

# Carmel Middle School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

<b>District Name</b>	Carmel Unified School District
<b>Phone Number</b>	(831) 624-1546
<b>Superintendent</b>	Sharon Ofek
<b>Email Address</b>	sofek@carmelunified.org
<b>District Website</b>	www.carmelunified.org

## 2023-24 School Description and Mission Statement

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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	156
Grade 7	165
Grade 8	177
<b>Total Enrollment</b>	<b>498</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6%
Male	48.4%
American Indian or Alaska Native	0.2%
Asian	5.2%
Black or African American	0.6%
Filipino	0.6%
Hispanic or Latino	19.9%
Two or More Races	9%
White	62%
English Learners	3.6%
Homeless	0.6%
Socioeconomically Disadvantaged	19.9%
Students with Disabilities	13.7%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35.50	89.72	150.00	93.84	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.40	0.25	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.30	3.43	2.30	1.48	12115.80	4.41
<b>Unknown</b>	2.70	6.82	7.10	4.44	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	38.20	94.80	160.90	96.72	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	0.25	0.70	0.42	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	1.24	1.10	0.71	11953.10	4.28
<b>Unknown</b>	1.50	3.71	3.50	2.13	15831.90	5.67
<b>Total Teaching Positions</b>	40.30	100.00	166.30	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.10
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.10

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

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.40	0.00
Local Assignment Options	0.90	0.50
<b>Total Out-of-Field Teachers</b>	1.30	0.50

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Elementary instructional material selection committees include teacher representatives from each grade level and site. Secondary committees include teacher representatives from the department involved in the textbook selection. Site and district administration, as well as instructional coaches, also serve on these committees. For all K-8 instructional materials adoptions, only the most recent State Board of Education approved materials are considered. Publisher representatives from the two top-rated programs make a presentation to the selection committee. Texts are often piloted for a term or full school year as part of the selection process. The selection committee makes a recommendation to our governing board for district approval. All selected instructional materials are aligned with the Curriculum Frameworks adopted by the State Board of Education. Each Fall our governing board holds a public hearing to adopt a resolution of instructional materials sufficiency.

<b>Year and month in which the data were collected</b>	September 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Literature, California Edition; McDougal Littell (6-8); Adopted 2011	Yes	0%
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	Chinese: Carnegie Zhen bang, (8) Adopted 2023 Spanish: Vista Higher Learning Senderos for levels 1-4 and Temas for AP / Spanish for Heritage Speakers: Carnegie En Voz ALta, (8) Adopted 2023 French: Voces Digital, (8) Adopted 2023	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 Librarian and library assistant 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.

**Year and month of the most recent FIT report**

7/18/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces		X		A1: Doors on electrical rooms need replacement C12: Patch and paint north wall C5: Paint touch up - baseboard D7: Paint touch up - baseboard D8: Paint touch up - soffet, south wall, north wall L2: 3 broken ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			: East Restrooms: Termite damage in sub-fascia, south staff restroom missing light lens
<b>Electrical</b>	X			A4: Cover plate broken in practice room 3 East Restrooms: Termite damage in sub-fascia, south staff restroom missing light lens West Restrooms: Broken cover plate - light switch in girls restroom. Door closer missing on boys restroom
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			C5: Paint touch up - baseboard
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			A1: Doors on electrical rooms need replacement A3: Doors on electrical rooms need replacement D3: Door binds at top D3A: Door binds at top Drama: Doors on electrical rooms need replacement West Restrooms: Broken cover plate - light switch in girls restroom. Door closer missing on boys restroom

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	79	73	79	73	47	46
<b>Mathematics</b> (grades 3-8 and 11)	64	59	64	62	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	505	467	92.48	7.52	73.02
<b>Female</b>	260	236	90.77	9.23	77.12
<b>Male</b>	245	231	94.29	5.71	68.83
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	27	26	96.30	3.70	88.46
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	99	88	88.89	11.11	59.09
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	60	55	91.67	8.33	72.73
<b>White</b>	313	292	93.29	6.71	75.68
<b>English Learners</b>	18	13	72.22	27.78	7.69
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	18	16	88.89	11.11	68.75
<b>Socioeconomically Disadvantaged</b>	99	83	83.84	16.16	55.42
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	74	69	93.24	6.76	24.64

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	505	464	91.88	8.12	59.27
<b>Female</b>	260	234	90.00	10.00	57.26
<b>Male</b>	245	230	93.88	6.12	61.30
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	27	26	96.30	3.70	88.46
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	99	89	89.90	10.10	37.08
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	60	56	93.33	6.67	66.07
<b>White</b>	313	287	91.69	8.31	62.72
<b>English Learners</b>	18	18	100.00	0.00	16.67
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	18	16	88.89	11.11	37.50
<b>Socioeconomically Disadvantaged</b>	99	85	85.86	14.14	38.82
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	74	65	87.84	12.16	15.38

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	61.14	60.24	55.45	57.26	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	182	167	91.76	8.24	59.88
<b>Female</b>	94	83	88.30	11.70	55.42
<b>Male</b>	88	84	95.45	4.55	64.29
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	31	27	87.10	12.90	40.74
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	23	20	86.96	13.04	70.00
<b>White</b>	116	109	93.97	6.03	65.14
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	39	32	82.05	17.95	43.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	27	25	92.59	7.41	16.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	99.3%	99.3%	99.3%	98.6%
Grade 7	98.1%	100%	100%	100%	100%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

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 event, 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 our PTO Board Members at <https://www.carmelunified.org/Page/1814>.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	519	516	73	14.1
Female	269	267	41	15.4
Male	250	249	32	12.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	28	28	2	7.1
Black or African American	3	3	0	0.0
Filipino	3	3	1	33.3
Hispanic or Latino	103	103	13	12.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	50	47	5	10.6
White	319	319	51	16.0
English Learners	24	24	3	12.5
Foster Youth	1	1	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	108	105	20	19.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	78	77	11	14.3

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.34	3.44	5.20	0.41	2.59	2.97	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.08	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.2	0
Female	2.6	0
Male	8	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.85	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6	0
White	5.33	0
English Learners	12.5	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.56	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.69	0

## 2023-24 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 2023 .

## 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	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	7	11	0
Mathematics	20	14	3	0
Science	25	2	11	0
Social Science	22	10	5	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	249



## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19,033	\$6,207	\$12,826	\$112,818
District	N/A	N/A	\$13,821,246	\$124,078
Percent Difference - School Site and District	N/A	N/A	-199.6	-9.5
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	51.1	31.7

## Fiscal Year 2022-23 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 \$45,000 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$69,532	\$50,875
<b>Mid-Range Teacher Salary</b>	\$108,784	\$79,761
<b>Highest Teacher Salary</b>	\$142,802	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$188,998	\$128,154
<b>Average Principal Salary (Middle)</b>	\$207,120	\$131,774
<b>Average Principal Salary (High)</b>	\$190,545	\$142,676
<b>Superintendent Salary</b>	\$270,000	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	30.67%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	5.34%	5.49%

## Professional Development

2023-24 staff development focused on the implementation of a student advisory program using the Character Strong curriculum (purchased in 2020). CMS is now in year three of our 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2 full days, 4 half-days	2 full days, 4 half-days	