SARC

School Accountability Report Card 2018-19
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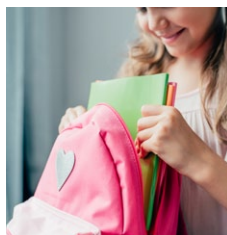
Captain Cooper Elementary School

Grades TK-5
CDS Code 27-65987-6026025

Elisa Tacconi
Principal
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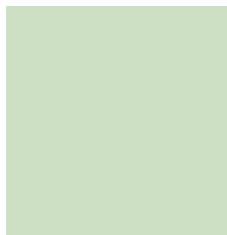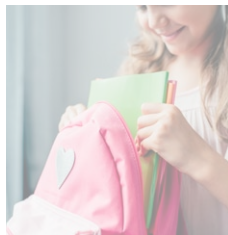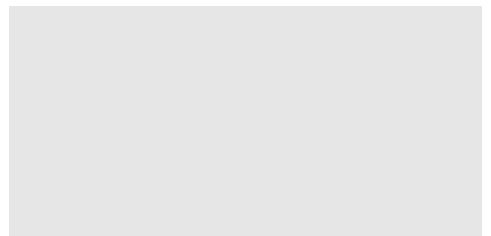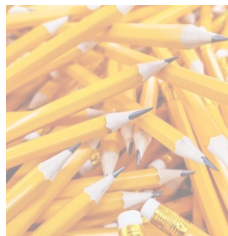(831) 667-2452

www.captaincooper.org

Para español, visita www.carmelunified.org

Carmel Unified School District
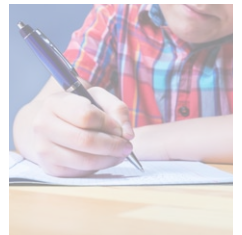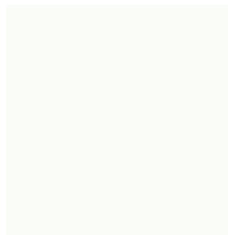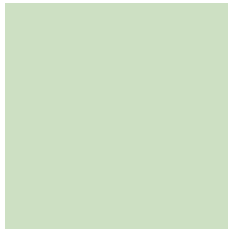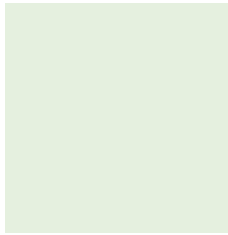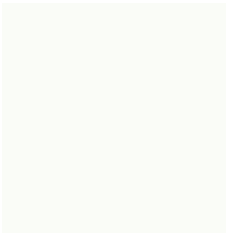
Principal's Message

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

The focus of the 2018-19 school year was supporting learning for all students. It is our goal to continue to expand and facilitate student learning experiences academically, socially, emotionally and behaviorally. We have continued to deepen our knowledge and implementation of Guided Language Acquisition Development (GLAD) strategies for English learners. Additionally, we integrated Kelso's Choices, Character Pillars and Restorative Justice practices to continue to promote a school culture that fosters respect and empowers individuals to build positive relationships and social skills.

Each member of the Captain Cooper School team uniquely contributes to the development of well-rounded students. Our students have weekly opportunities to participate in specialized art, garden, music, STEAM (Science, Technology, Engineering, Art and Math), and physical education classes. Our school counselor supports the character development program through schoolwide assemblies, friendship groups and training conflict managers to support positive playground choices. All staff members work together to recognize and promote the strong character development of students through recognition of exemplary character, classroom meetings and student-to-student conflict resolution. In addition, the Captain Cooper Parent Club and English Language Advisory Committee (ELAC) work to support additional learning opportunities. The Captain Cooper Parent Club supports events and experiences such as water safety and swimming for students in grades 3-5, schoolwide poetry, as well as multicultural dance and music experiences.

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

Our strong community connection is the key to the success of our students. Families, students, staff and local community members are essential in supporting our students in realizing their fullest potential. Community members continued to volunteer to read with students on a weekly basis, local businesses supported and participated in school events and offered resources to support learning.

Elisa Tacconi

Principal

School Mission Statement

Captain Cooper Elementary School develops students who take ownership of learning and seek challenges, internalizing habits of learning and good character, confidently communicating and seeking interactions (collaborating) with the purpose of growth, by planning instruction and designing learning environments that are safe, fun and engaging, that promote learning through problem-solving and creativity, and value learning that extends to the outside world.

School Vision Statement

Captain Cooper students are self-motivated and passionate learners who are curious, creative, and confident problem solvers who persevere through life and learning as people of positive character.

Parental Involvement

Parents are an essential part of Captain Cooper. There are several ways for parents to be involved in the educational community through involvement in Parent Club, School Site Council and English Language Advisory Committee. The goal of the Parent Club is to support a positive school climate through the support of enrichment activities. The Parent Club seeks the involvement of all parents to provide input regarding school policies, student activities and fundraisers. The School Site Council is composed of parents and staff members, and it plans and monitors the School Plan for Student Achievement (SPSA) and Comprehensive School Safety Plan. The ELAC is a parent committee that convenes to provide input regarding school policy and plans and addresses topics related to children who speak a language other than English as their home language. In addition, the ELAC advises the School Site Council on the SPSA. For more information on how to become involved, please contact the school at (831) 667-2452.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

The Carmel Unified School District community produces lifelong learners who are prepared for the challenges of higher education, the workplace and their role as citizens of an ever-changing global community.

Governing Board

Karl Pallastrini, President
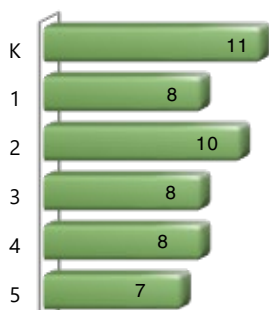
Sara Hinds, Clerk

Tess Arthur, Member

Todd Weaver, Member

Annette Yee Steck, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

Grade	Enrollment
K	11
1	8
2	10
3	8
4	8
5	7

Carmel Unified School District

We are thankful for the generous support of our schools by our community and for the tremendous level of involvement by our parents. We truly believe that our ultimate success is dependent upon the strength of these two vital partnerships. At a board retreat, members of the Board of Education expressed their gratitude for the following:

- Our focus on academic excellence
- Our use of resources to provide a rich educational experience for all students
- Our implementation of layers of intervention strategies designed to foster the success of all students
- Our teachers, who are committed to doing whatever it takes to support the success of all students within a rigorous, standards-based curriculum
- Our support staff, who are committed to ensuring that the needs of all students are met and that our systems are effective and efficient
- Our leadership and governance teams, who are dedicated to providing the best educational opportunities for our students
- Our parents, who involve themselves in every aspect of their children's education
- Our community, whose support we depend upon in countless ways
- Our amazing, multitalented students!

Each of these elements plays a powerful role in the quality of our educational program. More importantly, their collective contributions make Carmel Unified one of the best public school systems in California and, indeed, the nation.

Enrollment by Student Group

The total enrollment at the school was 52 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2018-19 School Year

No Response 5.8%
Two or More Races 3.8%
White 13.5%
Hispanic or Latino 76.9%
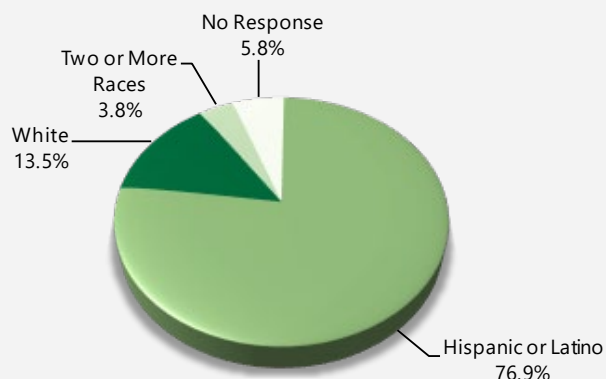
Socioeconomically disadvantaged	84.60%
English learners	40.40%
Students with disabilities	3.80%
Foster youth	0.00%
Homeless	0.00%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size — Three-Year Data

Legend: ■ 16-17 □ 17-18 ■ 18-19

Grade	16-17	17-18	18-19
TK-K			9
K		11	
K-1	9		
1		10	
1-2			19
2-3	17		15
3-4			17
4		9	
4-5	13		
5		16	8
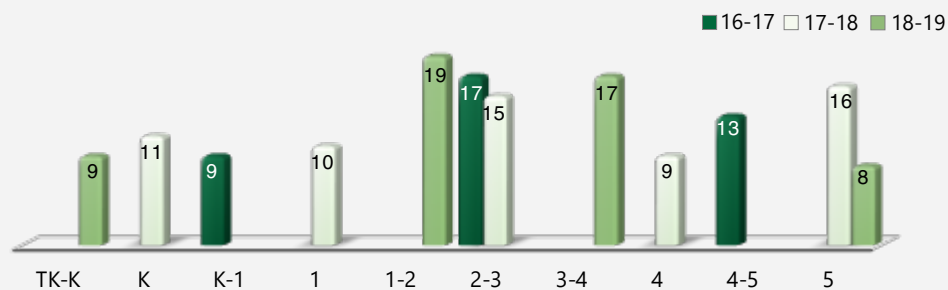
Number of Classrooms by Size — Three-Year Data

Grade	2016-17			2017-18			2018-19		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK-K							1		
K				1					
K-1	2								
1				1					
1-2							1		
2-3	1			1					
3-4							1		
4				1					
4-5	2								
5				1			1		

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Captain Cooper ES		Carmel USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Captain Cooper ES		Carmel USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	41%	38%	81%	79%	50%	51%
Mathematics	38%	25%	68%	70%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

| California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Captain Cooper ES
	Grade 5
Four of six standards	❖
Five of six standards	❖
Six of six standards	❖

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.
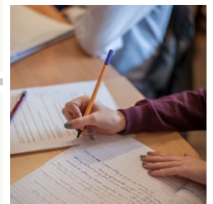
CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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.

✧ Not applicable.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	25	24	96.00%	4.00%	37.50%
Male	11	10	90.91%	9.09%	40.00%
Female	14	14	100.00%	0.00%	35.71%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	18	18	100.00%	0.00%	33.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	21	21	100.00%	0.00%	33.33%
English learners	19	19	100.00%	0.00%	31.58%
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	25	24	96.00%	4.00%	25.00%
Male	11	10	90.91%	9.09%	30.00%
Female	14	14	100.00%	0.00%	21.43%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	18	18	100.00%	0.00%	22.22%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	21	21	100.00%	0.00%	23.81%
English learners	19	19	100.00%	0.00%	21.05%
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
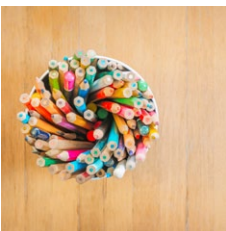
Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/11/2019

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and 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 September our governing board holds a public hearing to adopt a resolution of instructional materials sufficiency.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	**Textbook**	**Adopted**
Reading/Language Arts	*Wonders*, Macmillan/McGraw-Hill	2018
Mathematics	EnVisionMath Common Core, Pearson	2013
Science	*California Science*, Macmillan	2007
Science	*Comprehensive Science Assessment*, Options Publishing	2007
History/Social Science	*Studies Weekly California Edition*, Studies Weekly Publications (K-3)	2019
History/Social Science	*Social Studies Alive!*, TCI (4-5)	2019

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Professional Development

Captain Cooper School staff members participate regularly in opportunities for professional development. As lifelong learners, staff members seek to continually develop their understanding of promising practices and further develop their skills and knowledge. Areas of professional learning are identified for individual and group growth, guided by the School Plan for Student Achievement, which is informed by assessment results that help determine student needs and areas for improvement. For the 2019-20 school year, the areas of focus are: schoolwide positive behavior systems, social-emotional learning and the Second Step program, the new social studies curriculum programs, math instructional practices, and GLAD training for English learner teaching strategies.

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

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

Professional Development Days		Three-Year Data	
	2017-18	**2018-19**	**2019-20**
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

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Poor
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Fair
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	7/29/2019
Date of the most recent completion of the inspection form	7/29/2019

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Interior	Replace broken and stained ceiling tile.	8/25/2019
Electrical	Replace missing diffuser on light in storeroom.	10/1/2019

School Facilities

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

Classrooms are equipped with an LCD projector 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 offers library experiences to students on a weekly basis.

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.

School Safety

Captain Cooper School maintains a strong emphasis on safety. We are committed to providing a safe physical, social and emotional learning environment for all of our students. The school safety plan focuses on campus safety and emergency preparedness, as well as character education, anti-bullying and school discipline policy. During the 2019-20 school year, we will be implementing a new social emotional learning (SEL) curriculum called Second Step. We will be identifying critical components of the school discipline policy that will increase student ownership of behavior expectations. In addition, we will be introducing ALICE (alert, lockdown, inform, counter, evacuate) safety guidelines for school safety in critical incident situations.

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

The physical campus is maintained in 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 full- and part-time staff member has a crisis-team assignment. We hold staff safety training at the beginning of the school year, and throughout each year, and inform parents of emergency procedures. The principal and classroom teachers train students to respond to the possibility of hostile intruders, earthquakes, fires and floods through scheduled drills throughout the school year. We conduct trial student-release drills annually. An adequate supply of emergency equipment is located on-site. The school is also equipped with an emergency generator and portable heaters.

The school safety plan was last reviewed, updated and discussed with the school faculty in November 2019.

Types of Services Funded

Our state and federal funds help to provide support programs, such as Title I Reading, Math, English language development 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 the Carmel Valley Rotary, local Big Sur businesses and residents, and the Big Sur Marathon.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.20
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.10
Psychologist	0.05
Social worker	0.00
Nurse	★
Speech/language/hearing specialist	0.10
Resource specialist (nonteaching)	0.50

School Facilities

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 will be 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 opportunity for hands-on experiential learning as students learn about environmental stewardship, horticulture and science concepts. The school plant is situated within a redwood forest clearing and California State Parks land.

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

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Carmel USD	Captain Cooper ES		
Teachers	**19-20**	**17-18**	**18-19**	**19-20**
With a full credential	157	7	7	8
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Captain Cooper ES		
Teachers	**17-18**	**18-19**	**19-20**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

✧ Not applicable.

★ On call, as needed.

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Carmel USD	**Similar Sized District**
Beginning teacher salary	$61,794	$46,208
Midrange teacher salary	$96,678	$72,218
Highest teacher salary	$126,911	$92,742
Average elementary school principal salary	$160,810	$134,864
Average middle school principal salary	$175,531	$118,220
Average high school principal salary	$172,422	$127,356
Superintendent salary	$255,000	$186,823
Teacher salaries: percentage of budget	31%	33%
Administrative salaries: percentage of budget	6%	6%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Captain Cooper ES	$18,973	$115,116
Carmel USD	$13,425	$118,439
California	$7,507	$72,949
School and district: percentage difference	+41.3%	-2.8%
School and California: percentage difference	+152.7%	+57.8%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	$27,184
Expenditures per pupil from restricted sources	$8,211
Expenditures per pupil from unrestricted sources	$18,973
Annual average teacher salary	$115,116

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Captain Cooper ES			
	16-17	**17-18**	**18-19**
Suspension rates	0.0%	1.5%	3.8%
Expulsion rates	0.0%	0.0%	0.0%
Carmel USD			
	16-17	**17-18**	**18-19**
Suspension rates	3.0%	1.8%	2.5%
Expulsion rates	0.0%	0.1%	0.2%
California			
	16-17	**17-18**	**18-19**
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%