

# Captain Cooper Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2033 School Year)



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

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Captain Cooper Elementary School
<b>Street</b>	Highway 1
<b>City, State, Zip</b>	Big Sur, CA 93920
<b>Phone Number</b>	(831) 667-2452
<b>Principal</b>	Elisa Tacconi
<b>Email Address</b>	etacconi@carmelunified.org
<b>School Website</b>	www.captaincooper.org
<b>County-District-School (CDS) Code</b>	27659876026025

## 2022-23 District Contact Information

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

## 2022-23 School Overview

Captain Cooper Elementary School is a small public school committed to providing challenging learning experiences that meet the academic, social and emotional needs of all students. Captain Cooper School prides itself on the strong connections with students and families that support meeting the high expectations for student achievement.

The focus of the 2022-23 school year is supporting learning for all students. It is our goal to continue to expand and facilitate student learning experiences academically, socially, emotionally and behaviorally. The teachers and instructional assistants participate in professional development for the new iReady Math curriculum and Do the Math intervention curriculum. We continue to deepen our knowledge and implementation of Guided Language Acquisition Development (GLAD) strategies for English learners, Orton Gillingham Literacy, Heggerty Phonics instruction and SIPPS for literacy intervention. Additionally, we continue to implement the Second Step social emotional learning curriculum with all our classes to promote a school culture that fosters respect and empowers individuals to build positive relationships and social skills.

Each member of the Captain Cooper School team uniquely contributes to the development of well-rounded students. Our students have weekly opportunities to participate in specialized art, garden, music, STEAM (Science, Technology, Engineering, Art and Math), and physical education classes. Our school counselor supports social emotional learning through classroom lessons, small group work, and individual work, teaching social skills, emotional regulation skills, conflict management and restorative practices to support healthy social, emotional and behavioral development. All staff members work together to recognize and promote character development of students through recognition of exemplary character and scholarship at weekly assemblies. In addition, the Captain Cooper Parent Club and English Language Advisory Committee (ELAC)/School Site Council (SSC) work to support additional learning opportunities. The Captain Cooper Parent Club supports events and experiences.

Captain Cooper School's unique natural setting provides opportunities for students and staff to connect learning to the natural world and develop knowledge and ability to apply skills outside of the classroom. We are committed to developing responsible environmental stewards. This is done through the incorporation of outdoor learning in the Children's Garden, as well as participation in learning and field trips related to supporting our natural environment.

Our afterschool program includes ELA/ELD/math intervention, homework support and opportunities to explore the arts and

## 2022-23 School Overview

movement. The summer program integrates language arts, ELD and math with art and gardening, giving our students more time to learn and our families the support they need.

Our strong community connection is the key to the success of our students. Families, students, staff and local community members are essential in supporting our students in realizing their fullest potential. Community members volunteer and local businesses support school events and offer resources to support learning.

Captain Cooper Elementary School develops students who take ownership of learning and seek challenges, internalizing good character, confidently communicating and collaborating with the purpose of growth. The educators plan instruction and design learning environments that are safe, fun and engaging, promoting learning through problem-solving and creativity, and extending learning to the outside world.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	12
Grade 1	9
Grade 2	8
Grade 3	5
Grade 4	5
Grade 5	11
<b>Total Enrollment</b>	<b>50</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	74.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	4.0
White	20.0
English Learners	26.0
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	80.0
Students with Disabilities	6.0

### 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>	6.50	100.00	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>	0.00	0.00	2.30	1.48	12115.80	4.41
<b>Unknown</b>	0.00	0.00	7.10	4.44	18854.30	6.86
<b>Total Teaching Positions</b>	6.50	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>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

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

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

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

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

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

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

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

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

## 2021-22 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)	0.00	
<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)	0.00	

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

**Year and month in which the data were collected**

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders, Macmillan/McGraw-Hill; Adopted 2018	Yes	0%
<b>Mathematics</b>	iReady Mathematics, Curriculum Associates; Adopted 2022	Yes	0%
<b>Science</b>	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%

## School Facility Conditions and Planned Improvements

Captain Cooper School was built in 1962 and is maintained in good condition. The school underwent renovations in cabinetry, carpeting, lighting and replacement of water tanks in the 2014-15 school year. The school consists of two permanent buildings and two portables. The portable office building houses the office and one classroom. The other portable building is configured to include a STEAM classroom, library and two office spaces for counseling, academic intervention and special education instruction. The permanent buildings house three classrooms, the school's kitchen area and staff room.

Classrooms are equipped with a projector or large monitor and document camera. Students have access to technology through 1:1 laptop computers. The technology program targets research skills, word processing, keyboarding and online project collaboration. The STEAM teacher supports student technology use weekly. In addition, each classroom enjoys an extensive classroom library with age-appropriate titles. Community donations have helped to support the increase of books in classroom libraries and the main library. Our part-time library assistant maintains our library, purchases new books and promotes library reading programs.

We ensure the safety of students at all times by maintaining the school's schedule of supervision. We assign staff members supervisory responsibilities to monitor the arrival and departure of students and during recess and lunchtime.

The school campus includes a recreational area for student play. The area includes a play structure to support the physical development of students. The kindergarten play area was enhanced by a new play structure at the beginning of the 2019-20 school year. The blacktop area is organized into basketball courts, four-square courts, hopscotch and a track for developmental cycles. The field area is maintained with grass to support the safe play of soccer and other field games. Included in the general recreational area is the Frank Pinney Pavilion. The pavilion serves as a shelter for lunchtime eating. A beautiful outdoor amphitheater is utilized as a meeting place for school assemblies, performances and community gatherings. In addition, the Children's Garden offers the opportunity for hands-on experiential learning as students learn about environmental stewardship, horticulture and science concepts. The school site is situated within a redwood forest clearing and California State Parks land.

Our full-time custodian/groundskeeper and district maintenance staff take pride in ensuring the school plant and area at large are well maintained. The full-time custodian ensures that cleanliness is maintained on a daily basis and that grounds are well-kept and free of hazards. The district maintenance crew responds to maintenance needs as necessary. During the school year, maintenance crews worked to maintain safe brush clearance for fire safety, as well as improvement of main drainage areas.

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

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<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			



**Overall Facility Rate**

<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
X			

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

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

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	38	N/A	79	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	33	N/A	64	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	21	21	100.00	0.00	38.10
<b>Female</b>	--	--	--	--	--
<b>Male</b>	15	15	100.00	0.00	40.00
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	18	18	100.00	0.00	33.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	18	18	100.00	0.00	33.33
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	21	21	100.00	0.00	33.33
<b>Female</b>	--	--	--	--	--
<b>Male</b>	15	15	100.00	0.00	40.00
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	18	18	100.00	0.00	33.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	18	18	100.00	0.00	33.33
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	27.27	NT	55.45	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	11	11	100	0	27.27
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<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>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	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.

#### 2022-23 Opportunities for Parental Involvement

Parents are an essential part of Captain Cooper School. There are several ways for parents to be involved in the educational community through involvement in our Parent Club, School Site Council and English Language Advisory Committee. The goal of the Parent Club is to support a positive school climate through the support of enrichment activities. The Parent Club seeks the involvement of all parents to provide input regarding school policies, student activities and fundraisers. The School Site Council is composed of parents and staff members, and it plans and monitors the School Plan for Student Achievement (SPSA) and Comprehensive School Safety Plan. The ELAC is a parent committee that convenes to provide input regarding school policy and plans and addresses topics related to children who speak a language other than English as their home language. In addition, the ELAC advises the School Site Council on the SPSA.

Parents also have the opportunity to participate on the District English Language Advisory Committee (DELAC) to advise the district on the Local Control Accountability Plan (LCAP), the Parent Engagement Policy and Plan and the English Learner Master Plan and Handbook. Parents are also encouraged to attend School Board meetings and comment directly to the district. For more information on how to become involved, please contact the school at (831) 667-2452.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	55	53	14	26.4
Female	30	28	8	28.6
Male	25	25	6	24.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	38	38	10	26.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	2	0	0.0
White	13	12	4	33.3
English Learners	14	14	3	21.4
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	45	43	9	20.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	8	8	4	50.0

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.57	1.79	2.45
Expulsions	0.00	0.00	0.05

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

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

## 2021-22 Suspensions and Expulsions by Student Group

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

## 2022-23 School Safety Plan

Captain Cooper School maintains a strong emphasis on safety. We are committed to providing a safe physical, social and emotional learning environment for all of our students. The school safety plan focuses on campus safety and emergency preparedness, as well as character education, anti-bullying and the school discipline plan. During the school year, we continue to implement a social emotional learning (SEL) curriculum called Second Step. We emphasized restorative practices as a critical component of the school discipline policy that increase student ownership of behavior expectations. In addition, we continued our implementation of ALICE (alert, lockdown, inform, counter, evacuate) safety guidelines for school safety in critical incident situations.

Our staff ensures that students are supervised during arrival, departure, recess and lunch. The principal, school counselor and school teaching staff are trained in Restorative Justice practices to promote positive relationships. In addition, older student volunteers are trained to help support peers in conflict resolution. The student and parent handbook is reviewed with students and sent home annually to communicate behavior expectations and school and district behavior policies. The suspension and expulsion policy is included in the handbook and safety plan.

The physical campus is maintained in a safe and beautiful condition by our school custodian. Playground equipment is up to current safety standards and inspected regularly. Our school site safety Team, which consists of the custodian/groundskeeper, principal and teachers, makes regular inspections. The district safety team visits the school to make recommendations. The district maintenance department makes repairs as needed.

Our staff reviews the school emergency plan yearly, and each staff member has a crisis-team assignment. We hold staff safety training at the beginning of the school year, and throughout each year, and inform parents of emergency procedures. The principal and classroom teachers train students to respond to the possibility of hostile intruders, earthquakes, fires and floods through scheduled drills throughout the school year. An adequate supply of emergency equipment is located on-site. The school is also equipped with an emergency generator and portable heaters.

The school safety plan was last reviewed, updated and discussed with the school faculty and parents in November 2022.

## 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.

## 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	11	1		
3	11	1		
Other	17	2		

## 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	8	1		
1	11	1		
2	6	1		
3	7	1		
Other	17	1		

## 2021-22 Elementary 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 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	12	1		
1	9	1		
Other	15	2		

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$36,325	\$12,017	\$24,308	\$114,066
District	N/A	N/A	\$13,821,246	\$118,996
Percent Difference - School Site and District	N/A	N/A	-199.3	-4.2
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	114.6	36.1

## 2021-22 Types of Services Funded

Our state and federal funds help to provide support programs, such as Title I Reading, Math, English language development programs, after school programs, summer programs and special education services and materials as outlined in our annual school plan. Friends of Carmel Unified Schools (FOCUS) fund special requests that district, state and federal funds cannot. In addition, we are fortunate to receive community donations from organizations such as local Big Sur businesses and residents, and the Big Sur Marathon.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$66,221	\$48,503
<b>Mid-Range Teacher Salary</b>	\$103,604	\$74,912
<b>Highest Teacher Salary</b>	\$136,002	\$100,321
<b>Average Principal Salary (Elementary)</b>	\$177,312	\$122,160
<b>Average Principal Salary (Middle)</b>	\$195,352	\$127,632
<b>Average Principal Salary (High)</b>	\$177,198	\$137,578
<b>Superintendent Salary</b>	\$245,000	\$198,665
<b>Percent of Budget for Teacher Salaries</b>	33%	31%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

Captain Cooper School staff members participate regularly in opportunities for professional development. As lifelong learners, staff members seek to continually develop their understanding of promising practices and further develop their skills and knowledge. Areas of professional learning are identified for individual and group growth, guided by the School Plan for Student Achievement, which is informed by assessment results that help determine student needs and areas for improvement. For the 2022-23 school year, the area of focus is math instruction and learning, using the new iReady Math curriculum and Do the Math intervention program.

As we continually strive for excellence, instructional staff participate in professional learning activities including conferences, workshops and coaching sessions in areas of school focus, as well as areas of individual need and interest or expertise. In addition, teachers and staff members participate regularly in collaboration focused on acquiring and studying promising practices. Staff members are increasingly becoming learning leaders, providing professional development with peers in areas of expertise.

Evaluation of teachers and other staff members contributes to the continued development of individuals, promoting ongoing improvement in instruction and structures that optimally support learning and instruction. Teacher evaluations are aligned with the California Standards for the Teaching Profession. Teaching staff annually assess professional competencies and craft annual individual goals to monitor and assess professional growth throughout the year. The principal meets with individual teachers throughout the year to discuss progress toward the goal, areas of strength and resources for support. In addition to formal observation, supervision includes informal visitations to support a cycle of feedback that communicates high expectations for effective learning and teaching.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3 full days, 2 half-days	2 full days, 4 half-days	2 full days, 4 half-days