

Tularcitos Elementary School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Tularcitos Elementary School
Street	35 Ford Road
City, State, Zip	Carmel Valley, CA 93924
Phone Number	(831) 620-8195
Principal	Ryan Peterson
Email Address	rpeterson@carmelunified.org
School Website	www.carmelunified.org/tularcitos
County-District-School (CDS) Code	27659876026074

2022-23 District Contact Information

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

2022-23 School Overview

Tularcitos Elementary 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.

Tularcitos Elementary School strives to promote academic excellence in a supportive environment that emphasizes self-discipline, self-motivation and the development of good character. We focus on the character development and academic success of each child. Tularcitos is a school where each student is known, loved and cared for academically, socially, emotionally and morally. It is a place where adults and students are held to high standards to ensure all students reach their highest levels of achievement and develop the ability to apply these skills to real-world situations. This requires educating the whole child, not just teaching the academic standards. Here, parent involvement is extensive and includes volunteering in the classroom and participating in site organizations, fundraising and driving on numerous field trips.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	54
Grade 2	70
Grade 3	61
Grade 4	85
Grade 5	76
Total Enrollment	419

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.6
Male	55.4
American Indian or Alaska Native	0.0
Asian	1.0
Black or African American	0.0
Filipino	0.2
Hispanic or Latino	19.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	12.4
White	64.2
English Learners	5.3
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	27.0
Students with Disabilities	6.2

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	100.00	150.00	93.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.40	0.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.30	1.48	12115.80	4.41
Unknown	0.00	0.00	7.10	4.44	18854.30	6.86
Total Teaching Positions	29.00	100.00	159.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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

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

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

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

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

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

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

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, Macmillan/McGraw-Hill; Adopted 2018	Yes	0%
Mathematics	iReady Mathematics, Curriculum Associates; Adopted 2022	Yes	0%
Science	California STEMscopes, Accelerate Learning; Adopted 2020	Yes	0%
History-Social Science	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

The oldest wing of classrooms at Tularcitos is more than 50 years old. Modernization and renovation of all permanent buildings on our campus, as well as an addition of five new classrooms, was completed in 2008-09. Our campus has six portable classrooms that provide space for intervention and enrichment programs. We also have a STEAM Makerspace, library, dedicated science lab, and a multipurpose room. Our campus is large. We have a garden, a grass athletic field with a baseball diamond and running path that is used for physical education as well as after-school sports.

Our custodial and grounds staff works hard to keep our campus attractive, clean and safe. Every day the campus is inspected before school starts. It is then swept, blown and garbage is picked up. Any areas of concern are reported immediately to our maintenance department. We continually add new areas of landscaping around the school to further enhance the beauty of our campus.

Our campus is an integral part of our local community and is well maintained by the district, site staff and community members. We have one daytime custodian and two nighttime custodians.

Our school librarian works on our campus full time during the school year and enjoys the support of an assistant. They provide library and research instruction to all students weekly. Our library is very well maintained and amply stocked. The school PTO supports the facility by dedicating financial support to the library each year.

All classrooms include up-to-date teacher workstations consisting of a computer, document camera and large screen TV, and there are six student workstations at the K-2 level. In grades 3-5, each classroom has a class set of Chromebooks that students use on a daily basis. Internet and email access is available in all of the classrooms, library and school offices. Our STEAM Makerspace contains touchscreen chromebooks, digital cutters, and 3-D printers. A computer lab technical works with teachers to provide technology instruction for their classes weekly by incorporating tech skills into the curriculum; digital citizenship; learning how to code; conducting research on the internet; creating simple documents, spreadsheets and presentations; and creating various multimedia presentation models.

Year and month of the most recent FIT report

July 2022

School Facility Conditions and Planned Improvements

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		Floor tile under sink buckling. Stained ceiling tiles. Replace painted ceiling tile. Carpet lifting at corner of VCT. All items in work order system, complete by 11/30/22.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Soap dispenser leaking in girls restroom. All items in work order system, complete by 11/30/22.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rust on play equipment landing. Play area needs more wood fiber. Asphalt buckled creating trip hazard - east side. Door handle loose on office. Raised screw heads on play equipment. All items in work order system, complete by 11/30/22.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	77	N/A	79	N/A	47
Mathematics (grades 3-8 and 11)	N/A	70	N/A	64	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	223	216	96.86	3.14	77.78
Female	102	99	97.06	2.94	78.79
Male	121	117	96.69	3.31	76.92
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	47	45	95.74	4.26	68.89
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	31	29	93.55	6.45	75.86
White	143	140	97.90	2.10	80.71
English Learners	11	9	81.82	18.18	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	59	56	94.92	5.08	69.64
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	28	23	82.14	17.86	43.48

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	223	214	95.96	4.04	69.63
Female	102	98	96.08	3.92	63.27
Male	121	116	95.87	4.13	75.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	47	44	93.62	6.38	59.09
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	31	29	93.55	6.45	79.31
White	143	139	97.20	2.80	70.50
English Learners	11	9	81.82	18.18	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	59	56	94.92	5.08	57.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	28	21	75.00	25.00	33.33

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	58.57	NT	55.45	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	70	95.89	4.11	58.57
Female	34	33	97.06	2.94	48.48
Male	39	37	94.87	5.13	67.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100	0	29.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	9	81.82	18.18	--
White	43	42	97.67	2.33	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	21	20	95.24	4.76	45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	9	81.82	18.18	--

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
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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

Tularcitos enjoys tremendous support from parent and community volunteers. More than 200 regular volunteers support best practices in the classroom, read to students, chaperone field trips and enrich school programs. We appreciate our volunteers. Parents attend back-to-school night in the fall, open house in the spring, and parent-teacher conferences in November and March.

Our school's Single Plan for Student Achievement is developed by our School Site Council, which always includes parent members. In addition, we have an Adalante parent group to assist parents of English language development students in knowing what is going on at school and how to support their children at home. The Tularcitos Parent Teacher Organization (PTO) supports many additional school programs. The organization has worked to provide our school with library books and materials; classroom supplies; science-lab supplies; drama, arts, swimming and playground improvements; landscaping; field trips; assemblies; a fifth-grade promotion celebration; a fifth-grade overnight trip; and generous hospitality.

For more information on how to become involved at the school, please contact Gina Nucci, PTO president, at (831) 620-8195.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	437	434	91	21.0
Female	197	194	40	20.6
Male	240	240	51	21.3
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	2	50.0
Black or African American	0	0	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	88	88	23	26.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	53	53	12	22.6
White	279	277	51	18.4
English Learners	22	22	5	22.7
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	120	119	30	25.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	46	46	12	26.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	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	0.46	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	0.46	0.00
Female	0.00	0.00
Male	0.83	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	1.14	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	4.55	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Students have the right to be safe and happy so they can learn to their full potential. Our character-education program, anti-bullying and discipline policies, and emergency-preparedness plans ensure a safe learning environment. Teachers and aides supervise the playground before school, at all recesses and upon dismissal. Students trained in conflict management help resolve differences between students during recess. Our school site safety committee continually monitors campus safety. In addition to the monthly emergency drills, we conduct an annual full-scale emergency drill incorporating simulated first aid, search and rescue, and student release. An outside agency conducts annual inspections and identifies areas for improvement. All visitors to the campus are required to sign in at the office and wear an identification badge.

The school safety plan was last reviewed, updated and discussed with the school faculty in October, 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	23		3	
1	20	2	1	
2	21	2	2	
3	18	4		
4	21		4	
5	19	4		

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	14	3		
1	18	4		
2	19	3		
3	22	1	3	
4	18	4		
5	19	4		

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	18	4		
1	18	3		
2	18	4		
3	20	2	1	
4	21	1	3	
5	19	4		

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	0.6
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	\$20,857	\$2,684,986	\$6,284,917	\$119,066
District	N/A	N/A	\$13,821,246	\$118,996
Percent Difference - School Site and District	N/A	N/A	-75.0	0.1
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	199.6	40.2

2021-22 Types of Services Funded

Our hardworking PTO raised several thousand dollars last year to purchase equipment and supplies and to fund important school programs. The PTO also maintains an interest-bearing certificate of deposit endowment of more than \$20,000. The Friends of Carmel Unified Schools (FOCUS) also granted several thousand dollars for a variety of needs across the curricular program, including document cameras and digital projectors. The Rotary Club of Carmel Valley and the Kiwanis Club of Carmel Valley regularly support our programs. Our Reading Support Program and English language development teachers are paid primarily with specific state or federal funds.

2020-21 Teacher and Administrative Salaries

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

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

Professional Development

We regularly offer new opportunities for professional development, and staff members continually upgrade their skills.

Teachers and other staff members attend conferences, workshops and other trainings. Professional-growth activities include courses offered through local colleges or university extensions, workshops offered by the Monterey County Office of Education, and training by district mentors and specialists. Over the past few years we focused on social-emotional learning and reading instruction.

The purpose of teacher evaluation is to promote quality instruction, and it is aligned with the California Standards for the Teaching Profession. Our principal evaluates permanent teachers at least once every two years and formally evaluates probationary teachers once each year. Evaluations are based on teachers' performance in the areas of student engagement and learning, planning instruction and learning experiences, effective environments, organization of subject matter, assessment of student learning, and development as a professional educator.

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

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