

Carmel Middle School (CMS)

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

Board Approved

JAN 21 2026

Carmel Unified School District

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.

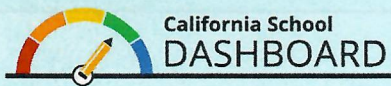
- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For 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.

2025-26 School Contact Information

School Name	Carmel Middle School (CMS)
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.carmelunified.org
Grade Span	6-8
County-District-School (CDS) Code	27-65987-6026033

2025-26 District Contact Information

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

2025-26 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 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	145
Grade 7	160
Grade 8	167
Total Enrollment	472

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.3
Non-Binary	0.2
Asian	3.6
Filipino	0.6
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	10.3
White	62.8
English Learners	1.3
Homeless	1.3
Socioeconomically Disadvantaged	17.5
Students with Disabilities	16.7

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.

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)	38.2	94.8	160.9	96.72	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.25	0.7	0.42	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	1.24	1.1	0.71	11953.1	4.28
Unknown/Incomplete/NA	1.5	3.71	3.5	2.13	15831.9	5.67
Total Teaching Positions	40.3	100	166.3	100	279044.8	100

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.

2022-23 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)	35.3	94.57	152.6	95.43	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.53	0.7	0.48	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	0.96	1.5	0.99	11746.9	4.23
Unknown/Incomplete/NA	1.4	3.88	4.9	3.09	14303.8	5.15
Total Teaching Positions	37.4	100	159.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	33.3	91.39	147.7	95.02	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	1.92	0.9	0.58	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.6	1.03	12112.8	4.34
Unknown/Incomplete/NA	2.4	6.66	5.2	3.36	13705.8	4.91
Total Teaching Positions	36.4	100	155.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.10	0.2	0.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.10	0.2	0.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.2	0
Local Assignment Options	0.50	0.1	0
Total Out-of-Field Teachers	0.50	0.3	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.3	1.2	0
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	0	0

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

2025-26 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.

CMS is examining adoption of a new mathematics text in the near future.

Year and month in which the data were collected

September 2022

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature, California Edition; McDougal Littell (6-8); Adopted 2011	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	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	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	0%

Foreign Language	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	0%
Note: Cells with N/A values do not require data.		

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”. The library is the center of our learning community, and teachers visit the facility frequently with their classes. 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 and serves as a main hub of campus life and activity. Several facilities updates are needed as the school site is beginning to show it's age. District plans include updating school facilities in the near future and the physical campus will benefit from these upgrades.				
Year and month of the most recent FIT report			7/7/2025	
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		A3: Practice rm 3 - stained wall panel, Practice rm 4 switch cover plate broken C11: Patch south wall C5: Paint touch up baseboard C8: Hole in ceiling tile C9: Paint touch up baseboard D6: 3 handles missing on cabinets East Restrooms: Cupola missing lattice panels, paint custodial room door, fascia has dry rot damage L2: Run in carpet S2: Paint touch up by south door
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			A3: Practice rm 3 - stained wall panel, Practice rm 4 switch cover plate broken D2: Burn marks on electrical plug, cover plate missing on electrical plug S5: Cracked light lens on 1 fixture West Restrooms: Light switch cover plate cracked in girls restroom

School Facility Conditions and Planned Improvements				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			D7: Plywood on overhang rotted D8: Plywood on overhang rotted Drama (theater): Cupola missing lattice panels, center door on west side binds at top, electrical room doors require replacement East Restrooms: Cupola missing lattice panels, paint custodial room door, fascia has dry rot damage Gym: Cupola missing lattice panels L1: Cupola missing lattice panels P1: Roof/gutter leaks on north and south sides
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			A2: Electrical room doors require replacement A4: Electrical room doors require replacement Drama (theater): Cupola missing lattice panels, center door on west side binds at top, electrical room doors require replacement

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	69	72	72	73	47	48
Mathematics (grades 3-8 and 11)	59	58	65	65	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	479	470	98.12	1.88	71.70
Female	230	225	97.83	2.17	76.89
Male	248	244	98.39	1.61	66.80
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	94.12
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	95	91	95.79	4.21	62.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	65	63	96.92	3.08	73.02
White	298	295	98.99	1.01	72.88
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	91	87	95.60	4.40	56.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	83	94.32	5.68	34.94

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	479	469	97.91	2.09	58.42
Female	230	225	97.83	2.17	57.78
Male	248	243	97.98	2.02	58.85
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	76.47
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	95	91	95.79	4.21	47.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	65	63	96.92	3.08	61.90
White	298	294	98.66	1.34	60.54
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	91	88	96.70	3.30	40.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	83	94.32	5.68	18.07

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	55.78	58.39	52.93	57.35	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	168	164	97.62	2.38	57.32
Female	80	80	100.00	0.00	53.75
Male	87	83	95.40	4.60	61.45
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	66.67
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	36	35	97.22	2.78	45.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	20	95.24	4.76	60.00
White	97	95	97.94	2.06	61.05
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.00	0.00	43.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	36	94.74	5.26	16.67

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.

2024-25 California Physical Fitness Test Participation Rates					
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 requires only participation results 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	87.7%	100.0%	100.0%	100.0%	100.0%
Grade 7	94.5%	93.1%	68.3%	95.9%	96.6%

C. Engagement

State Priority: Parental Involvement

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

2025-26 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. The PTO coordinates fundraising, provides hospitality at school activities, 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 follow this link to the CMS PTO webpage: https://carmelmiddle.carmelunified.org/resources/cms-parent-teacher-organization-ptol

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	486	482	49	10.2
Female	233	232	20	8.6
Male	252	249	28	11.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	100	98	10	10.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	53	52	6	11.5
White	303	302	32	10.6
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	93	93	16	17.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	92	92	18	19.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.2	4.72	3.29	2.97	1.89	1.57	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.08	0	0.09	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.29	0.00
Female	2.58	0.00
Male	3.97	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.88	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.66	0.00
White	2.31	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.43	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 all 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. All students are provided an in-depth presentation of the code of conduct at the beginning of each school year.

The CMS 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.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	11	5	
Mathematics	20	11	5	
Science	22	8	6	
Social Science	22	8	6	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	21	10	6	
Mathematics	19	13	4	
Science	22	7	7	
Social Science	23	5	9	

2024-25 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	236.5

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$136,321
Percent Difference - School Site and District	N/A	N/A	-199.6	-14.0
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	17.4	25.1

Fiscal Year 2024-25 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 \$50,000 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$76,659	\$57,978
Mid-Range Teacher Salary	\$119,934	\$89,612
Highest Teacher Salary	\$157,439	\$117,194
Average Principal Salary (Elementary)	\$203,219	\$143,632
Average Principal Salary (Middle)	\$228,145	\$149,447
Average Principal Salary (High)	\$209,803	\$162,334
Superintendent Salary	\$157,448	\$234,076
Percent of Budget for Teacher Salaries	30.12%	27.81%
Percent of Budget for Administrative Salaries	5.48%	5.47%

Professional Development

Professional development for the 2024-25 school year focused on UDL and Social Emotional Learning. Much of the PD was created at the district level and pushed out for voluntary sign-ups for teachers at each site.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2 full days, 4 half days	2 full days, 4 half days	2 full days, 4 half days