

# Carmel River Elementary School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Carmel River Elementary School
<b>Street</b>	Monte Verde Street and 15th Avenue
<b>City, State, Zip</b>	Carmel, CA 93923
<b>Phone Number</b>	(831) 624-4609
<b>Principal</b>	Jay Marden
<b>Email Address</b>	jarden@carmelunified.org
<b>School Website</b>	www.carmelriver.org/river
<b>County-District-School (CDS) Code</b>	27659876026041

## 2021-22 District Contact Information

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

## 2021-22 School Overview

Carmel River School's mission is to provide students with an exceptional academic foundation that will prepare them for the demands of a 21st century education and career. Carmel River School offers students an academic program that is innovative, challenging and relevant. The school promotes and values the role that motivation and wellness play in helping students achieve school and district goals. Carmel River School communicates to its students that with support and perseverance, anything is possible.

At Carmel River Elementary School, we are dedicated to providing our students with a comprehensive, holistic education. In addition to the curriculum that the regular program provides, we offer specialist programs that include physical education, science, outdoor education, instrumental and choral music, Spanish, technology, library, an elective program for accelerated learners and significant support for underperforming students.

One of our top two school goals this year is to provide students with an innovative, challenging and relevant education program. A second goal focuses on personal wellness as we aspire to create happy and healthy learning environments for our students. Our third and final goal is to offer teachers and support staff professional development necessary to achieve the goals written above.

As we return to full time in-person instruction after a year of remote learning, our school has designed and will implement a multiple tiered system of support to assess and identify students for the purpose of providing targeted academic and socio-emotional support. The comprehensive nature of this reading and math intervention plan employs a diverse team of school personnel to offer students assistance throughout the school day based on the data the team analyzes. The support also includes counseling and therapy as needed. Other areas of focus include the implementation of our science program "STEMscopes," which in its second year has students fully immersed in Next Generation Science Standards in our lab and classrooms. In mathematics, we are in the middle of a pilot to determine what new math program we will adopt for the 22-23 school year and will be accompanied by high quality professional development.

Carmel River School will continue to focus on innovative instruction, particularly as it pertains to project-based learning (PBL). One significant result our students experienced with PBL, the elimination of plastic straws and single use plastic utensils in Carmel-by-the-Sea, was a direct result of our students lobbying the city for the adopted ordinance that banned these items. We will also continue to focus on student wellness as we instruct and empower students to engage in mood regulation through

## 2021-22 School Overview

mindfulness education. Our commitment to wellness is further reinforced by our school's newly adopted K-5 "Second Step" program, which will result in our students acquiring life skills instrumental to their socioemotional growth.

Our school is dedicated to protecting the environment and specifically the oceans. Carmel River School has been recognized for four separate years as an Ocean Guardian School by the National Oceanic and Atmospheric Administration (NOAA) for its student-led efforts to reduce marine debris. As an Ocean Guardian alumni, our school will continue to promote stewardship of the oceans so that students understand and appreciate that every individual plays a role in ensuring the health and welfare of this vast resource in our backyard.

Carmel River School has a Parent Teacher Association (PTA) after school program that consists of various enrichment classes for students, including but not limited to, art, chess, Legos, claymation, theater and cooking. While the program was suspended due to the pandemic, it will soon be resurrected in the 21-22 school year so that students benefit from the stimulating programming the PTA offers.

Parents provide valuable support by volunteering in classrooms and raising funds. The PTA funds programs and events such as May Festival, Fall Festival, Family Ocean Afternoon, STEM (science, technology, engineering and math) assemblies, Children's Garden, field trips, teacher stipends, and other activities and events. This partnership between home and school greatly supports school success and enriches our students' program.

In recent years, Carmel River School has twice received the Best School award by the local newspaper, the Carmel Pine Cone. Our principal, Jay Marden, is also the proud recipient of the Carmel Pine Cone's Principal of the Year and Region 10 (central California) Principal of the Year. Carmel River School has twice received the highly acclaimed California Distinguished School award and continues to be recognized by the Educational Results Partnership (ERP) and the Campaign for Business Excellence award, which is given to very high-performing schools.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	62
Grade 2	70
Grade 3	58
Grade 4	80
Grade 5	73
Total Enrollment	402

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	10
Black or African American	0.7
Filipino	0.7
Hispanic or Latino	12.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9
White	64.9
English Learners	1
Homeless	0.2
Socioeconomically Disadvantaged	8.7
Students with Disabilities	10.7

### 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<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)	

## 2021-22 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 September 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 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, Macmillan/McGraw-Hill; Adopted 2018	Yes	0%
Mathematics	EnVisionMath Common Core, Pearson; Adopted 2013	Yes	0%
Science	California STEMscopes, Accelerate Learning; Adopted 2020	Yes	0%

<b>History-Social Science</b>	Studies Weekly California Edition, Studies Weekly Publications (K-3) ; Adopted 2019 Social Studies Alive!, TCI (4-5); Adopted 2019	Yes	0%
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

Our facilities are approximately 66 years old and in excellent condition thanks to a local school bond passed in 2001. In the construction that followed, each classroom and bathroom was completely remodeled. In addition to modernization, we have constructed a two-lane, synthetic running track around our lower field. Carmel River School has two playgrounds with playground structures that are less than 13 years old. In 2009-10, we built a new wing of classrooms, and constructed a multipurpose room in 2012 using funds from the second of two school bonds that passed in 2005. The final phase of construction took place in 2012-13 when we built five classrooms, including a science laboratory, computer laboratory, an art and advanced-learner room, and special-education and reading-support rooms.

Carmel River School has 21 regular classrooms. In addition to these rooms, we have a science lab, computer lab, library, counseling room, and four rooms for special education, reading support, and English-language instruction programs.

In the summer of 2012-13, we replaced portable classrooms with the new wing described above. There are two playgrounds on campus, upper and lower, the latter having a large athletic field. There are multiple large playground units on both playgrounds. The structures range in age from 3 to 16 years old.

Complementing the aesthetically pleasing and clean campus and buildings, the school has murals including, but not limited to, a beautiful student-created ocean mural composed of thousands of student-collected plastic bottle tops.

Carmel River School has a full-time custodial staff consisting of one daytime custodian, two nighttime custodians, a landscaper, a maintenance crew and an IT team that responds quickly and efficiently to school needs. The principal and custodial staff monitor the campus daily to ensure that it is clean and safe. A safety committee conducts thorough inspections of the campus three times a year to make sure the grounds and facilities exceed safety standards.

Teachers supervise students before school, 15 minutes before instruction begins at 8:25 a.m. Teachers also monitor the school's pickup and drop-off lane and bus zone before and after school to promote student safety. Instructional aides are responsible for supervising students during recess and lunch periods. After school, students are required to exit campus unless they are accompanied and monitored by their parent or designated adult.

Year and month of the most recent FIT report				July 2021
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Damaged return air grill on furnace. Replace grill. Repairs completed by 10/31/21.
<b>Interior:</b> Interior Surfaces		X		Paint touch up on door, door jamb, door vent, runs in carpet seams & stained ceiling tile. Repairs completed by 10/31/21.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Termites in beam near door. Repairs completed by 10/31/21.

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X			Girls restroom fan vibrating, cover missing on raceway & wall. Repairs completed by 10/31/21.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Restroom door vents rusted, boys restroom mirrors bad. Repairs completed by 10/31/21.

## 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	211	201	95.26	4.74	71.64
Female	120	111	92.5	7.5	73.87
Male	91	90	98.9	1.1	68.89
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100	0	90.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	24	82.76	17.24	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100	0	75
White	130	125	96.15	3.85	69.6
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	21	91.3	8.7	57.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	24	85.71	14.29	45.83

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	211	200	94.79	5.21	63.82
Female	120	110	91.67	8.33	66.06
Male	91	90	98.90	1.10	61.11
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100.00	0.00	90.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	24	82.76	17.24	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100.00	0.00	66.67
White	130	126	96.92	3.08	62.40
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	21	91.30	8.70	52.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	24	85.71	14.29	25.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	77	NT	NT	NT	NT
<b>Female</b>	44	NT	NT	NT	NT
<b>Male</b>	33	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	13	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	45	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Our school has an active School Site Council, Parent Teacher Association and PTA executive board. We encourage parents to volunteer on our campus to support teacher goals for instruction. Carmel River School frequently solicits parent chaperones to accompany classes on several field trips taken throughout the school year. Our PTA annually allocates funds to support the enrichment of educational programs, which require significant parent support. These programs include the Fall Festival, Holiday Program, May Festival, Ocean Festival, Talent Show, Art Show and promotion ceremonies. Parents who wish to get involved should contact the school directly to learn about volunteer opportunities, or contact the PTA via the school's web page, [www.carmelriver.org/river](http://www.carmelriver.org/river). Fathers at our school are encouraged to join our River Dads club, which organizes and facilitates many enriching events at our school, including an overnight campout, school dinners and movie nights and hikes.

For more information on how to become involved at the school, please contact PTA President Majo Spencer at [majospencer@yahoo.com](mailto:majospencer@yahoo.com)

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	452	431	7	1.6
Female	238	227	2	0.9
Male	214	204	5	2.5
American Indian or Alaska Native	0	0	0	0.0
Asian	42	40	0	0.0
Black or African American	4	4	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	57	56	0	0.0
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	40	38	3	7.9
White	290	275	4	1.5
English Learners	8	7	0	0.0
Foster Youth	0	0	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	46	44	5	11.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	56	55	4	7.3

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.21	0.00	1.99	0.41	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.19	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	1.79	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

We evaluate and revise our safety plan annually. The emergency plan is updated in the fall, and the emergency response teams, each with a designated responsibility, review the various roles with the principal. We hold monthly fire safety drills, quarterly earthquake drills and two Active Shooter drills annually. The school safety plan was last reviewed, updated and discussed with the school faculty in October, 2021.

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3		
1	21		3	
2	18	4		
3	20	4		
4	21		4	
5	23		4	
6				

## 2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3		
1	23		3	
2	22		3	
3	20	4		
4	22		4	
5	22		4	
6				

## 2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3		
1	21	2	1	
2	18	4		
3	19	2	1	
4	20	2	2	
5	18	4		
6				

## 2020-21 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	N/A

## 2020-21 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.625
Psychologist	0.4
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$17,955	\$4,497	\$13,458	\$119,464
District	N/A	N/A	\$13,748,046	\$116,245
Percent Difference - School Site and District	N/A	N/A	-199.6	2.7
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	45.8	43.2

## 2020-21 Types of Services Funded

Our school receives state monies for specific programs and services. In 2019-2020, we received funds through the School and Library Improvement Block Grant to help raise the proficiency levels of our underperforming students in mathematics and English language arts.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$64,606	\$48,119
Mid-Range Teacher Salary	\$101,077	\$74,665
Highest Teacher Salary	\$132,685	\$98,160
Average Principal Salary (Elementary)	\$169,815	\$118,542
Average Principal Salary (Middle)	\$185,939	\$125,068
Average Principal Salary (High)	\$168,755	\$133,516
Superintendent Salary	\$270,000	\$194,199
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	5%	6%

## Professional Development

Teachers meet every other week at each grade level for an 80-90-minute collaboration period to discuss instructional strategies, student work and the effectiveness of our programs. Our certificated staff members participate in two staff development days during the school year and four minimum days. Grade levels also request and enjoy additional professional growth days to support site and district goals. Carmel River School is participating in staff development that focuses on reading and math assessment and the role they play in executing the school's new intervention plan. Carmel River School has a full-time instructional coach dedicated to working with teachers to meet individual, school and district goals. This year, we have added an intervention teacher who has been instrumental in creating and facilitating the school's new and comprehensive intervention plan.

Teachers set individual goals in the fall and revisit them during the year to assess progress. The evaluation of teachers is based on the California Standards for the Teaching Profession. The principal conducts informal and weekly observations of all teachers during the year. There is one formal observation period for tenured teachers, two formal observations for second-year probationary teachers, and four observations for first-year probationary teachers. New teachers, as requested, receive support through a district mentoring program. Teachers in need of improvement participate in the Peer Assistance and Review program.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2 full days, 4 half-days	3 full days, 2 half-days	2 full days, 4 half-days

# Carmel Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

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

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	1236	1085	87.78	12.22	74.07
<b>Female</b>	639	562	87.95	12.05	76.61
<b>Male</b>	597	523	87.60	12.40	71.35
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	54	51	94.44	5.56	92.16
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	236	216	91.53	8.47	62.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	143	124	86.71	13.29	76.42
<b>White</b>	787	679	86.28	13.72	76.63
<b>English Learners</b>	37	36	97.30	2.70	25.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	12	85.71	14.29	50.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	185	169	91.35	8.65	53.57
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	149	117	78.52	21.48	33.04

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	1236	1064	86.08	13.92	59.98
<b>Female</b>	639	546	85.45	14.55	57.72
<b>Male</b>	597	518	86.77	13.23	62.36
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	54	50	92.59	7.41	86.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	236	210	88.98	11.02	42.58
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	143	121	84.62	15.38	66.12
<b>White</b>	787	670	85.13		63.23
<b>English Learners</b>	37	37	100.00	0.00	16.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	12	85.71	14.29	16.67
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	185	158	85.41	14.59	39.49
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	149	118	79.19	20.81	14.53

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

