

Carmel River 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	Carmel River Elementary School
Street	4380 Carmel Valley Road
City, State, Zip	Carmel
Phone Number	8315246897
Principal	Therese Phillips
Email Address	tphillips@carmelunified.org
School Website	www.carmelriver.org/river
Grade Span	K-5
County-District-School (CDS) Code	California

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

Carmel River Elementary School provides students with an exceptional school experience that develops the potential of every student to positively impact society. All students engage in an academic program that is innovative, challenging, and relevant. The school embraces the philosophy that motivation and wellness are of paramount importance in fostering health and happiness. Carmel River School communicates to its students that with support and perseverance, anything is possible.

Currently, Carmel River Elementary School ranks 197 out of 5,859 public elementary schools in California as reported by U.S. News and World Report. Public School Review rates River 10/10 and in the top 10% of all California schools with five stars.

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The California Department of Education has twice granted River its coveted status of California Distinguished School in 2010 and 2014. It is our goal that within the next two years, River will receive this award once more and that its rankings continue to rise.

Goals

Carmel River Elementary School (River) is dedicated to providing our students with a comprehensive, holistic education. Our goals for this year continue to be:

- 1) to provide students with an innovative, challenging, and relevant education program;
- 2) to focus on personal wellness by creating happy and healthy learning environments for our students; and,
- 3) to offer our faculty and support staff quality professional development and support.

Education

Carmel River School continues its focus on innovative instruction. In Mathematics, our core academic focus this school year, we are in the second year of implementation of the i-Ready Classroom Mathematics Comprehensive Mathematics curriculum for Grades K–5. The goals for year two are to continue collaborating in grade-level meetings to analyze student work, share best practices, and resources, plan for future teaching and learning, build on success, and incorporate more components of i-Ready's digital platform.

When it comes to its commitment 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). This year, we are renewing our commitment to conserve our local watersheds, the bay, and the local national marine sanctuaries; and thus regain this designation once again.

Furthermore, with the support of our newly-formed Parent Teacher Organization, The Carmel River School Parent Teacher Organization (PTO), we are bringing back our three-day, two-night Residential Science Program for our fifth-grade students. Through this program, they will be applying The Next Generation Science Standards they learn in the classroom, in an authentic setting outdoors in nature. They will also be able to kayak the bay and see firsthand the environment and marine life they are trying to conserve.

In addition to the curriculum that the regular program provides, we offer Specialist Programs that include Physical Education, Science, Horticulture, Instrumental and Choral Music, Spanish, Technology, Art Instruction, Library, an elective program for accelerated learners, and significant support for underperforming students.

The River School Library is home to a collection of over 16,000 books, magazines, reference materials, and professional resources. All students in Transitional Kindergarten through Fifth Grade attend weekly library classes. All grades learn to independently check out age-appropriate literature and return materials promptly the following week according to established procedures. At River, our students: recognize and find folk tales, biographies, and other genres; become aware that the records for library resources are stored in the computer's online catalog (OPAC) and materials can be located by accessing these records; utilize library technology for research purposes, current events, and library resources; recognize, understand, and use library media vocabulary and terminology appropriate for their level; develop an understanding and appreciation for literature through exposure to various types of genres, book awards, and different authors and illustrators; expand their curiosities and understandings about the world through exposure to a variety of nonfiction materials.

All children at River School have general Music classes once a week. The curriculum consists of music from the GamePlan Curriculum for grades k-2, Be a Recorder Star in 3rd grade, Mallet Madness in 4th grade, and a study of American Music in 5th grade. Students learn basic note reading, music appreciation, and music history throughout their years at River School.

The music classroom has a full Orff-Schulwerk Instrumentarium consisting of Bass xylophones and metallophones, alto xylophone and metallophones, soprano xylophones and metallophones, glockenspiels, conga drums, hand percussion, recorders, and more. Children learn to play these percussion instruments to accompany the songs they sing.

Students in grades 4 and 5 may participate in the instrumental and choral program. Students meet once a week to play in band, orchestra, or sing in chorus. Performance opportunities include grade-level musicals that tap into the classroom curriculum and are performed throughout the school year. There are also multiple opportunities for performing off campus through our community partners.

The Horticulture Garden Program at River fosters in children a strong sense of natural history and an understanding of the life cycle, as well as supporting the Earth and Physical science curriculums. The Garden program encourages a greater awareness of how students connect with and affect our environment. This corner of the River School campus serves as a living laboratory where students engage in hands-on investigations and cultivate imagination, curiosity, and stewardship. Teachers weave the students' garden experiences into a rich multi-disciplinary curriculum integrating the biological sciences, social sciences, Spanish, and art. Kinder through third-grade students are involved in year-round science/gardening classes including composting, planting from seed, transplanting, monitoring, and harvesting their crops. These science classes address the NGSS standards for science. Additionally, the garden provides a Garden to Table Program wherein students learn how to

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cook food from the garden in lessons that support their math and social studies curriculum. They can continue their culinary education in specialized after-school classes or, if they prefer to get their hands dirty, take a gardening class. Informally, all students are welcome in the garden at free times in the day to explore, learn, and play. The garden serves as a wonderful "classroom" for students and adults to learn and work together, as well as a sanctuary for anyone who desires a peaceful moment with the natural world.

Physical Education significantly contributes to students' well-being; therefore, it is an instructional priority for the Carmel Elementary Schools and an integral part of our students' educational experience. High-quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves student self-confidence, and provides opportunities for advanced levels of physical fitness that are associated with high academic achievement.

Districtwide we create a physical education atmosphere that is friendly and challenging. Students learn that a healthy body creates a healthy mind. They learn to accept challenges, problem-solve, cooperate, and find enjoyment in physical activity. A successful student learns to value physical activity and participates regularly in vigorous activity outside of the school setting. The Instructors strive to foster a love for physical activity and provide the tools to ensure that each student can find their physical fitness niche.

Our Spanish program focuses on the claim that comprehensible input is the key to language acquisition. At River, we do this through the use of visual aids, gestures, facial expressions, music, movement, props, and puppets. Lessons are engaging and relevant while making students feel safe and confident to take risks in class. This year, we are incorporating more cultural experiences from the twenty-one Spanish-speaking countries of the world. Students will do so by creating and presenting reports that will include geography, customs, celebrations, foods, currency, etc. Students also will participate in virtual field trips to experience different Spanish-speaking countries using the Google My Maps tool. Virtual field trips allow students to experience events, celebrations, key figures, music, and additional information through video, text, audio, and maps.

The Technology Program at River supports student learning - especially regarding content instruction and expands the use of technology in higher-order thinking tasks, supports innovative uses of technology, and enhances assessment for learning. We integrate technology as a tool to allow students to engage in activities that enhance their opportunities for creativity, collaboration, critical thinking, and real-world applications. Our goal is for students to develop essential skills needed to use today's latest technology and productivity tools to create, edit, share, collaborate, and publish effectively - and, at the same time, do so in a positive, safe, legal, and ethical manner. We rely on the International Society for Technology in Education (ISTE) Technology Standards for Students to provide a framework for guiding instruction at Carmel River Elementary School. The ISTE standards cover the following seven core areas: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, and Global Collaborator.

River is truly a diverse school with twenty native languages spoken at home by its students. The languages spoken at River this year are Amharic, Arabic, Burmese, Cantonese, Danish, English, Farsi, French, German, Italian, Japanese, Korean, Mandarin, Portuguese, Punjabi, Russian, Spanish, Swedish, Tongan and Turkish. Our English Language Development Support Program helps our students who do not speak, read, write, or understand English well as a result of English not being their home language. The goal being to improve the English language skills of English Learner students, Immigrant students, and Migratory students and provide information to their parents about the services available.

After school, our PTO ensures that our students have even more opportunities to extend their learning through its After School Enrichment (ASE) program, which consists of various classes for students to enjoy and explore multiple interests. Classes include but are not limited to, Art, Chess, Legos, Spanish, Yoga, Soccer, Ultimate Frisbee, Tai Chi, Taiji, Knitting, Ballet Folklorico, Coding, Robotics, Literary Art, Sculpture and Three-Dimensional Art, Painting Landscapes, Games and Board Games, and Cooking.

Our district also offers quality child care outside the regular school day. The School Age Child Care Program, affectionately called River Rec, is open on regular school days, minimum days, and staff development days. The River Rec morning program is open from 7:00-8:40 am., and reopens from 2:00 to 6:00 pm.

Our district also provides highly qualified classroom aides to every general education classroom for at least two hours a day. Our TK class has a full-time aide.

Carmel River Elementary School is a community school with outstanding parent support. Parents volunteer their time in classrooms, at schoolwide events, and raise funds. Our PTO funds numerous programs and events such as the New Student and Family Welcome Playdate, regularly scheduled Coffee meets, the Welcome Picnic, The New Parent Party, The Fall Campout, the Fall and May Festivals, the Garden-to-Table Educational Program; Field Trips, Teacher Stipends, Farmers Markets, and Staff Recognition Events. This remarkable partnership between home and school greatly enriches our students' program.

River School uses a team approach in providing Response to Intervention and Special Education services to meet the needs of

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our students. Teachers and specialists work collaboratively to meet students' needs, providing interventions and adaptations as needed to address areas that require extra support. Learning specialists and program aides provide co-teaching or push-in support in regular classrooms and small-group targeted instruction in separate settings.

Wellness

At River, we 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 K-5 "Second Step" program, which aspires to instill in our students life skills that are instrumental to their socioemotional growth. Our Counseling staff engages with, advocates for, and provides support for all students with respect to learning and achievement. They are available to provide students with individualized reviews of their educational progress toward academic and/or career and vocational goals and, as appropriate, discuss social, personal, or other issues that may impact student learning.

Under the leadership and guidance of our School Counselor and our Social Worker, River provides a Multi-Tiered System of Support. Tier One support includes whole school activities such as Kindness Weeks, Assemblies, Classroom Lessons, Parenting Classes in Love and Logic, Morning Announcements modeling our schoolwide expectations, and Kelso's Choices.

Kelso's Choices provides a cognitive structure of nine tangible skills that can be used to solve small problems as it empowers students with the ability to determine their behavior, encouraging an internal locus of control, and appropriate problem ownership.

This is the second year River administration, certificated, classified and counseling staff have come together regularly to research and establish Schoolwide Expectations. They are: "At River, we are Safe, Kind, Respectful, and Responsible". This group has also further defined the purpose and role of our discipline student "Write Up" process as well as updated its "Caught Being Good" program. Preliminary data shows that students' undesirable behavior has diminished while positive behavior has improved. Posters describing the appropriate behaviors at all places in our school are in every classroom and every area where they apply at school in the form of highly visible banners that staff can refer to when redirecting student behavior. Our Principal also proactively supports Tier 1 implementation by constantly celebrating student success and providing support when meeting with students about behavior.

Tier Two Support at River provides targeted support to students who do not respond to Tier One interventions and who need additional support in a particular area until they can return to Tier One. Both our School Counselor and our Social Worker lead small group instruction to give our students additional opportunities to practice a skill and produce the desired outcomes. Our School Social Worker provides Tier Three support in the form of ongoing individual support to the small number of our students with the highest needs. She also provides Educationally Related Mental Health Services (ERMHS) to our students with Individualized Educational Plans (IEPs).

Both our School Counselor and our Social Worker work closely with general education teachers, special education teachers, parents, outside providers, district personnel and administrators to continually revise progress and goals for our students.

The implementation of the programs described above is accompanied by high-quality professional assistance and support so that staff feels wholly prepared to tackle the demands associated with the adoption of the programs. In Mathematics, we have contracted support from Curriculum Associates, the parent company of i-Ready to provide digital and in-person support and to measure implementation effectiveness. The River School Principal works closely with the district's Curriculum, Instruction, and Assessment Coordinator to ensure we stay on pace with our implementation plan. This is a three-year plan that clearly and objectively describes the goals, supports, measurement devices, and outcomes.

In Science, we are partnering with UC Berkeley's Lawrence Hall of Science and implementing their MARE Program. MARE stands for Marine Activities, Resources, and Education. The MARE program provides our faculty with instructional materials and resources, on-site modeling of ocean sciences activities with our students, and consulting, scheduling, and planning for whole-school immersions.

In Reading, this year, our TK and Kinders were able to participate in an in-depth training on the Heggerty Phonological Awareness program. Our faculty was afforded support for implementation of the phonemic awareness lessons in a classroom setting. The training also gave teachers a common language around the lessons, fidelity of implementation with the phonemic awareness skills, and consistency of instruction among classrooms.

All staff participated in the Inclusive Practices training which elaborated on previous training with regards to Least Restrictive Environment, Accommodations, Modifications, Inclusion, Inclusive Practices, models of Collaborative Teaching, Strength-based IEP Planning, Response to Intervention, Formative Assessments, Classroom Behavior, Social Skills, How to work with Aide support, and Cultivating relationships between the General Education and Special Education staff.

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About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	60
Grade 2	70
Grade 3	61
Grade 4	68
Grade 5	65
Total Enrollment	380

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.7
Asian	7.6
Filipino	0.3
Hispanic or Latino	15.8
Two or More Races	11.3
White	61.1
English Learners	2.1
Homeless	0.3
Socioeconomically Disadvantaged	9.7
Students with Disabilities	9.2

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/Incomplete/NA	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)	27.80	100.00	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	0.00	0.00	3.50	2.13	15831.90	5.67
Total Teaching Positions	27.80	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)	24.80	96.12	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	3.88	4.90	3.09	14303.80	5.15
Total Teaching Positions	25.80	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

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%

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

School Facility Conditions and Planned Improvements

Our facilities are approximately 70 years old and are properly maintained. Carmel River School has two playgrounds with playground structures installed and maintained to code. In 2023, we added two large structures to our upper playground. The lower field has an athletic field with natural grass.

Carmel River School has 20 regular classrooms. In addition to these rooms, we have a science lab, computer lab, library, two counseling rooms, and four rooms for special education, reading support, and English-language instruction programs.

The campus is aesthetically pleasing and clean and it perfectly showcases the amazing natural backdrop. It is common for our students to see from the playground the following wildlife: geese, sheep, cranes, snowy egrets, and deer.

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 8:40 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 parents or designated adults.

Year and month of the most recent FIT report

7/12/2023

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: Stained ceiling tile 10: Hole in wall by door 13: Holes in wall by door, bubbler not working correctly 2: Stained ceiling tile 23: Stained ceiling tile 26: Drinking fountains by restrooms inop, paint touch up in side boys restroom, doors to both restrooms sag, soap dispenser leaking in girls restroom 29: Hole in wall by door, bubbler not working correctly 3: Replace backsplash at sink 5: Grills rusted on both restroom doors, vent fan grill in girls restroom broken 7: Stained ceiling tile, split post at walkwy 8: Stained ceiling tile, rotted beam at walkway, paper towel dispenser inop Library: Stained ceiling tile, rotted beam at walkway
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			24: 1 section of lights inop 27: Section of lights flickering
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			13: Holes in wall by door, bubbler not working correctly 16: Bubbler not working correctly 26: Drinking fountains by restrooms inop, paint touch up in side boys restroom, doors to both restrooms sag, soap dispenser leaking in girls restroom 29: Hole in wall by door, bubbler not working correctly

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			7: Stained ceiling tile, split post at walkwy 8: Stained ceiling tile, rotted beam at walkway, paper towel dispenser inop Library: Stained ceiling tile, rotted beam at walkway
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			26: Drinking fountains by restrooms inop, paint touch up in side boys restroom, doors to both restrooms sag, soap dispenser leaking in girls restroom 5: Grills rusted on both restroom doors, vent fan grill in girls restroom broken

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)	73	79	73	72	46	47
Mathematics (grades 3-8 and 11)	74	80	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	204	202	99.02	0.98	78.61
Female	92	92	100.00	0.00	86.96
Male	112	110	98.21	1.79	71.56
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	88.89
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	76.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	27	100.00	0.00	77.78

White	127	125	98.43	1.57	77.60
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	87.50
Socioeconomically Disadvantaged	31	31	100.00	0.00	80.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	33.33

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	204	202	99.02	0.98	79.70
Female	92	92	100.00	0.00	80.43
Male	112	110	98.21	1.79	79.09
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	83.33
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	70.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	27	100.00	0.00	74.07
White	127	125	98.43	1.57	82.40
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	75.00

Socioeconomically Disadvantaged	31	31	100.00	0.00	87.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	42.11

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)	48.33	48.57	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	70	70	100.00	0.00	48.57
Female	34	34	100.00	0.00	50.00
Male	36	36	100.00	0.00	47.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
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	13	13	100.00	0.00	53.85
White	43	43	100.00	0.00	51.16
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
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.

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
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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.

2024-25 Opportunities for Parental Involvement

Our school has an active Parent Teacher Organization and PTO 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 PTO annually allocates funds to support the enrichment of educational programs, which require significant parent support. These programs include the Fall Festival, 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 PTO via their web page:

<https://www.carmelunified.org/domain/135>.

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, movie nights, and hikes. River Dad events are open to all River School students and all their parents. More information can be obtained at <https://riverdads.org/>

Our school also establishes a School Site Council (SSC) to conduct a comprehensive needs assessment, including an analysis of verifiable state and local data, and participate in the development and approval of the school's SPSA.

The SPSA is a strategic plan that outlines specific and measurable goals at the school site to increase student achievement. The SPSA aligns with the local educational agency's (LEA's) Local Control and Accountability Plan (LCAP) process as they both help support continuous cycles of action, reflection, and improvement.

In conclusion, at River, parents play a huge part in the academic experience their children receive. They are encouraged, welcomed, and acknowledged for their significant support.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	398	394	29	7.4
Female	177	176	5	2.8
Male	221	218	24	11.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	66	64	7	10.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	44	44	4	9.1
White	242	240	17	7.1
English Learners	13	12	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	58	56	5	8.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	47	46	7	15.2

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	1.26	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	1.26	0.00
Female	0.00	0.00
Male	2.26	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.33	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	2.27	0.00
White	1.24	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	2.13	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

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,

2024-25 School Safety Plan

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 2024.

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	21	1	2	
1	17	3		
2	22		3	
3	18	4		
4	17	4		
5	19	4		

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	14	4		
1	18	4		
2	19	3		
3	22		3	
4	23		3	
5	21		3	

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	13	3		
1	20	3		
2	18	4		
3	20	1	2	
4	23		3	
5	22		3	

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	380

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)	1
Library Media Teacher (Librarian)	1
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	\$19,382	\$5,699	\$13,683	\$124,356
District	N/A	N/A	\$13,821,246	\$129,739
Percent Difference - School Site and District	N/A	N/A	-199.6	-4.2
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	23.8	34.6

Fiscal Year 2023-24 Types of Services Funded

Our school receives monies from outside sources for specific programs and services. In the school year 2023 - 2024, we received funds to help raise the proficiency levels of our students in English Language Arts, Mathematics, and our new TK Program.

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

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 enjoy additional professional growth days to support site and district goals. Carmel River School has a full-time Teacher on Special Assignment dedicated to working with teachers to meet individual, school, and district goals. We also have a full-time intervention teacher who coordinates all interim assessments and the school's Intervention program.

Professional Development

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