K. L. Carver Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 2018-19)

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	Michael Lin
E-mail Address	carverprincipal@smusd.us
Web Site	http://www.carverschool.us
CDS Code	19649646022495

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

School Description and Mission Statement (School Year 2018-19)

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 an appreciation for lifelong learning; and
- Increases adaptability to change in a diverse, ever-changing world.

With 599 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 2018 and 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 2017-18)

Grade Level	Number of Students
Kindergarten	104
Grade 1	96
Grade 2	95
Grade 3	98
Grade 4	103
Grade 5	118
Total Enrollment	614

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.2
Asian	64.7
Filipino	2.1
Hispanic or Latino	3.6
Native Hawaiian or Pacific Islander	0.5
White	17.3
Socioeconomically Disadvantaged	5.5
English Learners	16.3
Students with Disabilities	10.7
Foster Youth	0.0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	31	33	32.5	154.3
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: September 2018

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. The History-Social Science, and Science curriculums are being reviewed and recommended for adoption in 2018-19. 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/XELD4N

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	https://goo.gl/XELD4N	Yes	0
Mathematics	https://goo.gl/XELD4N	Yes	0
Science	https://goo.gl/XELD4N	No	0
History-Social Science	https://goo.gl/XELD4N	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Carver Elementary School facilities are clean, safe, and functional. No Williams Complaints have been filed. 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/SMtg2j. An evaluation of all schools facilities conditions is completed annually in the fall. Facilities Inspection Tool is an annually required inspection and is intended to report on the existing conditions of various aspect of our school facilities. This is not a tool intended to evaluate equipment. This doesn't reflect repair costs, equipment efficiency, or the frequency of repair since the previous year's FIT. This is a snapshot in time evaluating a predetermined list of the facility equipment and conditions. This inspection is not designed to use as a capital improvement tool.

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:** November 19, 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	There is a light fixture is out in the girls restroom of room 22, repairs to be conducted by District electrician

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 19, 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	24:00:00

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 19, 2018	
Overall Rating	**Exemplary**

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	90.0	91.0	89.0	87.0	48.0	50.0
Mathematics (grades 3-8 and 11)	91.0	91.0	85.0	87.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	321	308	95.95	90.91
Male	173	166	95.95	90.96
Female	148	142	95.95	90.85
Black or African American	--	--	--	--
Asian	207	198	95.65	91.92
Filipino	--	--	--	--
Hispanic or Latino	19	18	94.74	100.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	54	96.43	83.33
Two or More Races	31	31	100.00	96.77
Socioeconomically Disadvantaged	22	21	95.45	80.95
English Learners	98	90	91.84	84.44
Students with Disabilities	34	32	94.12	62.50

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	321	313	97.51	91.37
Male	173	169	97.69	95.86
Female	148	144	97.3	86.11
Black or African American	--	--	--	--
Asian	207	204	98.55	93.63
Filipino	--	--	--	--
Hispanic or Latino	19	18	94.74	94.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	53	94.64	79.25
Two or More Races	31	31	100	96.77
Socioeconomically Disadvantaged	22	21	95.45	85.71
English Learners	98	96	97.96	87.5
Students with Disabilities	34	31	91.18	74.19

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.5	30.0	33.3

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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, and the Carver Carnival. PTA monies partially support enrichment programs including instructors for the library, art lab, music studio, STEM 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.3	0.0	0.6	0.4	0.4	0.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 the spring of 2018 students in grade five completed the California Healthy Kids Survey, please see the results at https://goo.gl/HPqgzw. 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 2018 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 with 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	21	1	4		21	1	4		22	1	4	
1	23		4		23		4		24		4	
2	21	2	2		24		4		24		4	
3	21	1	4		24		4		25		4	
4	26		4		27		4		26		4	
5	25		4		26	1	4		28	1	4	
Other					10	2						

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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)	1.44	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,879	$2,991	$6,888	$78,809
District	N/A	N/A	$7,729	$79,935
Percent Difference: School Site and District	N/A	N/A	-11.5	-1.4
State	N/A	N/A	$7,125	$71,392
Percent Difference: School Site and State	N/A	N/A	-3.4	9.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,546	$45,681
Mid-Range Teacher Salary	$72,384	$70,601
Highest Teacher Salary	$100,423	$89,337
Average Principal Salary (Elementary)	$126,204	$110,053
Average Principal Salary (Middle)	$131,118	$115,224
Average Principal Salary (High)	$137,114	$124,876
Superintendent Salary	$232,875	$182,466
Percent of Budget for Teacher Salaries	32.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

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 2018-2019 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.