

Carpenter Elementary School

9439 Foster Road • Downey, CA 90242 • (562) 904-3588 • Grades 4-5
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Downey Unified School District

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Instruction and Assessment**

School Description

Welcome to C.C. Carpenter Elementary School, the home of the Patriots where the 6 pillars of CHARACTER COUNTS! are continually practiced. We create a bridge between childhood and adolescence that supports the academic, social, and personal growth of upper-grade elementary students as they transition from primary school to middle school. The Carpenter School team of teachers and staff join parents and community members in a collaborative effort to promote student development from acquisition of basic academic skills to the application of those skills through rigorous standards-based instruction. Carpenter Elementary School's child-centered environment focuses on providing a positive, supportive climate that enables students to develop social interaction skills and foster personal responsibility and helps them become successful, contributing members of a global society.

Our goal in presenting you with the information within this report card is to keep our community well informed. If you have any questions or are interested in making an appointment to discuss this report, please call our school.

Dr. Mercedes Gomez, PRINCIPAL

About the SARC

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 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 at (562) 904-3588 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 4	291
Grade 5	242
Total Enrollment	533

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	0.2
Asian	0.8
Filipino	1.1
Hispanic or Latino	89.5
Native Hawaiian or Pacific Islander	0.6
White	3.6
Two or More Races	0.2
Socioeconomically Disadvantaged	79.9
English Learners	30.8
Students with Disabilities	21.2
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Carpenter Elementary School	13-14	14-15	15-16
With Full Credential	19.6	21.8	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Downey Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Carpenter Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.8	3.2
High-Poverty Schools	96.8	3.2
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials Year and month in which data were collected: 10/20/2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading California, Houghton Mifflin adopted in 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	California Math Expressions, Houghton Mifflin Harcourt, adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science, Macmillan/McGraw-Hill adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History-Social Science for California, Scott Foresman adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. The District administers a scheduled maintenance program to ensure a suitable learning environment. At the time this report was published, all restrooms on campus were in good working order. Daily reports of incidents that require repair at the school sites are processed through work orders. Emergency repairs are given the highest priority. The remaining incidents are handled on a first-come, first-served basis to ensure efficient service.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/10/2015				
System Inspected	Repair Status			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			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/10/2015					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	31	46	44
Math	21	31	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	44	52	40	65	66	63	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	63
All Student at the School	40
Male	41
Female	38
Black or African American	36
Asian	--
Filipino	--
Hispanic or Latino	39
White	--
Two or More Races	--
Socioeconomically Disadvantaged	3
English Learners	14
Students with Disabilities	39
Foster Youth	--

* Scores are not shown 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	4	294	287	97.6	50	21	18	10
	5	252	247	98.0	40	25	24	9
Male	4		144	49.0	55	19	15	10
	5		125	49.6	49	25	18	8
Female	4		143	48.6	45	23	22	10
	5		122	48.4	32	25	31	11
Black or African American	4		8	2.7	--	--	--	--
	5		13	5.2	46	15	31	0

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	5		1	0.4	--	--	--	--
Asian	4		3	1.0	--	--	--	--
	5		1	0.4	--	--	--	--
Filipino	4		4	1.4	--	--	--	--
	5		2	0.8	--	--	--	--
Hispanic or Latino	4		260	88.4	49	22	19	10
	5		220	87.3	39	26	24	10
Native Hawaiian or Pacific Islander	4		2	0.7	--	--	--	--
White	4		10	3.4	--	--	--	--
	5		8	3.2	--	--	--	--
Two or More Races	4		0	0.0	--	--	--	--
	5		2	0.8	--	--	--	--
Socioeconomically Disadvantaged	4		244	83.0	53	21	18	9
	5		196	77.8	43	25	22	9
English Learners	4		96	32.7	66	23	10	1
	5		62	24.6	66	24	8	0
Students with Disabilities	4		56	19.0	89	9	2	0
	5		52	20.6	85	10	2	0
Foster Youth	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	4	294	287	97.6	35	43	16	6
	5	252	246	97.6	49	31	14	5
Male	4		144	49.0	28	47	19	6
	5		124	49.2	48	34	10	8
Female	4		143	48.6	41	40	14	5
	5		122	48.4	50	28	18	2
Black or African American	4		8	2.7	--	--	--	--
	5		13	5.2	54	31	0	8

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	5		1	0.4	--	--	--	--
Asian	4		3	1.0	--	--	--	--
	5		1	0.4	--	--	--	--
Filipino	4		4	1.4	--	--	--	--
	5		2	0.8	--	--	--	--
Hispanic or Latino	4		260	88.4	35	43	18	5
	5		219	86.9	48	32	15	5
Native Hawaiian or Pacific Islander	4		2	0.7	--	--	--	--
White	4		10	3.4	--	--	--	--
	5		8	3.2	--	--	--	--
Two or More Races	4		0	0.0	--	--	--	--
	5		2	0.8	--	--	--	--
Socioeconomically Disadvantaged	4		244	83.0	36	43	16	5
	5		196	77.8	50	31	13	5
English Learners	4		96	32.7	46	45	8	1
	5		62	24.6	71	21	8	0
Students with Disabilities	4		56	19.0	71	23	5	0
	5		51	20.2	92	6	0	0
Foster Youth	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents and community members are very supportive of the educational program at our school. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with student needs.

Parents are encouraged to participate on one or more of the following committees or organizations:

- Parent-Teacher Association (PTA)
- School Site Council (SSC)
- English-Language Advisory Committee (ELAC)

The SSC, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness of programs relative to the goals of the school, and to act as a communication liaison between the community and school.

The contact for parent involvement is Principal, Dr. Gomez; she can be reached at (562) 904-3588.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is the primary concern at our school. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Monthly fire drills and disaster drop drills are conducted on a regular basis throughout the school year. A storage bin contains food, water, and other supplies for use during a disaster.

Our school is a closed campus. All visitors are required to sign-in at the school’s office. Before school, after school, and during lunch administrators and other campus supervisors monitor activity and ensure student safety.

A Comprehensive School Safety Plan, which is revised annually, was developed by the school staff to provide students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include: child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies. The school safety committee and district personnel evaluate the plan annually and update the plan as needed. The School Safety Plan was last revised in October.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.49	0.72	0.87
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.01	3.54	2.98
Expulsions Rate	0.17	0.04	0.03
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2009-2010
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	14	
Percent of Schools Currently in Program Improvement	87.5	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
4	34	30	32		1		1	5	1	7	2	8
5	31	31	30	1	1	1	1		4	7	8	3
Other	13			1								

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,843	\$43,165
Mid-Range Teacher Salary	\$78,376	\$68,574
Highest Teacher Salary	\$97,309	\$89,146
Average Principal Salary (ES)	\$114,692	\$111,129
Average Principal Salary (MS)	\$116,824	\$116,569
Average Principal Salary (HS)	\$131,856	\$127,448
Superintendent Salary	\$223,814	\$234,382
Percent of District Budget		
Teacher Salaries	45%	38%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Before, during, and after school instructional support is provided for students with academic needs. Classroom and/or intervention teachers work with identified students in core subjects (English/Language Arts, math, social studies, and science) to assist them in reaching State standards. Funding is provided through the Local Control Accountability Plan (LCAP) and other site funds.

Supplemental Educational Services (SES) tutoring services in English/Language Arts and/or mathematics are offered to students qualifying for free and reduced priced meals. The District prioritizes the applicants based on academic need. These afterschool tutoring services are provided by companies approved by the California Department of Education (CDE). SES is financed with District Title I funds, and is based on a per-pupil amount determined by CDE. The number of tutoring hours is based upon each company's hourly rate. Parents receive information about each company's tutoring services in order to make an informed decision when selecting the company.

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, the county, and the state. 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.

Professional Development provided for Teachers

Teachers take approximately 10 days per year for their continuing education and professional development to improve their teaching skills in the subjects they teach to support student learning.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9009.92	3342.81	5667.11	85614.55
District	◆	◆	5855.45	\$82,765
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-3.2	7.5
Percent Difference: School Site/ State			20.8	21.1

* Cells with ◆ do not require data.