26%	29.23%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	281	258	91.81%	8.19%	77.13%
English Learners	16	9	56.25%	43.75%	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	57	44	77.19%	22.81%	39.53%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	57	39	68.42%	31.58%	21.05%

❖ Scores are not shown 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.





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.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	20-21	21-22	22-23	20-21	21-22	22-23
Carlmont HS	94.50%	98.00%	98.30%	1.80%	0.00%	0.50%
Sequoia Union HSD	87.80%	90.40%	91.20%	5%	4.60%	7.40%
California	83.60%	87.00%	86.20%	9.40%	7.80%	8.20%

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

Graduation Rate by Student Group	2022-23 School Year		
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	585	575	98.30%
Female	305	301	98.70%
Male	280	274	97.90%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	150	149	99.30%
Black or African American	❖	❖	❖
Filipino	16	16	100.00%
Hispanic or Latino	84	83	98.80%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	59	57	96.60%
White	258	254	98.40%
English Learners	21	20	95.20%
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	84	80	95.20%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	69	60	87.00%

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

❖ Scores are not shown 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.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses	
2022-23 School Year	
Percentage of students enrolled in AP courses	41.10%
Number of AP courses offered at the school	62
Number of AP Courses Offered	
Computer science	4
English	16
Fine and performing arts	1
Foreign language	3
Mathematics	12
Science	5
Social science	16

Courses for University of California (UC) and/or California State University (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>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	
Carlmont HS	
2021-22 and 2022-23 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2022-23	99.35%
Percentage of graduates who completed all courses required for UC/CSU admission in 2021-22	68.60%



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 on October 11, 2023. 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		2023-24 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: A Common Core Curriculum</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math Algebra 2: A Common Core Curriculum</i> , Big Ideas Learning	2015
Mathematics	<i>Precalculus: Enhanced with Graphing Utilities</i> , Pearson/Prentice Hall	2008
Mathematics	<i>Discovering Geometry</i> , Kendall Hunt	2015
Mathematics	<i>AP and Regular Stats: The Practice of Statistics</i>	2022
Biology	<i>Prentice Hall Biology</i> , Pearson/Prentice Hall	2014
Biology	<i>AP Biology: Biology in Focus</i>	2020
Biology	<i>APES: Environment the Stories Behind the Science</i>	2021
Chemistry	<i>Modern Chemistry</i> , Holt, Rinehart & Winston	2006
Chemistry	<i>AP Chemistry: Chemistry</i> , Zumdahl	2023
Physics	<i>Holt Physics</i> ; Holt, Rinehart & Winston	2006
History/social science	<i>Government in America: People, Politics, and Policy</i> ; Pearson	2018
History/social science	<i>United States History: The Twentieth Century</i> , Pearson	2019
History/social science	<i>Impact California Social Studies: World History, Culture, & Geography: The Modern World</i> ; McGraw Hill	2019
History/social science	<i>HMH Social Studies: Modern World History</i> , Houghton Mifflin Harcourt	2019
History/social science	<i>Economics: New Ways of Thinking</i> , EMC Publishing	2019
History/social science	<i>AP World History: Ways of the World</i>	2022
History/social science	<i>AP US History: Fabric of a Nation</i>	2023

Quality of Textbooks

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

Quality of Textbooks		2023-24 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	

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	
2023-24 School Year	
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%

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	
2023-24 School Year	
Data collection date	10/11/2023

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 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		2023-24 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 FIT report	10/18/2023	

Parental Involvement

Carlmont parent organizations include the 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: www.carlmonths.org (under the Parents tab)

The 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 Parent Teacher Association (PTA) and by the J. Russell Kent Award. In addition to the PTSA executive board, there are two subgroups 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: www.carlmonths.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. The Site Council has two subcommittees: Governance Council and ELAC. Governance reviews policies and procedures.

ELAC

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.

School Facilities

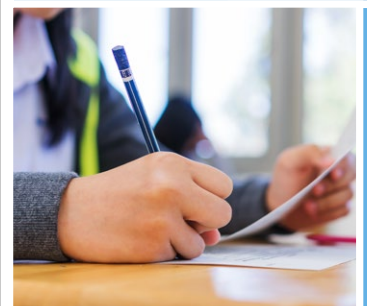
The school was built in the early 1950s. We have 124 classrooms. We currently have enough classrooms and spaces for staff, however several teachers are required to move nomadically between several classrooms. We have four computer labs available, a library, a main gym for games, a practice gym for additional PE usage, a football field, a softball field, a baseball field and seven tennis courts.

The general condition of the school is good but well worn, and there are areas in need of updating and renovating. A custodial staff of 11.5 FTE cleans the school and grounds regularly. Three custodians work a day shift, and eight work the evening/night shift. An additional part time custodian works on weekends.

Maintenance follows a regular schedule to ensure the school grounds are clean, safe and in good repair. When the site needs repairs, the request is logged into a system where the district has access to schedule the needed repair based on the level of importance.

We have two 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.

Currently, there is a deferred maintenance list provided by the district Maintenance and Operations department. The items on the list are prioritized by both need and budgetary constraints.



Parental Involvement

Continued from left

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 the PTSA President Sucharita Puli at psucharita@yahoo.com.

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Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

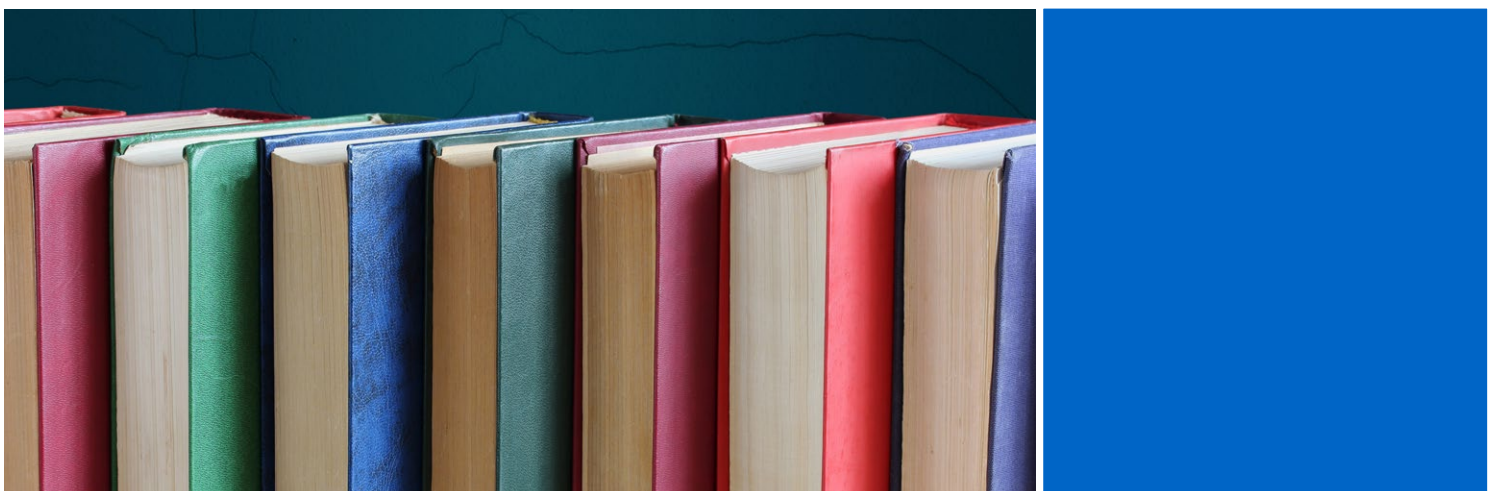
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	95.1	87.9%	469.9	81.8%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.6	0.6%	4.7	0.8%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.7	0.6%	20.1	3.5%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.2%	16.3	2.8%	12,115.8	4.4%
Unknown	11.5	10.7%	63.3	11.0%	18,854.3	6.9%
Total Teaching Positions	108.2	100.0%	574.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
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)	99.7	89.7%	481.3	81.1%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	6.7	1.1%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	0.7%	14.4	2.4%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	0.5%	14.3	2.4%	11,953.1	4.3%
Unknown	10.0	9.1%	76.4	12.9%	15,831.9	5.7%
Total Teaching Positions	111.1	100.0%	593.2	100.0%	279,044.8	100.0%

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CaSAAS) provided by the Commission on Teacher Credentialing. For information on the CaSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

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





Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
Authorization/Assignment		
Permits and Waivers	0.0	0.6
Misassignments	0.7	0.2
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.7	0.8

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.2
Local Assignment Options	0.2	0.3
Total Out-of-Field Teachers	0.2	0.5

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
	2020-21	2021-22
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.9%	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)	0.1%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

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.

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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	262:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	11.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.8
Psychologist	1.0
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0



Financial Data

The financial data displayed in this SARC is from the 2021-22 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	2021-22 Fiscal Year	
	Sequoia Union HSD	Similar Sized District
Beginning teacher salary	\$72,753	\$57,234
Midrange teacher salary	\$110,855	\$95,466
Highest teacher salary	\$134,672	\$122,669
Average high school principal salary	\$205,751	\$173,197
Superintendent salary	\$284,828	\$277,571
Teacher salaries: percentage of budget	30.43%	31.17%
Administrative salaries: percentage of budget	4.72%	4.46%

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	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Carlmont HS	\$11,153	\$112,850
Sequoia Union HSD	\$13,235	\$101,104
California	\$7,607	\$97,850
School and district: percentage difference	-15.7%	+11.6%
School and California: percentage difference	+46.6%	+15.3%

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	
2021-22 Fiscal Year	
Total expenditures per pupil	\$13,965
Expenditures per pupil from restricted sources	\$2,812
Expenditures per pupil from unrestricted sources	\$11,153
Annual average teacher salary	\$112,850



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.

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 January 2024.