School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School 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	Michael Lin
E-mail Address	mlin@smusd.us
School Website	http://www.carverschool.us
CDS Code	19649646022495

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	San Marino Unified School District
Street	1665 West Dr.
City, State, Zip	San Marino, CA 91108-2594
Phone Number	626.299.7000
Superintendent	Dr. Alex Cherniss
Web Site	www.smusd.us
E-mail Address	superintendent@smusd.us

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

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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.

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field).   This section should be kept to 1-2 paragraphs.

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.

School Facility Conditions and Planned Improvements (School Year 2017-18)
Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Description of the safety, cleanliness, and adequacy of the school facility
• Description of any planned or recently completed facility improvements
• The year and month in which the data were collected
• Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by clicking here. Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: January 12, 2017

This section should be kept to 1-2 paragraphs.

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 (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			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			
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			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating	X			

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	**2016-17**	**2017-18**	**2017-18**
With Full Credential	33	31	33	159
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	1	0	1
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

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	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	1.5	♦
Psychologist	1	♦
Social Worker	0	♦
Nurse	.25	♦
Speech/Language/Hearing Specialist	1	♦
Resource Specialist (non-teaching)	0	♦
Other	1	♦

♦ means data is not required. The fields are intentionally not provided.

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2017

This section should be kept to 1-2 paragraphs.

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	https://goo.gl/oVzCcG	Yes	0
Mathematics	https://goo.gl/oVzCcG	Yes	0
Science	https://goo.gl/oVzCcG	No	0
History-Social Science	https://goo.gl/oVzCcG	No	0
Foreign Language			
Health			

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, highlighted yellow, are populated for you with data provided by CDE (as available).
Percent differences, highlighted light-blue, are calculated by this form.
The remaining data was copied over form last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

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

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

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.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.