K.L. Carver Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

• For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

• For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	K.L. Carver Elementary School
Street	3100 Huntington Dr.
City, State, Zip	San Marino, CA 91108-2702
Phone Number	626.299.7080
Principal	Elizabeth Hollingsworth
E-mail Address	lizhollingsworth@smusd.us
Web Site	
Grades Served	K-5
CDS Code	19649646022495

District Contact Information	
District Name	San Marino Unified School District
Phone Number	626.299.7000
Superintendent	Dr. Alex Cherniss
E-mail Address	superintendent@smusd.us
Web Site	www.smusd.us

School Description and Mission Statement (Most Recent Year)

Mission and Program Offerings

K.L. Carver Elementary School's mission is to create and maintain a nurturing learning environment that:
• Enables students to make well reasoned choices;
• Inspires living with integrity and concern for others;
• Cultivates appreciation for lifelong learning; and
• Increases adaptability to change in a diverse, ever changing world.

With 585 students, K.L. Carver Elementary School offers a challenging educational program that is closely matched with the developmental and educational needs of each child. Instruction is grounded in rigorous content that goes far beyond the basics. Well-trained professionals effectively use high quality instructional materials aligned to Common Core State Standards. Students become literate seekers of knowledge who develop competent critical thinking, problem-solving, and communication skills. These skills are applied in core content areas including reading/English-language arts, mathematics, social studies, science, visual and performing arts, and health/physical education. Carver also was named a California Distinguished School in 2014, in recognition of our school's consistent standing in the top ten percent of all California schools based on students' standardized test results and other outstanding factors.Carver School won the prestigious National Blue Ribbon Award in 2005, an honor bestowed by the U.S. Department of Education.

All students have access to the core curriculum. In both the mainstream and special programs, those students with special needs (English learners, gifted/talented, and individuals with special needs) receive customized support designed to access the core curriculum in ways best suited to individual learning styles.

Invigorating, creative teaching and learning occur in a safe environment where positive attitudes and behavior are expected and achieved. Good citizenship and personal accountability for behavior are an integrated part of every activity.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	107
Grade 1	77
Grade 2	102
Grade 3	94
Grade 4	105
Grade 5	126
Total Enrollment	611

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	62.8
Filipino	2.1
Hispanic or Latino	9.7
White	16.7
Two or More Races	8
Socioeconomically Disadvantaged	2.5
English Learners	18.7
Students with Disabilities	12.4
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	26	28	33	158
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 8, 2015

Students enjoy quality texts, supplementary materials, and other instructional resources that complement the standards based instruction. Every student has access to textbooks, including English Language Learners and students with other special needs. The San Marino Unified School District adopted new Common Core based math materials for 2014-15.

Textbooks used in Reading/Language Arts (2003), Mathematics (2014), Social Studies (2006), and Science (2007) are standards based.

On September 8, 2015, the Governing Board certified there are sufficient standards-based texts, purchased within the most recent framework cycles, to be in compliance with Education Code Section 60119, 60442, and the Williams Settlement (SB 550 and AB 831). For a complete accounting of texts see:

http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	See: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652	No	0
Mathematics	See: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652	Yes	0
Science	See: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652	No	0
History-Social Science	See: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Carver School facilities are well maintained in a manner that is clean, safe, and functional. The academic facilities are comfortable, spacious, air-conditioned, and well designed for instruction.

A School Facility Conditions Evaluation is done each year by the Director of Maintenance and Operations. A copy of the Facility Inspection Tool (FIT) can be found at: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29923&pREC_ID=23643

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/7/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/7/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10/7/2015				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	83	82	44
Mathematics	83	82	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	3	96	95	99.0	4	12	15	69
	4	104	102	98.1	8	10	30	52
	5	127	127	100.0	7	10	37	46
Male	3		46	47.9	4	13	20	63
	4		52	50.0	10	17	31	42
	5		73	57.5	7	18	41	34

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		49	51.0	4	10	10	76
	4		50	48.1	6	2	30	62
	5		54	42.5	7	0	31	61
Black or African American	5		2	1.6	--	--	--	--
Asian	3		60	62.5	5	8	8	78
	4		60	57.7	10	5	30	55
	5		84	66.1	5	7	35	54
Filipino	3		4	4.2	--	--	--	--
	4		2	1.9	--	--	--	--
Hispanic or Latino	3		10	10.4	--	--	--	--
	4		15	14.4	13	33	13	40
	5		8	6.3	--	--	--	--
White	3		14	14.6	0	7	36	57
	4		16	15.4	0	6	44	50
	5		24	18.9	17	4	42	38
Two or More Races	3		7	7.3	--	--	--	--
	4		9	8.7	--	--	--	--
	5		9	7.1	--	--	--	--
Socioeconomically Disadvantaged	3		2	2.1	--	--	--	--
	4		2	1.9	--	--	--	--
	5		2	1.6	--	--	--	--
English Learners	3		7	7.3	--	--	--	--
	4		8	7.7	--	--	--	--
	5		11	8.7	36	18	27	18
Students with Disabilities	3		9	9.4	--	--	--	--
	4		20	19.2	25	25	25	25
	5		20	15.7	15	30	30	25
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	96	95	99.0	0	8	36	56
	4	104	102	98.1	5	20	38	37
	5	127	127	100.0	5	12	25	57
Male	3		46	47.9	0	9	28	63
	4		52	50.0	6	21	42	31
	5		73	57.5	7	7	30	55
Female	3		49	51.0	0	8	43	49
	4		50	48.1	4	18	34	44
	5		54	42.5	2	19	19	61
Black or African American	5		2	1.6	--	--	--	--
Asian	3		60	62.5	0	5	30	65
	4		60	57.7	3	8	50	38
	5		84	66.1	2	5	18	74
Filipino	3		4	4.2	--	--	--	--
	4		2	1.9	--	--	--	--
Hispanic or Latino	3		10	10.4	--	--	--	--
	4		15	14.4	7	53	7	33
	5		8	6.3	--	--	--	--
White	3		14	14.6	0	14	36	50
	4		16	15.4	6	25	25	44
	5		24	18.9	13	25	25	38
Two or More Races	3		7	7.3	--	--	--	--
	4		9	8.7	--	--	--	--
	5		9	7.1	--	--	--	--
Socioeconomically Disadvantaged	3		2	2.1	--	--	--	--
	4		2	1.9	--	--	--	--
	5		2	1.6	--	--	--	--
English Learners	3		7	7.3	--	--	--	--
	4		8	7.7	--	--	--	--
	5		11	8.7	9	9	36	45
Students with Disabilities	3		9	9.4	--	--	--	--
	4		20	19.2	20	45	15	20
	5		20	15.7	25	30	15	30
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	94	95	95	92	91	91	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	91
All Students at the School	95
Male	94
Female	96
Black or African American	--
Asian	95
Hispanic or Latino	--
White	95
Two or More Races	--
Socioeconomically Disadvantaged	88
English Learners	72
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.60	19.70	63.00

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Carver's campus is abuzz with dedicated volunteers who facilitate classroom learning, activities, and events. This level of commitment does not happen by accident, but through a strategy of personalized recruitment and on-going appreciation. With tens of thousands of reported volunteer hours, the PTA is an essential component of school life. Parents are active in fund-raising through annual Book Fairs, Parent Party, Math-a-thon and the Carver Carnival. PTA monies support enrichment programs including instructors for computer lab, library, art, music, science lab, and Instructional Assistants. Carver PTA contributes to the overall experiences at the school by providing programs including cultural arts, assemblies, Lunar New Year Celebration, Science Fair, and Earth Week. Carver PTA has an active voice in decisions about the school program. For more information, please contact our school office at (626) 299-7080.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	1.03	1.41	1.09	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

On the whole, the students are academically focused and thus, there are very few discipline problems. Open and honest relationships among teachers, children, parents, and administration are a solid foundation for a safe school environment.

On the 2014-15 Healthy Kids Survey, 92% of fifth graders perceived school to be a safe environment. On the same measure, less than 5% of the fifth graders reported that they had been been hit or pushed in the past year. Students rated their experiences as high in School Connectedness, Safety, and being treated with respect.

A Comprehensive School Safety Plan is monitored and updated as appropriate by a representative team of school, parents, and community members including a law enforcement representative. The plan was recently updated in February 2015 and will be updated in February 2016 by the School Site Council. Components required by Education Code 52012 and 52842 address the following goals:

Goal #1: All students and staff members are provided a safe teaching and learning environment.
Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.
Goal #3: District programs and approved community resources are made available to students and parents.
Goal #4: Students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	142		4	1	137	1	3	1	120	2	3	1
1	22		4		24		4		19	4		
2	25		4		23		4		26		4	
3	29		4		24		4		24		4	
4	29		4		29		4		26		4	
5	28		4		29		4		25		5	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$8,768.66	$3,008.95	$5,759.71	$73,488.16
District	N/A	N/A	$7,362.46	$71,143.00
Percent Difference: School Site and District	N/A	N/A	-21.8	3.3
State	N/A	N/A	$5,348	$65,267
Percent Difference: School Site and State	N/A	N/A	7.7	12.6

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

Types of Services Funded (Fiscal Year 2014-15)

Carver School provides additional support for students in reading instruction with small group sessions available both before and after school taught by our certificated staff. Carver Elementary School does not qualify for Title I funds.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,299	$40,379
Mid-Range Teacher Salary	$67,735	$62,323
Highest Teacher Salary	$91,233	$81,127
Average Principal Salary (Elementary)	$118,098	$99,192
Average Principal Salary (Middle)	$118,746	$91,287
Average Principal Salary (High)	$129,363	$112,088
Superintendent Salary	$204,024	$159,821
Percent of Budget for Teacher Salaries	31%	36%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Professional development is research-based, founded on student needs as matched to the teachers' instructional strengths and challenges. The goal of the program is to improve student performance in the core content areas.

Throughout the 2015-2016 school year, the Carver faculty will focus professional learning as we continue to implement Everyday Mathematics, our recent adoption. Teachers will also become familiar with California's new ELA/ELD Framework. Professional Development Days are used to address the above goals and other instructional issues with input from the elementary leadership team, consisting of teachers and principals. Teachers participate in faculty meetings, professional development activities, and individualized programs as appropriate to teacher needs. New teachers have the opportunity to participate in the Beginning Teacher Support and Assessment (BTSA) Program.