

# K. L. Carver Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **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 (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	K. L. Carver Elementary School
<b>Street</b>	3100 Huntington Dr.
<b>City, State, Zip</b>	San Marino, CA 91108-2702
<b>Phone Number</b>	626.299.7080
<b>Principal</b>	Michael Lin
<b>E-mail Address</b>	mclin@smusd.us
<b>Web Site</b>	<a href="http://www.carverschool.us">http://www.carverschool.us</a>
<b>CDS Code</b>	19649646022495

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

### School Description and Mission Statement (School Year 2017-18)

#### 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 616 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 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	106
<b>Grade 1</b>	93
<b>Grade 2</b>	97
<b>Grade 3</b>	95
<b>Grade 4</b>	109
<b>Grade 5</b>	118
<b>Total Enrollment</b>	618

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	62.3
Filipino	2.9
Hispanic or Latino	4.9
Native Hawaiian or Pacific Islander	0.5
White	17.6
Two or More Races	10.7
Socioeconomically Disadvantaged	2.4
English Learners	18.6
Students with Disabilities	12.8
Foster Youth	0

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	33	31	33	159
Without Full Credential	0	1	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which data were collected: September 2017

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 math materials for 2014-15. New ELA/ELD textbooks were adopted in 2016. Textbooks used in Reading/Language Arts (2015, 2017), Mathematics (2014), Social Studies (2006), and Science (2007) are standards-based. On September 26, 2017, 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 <https://goo.gl/oVzCcG>

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<a href="https://goo.gl/oVzCcG">https://goo.gl/oVzCcG</a>	Yes	0
Mathematics	<a href="https://goo.gl/oVzCcG">https://goo.gl/oVzCcG</a>	Yes	0
Science	<a href="https://goo.gl/oVzCcG">https://goo.gl/oVzCcG</a>	No	0
History-Social Science	<a href="https://goo.gl/oVzCcG">https://goo.gl/oVzCcG</a>	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 latest Facility Inspection Tool (FIT) can be found at <https://goo.gl/yFnCwG>. A new school facility conditions evaluation will be completed in February of 2018.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 12, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: January 12, 2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	89	90	88	89	48	48
Mathematics (grades 3-8 and 11)	90	91	85	85	36	37

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 Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	332	315	94.88	90.16
Male	176	167	94.89	89.82
Female	156	148	94.87	90.54
Asian	215	201	93.49	92.04
Filipino	--	--	--	--
Hispanic or Latino	24	24	100	95.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	53	96.36	79.25
Two or More Races	30	30	100	90
Socioeconomically Disadvantaged	--	--	--	--
English Learners	80	68	85	83.82
Students with Disabilities	51	50	98.04	66

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

Note: 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 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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	332	328	98.8	90.55
Male	176	176	100	93.75
Female	156	152	97.44	86.84
Asian	215	214	99.53	92.99
Filipino	--	--	--	--
Hispanic or Latino	24	24	100	87.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	53	96.36	83.02
Two or More Races	30	30	100	90
Socioeconomically Disadvantaged	--	--	--	--
English Learners	80	80	100	87.5
Students with Disabilities	51	50	98.04	74

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

Note: 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 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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	95	93	91	86	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.4	37	45.4

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 State priority: Parental Involvement (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 (School Year 2017-18)

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, Jog-A-Thon, Math-A-Thon and the Carver Carnival. PTA monies partially 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 State priority: School Climate (Priority 6):

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.3	0.0	1.1	0.4	0.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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. In February of 2017 students in grade five completed the California Healthy Kids Survey, please see the results at <https://goo.gl/KgPNKU>. A Comprehensive School Safety Plan is monitored and updated as appropriate by a representative team of school, parents, and community members. The plan was recently updated in January 2017 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.

### Federal Intervention Program (School Year 2017-18)

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	50

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	120	2	3	1	115	1	4	1	121	1	4	1
1	19	4			23		4		23		4	
2	26		4		21	2	2		24		4	
3	24		4		21	1	4		24		4	
4	26		4		26		4		27		4	
5	25		5		25		4		26	1	4	
Other									10	2		

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 2016-17)

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	.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	1	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,805	\$3,493	\$7,312	\$80,228
District	N/A	N/A	\$7,365	\$79,935
Percent Difference: School Site and District	N/A	N/A	-0.7	0.4
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	11.2	15.2

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

**Types of Services Funded (Fiscal Year 2016-17)**

Carver School provides additional support for students in reading instruction with small group sessions during the instructional day delivered by reading specialists. English Learners receive pull-out and push-in services delivered by an ELD teacher and an ELD aide. Carver Elementary School does not qualify for Title I or Title III funds.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,546	\$44,144
Mid-Range Teacher Salary	\$72,384	\$69,119
Highest Teacher Salary	\$100,423	\$86,005
Average Principal Salary (Elementary)	\$126,204	\$106,785
Average Principal Salary (Middle)	\$131,118	\$111,569
Average Principal Salary (High)	\$137,114	\$121,395
Superintendent Salary	\$232,875	\$178,104
Percent of Budget for Teacher Salaries	32%	34%
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 2017-2018 school year, the Carver faculty will focus professional learning on the Next Generation Science Standards (NGSS) and Positive Behavioral Intervention and Supports (PBIS). Professional Development Days are used to address the above goals and other instructional pursuits with input from the elementary leadership team, consisting of teachers and the principal. Teachers participate in faculty meetings, professional development activities, and individualized programs as appropriate to teacher needs.