

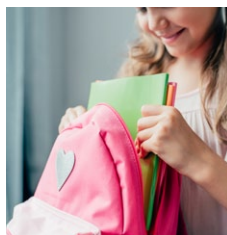
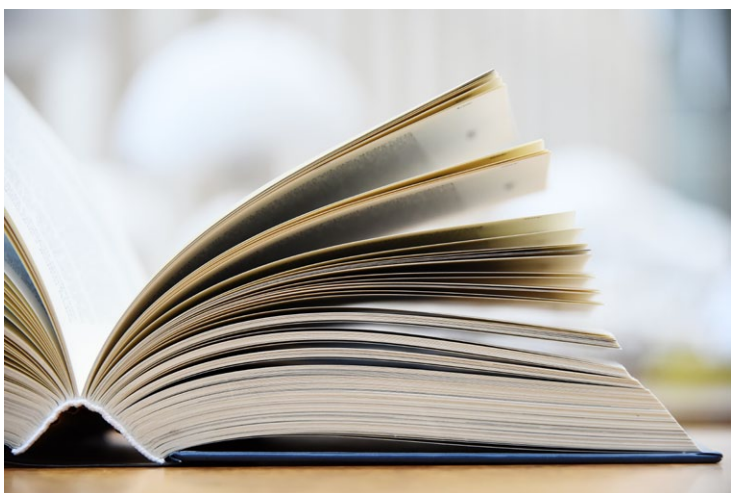
Carmel River Elementary School

Grades K-5
CDS Code 27-65987-6026041

Jay Marden
Principal
jmarden@carmelunified.org

Monte Verde Street and 15th Avenue
Carmel, CA 93923
(831) 624-4609

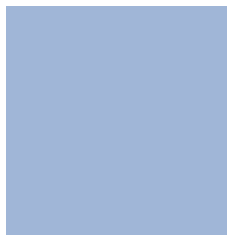
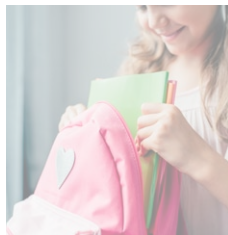
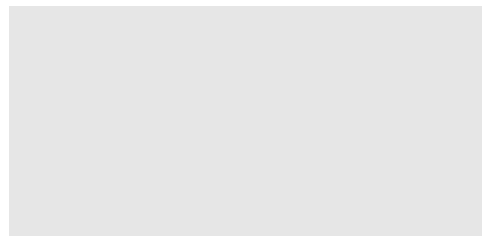
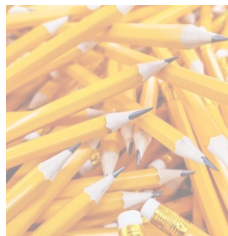
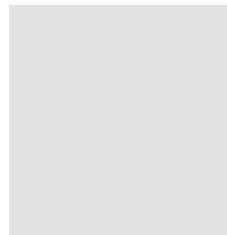
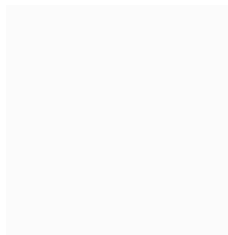
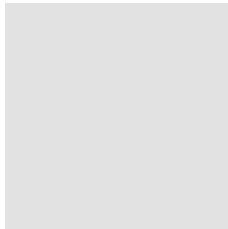
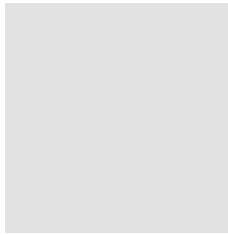
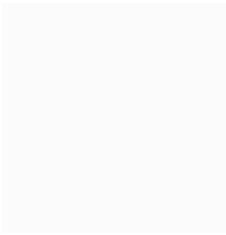
www.carmelriver.org/river



Carmel Unified School District

4380 Carmel Valley Road Carmel, CA 93923 ▪ www.carmelunified.org

Dr. Barbara Dill-Varga, Superintendent ▪ bdillvarga@carmelunified.org ▪ (831) 624-1546





Principal's Message

At Carmel River Elementary School, we are dedicated to providing our students with a comprehensive, holistic education. In addition to the curriculum that the regular program provides, we offer specialist programs that include physical education, science, outdoor education, instrumental and choral music, Spanish, technology, library, an elective program for accelerated learners and significant support for underperforming students.

One of our top two school goals this year is to provide students with an innovative, challenging and relevant education program. A second goal focuses on personal wellness as we aspire to create happy and healthy learning environments for our students. Our third and final goal is to offer teachers and support staff professional development necessary to achieve the goals written above.

As we plan for the 2019-20 school year, we will continue to focus on innovative instruction, particularly as it pertains to project-based learning (PBL). One of the recent successes our students experienced with PBL, the elimination of plastic straws and single use plastic utensils in Carmel-by-the-Sea, was a direct result of our students lobbying the city for the adopted ordinance that banned these items. We will also continue to focus on student wellness as we instruct and empower students to engage in mood regulation through mindfulness education. Our commitment to wellness is further reinforced by our school's newly adopted K-5 "Second Step" program, which will result in our students acquiring life skills instrumental to their socioemotional growth.

Our school is dedicated to protecting the environment and specifically the oceans. Carmel River School has been recognized four separate years as an Ocean Guardian School by the National Oceanic and Atmospheric Administration (NOAA) for its student-led efforts to reduce marine debris. The school's environment club, "Blue Crew," involves students in this important mission as it commits to activities designed to raise the community's awareness about the need to protect the oceans.

Carmel River School has a Parent Teacher Association (PTA) afterschool program that consists of various enrichment classes for students, including but not limited to, art, chess, Legos, claymation, theater and cooking.

Parents provide valuable support by volunteering in classrooms and raising funds. The PTA funds programs such as May Festival, Holiday Program, Oceans' Month, STEM Assemblies, Children's Garden, field trips, teacher stipends, and other activities and events. This partnership between home and school greatly supports school success and enriches our students' program.

In recent years, Carmel River School has twice received the Best School award by the local newspaper, the Carmel Pine Cone. I am also the proud recipient of the Carmel Pine Cone's Principal of the Year award for 2018. Carmel River School has also been awarded the highly acclaimed California Distinguished School award in 2010 and 2014. Finally, Carmel River School once again received the Educational Results Partnership (ERP) and the Campaign for Business Excellence award, which is given to very high-performing schools and results in being placed on the organization's honor roll program.

Jay Marden

Principal

School Mission Statement

Carmel River School's mission is to provide students with an exceptional academic foundation that will prepare them for the demands of a 21st century education and career. Carmel River School offers students an academic program that is innovative, challenging and relevant. The school promotes and values the role that motivation and wellness play in helping students achieve school and district goals. Carmel River School communicates to its students that with support and perseverance, anything is possible.

Parental Involvement

Our school has an active School Site Council, Parent Teacher Association and PTA executive board. We encourage parents to volunteer on our campus to support teacher goals for instruction. Carmel River School frequently solicits parent chaperones to accompany classes on several field trips taken throughout the school year. Our PTA annually allocates funds to support the enrichment of educational programs, which require significant parent support. These programs include the Fall Festival, Holiday Program, May Festival, Ocean Festival, Talent Show, Art Show and promotion ceremonies. Parents who wish to get involved should contact the school directly to learn about volunteer opportunities, or contact the PTA via the school's web page, www.carmelriver.org/river. Fathers at our school are encouraged to join our River Dads club, which organizes and facilitates many enriching events at our school, including an overnight campout, school dinners and movie nights.

For more information on how to become involved at the school, please contact PTA President Kati Enea at katienea@yahoo.com.

School Safety

We evaluate and revise our safety plan annually. The emergency plan is updated in the fall, and the emergency response teams, each with a designated responsibility, review the various roles with the principal. We hold monthly fire safety drills, quarterly earthquake drills and two Active Shooter drills annually. The school safety plan was last reviewed, updated and discussed with the school faculty in October 2019.



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

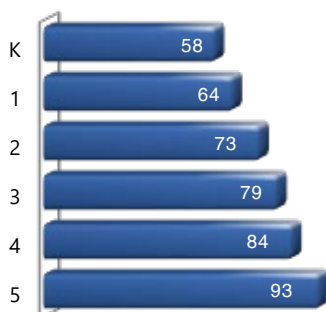
Todd Weaver, Member

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



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!

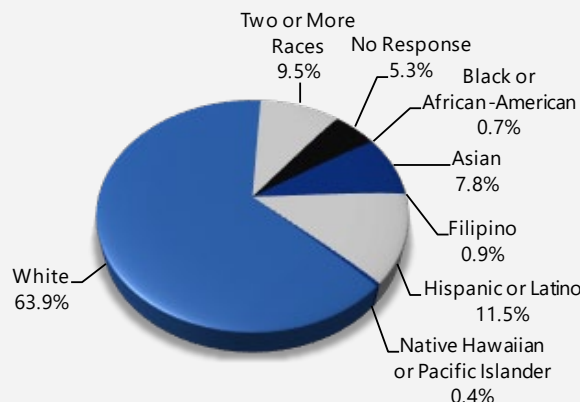
Each of these elements plays a powerful role in the quality of our educational program. More importantly, their collective contributions make Carmel Unified one of the best public school systems in California and, indeed, the nation.

Enrollment by Student Group

The total enrollment at the school was 451 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



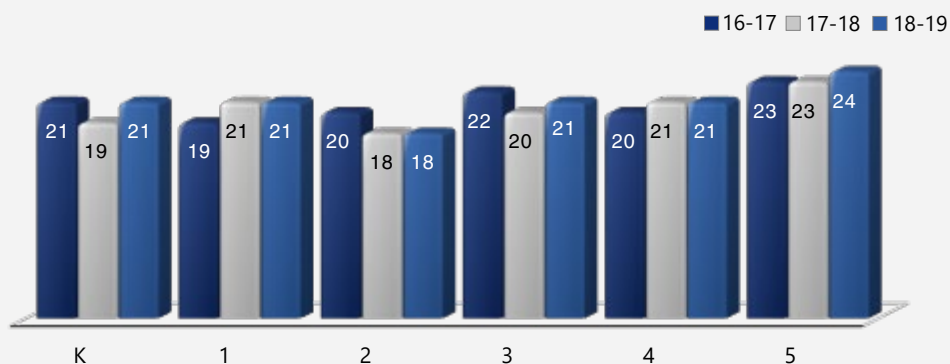
Socioeconomically disadvantaged	8.00%
English learners	2.70%
Students with disabilities	6.00%
Foster youth	0.00%
Homeless	0.20%

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



Number of Classrooms by Size

Three-Year Data

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



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	
	Carmel River 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	
	Carmel River ES		Carmel USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	79%	85%	81%	79%	50%	51%
Mathematics	76%	83%	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		Carmel River ES
		Grade 5
Four of six standards		14.7%
Five of six standards		25.4%
Six of six standards		47.4%

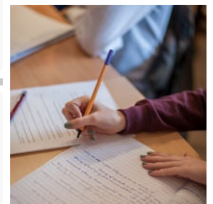
California Assessment of Student Performance and Progress (CAASPP)

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.

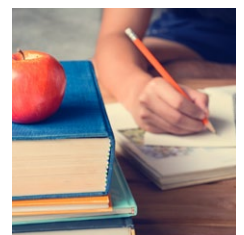
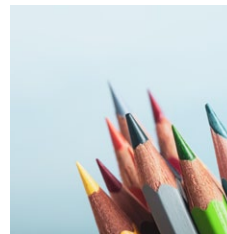
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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.

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	262	260	99.24%	0.76%	84.62%
Male	127	127	100.00%	0.00%	81.10%
Female	135	133	98.52%	1.48%	87.97%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	23	23	100.00%	0.00%	86.96%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	27	26	96.30%	3.70%	80.77%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	172	171	99.42%	0.58%	84.21%
Two or more races	21	21	100.00%	0.00%	90.48%
Socioeconomically disadvantaged	22	22	100.00%	0.00%	81.82%
English learners	14	14	100.00%	0.00%	64.29%
Students with disabilities	23	23	100.00%	0.00%	39.13%
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.

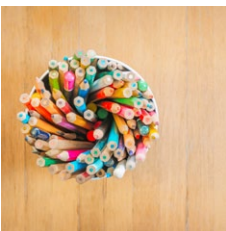
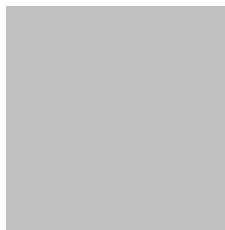




CAASPP Results by Student Group: Mathematics (grades 3-5)

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	262	260	99.24%	0.76%	82.69%
Male	127	127	100.00%	0.00%	84.25%
Female	135	133	98.52%	1.48%	81.20%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	23	23	100.00%	0.00%	86.96%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	27	26	96.30%	3.70%	73.08%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	172	171	99.42%	0.58%	85.38%
Two or more races	21	21	100.00%	0.00%	71.43%
Socioeconomically disadvantaged	22	22	100.00%	0.00%	72.73%
English learners	14	14	100.00%	0.00%	71.43%
Students with disabilities	23	23	100.00%	0.00%	30.43%
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	✧
Foreign language	✧
Health	✧

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

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

Professional Development

Teachers meet every other week at each grade level for an 80-90-minute collaboration period to discuss instructional strategies, student work and the effectiveness of our programs. Our certificated staff members participate in two staff development days during the school year and four minimum days. Grade levels also request and enjoy additional professional growth days to support site and district goals. This year, Carmel River School is carefully monitoring progress toward meeting the school goals established by the School Site Council. In addition, Carmel River School is participating in staff development that focuses on personal wellness, social studies, math, science and safety. Carmel River School has a full-time instructional coach dedicated to working with teachers to meet individual, school and district goals.

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. All teachers participate in peer observations to learn from one another and implement shared, best instructional practices. New teachers receive support through a district mentoring program. Teachers in need of improvement participate in the Peer Assistance and Review program.

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	

✧ Not applicable.

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





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		Good
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		7/9/2019
Date of the most recent completion of the inspection form		7/9/2019

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
Systems	Replace damaged grill on furnace.	10/1/2019
Interior	Replace stained ceiling tile	10/1/2019
External	Adjust door binding; treat and paint rusting door vents.	10/1/2019

Types of Services Funded

Our school receives state monies for specific programs and services. In 2018-2019, we received funds through the School and Library Improvement Block Grant to help raise the proficiency levels of our underperforming students in mathematics and English language arts.

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.

School Facilities

Our facilities are approximately 64 years old and in excellent condition thanks to a local school bond passed in 2001. In the construction that followed, each classroom and bathroom was completely remodeled. In addition to modernization, we have constructed a two-lane, synthetic running track around our lower field. Carmel River School has two playgrounds with playground structures that are less than 11 years old. In 2009-10, we built a new wing of classrooms, and constructed a multipurpose room in 2012 using funds from the second of two school bonds that passed in 2005. The final phase of construction took place in 2012-13 when we built five classrooms, including a science laboratory, computer laboratory, an art and advanced-learner room, and special-education and reading-support rooms.

Carmel River School has 22 regular classrooms. In addition to these rooms, we have a science lab, computer lab, library, counseling room, and four rooms for special education, reading support, and English-language instruction programs.

In the summer of 2012-13, we replaced portable classrooms with the new wing described above. There are two playgrounds on campus, upper and lower, the latter having a large athletic field. There are multiple large playground units on both playgrounds. The structures range in age from one to 15 years old.

Complementing the aesthetically pleasing and clean campus and buildings, the school has murals including, but not limited to, a beautiful student-created ocean mural composed of thousands of student-collected plastic bottle tops.

Carmel River School has a full-time custodial staff consisting of one daytime custodian, two nighttime custodians, a landscaper, a maintenance crew and an IT team that responds quickly and efficiently to school needs. The principal and custodial staff monitor the campus daily to ensure that it is clean and safe. A safety committee conducts thorough inspections of the campus three times a year to make sure the grounds and facilities exceed safety standards.

Teachers supervise students before school, 15 minutes before instruction begins at 8:25 a.m. Teachers also monitor the school's pickup and drop-off lane and bus zone before and after school to promote student safety. Instructional aides are responsible for supervising students during recess and lunch periods. After school, students are required to exit campus unless they are accompanied and monitored by their parent or designated adult.



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)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	2.0
Psychologist	0.5
Social worker	0.0
Nurse	0.8
Speech/language/hearing specialist	0.8
Resource specialist (nonteaching)	2.0

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	Carmel River ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	157	28	28	27
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		
		Carmel River 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

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.

Suspensions and Expulsions						Three-Year Data			
	Carmel River ES			Carmel USD			California		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspension rates	1.0%	0.6%	0.2%	3.0%	1.8%	2.5%	3.6%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.2%	0.1%	0.1%	0.1%



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%

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
Carmel River ES	\$12,664	\$125,319
Carmel USD	\$13,425	\$118,439
California	\$7,507	\$72,949
School and district: percentage difference	-5.7%	+5.8%
School and California: percentage difference	+68.7%	+71.8%

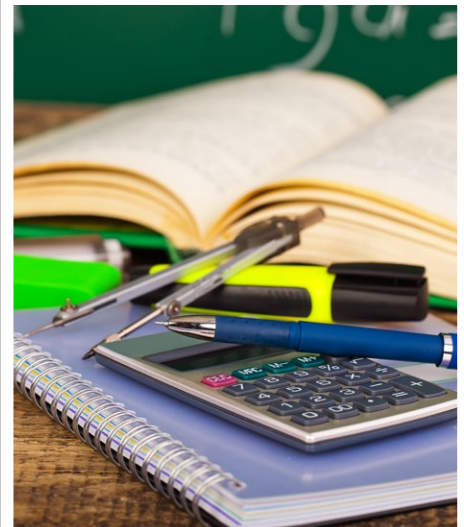
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

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	\$16,492
Expenditures per pupil from restricted sources	\$3,828
Expenditures per pupil from unrestricted sources	\$12,664
Annual average teacher salary	\$125,319



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.

School Accountability Report Card

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