

The Single Plan for Student Achievement

School: K.L. Carver Elementary School
CDS Code: 19649646022495
District: San Marino Unified School District
Principal: Michael Lin
Revision Date: November 7, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on

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School Vision and Mission

K.L. Carver Elementary School's Vision and Mission Statements

The vision of the San Marino Unified School District is: "To create and maintain a nurturing learning environment that fosters in students the ability to make choices based on well-reasoned strategies; to inspire a life of integrity with concern for others; to adapt to changing circumstances and environments; to gain an appreciation for learning as a lifelong process; and to gain the skills and knowledge necessary for a diverse, ever changing world."

At K.L. Carver Elementary School, the teaching spirit is one where all teachers are responsible for all children, ensuring fair and consistent consideration for every student, across all settings throughout the school. We accomplish our mission: to create a collaborative environment that fosters lifelong learning for all children, to inspire students to reach their highest potential, and to empower them to achieve their goals.

School Profile

K.L. Carver Elementary School is located in San Marino, a suburb east of Los Angeles in Southern California. The former home of the Gabrielino Indians, and later the Henry E. Huntington Ranch, has evolved into a neighborhood of single-family homes nestled in the oak-rich foothills of the San Gabriel Mountains. Carver School opened in its present location in 1953 and is one of two elementary schools in our small District. We pride ourselves on the caring relationships we develop with our students and their families. What distinguishes our school is the balance of academics, character-building, age-appropriate activities, and personalized attention.

In every conceivable way, Carver embraces and celebrates diverse abilities, cultures, and ethnicities. By recognizing and accepting diversity, Carver students learn to see beyond themselves and gain a heightened awareness of the world around them. Carver School's current enrollment is 618 students in Pre-K through grade five. The predominant student ethnicity is Asian, comprising nearly 62% of the student population. Approximately 18% of the students are white, and 20% are Hispanic or of other origin.

High academic standards and achievement are a hallmark of Carver School. We believe our success in implementing the California Academic Standards is due in large part to Carver's strong academic culture, the close rapport between students and our innovative teachers, and the tight bonds between teachers and families. Through every grade, technology instruction is integrated into curriculum-related assignments with both in-class computing and STEM lab instruction. The Carver student becomes a highly literate individual who is an effective writer and communicator, critical thinker, and problem solver who can combine these skills with technological expertise to attain personal goals in a culturally diverse world.

Students who are identified to have limited English proficiency receive additional support in the English Language Development (ELD) program. The objectives of the ELD program are to assist the student in achieving academic oral language and communication skills in English; to achieve competent facility in content reading in English; to practice effective writing skills for content area communications; to make a successful transition into American culture; and finally, to achieve content standards in math, social studies, science, visual/performing arts, and physical education.

Carver School provides a variety of student support services to address the social, academic and emotional needs of our students. For example, the Student Success Team (SST) is one process to address student needs effectively. It is a problem-solving body that includes the student, his/her parent(s), and appropriate staff members who work together to clarify concerns, identify strengths and needs, brainstorm instructional strategies, identify and coordinate resources, and monitor regular education interventions.

Once regular education interventions have been tried for a reasonable time with limited success, and every possible regular education option has been implemented with little or no progress, the team may find the student eligible for further assessment in specific areas where there is a suspected disability. If a student is found to be eligible for special education services under the Individuals with Disabilities Act (IDEA), an Individual Educational Plan is constructed and monitored under federal and state laws and in accordance with parent/student rights. The SST may also find a student with disabilities, but not eligible for special education services, may be eligible for a Section 504 Plan under the Americans with Disabilities Act (ADA).

With more than 90% of students performing at or above state standards, Carver School offers an array of enrichment programs funded by the Carver PTA and The Carver Enrichment Fund. The Talent Bank offers a variety of field trip opportunities to further enhance curricular content and classroom learning. Carver's parents generously contribute funds for the STEM and Technology Labs, the Choir and Instrumental Programs, the Art Lab, and the Library.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Input from faculty is reflected in the establishment of the school goals and in the analysis of the data. The Grade Level Chairmen and Grade Level Teams have had the opportunity for input to the plan. In spring 2017, the School Site Council conducted its annual parent survey, with 53% of students' parents responding. The survey was in three parts: communication, value of enrichment programs, and free response comments.

Parents who completed the survey gave high marks to communication, particularly the Friday Flash, the Friday Folders, emails from Room Parents. Families feel comfortable contacting their children's teachers with questions or concerns.

The value of Enrichment Programs shows consistency with results from the past three years with STEM and Technology Labs being top rated.

Parents weighted ratings:

- * STEM and Technology Labs
- * Library
- * Visual Arts, Music
- * Safety Supervisors
- * Health Staff

Teachers and staff ratings in order of value to supplement core curriculum:

- * STEM and Technology Lab
- * Safety Supervisors
- * PE, Health
- * Library
- * Visual Arts and Music

Parents had an opportunity for free response comments. The majority of the comments were positive, validating many of the qualities of caring for the children, responsive teachers, balanced curriculum. The other thread throughout these comments was the importance of maintaining reasonably small class sizes and an interest in a world language instructional program.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Conclusions from Parent and Teacher Observations and Comments:

There is a continuing need to look at ways to support the small number of students who score below basic on standards testing. Identification, Student Success Team meetings, ongoing monitoring, and Word Wizards (gr. 1-3) all assist struggling students. We have a teacher working with our English Language Learners (ELL) in the English Language Development (ELD) program. Although exposed to language-rich environments in the general education classrooms, teachers report the need for additional support for ELLs in basic communication, especially those scoring at the beginning level of the California English Language Development Test (CELDT). ELLs in kindergarten were mainstreamed. Carver has a full-time ELD teacher and instructional assistant, enabling us to meet the needs of all learners, TK through Grade 5.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The faculty determines which students and/or groups of students need additional support to be successful. In addition to SBAC results, we rely on local assessments include publishers' tests, report cards and benchmark assessments.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers received training to access Achieve3000 student Lexiles and achievement levels.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

In 2017, 100% of Carver's teachers were (1) NCLB compliant, (2) fully credentialed in the subject area taught, and (3) certified to instruction English learners (SDAIE or CLAD).

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers received professional development on the new ELA adoptions (Journeys and Benchmark) as well as the math adoption, Everyday Mathematics from last year.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is founded on student needs as matched to the teachers' instructional strengths and challenges. Professional Development Days are used to address the above goals and other instructional issues as determined by the elementary leadership team, consisting of teachers and principals. The emphasis for the current school year is: (1) implementing CCSS-aligned English Language Arts (Journeys and Benchmark), (2) continue to implement the Math adoption, Everyday Mathematics, and (3) becoming familiar with the Next Generation Science Standards. Teachers participate in workshops, faculty meetings, and individualized programs as appropriate to teacher needs. New teachers have the opportunity to participate in the Beginning Teacher Support and Assessment (BTSA) Program.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers are observed and coached in a process to promote professional improvement. Probationary teachers are assessed annually and tenured teachers are evaluated every other year based on the California Standards for the Teaching Profession. When a teacher with ten or more years of successful experience has met the criteria for NCLB compliance in subject matter knowledge, he/she may mutually agree with the supervising administrator to be placed on an alternative evaluation timeline for the evaluation process. This timeline may revert to every other year by the request of either the principal or the teacher at any time.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Carver teachers meet regularly in Grade Level Teams. They are represented by a Grade Level Chairperson, who serves as a liaison with the principal and as a school leader. Grade Level Team meetings include collaboration on curriculum, instructional strategies, student data analysis, and school-wide problem solving. Grade Level Teams also participate in four planning days each year, when they are released from the classroom to collaboratively plan meaningful, standards aligned curriculum.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The California Common Core State Standards are the basis for all curricular and instructional decisions made at K.L. Carver School. Content area textbook adoptions guide instruction toward supporting the District content standards. Activities and events (field trips, cultural arts performances, social studies simulations etc.) are aligned to CCSS.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Carver teachers allocate ample time for instruction in basic skills, and this is accomplished through consistent cross-curriculum integration. It is an ongoing balance of scheduling, to implement instruction in reading, language arts, and math and to include time for other subjects and programs including STEM lab, music, arts, library, and P.E.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers work in grade level teams to create lesson pacing that is appropriate for student growth.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Carver School students are provided textbooks and instructional materials for language arts, mathematics, science, and social studies.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Specialized Academic Instruction and English Language Development (ELD) students all have the opportunity to receive appropriate subject area adoption texts and support materials at their instructional level.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Carver's Student Success Team (SST) meets regularly to create an action plan with classroom teachers who have referred students. The plan is designed to meet academic needs of struggling students once other interventions and program modifications have been tried over time. A reading intervention program, Word Wizards, assists struggling first, second, and third grade students to help them become more proficient with decoding. Small groups of students meet for 30 minutes three days a week. Parents are provided with a suggested list of books via the classroom teacher, library, or school web site, to assist their children to find additional reading material. This provides parents opportunities to support their children's education at home.

14. Research-based educational practices to raise student achievement

See #13.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

SMUSD and PTAffiliates each sponsor summer school remedial reading and mathematics classes for students. San Marino Public Library offers a summer reading program, and weekly "Read Aloud" for preschoolers. The San Marino Recreation Department offers a "Kinder Lit" enrichment program for students in kindergarten. Partnership for Awareness offers parent education classes. A host of tutoring services is available close to the school. San Marino Rotary Club and Carver PTA offers mini grants to teachers for special projects.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Carver School Site Council is the governance body that approves the implementation of the Single Plan for Student Achievement and the Comprehensive School Safety Plan.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

N/A

18. Fiscal support (EPC)

N/A

Description of Barriers and Related School Goals

The vast majority of students at Carver School are performing well as measured by performance on state standards tests and trimester assessments. However, there is an ongoing need to look at ways to support the small number of students (e.g., English learners and special needs students) who score basic or below on state standards tests and continue to increase the percentage of students scoring proficient or better on these tests. To help address this need, specialized instruction is provided in ELA classes, core content SAI classes, as well as through designated and integrated ELD services.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	96	106	98	95	105	92	95	105	92	99.0	98.1	93.9
Grade 4	104	105	111	102	104	105	102	104	105	98.1	99	94.6
Grade 5	127	98	119	127	97	114	127	97	114	100.0	98	95.8
All Grades	327	309	328	324	306	311	324	306	311	99.1	98.4	94.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2507.5	2524.8	2524.2	69	70	69.57	15	20	19.57	12	8	7.61	4	2	3.26
Grade 4	2533.8	2573.3	2569.5	52	73	76.19	30	17	13.33	10	6	4.76	8	4	5.71
Grade 5	2572.7	2601.7	2620.2	46	68	77.19	37	23	16.67	10	6	3.51	7	3	2.63
All Grades	N/A	N/A	N/A	55	71	74.60	28	20	16.40	10	7	5.14	6	3	3.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	59	57	61.96	35	37	33.70	6	6	4.35
Grade 4	48	69	69.52	41	27	26.67	11	4	3.81
Grade 5	48	59	62.28	39	34	35.09	13	7	2.63
All Grades	51	62	64.63	38	33	31.83	10	6	3.54

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	67	72	71.74	27	26	26.09	5	2	2.17
Grade 4	54	69	70.48	38	28	23.81	8	3	5.71
Grade 5	59	67	79.82	34	29	15.79	7	4	4.39
All Grades	60	70	74.28	33	27	21.54	7	3	4.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	43	49	58.70	56	50	33.70	1	1	7.61
Grade 4	42	48	59.05	50	50	35.24	8	2	5.71
Grade 5	28	36	57.02	64	62	41.23	8	2	1.75
All Grades	37	44	58.20	57	54	36.98	6	2	4.82

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	57	70	67.39	36	26	29.35	7	5	3.26
Grade 4	48	62	67.62	46	35	24.76	6	4	7.62
Grade 5	66	73	82.46	30	27	15.79	4	0	1.75
All Grades	58	68	72.99	37	29	22.83	6	3	4.18

Conclusions based on this data:

1. The overall achievement of all Carver students in the area of English Language Arts remained steady with about 91% meeting or exceeding standards. The year before, 90% met or exceeded in ELA.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	96	106	98	95	105	95	95	105	95	99.0	98.1	96.9
Grade 4	104	105	111	102	105	111	102	105	111	98.1	100	100
Grade 5	127	98	119	127	97	118	126	97	118	100.0	98	99.2
All Grades	327	309	328	324	307	324	323	307	324	99.1	98.7	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2507.0	2518.7	2523.6	56	64	64.21	36	29	27.37	8	7	6.32	0	1	2.11
Grade 4	2528.4	2567.4	2563.3	37	67	63.06	38	27	27.03	20	5	7.21	5	2	2.70
Grade 5	2585.9	2600.8	2604.4	57	64	68.64	25	24	22.03	12	10	6.78	5	2	2.54
All Grades	N/A	N/A	N/A	51	65	65.43	32	26	25.31	13	7	6.79	3	2	2.47

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	74	82	75.79	25	13	20.00	1	5	4.21
Grade 4	59	74	77.48	30	23	17.12	11	3	5.41
Grade 5	70	77	75.42	22	19	18.64	8	4	5.93
All Grades	67	78	76.23	26	18	18.52	7	4	5.25

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	68	70	69.47	26	29	27.37	5	2	3.16
Grade 4	50	67	71.17	40	32	22.52	10	1	6.31
Grade 5	57	63	70.34	39	31	26.27	4	6	3.39
All Grades	58	66	70.37	36	31	25.31	6	3	4.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	60	70	72.63	38	29	24.21	2	2	3.16
Grade 4	48	71	68.47	44	26	25.23	8	3	6.31
Grade 5	50	57	61.86	42	39	35.59	8	4	2.54
All Grades	52	66	67.28	41	31	28.70	6	3	4.01

Conclusions based on this data:

1. The overall achievement of all Carver students in the area of Mathematics remained steady with about 90% meeting or exceeding standards. The year before, 90% met or exceeded in Mathematics.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		40		***	60	***			***						
1	19	42	45	50	54	50	19					5	13	4	
2	19	33	44	31	50	48	25	17	4	6		4	19		
3	80	22	31		33	46		11	23	20	22			11	
4		17	55	***	17	36		33	9		17		***	17	
5	33	38	40	33		40	33		20		25			38	
Total	26	33	42	36	41	46	19	9	10	4	9	3	15	9	

Conclusions based on this data:

1. The Percent of Students scoring Advanced on the CELDT increased 9% since the year before. The Percent of Students scoring Early Advanced on the CELDT increased 5% since the year before. The Percent of Students scoring Intermediate on the CELDT increased 1% since the year before. The Percent of Students scoring Early Intermediate on the CELDT decreased 6% since the year before.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	9	5	6	32	28	26	36	46	31	5	10	14	18	10	23
1	21	33	44	42	48	44	21	9			3	4	17	6	7
2	14	36	41	27	41	45	23	18	3	5		3	32	5	7
3	50	35	28		26	39		9	17	20	17	11	30	13	6
4	20	14	47	20	14	21	20	29	16		14	5	40	29	11
5	43	44	27	14		27	14		18		22		29	33	27
Total	20	26	31	27	32	35	24	22	14	4	9	7	24	11	13

Conclusions based on this data:

1. Students designated as ELL continue to make steady progress as evidenced on the CELDT.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Conditions of Learning
LEA GOAL:
The San Marino Unified School District will continue to hire, train, and retain the best most highly effective, fully credentialed and appropriately assigned teachers and staff as well as ensuring a safe, secure, effective and engaging learning environment by providing students access to the latest and best equipment and facilities, and by providing students and staff members access to world-class tools and resources including standards-aligned instructional materials.
SCHOOL GOAL #1:
K. L. Carver School will ensure a safe, secure, effective and engaging learning environment by providing students highly trained and prepared teachers with access to the latest and best standards-aligned curriculum, equipment, and facilities.
Data Used to Form this Goal:
DataQuest NCLB Core & Curricular Compliance, DataQuest Full-time Equivalent (FTE) of Classified Staff, DataQuest Estimated Number of Teacher Hires, California Department of Education recommended ELA/ELD Adoptions, California Department of Education Social Studies/ELD Framework, California Department of Education approved Next Generation Science Standards, California Standards for the Teaching Profession, California Common Core State Standards, California School Dashboard, EdData, Facility Inspection Tool (FIT), School Site Safety Audit completed by the West San Gabriel Joint Powers Authority through Bureau Veritas
Findings from the Analysis of this Data:
K. L. Carver School continues to serve the community by ensuring a safe, secure, effective and engaging learning environment by providing well-maintained facilities. Students have access to the standards-aligned instructional materials that are taught by highly qualified teachers. Therefore the hiring and retention of talented staff remains a high priority to meet the school and school district's mission to provide a world-class education for students in all areas: academics, arts and athletics.
How the School will Evaluate the Progress of this Goal:
K. L. Carver School will examine state assessment data (CAASPP, CAA and CAST) to determine the success of the implementation of curricula in ELA/ELD and NGSS. Data from formal and informal classroom observations will qualify quantitative data from assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. K. L. Carver School will continue to implement ELA/ELD with Journeys for Grades K-2.	July 2017 - June 2018	Teachers in Grades K-2, ELD Teacher and support staff.	Grade Level Team Meetings Grade Level Chair Meetings Faculty and Staff Meetings Articulation Meetings Curriculum Planning Days			
K. L. Carver School will continue to implement ELA/ELD with Benchmark for Grades 3-5.	July 2017 - June 2018	Teachers in Grades 3-5, ELD Teacher and support staff.	Grade Level Team Meetings Grade Level Chair Meetings Faculty and Staff Meetings Articulation Meetings Curriculum Planning Days			
K. L. Carver School will identify students in grades 1,2, and 3 who are struggling with basic reading skills; SIPPS pretest, publisher's ELA benchmarks, teacher recommendation. All incoming first grade students will be screened using the SIPPS pretest.	July 2017 - June 2018	Reading Interventionist	Certificated Hourly	0000: Unrestricted	Unrestricted	5000
K. L. Carver School will continue to implement ELA Response to Intervention with WORD WIZARDS with small groups of students between the bells for grades 1-3.	July 2017 - June 2018	Reading Interventionists	Certificated Hourly	0000: Unrestricted	Unrestricted	31000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
K. L. Carver School will continue to implement the California Next Generation Science Standards in all grade levels.	July 2017 - June 2018	Teachers, STEM Teacher, Technology Specialist and Administration	STEM Co-Teaching Curriculum Planning Days Staff Meetings Team Meetings Grade Level Chair Meetings		
K. L. Carver School will continue to refine and implement the CA Common Core State Standards for Math by making use of the adopted materials in EveryDay Math.	July 2017 - June 2018	Teachers, STEM Teacher	Curriculum Planning Days Staff Meetings Articulation Meetings Team Meetings Grade Level Chair Meetings		
K. L. Carver School will continue to implement individualized educational plans and provide the least restrictive learning environment for students with special needs.	July 2017 - June 2018	Teachers, aides, related services and specialists	Specialists' Meetings Curriculum Planning Days		
K. L. Carver School will address recommendations in the School Site Safety Audit report by the site staff with support from SMUSD Maintenance and Operations.	July 2017 - June 2018	Site Custodial Staff, School Secretary, PE Teacher, SMUSD Maintenance and Operations Department	Weekly Facilities Meetings with School Secretary and Day Custodian Staff Meetings		
K. L. Carver School will continue to increase student technology access through the purchase of new devices and 3D printers appropriate to the needs in each grade level.	July 2017 - June 2018	Staff, SMUSD Technology Services	Purchase of devices Purchase of 3D printers	0000: Unrestricted 0000: Unrestricted	10000 2500
K. L. Carver School will renovate the Carver Library to create a Makerspace area for STEM containing a Lego Wall and furniture that are mobile and engaging.	July 2017 - June 2018	Library Staff, Technology Specialist, STEM Teacher	Purchase of LEGO Wall and LEGOs Purchase of furniture for the Library	0000: Unrestricted 0000: Unrestricted	300 18000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
K. L. Carver School will continue to implement designated and integrated English Language Development services to English Learners of all proficiency levels.	July 2017 - June 2018	ELD Teacher and Assistant	Supporting all ELs in all areas of academic development		District Funded	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Pupil Outcomes
LEA GOAL: The San Marino Unified School District will ensure that all students experience academic progress and success by equipping them with the 21st Century learning skills and experiences in <u>creativity, communication, collaboration, critical thinking and civic responsibility</u> needed to ensure that all students graduate, college and career-ready.
SCHOOL GOAL #2: K. L. Carver School will ensure that all students experience academic progress and success by equipping them with the 21st Century learning skills and experiences in <u>creativity, communication, collaboration, critical thinking and citizenship</u> needed to ensure that all students promote ready for middle school.
Data Used to Form this Goal: Parent and teacher survey results and discussion with representatives from all stakeholders led to the recognition of the need for ongoing, hands-on, interactive enrichment program. Parent and staff surveys indicate the priority given to 21st Century teaching and learning. 2016-17 CAASPP, 2017-18 English Language Proficiency Assessments for CA (ELPAC).
Findings from the Analysis of this Data: Teachers and parents emphasized the need for implementing interactive, hands-on experiences to support mastery of increasingly complex concepts. NGSS and CCSS expectations require schools to provide access to technology in classrooms in order to engage and support student learning, increase efficacy in 21st Century skills (creativity, critical thinking, collaboration, and communication) and prepare students for online assessments.
How the School will Evaluate the Progress of this Goal: Student proficiency in the CAST assessment. Student proficiency with technology use on the SBAC assessments. Observation of student use of Chromebooks and iPads in the classrooms and Computer Lab.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
ALL Students will participate in high quality, hands-on experiences in the STEM Lab that enhances classroom NGSS instruction that supports Common Core State Standards.	July 2017 - June 2018	STEM Teacher	STEM Co-Teaching in each grade level	0000: Unrestricted	80000 Parent-Teacher Association (PTA)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Carver's Elementary Technology Specialist will implement a unique variety of lab and classroom experiences in close collaboration with classroom teachers.	July 2017 - June 2018	Elementary Technology Specialist	Computer Lab Coordinator	2000-2999: Classified Personnel Salaries	District Funded	40000
Talent Bank will coordinate on and off-campus field experiences that emphasize participation for ALL students.	July 2017 - June 2018	Talent Bank Coordinator Classroom Teachers	Talent Bank Coordinator	0001-0999: Unrestricted: Locally Defined None Specified	General Fund Parent-Teacher Association (PTA)	15000 5000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Pupil Engagement
LEA GOAL:
The San Marino Unified School District will provide all students the programs, staff, tools, and skills needed to meet their social and emotional needs to ensure growth and improvement of students' sense of school connectedness.
SCHOOL GOAL #3:
K. L Carver School will provide all students the programs, staff, tools, and skills needed to meet their social and emotional needs to ensure growth and improvement of students' sense of school connectedness.
Data Used to Form this Goal:
Parent and teacher survey results, 2016-17 CA Healthy Kids Survey, DataQuest
Findings from the Analysis of this Data:
Teachers and parents emphasized the need for teaching to the whole child and developing children's social and emotional skills as well as academic skills and knowledge. Teachers and parents also emphasized the need for implementing high-quality arts experiences, with an emphasis on delivering instruction in visual arts and music.
How the School will Evaluate the Progress of this Goal:
Parent and teacher surveys, 2017-18 CA Healthy Kids Survey, DataQuest

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ALL students will have the opportunity to participate in a high-quality, standards-aligned music workshop program.	July 2017 - June 2018	Music Teacher	Music Committees	1000-1999: Certified Personnel Salaries	Parent-Teacher Association (PTA)	35000
ALL students will have the opportunity to participate in a high quality visual arts program that enhances classroom instruction and is in alignment with standards.	July 2017 - June 2018	Art Specialist	Art Lab Coordinator	2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	32000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students in grades 3,4,and 5 will have the opportunity to participate in an optional weekly choir program. Students will perform at school events.	July 2017 - June 2018	Music Specialists Classroom teachers	Choir instructor Annual Holiday Program Annual Spring Patriotic Program Book Fair	2000-2999: Classified Personnel Salaries Parent-Teacher Association (PTA) Parent-Teacher Association (PTA) Parent-Teacher Association (PTA) Parent-Teacher Association (PTA)	Parent-Teacher Association (PTA) Parent-Teacher Association (PTA) Parent-Teacher Association (PTA) Parent-Teacher Association (PTA)	
Talent Bank will coordinate field trip experiences in the arts including theater performances, orchestra concerts, and museum field trips. Experiences will be planned to take place on & off campus.	July 2017 - June 2018	Talent Bank Coordinator Classroom Teachers	Talent Bank Coordinator		Parent-Teacher Association (PTA)	
Students in grade 5 will participate in a one-week workshop learning hip-hop dance. PE teacher and a consultant from Pasadena Civic Ballet will provide instruction.	July 2017 - June 2018	P.E. teacher Carver PTA	One week of activities integrated with PE		Parent-Teacher Association (PTA)	2000
Students in grades 4 & 5 will have the opportunity to participate in optional weekly band and orchestra workshops.	July 2017 - June 2018	Music Specialists Classroom teachers	Band and Orchestra Instructors Annual Spring Patriotic Program Social Skills Development		Parent-Teacher Association (PTA) Parent-Teacher Association (PTA)	
Implement Second Step to support students in grades K-5 and the development of their social-emotional skills.	July 2017 - June 2018	Counselor	Social Skills Development	0000: Unrestricted	District Funded	
Implement in-class counseling support.	July 2017 - June 2018	Counselor	Character Education Social Skills Development	1000-1999: Certified Personnel Salaries 1000-1999: Certified Personnel Salaries	District Funded District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Rewarding students with Carver Cools for good citizenship. Frequent drawings announced over the PA to celebrate student successes in the character education domain.	July 2017 - June 2018	Counselor	Character Education	District Funded	
Invisible Mentoring	July 2017 - June 2018	Staff, faculty, counselor	Supporting students through positive encouragement and recognition.		
Buddy Benches	July 2017 - June 2018	Staff, faculty, counselor, psychologist	Promoting inclusion in play and social interactions among students.	0000: Unrestricted	1400 Parent-Teacher Association (PTA)
K-Patrol	July 2017 - June 2018	Faculty advisor, 5th graders	Student leadership and responsibility. Connecting 5th graders with TK and K students.		
Daily Elementary Physical Education	July 2017 - June 2018	PE teacher and PE aide	Student health and wellness.	0000: Unrestricted	District Funded
Character Counts	July 2017 - June 2018	PE teacher, faculty and staff	12-week program, 1 word per week to promote Character Education. Students recognized for citizenship.		
Special Olympics	July 2017 - June 2018	APE teacher, SAI teachers	Annual participation of physically challenged students in athletic involvement.		
Student Council	July 2017 - June 2018	Faculty advisor	Grades 4 and 5 students elect representatives to serve the Carver School community in leadership roles. Students immersed in the democratic process.		900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount
Awards Program	July 2017 - June 2018	Teachers	Promotions awards and recognitions. Character, creative, athletic and academic awards.			500

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Pupil Engagement
LEA GOAL:
The San Marino Unified School District will promote opportunities for shared and distributed leadership and expanded transparent communication amongst school and community members through active involvement in decision-making at all levels.
SCHOOL GOAL #4:
K. L. Carver School will promote opportunities for shared and distributed leadership and expanded transparent communication amongst school and community members through active involvement in decision making at all levels.
Data Used to Form this Goal:
Staff and parent surveys indicate the importance of the parents-school partnership and shared decision-making at all levels.
Findings from the Analysis of this Data:
Families have many opportunities to provide input and communicate ideas via the PTA, SSC, ELAC, Enrichment Fund Board, Parent Teacher Conferences and Coffee Meetings.
How the School will Evaluate the Progress of this Goal:
Survey on school communication; feedback from the community

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify meaningful topics to communicate to families and the San Marino community	July 2017 - June 2018	Principal PTA Leadership	Friday Flash Website Friday Folders School App Electronic translation available	District Funded District Funded District Funded		
Maintain an open channel of communication with online contacts lists and directory	July 2017 - June 2018	Principal	Google Distribution Lists School App	District Funded		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Communicate weekly newsletters with latest events and school activities	July 2017 - June 2018	Carver PTA	Friday Flash	None Specified	None Specified	
Continue to build bridges and relationships with Carver PTA, Carver Enrichment Fund, the San Marino Schools Foundation, the Partnership for Awareness, the Academic Advisory Council, the San Marino Recreation Department, the San Marino Police Department and Fire Department, the San Marino Chinese Club, the San Marino Chinese School, the Rotary Club, and the City Club to promote opportunities for shared leadership to raise children in a safe and nurturing community.	July 2017 - June 2018	Principal	Weekly PTA Leadership Meetings	None Specified	None Specified	
			ELAC Meetings	None Specified	None Specified	
			PTA Executive Board Meetings	None Specified	None Specified	
			PTA Association Meetings	None Specified	None Specified	
			Grade Level Chair Meetings	None Specified	None Specified	
			Staff Meetings	None Specified	None Specified	
			District Safety Meetings	None Specified	None Specified	
			School Website	None Specified	None Specified	
Carver School will keep the school website up-to-date with announcements and events to promote communication.	July 2017 - June 2018	Principal				
English Learner Advisory Committee (ELAC)	July 2017 - June 2018	ELD Teacher	Communication and involvement of families of English Learners.	None Specified	None Specified	
			Translation services provided to support Carver school community.	None Specified	None Specified	

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Danielle Blatchley			X		
Gail Denham		X			
Michael Lin	X				
Jennifer Keefer				X	
Joyce Lin				X	
Amy Morris				X	
Lauren Shen				X	
Yvonne Mejia			X		
Numbers of members of each category:	1	1	2	4	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

