

Captain Cooper Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Captain Cooper Elementary School
Street	Highway 1
City, State, Zip	Big Sur, CA 93920
Phone Number	(831) 667-2452
Principal	Kara Gober
Email Address	kgober@carmelunified.org
School Website	www.captaincooper.org
Grade Span	K-5
County-District-School (CDS) Code	27-65987-6026025

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Captain Cooper Elementary School is a small rural school within the Carmel Unified School District. Nestled among the redwood trees beside the Pacific Ocean coast, Captain Cooper School is committed to providing challenging learning experiences which meet the academic, social, and emotional needs of all students. Captain Cooper School prides itself on the strong connections with students and families. These positive community relationships bolsters student achievement and nurtures students' well-being.

The focus of the 2024-25 school year is supporting learning for all students. It is our goal to continue to expand and facilitate

2024-25 School Description and Mission Statement

students' experiences academically, socially, emotionally and behaviorally. The teachers and instructional assistants participate in professional development for the i-Ready Math curriculum and Do the Math intervention curriculum. We continue to deepen our knowledge and implementation of the standards for mathematical practices in our classrooms, Guided Language Acquisition Development (GLAD) strategies for English learners, Orton Gillingham Literacy, Heggerty Phonics instruction, and SIPPS for literacy intervention. The Second Step social emotional learning curriculum promotes a school culture that fosters respect and empowers individuals to build positive relationships and social skills.

Our students have weekly opportunities to participate in specialized art, garden, music, Spanish, 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. Our staff works together to recognize and promote character development of students through recognition of exemplary behavior. In addition, the Captain Cooper Parent Club and School Site Council (SSC) work to support additional learning opportunities. The Captain Cooper Parent Club supports extra-curricular events and schoolwide and community events for all students, staff, and families.

Captain Cooper School's unique outdoor environment 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 activities 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, movement, and outdoor play. The summer program integrates language arts, ELD and math with art and gardening. Both these programs give our students more time to learn and provide our families with the support they need.

Strong community connection is the key to the success of our students. Families, students, staff and local community members are essential in guiding our students to their fullest potential. Community members volunteer many hours during the school year. Local businesses support school events and offer resources to provide and enhance additional opportunities for our students.

Captain Cooper Elementary School develops students who take ownership of their learning, seek challenges, internalize positive character traits, confidently communicate, and collaborate. The educators plan instruction and design learning environments which are safe, fun and engaging. Learning is increased through problem-solving, creativity, and extending learning to the outside world.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	6
Grade 1	5
Grade 2	11
Grade 3	8
Grade 4	10
Grade 5	7
Total Enrollment	47

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	57.4
Male	42.6
Hispanic or Latino	61.7
Two or More Races	12.8
White	23.4
English Learners	19.1
Homeless	12.8
Socioeconomically Disadvantaged	57.4
Students with Disabilities	19.1

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)	6.50	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/Incomplete/NA	0.00	0.00	7.10	4.44	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.50	84.83	160.90	96.72	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.70	0.42	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.10	0.71	11953.10	4.28
Unknown/Incomplete/NA	1.00	15.17	3.50	2.13	15831.90	5.67
Total Teaching Positions	6.50	100.00	166.30	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.50	84.62	152.60	95.43	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.70	0.48	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.50	0.99	11746.90	4.23
Unknown/Incomplete/NA	1.00	15.38	4.90	3.09	14303.80	5.15
Total Teaching Positions	6.50	100.00	159.90	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2024	
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%

Note: Cells with N/A values do not require data.

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, Intervention and math classroom, 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 space and promotes reading programs during breaks.

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 education 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 buildings and outdoor areas are well maintained. The full-time custodian safeguards the cleanliness and maintenance on a daily basis. The grounds are well-kept and free of hazards. The district maintenance crew responds to maintenance needs as necessary. During the school year, district 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

7/22/2024

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	1: Ceiling tile stained in store room, one light inop 3: Stained ceiling tile in restroom, FRP flaking in restroom
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical		X		1: Ceiling tile stained in store room, one light inop
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			2: Plywood on ramp lifting
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	50	52	73	72	46	47
Mathematics (grades 3-8 and 11)	60	52	62	65	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	23	23	100.00	0.00	52.17
Female	14	14	100.00	0.00	42.86
Male	--	--	--	--	--
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	14	14	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.00	0.00	47.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	23	23	100.00	0.00	52.17
Female	14	14	100.00	0.00	50.00
Male	--	--	--	--	--
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	14	14	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	17	17	100.00	0.00	52.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	--	--	57.26	52.93	30.29	30.73

2023-24 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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
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.

2023-24 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. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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.

2024-25 Opportunities for Parental Involvement

Parents are an essential part of Captain Cooper School. Parents are involved in the educational community through participation in the Parent Club, School Site Council (SSC), English Language Advisory Committee (ELAC), and District English Language Advisory Committee (DELAC). The goal of the Parent Club is to support a positive school climate through enrichment activities. The Parent Club seeks parents' input regarding school policies, student activities, fundraisers, and extracurricular activities. The School Site Council is composed of parents and staff members. 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. The District English Language Advisory Committee advises 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 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	53	50	10	20.0
Female	30	28	8	28.6
Male	23	22	2	9.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	31	5	16.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	14	12	3	25.0
English Learners	11	11	1	9.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	36	35	8	22.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	2.59	2.97	1.89	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.08	0	0.07	0.08	0.07

2023-24 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
Non-Binary	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

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

2024-25 School Safety Plan

Captain Cooper School is committed to providing a safe physical, social, and emotional learning environment for our students. The school safety plan focuses on campus safety, emergency preparedness, character education, anti-bullying, and includes the school discipline plan. We implement a schoolwide social emotional learning (SEL) curriculum called Second Step.

2024-25 School Safety Plan

Restorative practices are emphasized as a critical component of the school discipline policy which has increased student ownership of behavior expectations. We also have 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. Upper grade student volunteers are trained to 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 regularly throughout the year focusing on specific drills each month. Parents are kept informed of emergency practices and student release 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.

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.

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		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	5	1		
1	10	1		
Other	14	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	6	1		
1	5	1		
Other	46			2

2023-24 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

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$129,739
Percent Difference - School Site and District	N/A	N/A	-199.3	-12.9
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	77.2	26.2

Fiscal Year 2023-24 Types of Services Funded

Our state and federal funds help to provide support programs, such as Title I Reading, Math, English language development programs, afterschool 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$73,009	\$54,930
Mid-Range Teacher Salary	\$114,223	\$85,386
Highest Teacher Salary	\$149,942	\$111,172
Average Principal Salary (Elementary)	\$200,124	\$136,564
Average Principal Salary (Middle)	\$227,394	\$141,339
Average Principal Salary (High)	\$200,276	\$153,241
Superintendent Salary	\$270,000	\$224,537
Percent of Budget for Teacher Salaries	30%	29%
Percent of Budget for Administrative Salaries	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 effective 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.

Professional Development

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, interest, or expertise. In addition, teachers and staff members participate regularly in collaboration focused on acquiring and studying best practices and strategies for the classroom. Staff members are increasingly becoming learning leaders in the area of their expertise, providing professional development with their peers .

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. 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 teaching and learning.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2 full days, 4 half-days	2 full days, 4 half-days	2 full days, 4 half-days