

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

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

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 embraces the philosophy that motivation and wellness are of paramount importance 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 three 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 have emerged from the pandemic, 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. In mathematics, our core academic focus this school year, we are in the first year of implementation of our new "iReady" math program. The implementation is accompanied by high quality professional assistance and support so that teachers feel wholly prepared to tackle the demands associated with the adoption of a new curriculum and program. 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.

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

2022-23 School Overview

will also continue to focus on student wellness as we empower students to engage in mood regulation through mindfulness education. Our commitment to wellness is further reinforced by our school's newly adopted K-5 "Second Step" program, which aspires to instill in our students life skills that are 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 Enrichment (ASE) program, which consists of various classes for students to enjoy. Classes include, but are not limited to, art, chess, Legos, Spanish, Yoga and cooking. 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. The resulting partnership between home and school greatly 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

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 63 |
| Grade 1 | 52 |
| Grade 2 | 65 |
| Grade 3 | 72 |
| Grade 4 | 66 |
| Grade 5 | 74 |
| Total Enrollment | 392 |

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 | 8.2 |
| Black or African American | 1.0 |
| Filipino | 0.5 |
| Hispanic or Latino | 14.5 |
| Native Hawaiian or Pacific Islander | 1.0 |
| Two or More Races | 10.5 |
| White | 60.5 |
| English Learners | 2.6 |
| Foster Youth | 0.0 |
| Homeless | 0.5 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 14.3 |
| Students with Disabilities | 12.2 |

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) | 26.80 | 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 | 26.80 | 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 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 |
|-------------------------------|---|-----------------------------|--|
| 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

Our facilities are approximately 67 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 14 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 20 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 17 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 and the principal 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 2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Damaged return air grill on furnace. Items entered in work order system and complete by 11/30/22. |
| Interior: Interior Surfaces | | X | | Multiple stained ceiling tiles. Items entered in work order system and complete by 11/30/22. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | Low voltage cover plate missing. Broken cover plate at front of room. Items entered in work order system and complete by 11/30/22. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | 3 rotted rafters on low roof. Items entered in work order system and complete by 11/30/22. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Doors rusting around vision lites. Boys restroom door missing screws and binding at top. Items entered in work order system and 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 | 80 | N/A | 79 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 73 | 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 | 213 | 210 | 98.59 | 1.41 | 80.48 |
| Female | 116 | 115 | 99.14 | 0.86 | 85.22 |
| Male | 97 | 95 | 97.94 | 2.06 | 74.74 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | 15 | 15 | 100.00 | 0.00 | 80.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 27 | 100.00 | 0.00 | 81.48 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 29 | 29 | 100.00 | 0.00 | 79.31 |
| White | 135 | 132 | 97.78 | 2.22 | 80.30 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 16 | 16 | 100.00 | 0.00 | 87.50 |
| Socioeconomically Disadvantaged | 31 | 30 | 96.77 | 3.23 | 70.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 30 | 29 | 96.67 | 3.33 | 34.48 |

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 | 213 | 210 | 98.59 | 1.41 | 72.86 |
| Female | 116 | 115 | 99.14 | 0.86 | 71.30 |
| Male | 97 | 95 | 97.94 | 2.06 | 74.74 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | 15 | 15 | 100.00 | 0.00 | 80.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 27 | 100.00 | 0.00 | 62.96 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 29 | 29 | 100.00 | 0.00 | 75.86 |
| White | 135 | 132 | 97.78 | 2.22 | 75.00 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 16 | 16 | 100.00 | 0.00 | 75.00 |
| Socioeconomically Disadvantaged | 31 | 30 | 96.77 | 3.23 | 60.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 30 | 29 | 96.67 | 3.33 | 31.03 |

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 | 72.86 | 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 | 71 | 70 | 98.59 | 1.41 | 72.86 |
| Female | 42 | 41 | 97.62 | 2.38 | 73.17 |
| Male | 29 | 29 | 100 | 0 | 72.41 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 47 | 46 | 97.87 | 2.13 | 76.09 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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 | 89.18% | 93.20% | 91.74% | 96.05% | 91.81% |

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

Our school has an active 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. 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. River Dad events are open to all River School students.

For more information on how to become involved at the school, please contact PTA President Majo Spencer at majospencer@yahoo.com

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 416 | 409 | 91 | 22.2 |
| Female | 208 | 203 | 46 | 22.7 |
| Male | 208 | 206 | 45 | 21.8 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 32 | 32 | 2 | 6.3 |
| Black or African American | 4 | 4 | 0 | 0.0 |
| Filipino | 2 | 2 | 0 | 0.0 |
| Hispanic or Latino | 61 | 60 | 21 | 35.0 |
| Native Hawaiian or Pacific Islander | 4 | 4 | 0 | 0.0 |
| Two or More Races | 43 | 43 | 9 | 20.9 |
| White | 255 | 249 | 57 | 22.9 |
| English Learners | 12 | 12 | 2 | 16.7 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 2 | 2 | 2 | 100.0 |
| Socioeconomically Disadvantaged | 61 | 60 | 17 | 28.3 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 55 | 55 | 17 | 30.9 |

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 | 0.00 | 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

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 August 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 | 19 | 3 | | |
| 1 | 23 | | 3 | |
| 2 | 22 | | 3 | |
| 3 | 20 | 4 | | |
| 4 | 22 | | 4 | |
| 5 | 22 | | 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 | 20 | 3 | | |
| 1 | 21 | 2 | 1 | |
| 2 | 18 | 4 | | |
| 3 | 19 | 2 | 1 | |
| 4 | 20 | 2 | 2 | |
| 5 | 18 | 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 | 21 | 1 | 2 | |
| 1 | 17 | 3 | | |
| 2 | 22 | | 3 | |
| 3 | 18 | 4 | | |
| 4 | 17 | 4 | | |
| 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 | 392 |

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) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.0 |
| 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 | \$19,382 | \$5,699 | \$13,683 | \$124,356 |
| District | N/A | N/A | \$13,821,246 | \$118,996 |
| Percent Difference - School Site and District | N/A | N/A | -199.6 | 4.4 |
| State | N/A | N/A | \$6,594 | \$79,175 |
| Percent Difference - School Site and State | N/A | N/A | 69.9 | 44.4 |

2021-22 Types of Services Funded

Our school receives monies from outside sources for specific programs and services. In 22-23 we received monies to help raise the proficiency levels of our students in English language arts and mathematics.

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

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. In the past couple of years,, 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. 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 | 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 |