



K. L. Carver Elementary School

2010-2011 School Accountability Report Card

3100 Huntington Drive, San Marino, California 91108-2295

CDS Code: 19-64964-6022495

www.san-marino.k12.ca.us/~carver

2005 National Blue Ribbon School

2004 California Distinguished School

Mission and Program Offerings

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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 almost 646 students, K.L. Carver Elementary School offers a challenging educational program that is closely matched with the developmental and educational needs of each child. Carver won the prestigious National Blue Ribbon Award in 2005, an honor bestowed by the U.S. Department of Education. Carver also was named a California Distinguished School in 2004, 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.

Instruction is grounded in rigorous content and performance standards and curriculum that go far beyond the basics. Well-trained professionals effectively use high quality instructional materials and technology tools. 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.

All students have equal access to the core and co-curriculum. In both the mainstream and special programs, those students with special needs (English learners, gifted/talented, and learning disabled) 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 Population – 2010-2011



Grade	Enrollment	Chinese	African American	Hispanic	White	Other
K	93	42	0	9	25	17
1	105	61	0	6	29	9
2	102	55	1	7	27	12
3	104	55	1	7	25	16
4	118	65	0	10	31	12
5	124	77	0	4	29	14
Total	646	355	2	43	166	80
Percent	100%	55%	.3%	6.7%	25.7%	12%

Safety and Climate for Learning

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

On the 2010 Healthy Kids Survey, more than 95% of fifth graders perceived school to be a safe environment. On the same measure, less than 5% of the fifth graders reported that they had been hit or pushed in the past year.

A Comprehensive School Safety Plan is monitored and updated as appropriate by a representative team of school, parents, and community members including a law enforcement representative. The plan was recently updated in 2010. 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.

Suspensions and Expulsions

A safe school environment is a given at Carver. Suspensions or expulsions are rare.

School/District	2008-2009		2009-2010		2010-2011	
	Number	Rate	Number	Rate	Number	Rate
Suspensions	1	.1	3	Less than 1%	2	Less than 1%
Expulsions	0	0	0	0	0	0

Local Assessments

The Carver administers benchmark performance assessments that are aligned to local and state content standards according to the schedule set forth in the District's Accountability Design. Summary reporting systems are additionally in progress. For more information contact the Principal Elizabeth Hollingsworth at (626) 299-7080.

Standardized Testing and Reporting (STAR) 2010 California Standards Tests

These charts represent the percent of students achieving at a level of "proficient" or higher on the California Standards Tests (CST). Scores for all students, as well as results for significant subgroups, are reported.

Subject	Carver All Students			District All Students			California All Students		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
Spring CST Year	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	89	92	90	87	91	90	47	50	52
Mathematics	94	93	94	93	87	88	58	46	48
Science (Grade 5 only)	97	98	97	95	89	90	46	50	54
History/Social Studies	Not applicable			NA	NA	NA	NA	NA	NA



Subject	Carver	
	White (21.5% of students)	Asian (64.9% of students)
Spring 2010 CST Year	White (21.5% of students)	Asian (64.9% of students)
English/Language Arts	88	91
Mathematics	89	97
Science (Grade 5 only)	92	99
History/Social Studies	Not applicable	Not applicable



Subject	Males	Females	English Learners	Learning Disabled
Spring 2010 CST Year				
English/Language Arts	88	93	48	64
Mathematics	94	94	85	83
History/Social Science	Not applicable			
Science (Grade 5)	97	98	* Less than 10 students	* Less than 10 students



National Norm Referenced Test

“Carver Elementary School Students consistently score in the top 10% of California schools.”

This data is reported as the percent of students scoring above the 50th percentile on the 2008 California Assessment (Survey) Test, Sixth Edition for purposes of NCLB at *grade 3 only*. The CAT-6 testing was discontinued in 2009.

Subject	Carver All Students			District All Students			California All Students		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
Spring of the Year									
Reading	81	80	85	85	84	80	42	42	37
Mathematics	96	91	96	93	93	96	53	53	56

- There are less than 10 students in this group, and thus, not reportable.

California Physical Fitness Test 2009

Data reported are the percent of 119 grade 5 students meeting fitness standards scoring in the healthy fitness zone on all six fitness standards.

Number of Physical Fitness Area Standards Met Carver Elementary School, 2009-10	
Standards Met	Percent of Students
	Grade 5
All standards met	27.7%
Five of Six	33.6%
Four of Six	16.8%
Three of Six	16.0%
Two of Six	5.0%
One of Six	0.8%
No standards met	0.0%
Total Students Tested	119

Source: Ed-Data Partnership

Academic Performance Index

The Academic Performance Index, or API, is a scale from 200 to 1000 points that annually measures the academic performance and progress of individual schools in California. Carver has consistently scored significantly above the state's annual target of 800. Although Carver qualifies for the API Awards Programs, the California legislature has not allocated funds.



API Base Score				API Growth Scores			
Academic Performance Index reported for All Students							
Base Year	2007	2008	2009	Comparison Years	From 2007 to 2008	From 2008 to 2009	From 2009 to 2010
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	966	959	968	API Growth Score	963	968	967
Growth Target	A	A	A	Actual Growth	-3	+9	-1
Statewide Decile Rank	10	10	10				
Similar Schools Rank	9	7	7				

A = Above 800 which is the California State Target Score. Schools that exceed this score are expected to grow by 1 point every year.

API Base Scores				API Growth Scores			
Academic Performance Index reported by Significant Subgroups							
Base Year	2007	2008	2009	Comparison Years	From 2007 to 2008	From 2008 to 2009	From 2009 to 2010
Asian							
API Base Score	981	973	983	API Growth Score	977	983	978
Growth Target	A	A	A	Actual Growth	-3	+10	-5
White							
API Base Score	941	932	933	API Growth Score	936	934	945
Growth Target	A	A	A	Actual Growth	-5	+2	+12

A = Above 800 which is the California State Target Score. Schools that exceed this score are expected to grow by 1 point every year.

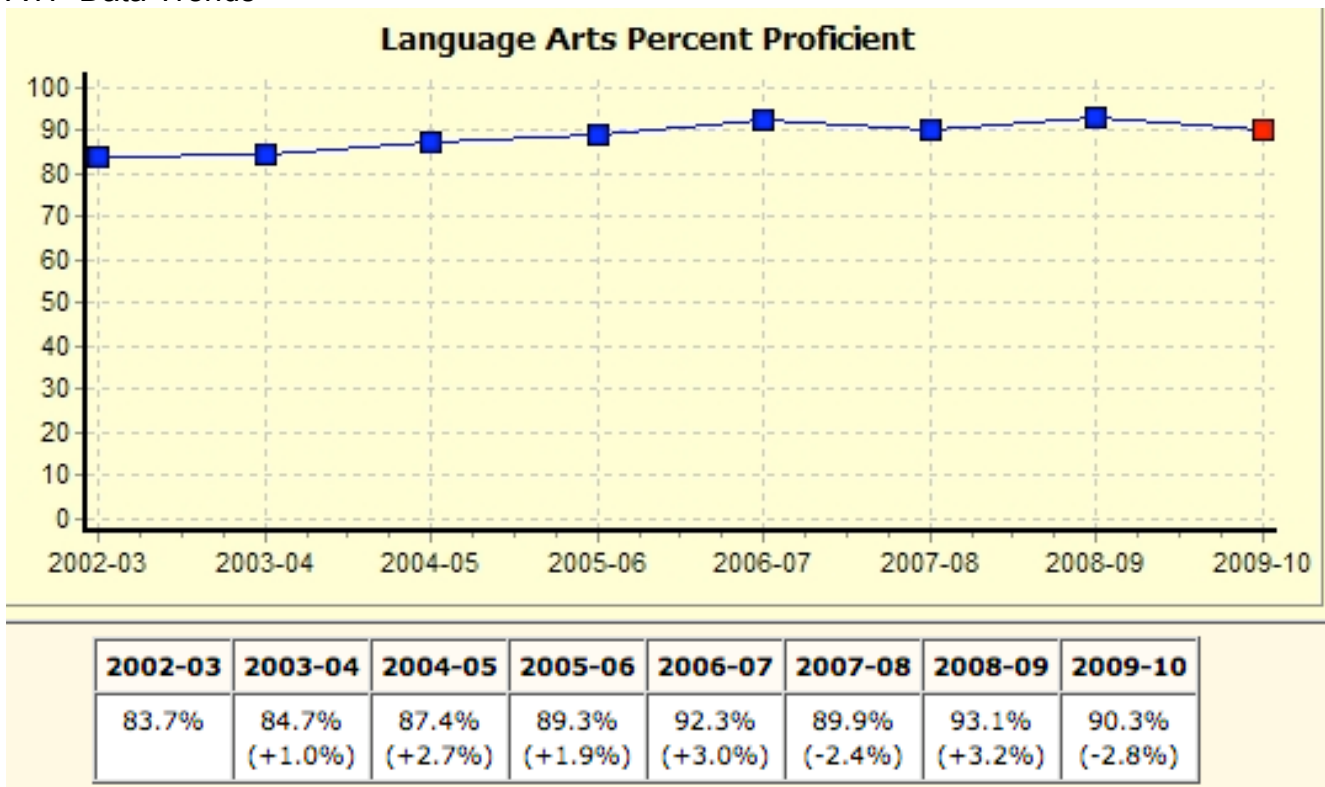
Annual Yearly Progress

Carver met
Annual Yearly
Progress
requirements for
NCLB.

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. K.L. Carver Elementary School met the following criteria for all students, as well as for all significant subgroups, and thus was not named for any state or federal intervention programs.

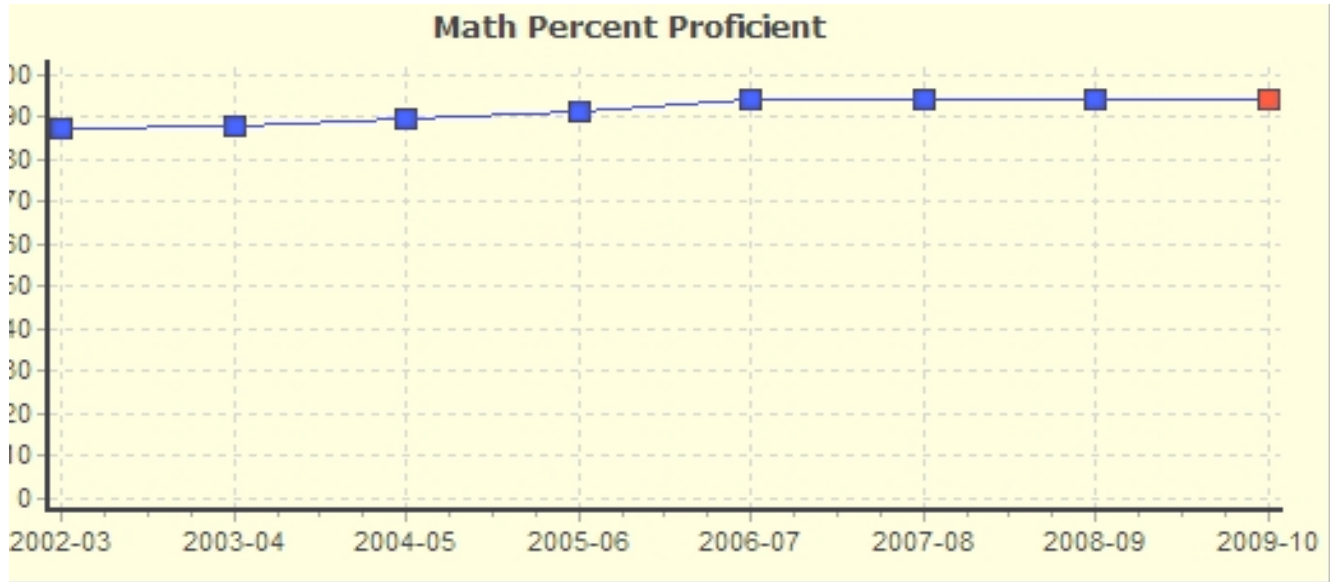
- A gradually increasing percent of students who score proficient or above on California Standards meet uniform objectives set by the federal government.
- 95% participation rate in standardized testing
- Growth in four-year high school graduation rate
- Growth in Academic Performance Index

AYP Data Trends



Source: Ed-Data Partnership

AYP Data Trends



2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
87.3%	88.1% (+0.8%)	89.4% (+1.3%)	91.1% (+1.7%)	94.0% (+2.9%)	93.9% (-0.1%)	94.1% (+0.2%)	94.2% (+0.1%)

Subgroup Performance and Participation				
Student Subgroups ¹	Annual Measurable Objectives (AMOs)			
	% Proficient and Above		% Participation	
	English/Language Arts (56.8% Target)	Mathematics (58% Target)	English/Language Arts (95% Target)	Mathematics (95% Target)
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	90.9	97.2	100	100
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	87.8	88.9	100	100
Two or more Races	N/A	N/A	N/A	N/A
Socio-economically Disadvantaged	N/A	N/A	N/A	N/A
English Learner	72.2	91.1	100	100
Students with Disabilities ²	N/A	N/A	N/A	N/A

Source: Ed-Data Partnership
2010-2011



Texts and other Instructional Materials

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.

Textbooks used in Reading/Language Arts (2003), Mathematics (2002), Social Studies (2006), and Science (2007) are standards based.

The Board of Education has certified there are sufficient textbooks purchased in compliance with Education Code 60119 and Section 6042.5 in October 2010. For specific information about compliance with the Williams Settlement, use this link:

<http://www.san-marino.k12.ca.us/di/administration/instruction/williams.htm>

Class Size

GRADE LEVEL		K	1	2	3	4	5
2008-09							
Average Class Size		18.8	19.0	19.8	20.4	28.54	25.3
Numbers of Classrooms	1-20	4	6	6	3	0	0
	21-32	0	0	0	2	4	4
	33+	0	0	0	0	0	0
2009-10							
Average Class Size		18.8	21.0	19.5	18.7	29.0	29.3
Numbers of Classrooms	1-20	4	2	6	5	0	0
	21-32	0	0	0	1	4	4
	33 +	0	0	0	0	0	0
2010-11							
Average Class Size		22	24	25	26	31	32



Support Services

When there is evidence of concern about a student, the teacher, parent, or student request a Student Success Team meeting to explore the child's needs and develop a plan to support the child.

The personal touch is an important ingredient for the long-range success of our children. A part-time school psychologist is on site to support students as they cope with learning and/or emotional concerns. A full range of learning specialists and designated instructional services are available for children who qualify for special education.

Teacher Credentials

Teachers	2008	2009	2010
Teachers with full credentials in the subject area taught	31	31	27
Teachers assigned outside of subject area taught	0	0	0
Teachers in Alternative Routes to Certification	0	0	0
Teachers with Emergency Permits	1	1	0
Teachers with Waivers	0	0	0
Total number of teachers	32	32	27

Teacher Certification to Instruct English Learners

Certified SDAIE or CLAD	Completed requirement and waiting for CCTC documents	Training or Test is in progress	Yet to begin certification
27	0	0	0

Teacher Academic Preparation 2009-2010

Highest Educational Level of Teachers	Carver	SMUSD
Doctorate	0	6
Master's + 30 units	16	81
Master's Degree	1	1
Bachelor's Degree + 30 units	12	66
Bachelor's Degree	0	5
Yet to achieve a Bachelor's Degree	0	0

NCLB "Subject Matter" Compliance Status

Percent of classes in core academic subjects taught by NCLB Compliant teachers.	
Number of these core classes taught by teachers who are compliant with NCLB requirements for content knowledge.	100%
Was the "Annual Measurable Objective" (AMO) for 2010 met?	Y

Teacher Evaluation

Just as students receive feedback on performance, 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.

1. Engaging and supporting all students in learning,
2. Creating and maintaining effective environments for student learning,
3. Understanding and organizing subject matter for student learning,
4. Planning instruction and designing learning experiences for all students,
5. Assessing student learning, and
6. Developing as a professional educator.

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.

Professional Development

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.

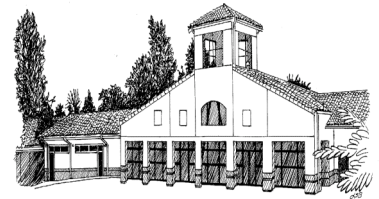
The emphasis for the 2010-2011 school year is in: (1) curriculum alignment; (2) differentiated instruction; and (3) Visual and Performing Arts. Professional Development Days are used to address the above goals and other instructional issues as determined by the elementary leadership team, consisting of teachers and principals. Teachers participate in workshops, conferences, and 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.

Opportunities for Parent Involvement

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 gift-wrap sales, Book Fairs, Parent Party, Math-a-thon and the Carver Carnival. PTA monies support library and computer lab instructors, Instructional Assistants, our annual Science Fair, and the Art Festival. Carver's PTA contributes to the cultural arts program and curriculum experiences by funding assemblies and field trips. Carver PTA has an active voice in decisions about the school program. For more information, contact our PTA President, Sally Fadley, at (626) 299-7080.

Facilities

10.2 million dollars in bond funds have been spent on construction and renovation at Carver School. The academic facilities are comfortable, spacious, air-conditioned, and well designed for instruction. The Carver School facilities are well maintained in a manner that is clean, safe, and functional. For up to date information on compliance with the Williams Settlement see this link.



<http://www.san-marino.k12.ca.us/di/administration/instruction/williams.htm>

School Leadership

Leadership and teamwork are emphasized in this tightly knit school family. The site enjoys strong instructional leadership that is shared among administrators and teachers. For example, the Grade Level Chairs and the Principal form an effective leadership team that is intricately involved in every aspect of the instructional and co-curricular programs. The School Site Council (SSC) is an elected body consisting of parents, teachers, administrators, support staff, and students. The forum serves as the foundation for planning, evaluation, and decision-making at Carver.

Principal Liz Hollingsworth is highly experienced, having served as principal of Carver for sixteen years.



In turn, leadership and teamwork are nurtured among teachers, parents, and students. A system for staff, community, and parent input and shared decision-making is employed. Grade Level Chairs lead instructional collaboration among teachers and provide input to the site leadership team. Sensitive to staff input, decisions are very often made by consensus. Students are vital players as members of Student Council.

Technology

Carver children have access to computer technology in every classroom and in a computer lab on campus. The Carver campus has 109 computers and 50 printers. In addition classes have access to LCD Projectors and other instructional technology. All regular classrooms have internet connection.

Every computer has content-filtered Internet access. Use of technology tools is integrated into the core curriculum, as it is appropriate, to the task at hand. Students learn research, information processing, communication, presentation and other technology applications in the normal course of their assignments.

Hardware and software are updated to accommodate instructional needs within the classroom, library and computer lab.

A dedicated half time technology services technician is available to staff and students for purposes of maintenance and support as needed.



Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,225	36,000
1	52,275	50,400
2	52,385	50,400
3	52,385	50,400
4	55,725	54,000
5	55,725	54,000

Teacher/Administrative Salary Schedule – Annual Salary (Reporting Period 2009-2010)

Category	District Amount	Los Angeles County Average	Est. State Average for Unified Districts
Lowest Offered	\$34,729	Not Applicable	\$40,133
BA + 60 (Step 10)	\$64,881		\$62,416
Highest Teacher Salary	\$83,981		\$80,729
Average Principal Salary (elementary)	\$112,342		\$94,605
Average Principal Salary (middle)	\$116,730		\$98,480
Average Principal Salary (high)	\$137,614		\$106,266
Superintendent Salary	\$180,000		\$144,721

Current Expense of Education Per ADA (Reporting Period 2009-2010)

San Marino Unified School District			State Average for the same type of District	State Average in all Districts
Total Dollars	Average Daily Attendance	\$ / Student (ADA)	\$ / Student (ADA)	\$ / Student (ADA)
\$26,383,968	3,160	\$8,350	\$8,545	\$8,452

Types of Services Funded (Reporting Period 2009-2010)

General Fund - Revenues San Marino Unified, 2009-10								
Object Codes	Type of Revenue	Revenues			Dollars/Student (ADA) *			
		Unrestricted	Restricted	Total	This District (ADA 3,160)	% of Avg for Unified School Districts	Statewide Avg Unified School Districts	Statewide Avg All Districts
8010-8099	Revenue Limit Sources ?	\$15,823,814	\$0	\$15,823,814	\$5,008	97%	\$5,147	\$5,324
8100-8299	Federal Revenue ?	0	1,660,400	1,660,400	525	49%	1,073	1,042
8300-8599	Other State Revenue ?	1,988,230	202,736	2,190,966	693	35%	1,994	1,865
8600-8799	Other Local Revenue ?	7,770,573	2,908,722	10,679,296	3,380	671%	504	570
Total Revenues		\$25,582,617	\$4,771,859	\$30,354,476	\$9,606	110%	\$8,717	\$8,801

Source: California Department of Education, School Fiscal Services Division - SACS Unaudited Actual Data.

Types of Services Funded (Reporting Period 2009-2010)

General Fund - Expenditures San Marino Unified, 2009-10								
Object Codes	Type of Expense	Expenditures			Dollars/Student (ADA) *			
		Unrestricted	Restricted	Total	This District (ADA 3,160)	% of Avg for Unified School Districts	Statewide Avg Unified School Districts	Statewide Avg All Districts
1000-1999	Certificated Personnel Salaries ?	\$10,285,335	\$2,696,968	\$12,982,302	\$4,108	97%	\$4,260	\$4,307
2000-2999	Classified Personnel Salaries ?	3,297,815	2,006,443	5,304,258	1,679	125%	1,348	1,358
3000-3999	Employee Benefits ?	3,545,474	1,239,020	4,784,494	1,514	85%	1,785	1,772
4000-4999	Books and Supplies ?	329,900	499,383	829,283	262	77%	343	346
5000-5999	Services and Other Operating Expenditures ?	1,943,333	988,350	2,931,682	928	100%	928	919
Subtotal, Expenditures		\$19,401,856	\$7,430,163	\$26,832,019	\$8,491	98%	\$8,663	\$8,702
6000-6999	Capital Outlay ?	207,397	64,979	272,376	N/A	N/A	N/A	N/A
7000-7499	Other Outgo (excl. 7300-7399) ?	0	58,806	58,806	N/A	N/A	N/A	N/A
7300-7399	Transfers of Indirect Costs ?	(369,840)	332,814	(37,026)	N/A	N/A	N/A	N/A
Subtotal, Other Expenditures		\$(162,443)	\$456,598	\$294,155	N/A	N/A	N/A	N/A
Total Expenditures		\$19,239,413	\$7,886,762	\$27,126,175	\$8,584	97%	\$8,885	\$8,955

* The per student number is based on total ADA, not the number of students in a specific program.

Source: California Department of Education, School Fiscal Services Division - SACS Unaudited Actual Data.

SARC Contacts

Site Contact

Elizabeth Hollingsworth
Principal
(626) 299-7080
FAX: (626) 299-7084

Carver PTA
, President
(626) 299-7080

District Contact

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CHILD FIND NOTICE

If you know of a child/student (aged 3-22) with suspected disabilities living within the boundaries of SMUSD but not enrolled in a public school, please refer the parent to Judy Mellick at (626) 299-7015. This child may be eligible to receive early intervention or other special education services.

