



CDS Code: 19-64964-6022495

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

K. L. Carver Elementary School

2009-2010 School Accountability Report Card

3100 Huntington Drive, San Marino, California 91108-2295

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 670 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 – 2009-2010



Grade	Enrollment	Asian	African American	Hispanic	White	Other
K	93	56	0	7	30	0
1	99	63	0	6	30	0
2	104	67	0	6	28	3
3	123	82	0	10	30	1
4	127	90	0	3	31	3
5	116	92	0	2	21	1
Total	662	450	0	34	170	8
Percent	100%	67.9%	0%	5.1%	25.7%	1.2%

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 2008 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 they'd 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 2009. 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	2006-2007		2007-2008		2008-2009	
	Number	Rate	Number	Rate	Number	Rate
Suspensions	2	.3			1	.1
Expulsions	0	0	0	0	0	0

Local Assessments

The Carver faculty is developing 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) 2009

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		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
Spring CST Year									
English/Language Arts	91	89	92	88	87	91	43	47	50
Mathematics	94	94	93	87	93	87	40	58	46
Science (Grade 5 only)	89	97	98	86	95	89	38	46	50
History/Social Studies	Not applicable			NA	NA	NA	NA	NA	NA

Subject	Carver White (23.8% of students)	Carver Asian (68.9% of students)
Spring 2009 CST Year		
English/Language Arts	90	93
Mathematics	88	96
Science (Grade 5 only)	97	100
History/Social Studies	Not applicable	Not applicable

Subject	Males	Females	English Learners	Learning Disabled
Spring 2009 CST Year				
English/Language Arts	90	94	52	70
Mathematics	94	93	76	76
History/Social Science	Not applicable			
Science (Grade 5)	98	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.

“The teachers administer benchmark assessments to measure progress on locally adopted standards.”

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.

Tasks	% Scoring in the “Healthy Fitness Zone” on Assessed Tasks					
	Aerobic Capacity	Body Composition	Abdominal Strength	Trunk Extensor Strength	Upper Body Strength	Flexibility
% in the Healthy Fitness Zone (HFZ)	87.4	84.0	98.3	99.2	63.9	89.1
% of Students in the “Healthy Fitness Zone” (HFZ) on Tasks						
6 of 6 Tasks	52.9					
5 of 6 Tasks	23.5					
4 of 6 Tasks	16.8					
3 of 6 Tasks	5.9					
2 of 6 Tasks	0.8					
1 of 6 Tasks	0.0					
0 of 6 Tasks	0.0					

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 2006 to 2007	From 2007 to 2008	From 2008 to 2009
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	956	956	959	API Growth Score	967	963	968
Growth Target	A	A	A	Actual Growth	+11	-3	+9
Statewide Decile Rank	10	10	10				
Similar Schools Rank	7	9	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.

Carver Elementary is ranked first in Los Angeles County in comparison to other comprehensive elementary schools.

API Base Scores				API Growth Scores			
Academic Performance Index reported by Significant Subgroups							
Base Year	2006	2007	2008	Comparison Years	From 2006 to 2007	From 2007 to 2008	From 2008 to 2009
Asian							
API Base Score	972	981	973	API Growth Score	981	977	983
Growth Target	A	A	A	Actual Growth	+9	-3	+10
White							
API Base Score	924	941	932	API Growth Score	942	936	934
Growth Target	A	A	A	Actual Growth	+18	-5	+2

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
2009-2010

The Federal No Child Left Behind Act (NCLB) requires that all students

Annual Yearly
Progress
requirements for
NCLB.

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

English/ Language Arts						
	Federal Requirement in 2007	Carver Were the federal requirements met in 2007?	Federal Requirement in 2008	Carver Were the federal requirements met in 2008?	Federal Requirement in 2009	Carver Were the federal requirements met in 2009?
All Students	95% participation on tests with 24.4% or more of those students scoring at/above proficient.	Yes	95% participation on tests with 35.2% or more of those students scoring at/above proficient.	Yes	95% participation on tests with 45% or more of those students scoring at/above proficient.	Yes
Asian		Yes		Yes		Yes
White		Yes		Yes		Yes

Mathematics				
	Federal Requirements for 2008	Carver Were the federal requirements met in 2008?	Federal Requirements for 2009	Carver Were the federal requirements met in 2009?
All Students	95% participation on tests with 37% or more of those students scoring at/above proficient	Yes	95% participation on tests with 45.5% or more of those students scoring at/above proficient.	Yes
Asian		Yes		Yes
White		Yes		Yes



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 September, 2009. 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
2007							
Average Class Size		18.8	19.8	20.4	20.6	26.0	25.2
Numbers of Classrooms	1-20	5	6	3	2	0	0
	21-32	0	0	2	3	4	5
	33+	0	0	0	0	0	0
2008							
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							
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	2	0	1	4	4
	33+	0	0	0	0	0	0



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	2007	2008	2009
Teachers with full credentials in the subject area taught	33	32	32
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	34	33	32

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
32	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 2008 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 2009-2010 school year are as follows: (1) differentiated instruction, and (2) 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 (PAR) as appropriate to teacher needs. New teachers have the opportunity to participate in the SB2042 Induction Program, Beginning Teacher Support and Assessment (BTSA).

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.

Facilities

10.2 million dollars in bond funds have been spent on new construction and renovation that is still currently in progress at Carver. 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

2009-2010



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 Hollingsworth is highly experienced, having served as principal of Carver for fifteen 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 Salaries (FY: Required Reporting Period 2007-2008)

Category	District Amount	Los Angeles County Average	Est. State Average for Unified Districts
Beginning Teacher Salary	\$34,729	Not Applicable	\$40,073
Mid range Teacher Salary	\$64,533		\$62,499
Highest Teacher Salary	\$83,530		\$80,672
Average Principal Salary (elementary)	\$108,543		\$101,442
Average Principal Salary (middle)	\$116,730		\$109,093
Average Principal Salary (high)	\$137,614		\$128,611

Superintendent Salary	\$180,000		\$168,224
Percent of Budget for Teacher Salaries	40%		37%
Percent of Budget for Administrator Salaries	8%		7.5%

Per Student Expenditures (FY: Required Reporting Period 2007-2008)

District	District	State Average for the same type of District	State Average in all Districts
Total Dollars	Dollars per Student	Dollars per Student	Dollars per Student
\$28,962,986	\$9,178	\$8,680	\$8,594

Types of Services Funded (FY: Required Reporting Period 2007-2008)

Summary of Revenue		Summary of Expenditures	
Revenue Limit	\$18,629,264	Certificated Salaries	\$14,483,625
Federal Revenue	\$826,402	Classified Salaries	\$5,663,219
<i>Other State Revenue</i>		Employee Benefits	\$4,947,237
Lottery	\$438,859	Books and Supplies	\$1,416,527
Other	\$2,217,452	Operating Services	\$3,165,085
<i>Local Revenue</i>		Equipment	\$249,586
Parcel Tax	\$1,489,354	Indirect Support	<\$37,522>
Rents and Leases	\$440,975	Other Outgo	\$36,760
Interest	\$137,816	Other Uses	\$0
Schools Foundation	\$1,888,224		
Other Local Revenue	\$3,622,305		
Total Revenue	\$29,690,651	Total Expenditures & Transfers	\$29,924,517

SARC Contacts

Site Contact

Elizabeth Hollingsworth
Principal
(626) 299-7080
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2009-2010

San Marino Unified School District

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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.

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We're on the Web! www.san-marino.k12.ca.us/~carver

