

Carmel Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Carmel Middle School
Street	4380 Carmel Valley Road
City, State, Zip	Carmel, CA 93923
Phone Number	(831) 624-2785
Principal	Dan Morgan
Email Address	dmorgan@carmelunified.org
School Website	www.carmelmiddle.org
County-District-School (CDS) Code	27-65987-6026033

2022-23 District Contact Information

District Name	Carmel Unified School District
Phone Number	(831) 624-1546
Superintendent	E. Ted Knight, Ed.D.
Email Address	tknight@carmelunified.org
District Website Address	www.carmelunified.org

2022-23 School Overview

Carmel Middle School develops well-rounded, lifelong learners of good character by setting high expectations, engaging students in learning, providing high levels of support, and creating a safe and positive school environment.

Our core value: We do what is best for kids.

Carmel Middle School (CMS) is a California Distinguished School that strives to provide learning opportunities that allow students to progress effectively toward their potential. While we value academic rigor, we are mindful of the needs of early adolescents and present learning activities in a way that will motivate them to learn. As part of this balanced approach, we offer a broad range of elective and extracurricular courses that contribute to a well-rounded middle-school experience. The students at CMS demonstrate patterns of continuous improvement, as measured by school and district assessments as well as standardized tests. Staff commitment to both our positive school climate and academic excellence is exceptional and this combination helps to make CMS a fantastic place for a positive middle school experience.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	159
Grade 7	175
Grade 8	200
Total Enrollment	534

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2
Male	46.8
American Indian or Alaska Native	0.2
Asian	4.9
Black or African American	0.4
Filipino	0.4
Hispanic or Latino	19.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.6
White	65.7
English Learners	3.2
Foster Youth	0.0
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	27.3
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)	35.50	89.72	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)	0.00	0.00	0.40	0.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	3.43	2.30	1.48	12115.80	4.41
Unknown	2.70	6.82	7.10	4.44	18854.30	6.86
Total Teaching Positions	39.60	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.90	
Total Out-of-Field Teachers	1.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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	Literature, California Edition; McDougal Littell (6-8); Adopted 2011	Yes	0%
Mathematics	Carnegie Learning Math Series: A Common Core Program, Course 1; Carnegie Learning (6); Adopted 2015 Carnegie Learning Math Series: A Common Core Program, Course 2; Carnegie Learning (7); Adopted 2015 Carnegie Learning Math Series: A Common Core Program, Course 3; Carnegie Learning (8); Adopted 2015 Integrated Math I: A Common Core Program, Carnegie Learning; Adopted 2014	Yes	0%
Science	Focus on Earth Science, California Edition; Prentice Hall (6), Adopted 2007 Focus on Life Science, California Edition; Prentice Hall (7), Adopted 2007 Focus on Physical Science, California Edition; Prentice Hall (8), Adopted 2007	Yes	0%
History-Social Science	National Geographic Learning CA Middle School Social Studies Grade 6, Cengage Learning (6); Adopted 2019 National Geographic Learning CA Middle School Social Studies Grade 7, Cengage Learning (7); Adopted 2019 National Geographic Learning CA Middle School Social Studies Grade 8, Cengage Learning (8); Adopted 2019	Yes	0%
Foreign Language	Chinese: Integrated Chinese; Ni Hao; Adopted 2013 Spanish: McDougal Littell en Espanol; Adopted 2006 French: Holt McDougal Bien dit!; Adopted 2020	Yes	0%

School Facility Conditions and Planned Improvements

Carmel Middle School is arguably one of the most picturesque middle schools in the state. It was built in 1962 and remodeled in 2002. The campus is clean, well maintained and beautifully situated at the mouth of Carmel Valley. All rooms are cleaned daily, and the groundskeeper keeps the exterior environment beautiful and safe. Our district maintenance staff is quick to respond to work orders generated by the staff. A modern learning infrastructure supports classrooms. An all-weather track project was completed and serves both school and community needs. We have a full-sized gym, several well-maintained athletic fields, a theater, library, and a computer lab for school and extracurricular use. We have upgraded numerous classrooms with furniture to include flexible seating options and we continue to regularly update technology in the classrooms providing teachers with touch screen televisions and tablets allowing them to become “untethered.”

Our library has a rich collection of books that we improve each year using library funds. We also have a full complement of computers for students to use. A digital database helps students conveniently access reliable information on state-of-the-art technology. Our full-time library-media teacher instructs students in library-research skills and digital citizenship. With the support of a part-time library assistant, they maintain a friendly but studious environment for students. The library is open daily before school, during lunch and after school. The library is the center of our learning community, and teachers visit the facility frequently with their classes.

In the 2015-16 school year, we implemented a 1:1 Chromebook program that gives every CMS student a Chromebook for his or her use at school and at home. This allows the students to work simultaneously on essays or other class assignments without the need to go to the computer labs. Our entire site has wireless internet access, so students and staff can connect to the internet from anywhere on campus. We also have a computer classroom to support our technology electives. Our computer-technology technicians manage the campus computers and keep them in excellent working order.

Year and month of the most recent FIT report

October 2022

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		Peeling paint on classroom soffet, stain in carpet on west side, worn carpet, 3 Ceiling tiles with holes, damage to walls at corners in practice room area/hole in wall by door to instrument storage. Maintenance dept will repair soffets and perform paint touch up. Maintenance staff will replace ceiling tiles. Carpet replacement summer 2023
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Termite damage in fascia. Repairs completed Summer 2023.
Electrical	X			Cover plate missing on light switch in boys PE office. Maintenance staff will perform all repairs by 11/30/22.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			2 places where plywood is rotten on edge of soffet, plywood rotten in several locations in covered walkway between S1 and Admin Bldg. Maintenance staff will perform all repairs by 11/30/22.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door and enclosure for air compressor rotted. Maintenance staff will perform all repairs by 11/30/22.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	79	N/A	79	N/A	47
Mathematics (grades 3-8 and 11)	N/A	64	N/A	64	N/A	33

2021-22 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	533	507	95.12	4.88	78.70
Female	280	262	93.57	6.43	82.06
Male	253	245	96.84	3.16	75.10
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	88.46
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	93	90.29	9.71	65.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	48	96.00	4.00	87.50
White	348	334	95.98	4.02	79.94
English Learners	19	16	84.21	15.79	12.50
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	24	22	91.67	8.33	72.73
Socioeconomically Disadvantaged	146	139	95.21	4.79	58.99
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	67	64	95.52	4.48	26.56

2021-22 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	533	503	94.37	5.63	64.14
Female	280	260	92.86	7.14	58.85
Male	253	243	96.05	3.95	69.83
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	88.46
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	92	89.32	10.68	53.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	48	96.00	4.00	66.67
White	348	331	95.11	4.89	65.15
English Learners	19	16	84.21	15.79	12.50
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	24	21	87.50	12.50	52.38
Socioeconomically Disadvantaged	146	138	94.52	5.48	45.65
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	67	62	92.54	7.46	14.52

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	61.14	NT	55.45	28.5	29.47

2021-22 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	205	194	94.63	5.37	61.14
Female	106	98	92.45	7.55	56.12
Male	99	96	96.97	3.03	66.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	42	40	95.24	4.76	30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	83.33
White	138	130	94.2	5.8	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	55	53	96.36	3.64	38.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	9.09

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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 7	69.82%	70.41%	70.41%	70.41%	71.01%

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.

2022-23 Opportunities for Parental Involvement

Outstanding parent support and involvement are an important part of the Carmel Middle School culture. Our active Parent Teacher Organization (PTO) provides leadership, fundraising and volunteers. The PTO supports many events, like the Welcome Back BBQ, Ohana Day, teacher-appreciation lunches, school dances and end-of-year class trips. It coordinates fundraising, provides hospitality at school activities, runs the student store, and provides teachers with stipends and small grants to enhance teaching and learning. Some PTO members serve on the School Site Council, which develops our Single Plan for Student Achievement and approves the distribution of school-improvement funds. We welcome parent involvement. For more information, please contact PTO President, Lovina Worick or other PTO Board Members at <https://www.carmelunified.org/Page/1814>.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	552	548	79	14.4
Female	291	290	39	13.4
Male	261	258	40	15.5
American Indian or Alaska Native	1	1	0	0.0
Asian	27	27	0	0.0
Black or African American	2	2	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	110	108	21	19.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	37	37	6	16.2
White	359	357	49	13.7
English Learners	21	20	6	30.0
Foster Youth	0	0	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	157	154	35	22.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	72	13	18.1

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.81	1.79	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.34	3.44	0.41	2.59	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.44	0.00
Female	1.72	0.00
Male	5.36	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.41	0.00
White	3.62	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.73	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.74	0.00

2022-23 School Safety Plan

CMS maintains a strong commitment to safety. The grounds are in excellent condition. District maintenance staff responds quickly to facility needs. We update our school safety plan annually and conduct emergency drills regularly, including at least one large-scale drill each year that involves local law enforcement and fire personnel. We have a closed campus, and visitors are required to check in with the office. Our campus supervision plan ensures students are monitored before school, after school, and during lunchtime and break. We have a well-publicized code of conduct that describes the behavior expectations for students and our progressive disciplinary policy, including an overview of behaviors that will result in suspension or expulsion.

The safety plan includes procedures for each of the most common issues such as fire, earthquake, intruder or shelter-in-place. We conduct regular drills on each of these scenarios including a full-scale earthquake drill where local first-responder agencies (sheriff, fire) observe and offer suggestions on how to improve our procedures. The school safety plan is reviewed every year by the assistant principal. The school safety plan is reviewed annually with all school staff. CMS conducts regular, monthly safety drills that include evacuation scenarios, shelter in place scenarios, and lockdown scenarios. In addition, CUSD has adopted ALICE protocols for hostile intruder situations. A large-scale evacuation drill is conducted at the beginning of each school year. This drill includes participation of local law enforcement and first responders who provide feedback and guidance on school staff performance. The last full evacuation safety drill was performed in September of 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	26	4	12	3
Mathematics	28	5	10	3
Science	24	4	13	
Social Science	25	3	13	

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	24	8	9	2
Mathematics	26	5	10	2
Science	27	6	9	2
Social Science	26	5	10	1

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	19	14	7	
Mathematics	21	11	8	
Science	24	4	12	
Social Science	23	7	9	

2021-22 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	267

2021-22 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)	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$19,033	\$6,207	\$12,826	\$112,818
District	N/A	N/A	\$13,821,246	\$118,996
Percent Difference - School Site and District	N/A	N/A	-199.6	-5.3
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	64.2	35.0

2021-22 Types of Services Funded

We receive very little state and federal money, thus all of our programs are supported almost entirely with district, PTO or foundation funds.. Our PTO raises around \$75,000 annually. This money supports a variety of activities and experiences for students, as well as helps fund special teacher requests. We routinely recognize students and provide incentives for them to participate in academic competitions. The PTO provides a "Climate and Culture" budget each year to offer incentives and experiences for students, especially those students who struggle to connect with school. The PTO provides each teacher with a small stipend each year to use on classroom supplies or incentives, and teachers may request additional funding from the PTO for projects that are not included in the regular school budget. We also routinely receive funds from our local foundation, Friends of Carmel Unified Schools (FOCUS), as well as local service organizations. We use these funds to support after-school sports, purchase technology, and provide scholarships for economically disadvantaged students to attend our many special field experiences. We have a strong fundraising community that allows for continued development of our learning environment.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$66,221	\$48,503
Mid-Range Teacher Salary	\$103,604	\$74,912
Highest Teacher Salary	\$136,002	\$100,321
Average Principal Salary (Elementary)	\$177,312	\$122,160
Average Principal Salary (Middle)	\$195,352	\$127,632
Average Principal Salary (High)	\$177,198	\$137,578
Superintendent Salary	\$245,000	\$198,665
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

2021-22 staff development focused on the implementation of a student advisory program using the Character Strong curriculum (purchased in 2020). CMS is in year two of a three year commitment to full implementation of the Character Strong program. The Character Strong advisory program was selected after review of key data points found in internal surveys, Ca Healthy Kids Survey, and Stanford's Challenge Success survey indicated the need to strengthen peer to peer connection, student/teacher connections, and address behavioral concerns related to the transition from online school to the physical school setting. Methods for delivery and teacher support have been varied throughout implementation and include in-person training, whole staff conference via Zoom, built in collaboration time for each grade level team, coaching opportunities, and team teaching opportunities.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3 Full Days, 2 Half Days	2 full days, 4 half-days	2 full days, 4 half-days