



K. L. Carver Elementary School

A 2004 California Distinguished School

3100 Huntington Drive, San Marino, California 91108-2295

2004–2005 Local School Accountability Report

CDS Code: 19-64964-6022495

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

SARC Contents

- Mission
- Program Offerings
- Student Population
- Safety and Climate for Learning
- Suspensions and Expulsions
- Local Assessments
- Standardized Testing and Reporting
- National Norm Referenced Test
- California Physical Fitness Test
- Academic Performance Index
- Annual Yearly Progress
- Texts and other Instructional Materials
- Class Size
- Support Services
- Teacher Credentials
- Teacher Certification to Instruct English Learners
- Teacher Academic Preparation
- NCLB “Subject Matter” Compliance Status
- Teacher Evaluation
- Professional Development
- Opportunities for Parent Involvement
- Facilities
- School Leadership
- Technology
- Teacher Salaries
- Per Student Expenditures
- Types of Services Funded
- Instructional Minutes

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 628 students, K.L. Carver Elementary School offers a challenging educational program that is closely matched with the developmental stages and educational needs of each child. In 2004, Carver was *again* designated a **California Distinguished School**. In addition, the California State Superintendent of Education selected Carver as one of only 35 public or private schools to apply for the U.S. Department of Education’s **2005 Blue Ribbon Schools Program**, in recognition of Carver’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

Grade	Enrollment	Asian	African American	Hispanic	White	Other
K	82	53	0	2	27	0
1	101	69	2	2	28	0
2	89	66	1	4	18	0
3	116	81	0	2	33	0
4	133	90	0	7	35	1
5	107	76	0	3	26	2
Total	628	435	3	20	167	3
Percent	100%	69%	.5%	3%	27%	.5%

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 2004 Healthy Kids Survey, 97% of fifth graders perceived school to be a safe environment all of the time. On the same measure, only 5% of the fifth graders reported they'd been hit or pushed three times or more 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 2004. 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	2001-2002		2002-2003		2003-2004	
	Number	Rate	Number	Rate	Number	Rate
Suspensions	6	Less than 1%	2	Less than 1%	4	Less than 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) 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Spring CST Year	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/Language Arts	81	83	83	78	81	84	32	35	36
Mathematics	77	88	87	78	84	84	31	35	34
Science (Grade 5 only)	Not Available		78	76	81	78	30	27	25
History/Social Studies	Not Available			58	66	69	28	28	29



Subject	Carver White (27% of students)	Carver Asian (69% of students)
	Spring CST Year	2004
English/Language Arts	86	82
Mathematics	91	82
Science (Grade 5 only)	74	92
History/Social Studies	Not available	Not available



Subject	Males	Females	English Learners	Learning Disabled	
				Students with disabilities	Students with disabilities
English/Language Arts	86	81	42	50	87
Mathematics	92	83	74	50	91
History/Social Science	Not Available				
Science (Grade 5)	81	76	N/A	36	82



National Norm Referenced Test

This data is reported as the percent of students scoring above the 50th percentile on the California Assessment Test, Sixth Edition.

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

Subject	Carver All Students			District All Students			California All Students		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Spring of the Year									
Reading	----	82	82	----	84	85	----	43	43
Mathematics	----	90	93	----	92	92	----	50	51

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

Subject	Carver Significant Subgroups	
	Asian	White, Not Hispanic
Spring 2004		
Reading	82	83
Mathematics	97	88

Subject	Males	Females	English Learners	Learning Disabled	
				Disabled	Not Disabled
Spring of the Year	2004				
English/Language Arts	82	81	42	39	86
Mathematics	96	91	79	66	96

- There are less than 10 Economically Disadvantaged students.

California Physical Fitness Test

The Fitnessgram was administered to all fifth grade students, as mandated by the State. This test assesses six major fitness areas, including aerobic capacity (cardiovascular endurance), body composition (percent of body fat), abdominal strength and endurance, trunk strength and flexibility, upper body strength and endurance, and overall flexibility. A number of test options are provided for most of the fitness areas so that all students, including those with special needs, have the maximum opportunity to participate.

Grade	Carver			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5	41.7	38.8	45.3	51.5	55.8	47.0	21.8	26.7	22.9

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	2001	2002	2003	Comparison Years	From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	99	99	100	Percent Tested	99	100	100
API Base Score	905	909	938	API Growth Score	923	933	946
Growth Target	A	A	A	Actual Growth	+18	+24	+8
Statewide Decile Rank	10	10	10				
Similar Schools Rank	5	5	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	2001	2002	2003	Comparison Years	From 01 to 02	From 02 to 03	From 03 to 04
Asian							
API Base Score	916	919	954	API Growth Score	930	947	958
Growth Target	A	A	A	Actual Growth	+14	+28	+4
White							
API Base Score	891	891	915	API Growth Score	913	911	932
Growth Target	A	A	A	Actual Growth	+22	+20	+17

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 eighth in Los Angeles County in comparison to other regular elementary schools.

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

English/ Language Arts				
	Federal Requirement for 2003	Carver Were the federal requirements met in 2003?	Federal Requirement for 2004	Carver Were the federal requirements met in 2004?
All Students	95% participation on tests with 12.0% or more of those students scoring at/above proficient.	Yes	95% participation on tests with 12.0% or more of those students scoring at/above proficient.	Yes
Asian		Yes		Yes
White		Yes		Yes

Mathematics				
	Federal Requirements for 2003	Carver Were the federal requirements met in 2003?	Federal Requirements for 2004	Carver Were the federal requirements met in 2004?
All Students	95% participation on tests with 12.8% or more of those students scoring at/above proficient.	Yes	95% participation on tests with 12.8% 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.



Reading/Language Arts (2003) and Mathematics (2001) are standards-based texts. There is a planned purchase of texts within the next framework cycle for Social Studies (Spring 2005) and Science (Spring 2006) that is the earliest possible schedule possible.

The Board of Education has certified sufficient textbooks that are purchased in compliance with Education Code 60119 and Section 6042.5 on August 24, 2004.

Class Size

GRADE LEVEL	K	1	2	3	4	5	
2002							
Average Class Size	18.6	20.2	20.0	19.7	26.5	27.8	
Numbers of Classrooms	1-20	5	3	4	5	0	0
	21-32	0	3	0	1	4	4
	33 +	0	0	0	0	0	0
2003							
Average Class Size	19.7	20.2	19.2	18.6	29.3	27.8	
Numbers of Classrooms	1-20	3	4	5	5	0	0
	21-32	0	1	1	0	4	4
	33 +	0	0	0	0	0	0
2004							
Average Class Size	20.5	20.3	19.0	20.2	25.5	29.8	
Numbers of Classrooms	1-20	2	3	6	5	0	0
	21-32	2	1	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	2002	2003	2004
Teachers with full credentials in the subject area taught	30	33	33
Teachers assigned outside of subject area taught	NA	NA	NA
Teachers in Alternative Routes to Certification	0	0	0
Teachers with Emergency Permits	1	2	0
Teachers with Waivers	0	0	0
Total number of teachers	31	35	33

Teacher Certification to Instruct English Learners

Certified SDAIE or CLAD	Completed requirement and waiting for documents	Training or Test is in progress	Yet to begin certification
27	4	1	1

Teacher Academic Preparation

	Carver	SMUSD
Doctorate	0	3.2%
Master's + 30 units	24%	19.1%
Master's Degree	18%	17.8%
Bachelor's Degree + 30 units	42%	44.6%
Bachelor's Degree	16%	15.3%
Yet to achieve a Bachelor's Degree	0	0

NCLB "Subject Matter" Compliance Status

	Elementary
Number of core academic subject classes taught in October 2004	31
Number of these core classes taught by teachers who are compliant with NCLB requirements for content knowledge.	17
Baseline: Percentage of core academic subject classes taught by compliant teachers	54.8%

Was the "Annual Measurable Objective" (AMO) for 2004 met?	YES
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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 2004-2005 school year is twofold: (1) the continued revision and effective use of benchmark assessments to measure and report student mastery of the California/San Marino standards; and (2) the program to improve students' writing skills. Three 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 SB2042 Induction Program, Beginning Teacher Support and Assessment (BTSA) and the Peer Assistance and Review (PAR) 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 additional library and computer lab instructors, Shoe Box Science, 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.



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 Hollingsworth is highly experienced, having served as principal of Carver for ten 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 often vital players as members of many advisory groups.



Technology

Carver children have access to computer technology in every classroom and in a computer lab on campus. The Carver campus has 130 computers and 50 printers. There are 34 computers, 2 printers and a LCD projector in the lab.

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.



Teacher Salaries (FY: Required Reporting Period 2002-2003)

Category	District Amount	Los Angeles County Average	State Average for Districts in the same category
Beginning Teacher Salary	\$34,729	\$30,922	\$33,904
Mid Range Teacher Salary	51,368	56,445	51,643
Highest Teacher Salary	69,000	81,967	66,015
Average Principal Salary (Elementary)			81,685
Average Principal Salary (Middle)	93,058	98,198	84,552
Average Principal Salary (High)			90,405
Superintendent Salary	121,000	157,256	110,173
Percent of Budget for Teacher Salaries	39.9		41.1
Percent of Budget for Administrator Salaries	6.0	Not Applicable	5.9

Per Student Expenditures (FY: Required Reporting Period 2002-2003)

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
\$21,387,356	\$6,742	\$6,880	\$6,822

Types of Services Funded (FY: Required Reporting Period 2002-2003)

Summary of Revenue		Summary of Expenditures	
Revenue Limit	\$14,718,651	Certificated Salaries	10,498,393
Federal Revenue	367,928	Classified Salaries	3,758,068
<i>Other State Revenue</i>		Employee Benefits	4,125,603
Lottery	412,035	Books and Supplies	844,731
Other	3,348,607	Operating Services	1,886,304
<i>Local Revenue</i>		Equipment	4,250
Parcel Tax	1,001,000	Indirect Support	(29,8 22
Rents and Leases	308,000	Other Outgo	193,000
Interest	105,456	Other Uses	107,000
Schools Foundation	550,000		
Other Local Revenue	512,476		
Total Revenue	21,324,153	Total Expenditures & Transfers	21,387,527

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	36,180	36,000
1	52,220	50,400
2	52,330	50,400
3	52,330	50,400
4	55,650	54,000
5	55,650	54,000

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