2023-2024

Carver Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students.
The SPSA contains the following:

Needs Assessment·

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement·

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/ , has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, "double dose" courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for "transition" grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis
There are current practices and systems at Carver that are creating an environment where we are only serving the ELA needs of 10 out of 33 of our SPED students and 2 out of 6 of our ELL students in ELA. We will need to dismantle these systems and create equitable systems and structures to promote equity for all minoritized populations by seeking, allocating, and managing resources to directly support groups that have been historically minoritized. We must also narrow the ELA achievement gap by 14% for our African American and Hispanic students, 16% ELA typical growth gap between our Hispanic and White and a 7% typical growth gap between African American and White students. We will do this by developing, implementing and monitoring consistent and equitable processes for providing and monitoring Tier 2 and Tier 3 interventions to struggling learners to scaffold and support universal access to Tier 1 instruction.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis
With teachers receiving professional development on quality core instruction, the integration of daily small group literacy instruction, and tier 2 and 3 level support from literacy and resource specialists, by June 2024: SBAC: 76% or more of Carver students will score Met/Exceeded on SBAC ELA, a 5% improvement from 2023. (71%) FRSA: 90% or more of K-2nd students will score Met/Exceeded on FRSA goals, a 5% improvement from 2023.(85%) I-Ready: 83% or more of Carver students will score Met/Exceeded on ELA I-Ready, a 5% improvement from 2023. (78%) I-Ready: 85% or more of Carver students will meet their typical growth target on ELA I-Ready, a 6% improvement from 2023. (79%) Equity Focused Goal: TK-2 ELA: 70% of our SPED students and 70% of our African American students will meet the standards for their Foundational Reading Skills a nearly 30% increase from 2023. Progress monitoring will be conducted regularly during teacher planning, feedback from classroom walkthroughs, quality core instruction release days, PDSA cycles, collaborative data studies and collaborative inquiry visits.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis
There are current practices and systems at Carver that are creating an environment where we are only serving the needs of 12 out of 33 of our SPED students and HALF of our Hispanic and ELL students in Math. We will need to dismantle these systems and create equitable systems and structures to promote equity for all minoritized populations by seeking, allocating, and managing resources to directly support groups that have been historically minoritized. We must also narrow the Math achievement gap by 21% for our African American and 29% for our Hispanic students by developing, implementing and monitoring consistent and equitable processes for providing and monitoring Tier 2 and Tier 3 interventions to struggling learners to scaffold and support universal access to Tier 1 instruction.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis
With teachers receiving professional development on quality core instruction, student engagement, and conducting PDSA cycles based on quarterly data, By June 2024:SBAC: 75% or more of Carver students will score Met/Exceeded on SBAC Math, a 7% improvement from 2023. (68%)I-Ready: 76% or more of Carver students will score Met/Exceeded on I-Ready, a 5% improvement from 2022 (71%)I-Ready: 85% or more of Carver students will meet their typical growth target on I-Ready, a 6% improvement from 2023. (79%) Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis
There are current practices and systems at Carver that are creating an environment where we are only serving the ELA needs of 10 out of 33 of our SPED students and 2 out of 6 of our ELL students in ELA. We will need to utilize data that has been disaggregated by minoritized populations to understand the specific needs of the school community and model strategies designed to support adults and students in engaging in context specific, culturally relevant learning. We will narrow the ELA achievement gap by 14% for our African American and Hispanic students.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis
With teachers receiving professional development on quality core instruction, student engagement, and conducting PDSA cycles based on quarterly data, by June 2024, we will narrow the EL achievement gap by 14% for BIPOC and minoritized populations. TK-2nd grade students who score at the overall met level on the Foundational Reading Skills Assessment by 5%, from 85% to 90%, an increase the percentage of ELL 3rd-5th students who score met or exceeded for ELA by 5% from 67% Met or Exceeded for ELA to 72% and 33% Met or Exceeded for Math to 38%,increase ELL's + RFEP by 5%, from 44% Met or Exceeded for ELA to 49% and 56% Met or Exceeded Math to 61% and an increase RFEP by 5%, from 33% Met or Exceeded ELA to 38% and 67% Met or Exceeded in Math to 72%. Progress monitoring will be conducted regularly during teacher planning, grade level release days, collaboration sessions and strategic planning and data analysis sessions.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis
Student agency is the lowest of the three domains in the CORE Pulse Survey. Agency gives students voice and a platform, and a choice in how they learn. Student agency is ownership and it is an active process of engagement and empowerment over your learning. It reflects hope and self-direction. Based on data from the Pulse Survey, our African American and GATE students responded unfavorably to the questions in this section. Only half of our 4/5 students responded favorably to the question: How much respect do students in your school show you?

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals
Written Analysis
With the integration of school wide learning expectations, wellness lessons, and teacher PD and feedback focused on culturally responsive teaching practices, by June 2024, 85% or more of Carver students will respond favorably to the Student Safety Domain on the CORE Survey, a 10% improvement from 2023. We will increase student agency to 85% for all students with a concentrated focus on character traits and school wide expectations focused on Being Respectful, Responsible and Safe. There will be an Increase the Sense of Identity/Belonging for all students with a focused lens on our Hispanic and Students with Disabilities subgroups (+ 10%) based on Pulse Survey and CORE Survey Results. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions using student surveys, interviews and quantitative data from the Pulse surveys.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	**Prior Year Goal**	**Status**	**Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment**	**For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals**

ELA	1) With teachers receiving professional development on quality core instruction, the integration of daily small group literacy instruction, and tier 2 and 3 level support from literacy and resource specialists, by June 2023: 75% or more of Carver students will score Met/Exceeded on SBAC ELA, a 5% improvement from 2022. 38% or more of Carver SpEd students will score Met/Exceeded on SBAC ELA, a 5% improvement from 2022. 84% or more of K-2nd students will score Met/Exceeded on FRSA goals, a 5% improvement from 2022. 84% or more of Carver students will score Met/Exceeded on I-Ready, a 5% improvement from 2022. Progress monitoring will be conducted regularly during teacher planning, feedback from classroom walkthroughs, quality core instruction release days, PDSA cycles, collaborative data studies and collaborative inquiry visits.	Goal Partially or Not Met	70% of Carver students scored Met/Exceeded on SBAC ELA, a 1% decrease from 2022. 21% or more of Carver SpEd students scored Met/Exceeded on SBAC ELA, a 8% decrease from 2022. 84% or more of K-2nd students Met/Exceeded on FRSA goals, a 5% improvement from 2022. 78% or more of Carver students will score Met/Exceeded on I-Ready ELA, a 1% decrease from 2022. 72% or more of Carver students will score Met/Exceeded on I-Ready ELA, a 4% increase from 2022.	Continue early literacy QCI PD through district. Adoption of Heggerty/7 Step Routines to ELA TK-2. Focused data analysis with a lens on our SPED student population. New RSP Teacher trained in SonDay for upper grade literacy support. More Push In and Planning time with teachers to support specific comprehension skills and strategies. Afterschool Tutoring. Share programs and supports that parents/guardian(s) can utilize at home/weekends. Schoolwide push for literacy to encourage reading (Some options: EPIC Reader Programs, Reading logs with books/scholastic dollars for incentives, Buddy Readers, Book It, Goals for the number of books students are reading, Accelerated Reader program)

Math	1) With teachers receiving professional development on quality core instruction, student engagement, and conducting PDSA cycles based on quarterly data, there will be a 10% increase in EL students attaining Met or Exceeded on SBAC Math. By June 2023, 70% or more of Carver students will score Met/Exceeded on SBAC Math, a 7% improvement from 2022. By June 2023, 73% or more of Carver students will score Met/Exceeded on I-Ready, a 5% improvement from 2022 By June 2023 24% or more of Carver SpEd students will score Met/Exceeded on SBAC Math, a 5% improvement from 2022. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions.	Goal Partially or Not Met	72% or more of Carver students will score Met/Exceeded on SBAC Math, a 7% improvement from 2022. 73% or more of Carver students will score Met/Exceeded on I-Ready, a 4% improvement from 2022 By June 2023 25% or more of Carver SpEd students will score Met/Exceeded on SBAC Math, a 11% improvement from 2022.	Continue Math QCI PD through district. Math Coaching with 5E Lesson for grades 3-5 Reflex Math to increase Math Fluency After school tutoring Incentives for meeting Math Goals (Fluency)

English Learner	1) Progress monitoring will be conducted regularly during teacher planning and collaboration sessions, there will be an increase in the percentage of ELL TK-2nd grade students who score at the overall met level on the Foundational Reading Skills Assessment by 5%, from 75% to 80%, an increase the percentage of ELL 3rd-5th students who score met or exceeded for ELA by 5% from 67% Met or Exceeded for ELA to 72% and 33% Met or Exceeded for Math to 38%,increase ELL's + RFEP by 5%, from 44% Met or Exceeded for ELA to 49% and 56% Met or Exceeded Math to 61% and an increase RFEP only by 5%, from 33% Met or Exceeded ELA to 38% and 67% Met or Exceeded in Math to 72%.Progress monitoring will be conducted regularly during teacher planning, grade level release days, collaboration sessions and strategic planning and data analysis sessions.	Goal Partially or Not Met	ELA (4) - 50% Met or Exceeded (50% Increase) RFEP (4) 100% Met or Exceeded. (100% Increase) Math(4) -50% Met or Exceeded 50% Increase RFEP (4) 100% Met or Exceeded 38% Increase	Continue Progress Monitoring with focused lens on ELL students. Extra Tier 3 support for Newcomer.

Culture/Climate	1) With the integration of schoolwide learning expectations, wellness lessons, and teacher PD and feedback focused on culturally responsive teaching practices, by June 2023, 85% or more of Carver students will respond favorably to the Student Safety Domain on the CORE Survey, a 10% improvement from 2022. Increase the Sense of Identity/Belonging for all students with a focused lens on our Hispanic and Students with Disabilities subgroups (+ 10%) based on Pulse Survey and CORE Survey Results. Progress monitoring will be conducted regularly during Progress monitoring will be conducted regularly during teacher planning and collaboration sessions using student surveys, interviews and quantitative data from the Pulse surveys.	Goal Partially or Not Met	Actual: 85% or more of Carver students responded favorably to the Student Safety Domain on the CORE Survey, a 10% improvement from 2022. Increase the Sense of Identity/Belonging for all students with a focused lens on our Hispanic and Students with Disabilities subgroups (+ 10%) based on Pulse Survey and CORE Survey Results.	Continue Carver Scholar of the Month Assemblies Continue PTA Programs and Events Schoolwide 3B's introduced and adopted by staff - Be Respectful, Be Responsible, Be Safe. Formation of Carver Safe and Civil Team with regularly quarterly meetings. Behavior assemblies and refresher assemblies. PAW Slips and Recess Reflection Slips

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Supplemental funding (19%) of a Senior Health Assistant to increase our coverage to 5 days per week. Senior Health Assistant will focus to improve student achievement by decreasing absenteeism rates due to medical concerns, and increase student attendance rates. The supplemental funding of a Senior Health Assistant will also help to improve school climate by decreasing classroom interruptions and increasing student self-efficacy and social emotional well-being. Since she is 3.8 hours a day, the 19% will cover two days not covered by the district. We have a nurse one day and two days of senior health assistant that are district funded. She will also help with COVID safety and safety measures for our site. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreation staff to maintain and improve student safety, promote kindness and social interactions, and facilitate conflict management between students. In general, improving climate to increase happiness and safety of students which will in turn increase attendance and reduce discipline issues. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text.	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require: Students to demonstrate their understanding of texts and the "essential questions" by meeting grade level CCSS expectations for reading,	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science,

• Regular practice with complex text and its academic vocabulary with intensity. Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing. • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing. • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.	listening, and language. Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language. Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments	Social Studies) Supplemental Reading materials matched to students' instructional Reading level (Newsela) Thinking Maps Core5 ELLevation iReady

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following: • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students	Formative and Interim Writing assessments within the grade level Unit of Instruction, including: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays "On Demand" Reading/Writing assessments Culminating Writing Task Research Task & Presentation SBAC Summative assessment (Grades 3-8)	Write from the Beginning supplemental Writing program materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Newsela Thinking Maps

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to: • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice. As part of the K-5 Units of Instruction, all K-5 students will engage in: • Daily Math Routines • Math Tasks • Mathematical Discourse	Formative Assessment Lessons embedded into the Unit of Instruction End-of-Unit Assessment embedded into the Unit of Instruction SBAC Summative assessment (Grades 3-8)	HMH - GoMath Textbook Series Early Mathematics, A Resource for Teaching Young Children LBUSD Supplemental Instructional Resources ST Math

All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to: • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice. As part of the K-5 Units of Instruction, all K-5 students will engage in: • Daily Math Routines • Math Tasks • Mathematical Discourse	Formative Assessment Lessons embedded into the Unit of Instruction End-of-Unit Assessment embedded into the Unit of Instruction SBAC Summative assessment (Grades 3-8)	HMH - GoMath Textbook Series Early Mathematics, A Resource for Teaching Young Children LBUSD Supplemental Instructional Resources ST Math

Accountability Measure 1: Increase Achievement

Interventions

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Staff survey revealed this to be a top priority. They want a nurse to be available to meet the needs of our students. Staff/parents felt a need for both students with special needs (diabetes, severe allergies, asthma), general student population, and COVID concerns/care/protocols. Attendance/Chronic Absenteeism Rate|50, Culture-Climate Survey (Student-Staff)|40, Basic Services|10	Supplemental funding (19%) of a Senior Health Assistant to increase our coverage to 5 days per week. Senior Health Assistant will focus to improve student achievement by decreasing absenteeism rates due to medical concerns, and increase student attendance rates. The supplemental funding of a Senior Health Assistant will also help to improve school climate by decreasing classroom interruptions and increasing student self-efficacy and social emotional well-being. Since she is 3.8 hours a day, the 19% will cover two	All Students	LCFF $8,771 Health Assistant .19 FTE - LCFF 100%	08/30/2023 - 06/13/2024 Daily	Senior Health Assistant	Daily and weekly monitoring will primarily be recorded on nurse logs and health files. Bi-monthly meetings with the principal to share monitoring data. Attendance rates and survey results will be shared at stakeholder meetings. Attendance/Chronic Absenteeism Rate|50, Culture-Climate Survey (Student-Staff)|40, Basic Services|10

	days not covered by the district. We have a nurse one day and two days of senior health assistant that are district funded. She will also help with COVID safety and safety measures for our site.					

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	**Gr. 5 to MS Transition**	**Gr. 8 to HS Transition**
Kinder Orientation	MS School of Choice Process with Counselor.	No Data.

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Indentified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Progress Monitoring for Assessing Effectiveness**
All students Culture-Climate Survey (Student-Staff)|60, SEL Survey|40	Recreation staff to maintain and improve student safety, promote kindness and social interactions, and facilitate conflict management between students. In general, improving climate to increase happiness and safety of students which will in turn increase attendance and reduce discipline issues.	LCFF Rec $64,060 Hourly - Recreation Aide (6) for 590 hours annually - LCFF Rec 100%	08/30/2023 - 06/14/2024 Daily	Recreation leader and recreation aides	Checking discipline data, attendance rates, suspension rates, and CORE survey data.

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Indentified Need(s)	**Planned Staff Development**	**Funding Source & Cost**	**Dates/Hours of Training Session**	**Personnel**	**Tools Used for Monitoring Implementation & Effectiveness**
Increase student sense of safety and belonging by providing an equity centered classroom.	Culturally Responsive and Relevant Teaching Practices	No Funding needed $0	Staff Meetings - Thursdays (1 hour a week) 4 Hours Monthly	All Teachers and Support Specialists.	PDSA Cycles, Internal Learning Walks, CIV Visits and QCI Release Days.
Increase Quality Core Instruction with a focused lens on serving our Tier 2 and Tier 3 students.	QCI - Student Engagement, LBUSD Understandings focused on U3 Practices 1-3.	No Funding needed $0	Staff Meetings - Thursdays (1 hour a week) 4 Hours Monthly QCI Release Days	All Teachers and Support Specialists	Admin Walkthroughs and Feedback Cycles, Internal Learning Walks, CIV Visits, Knee to Knee meetings and QCI Release Days.
Math, ELA, SEL SBAC ELA|20, SBAC Math|20, Culture-Climate Survey (Student-Staff)|50, SEL Survey|10	Teacher Release Days grounded in QCI, CRT practices, data analysis and strategic planning to increase student socio-emotional well being and increase academic growth and achievement results.	LCFF $7,439 Substitute teacher half day (18) for 3 days - LCFF 100%	08/30/2023 - 06/14/2024 Semester	Monica Manipon	Structured Agenda, Notes, Action Items, PDSA Cycle Notes and Start, Stop, Continue Notes. Student Growth Data.

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Teachers will be involved in the following avenues:
1. Grade Level Meetings
2. Site Decision Making Team
3. Culture and Climate Team
4. Social Committee
5. Teacher Led PD
6. Teacher Led Student Clubs
7. Teachers will participate in Back to School Night, Open House and Parent Conferences
8. Teachers involved in ILT and QCI Teams.

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement

Indentified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Stakeholder Voice and Sense of Belonging to a School Community grounded in student well being and safety.	1. PTA - Parent Workshops 2. VIPS Meeting 3. Weekly Smore Newsletter 4. Active PTA Board Member	No Funding Source $0	Throughout the year from August to June.	Mrs. Manipon, Principal Carver PTA Board, School Site Council	Family Surveys, Qualitative Feedback via parent interviews and collaboration.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	0
Title I Parent and Family Involvement (3008)	0

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	16380

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:
During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations
Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration
Equity, Engagement & Partnerships (EEP), **State and Federal Programs** (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)
Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education
Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care
Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist
Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy
The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development
LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge
Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859
Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences
Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration
The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE
The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD
This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations
These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals
The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics
These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program
The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online
APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra
Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	MONICA MANIPON	06-14-2023
Staff	Classroom Teacher	CHERYL KEYS	06-14-2025
Staff	Classroom Teacher	VICKIE RUDD	06-14-2024
Staff	Classroom Teacher	ALINA HERRERA-GONZALEZ	06-14-2024
Staff	Non Classroom Teacher	STEVE STATEN	06-14-2025
Community	Parent	BRANDI [redacted]	06-14-2024
Community	Parent	KELLI [redacted]	06-14-2024
Community	Parent	Kandra [redacted]	06-14-2025
Community	Parent	DOMONIQUE [redacted]	06-14-2025
Community	Parent	Lauren [redacted]	06-14-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	
Secretary		

Name	Representing

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	
2. At which ELAC meeting did ELAC approve its Recommendations?	
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	
6. What was SSC's response to ELAC recommendations?	

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s):
2. The SSC approved the **Home-School Compact** on 10/24/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/24/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:11/14/2023
6. The SPSA was approved at the following SSC Meeting: 11/14/2023

LBUSD Board of Education Approval Date:

Signatures:

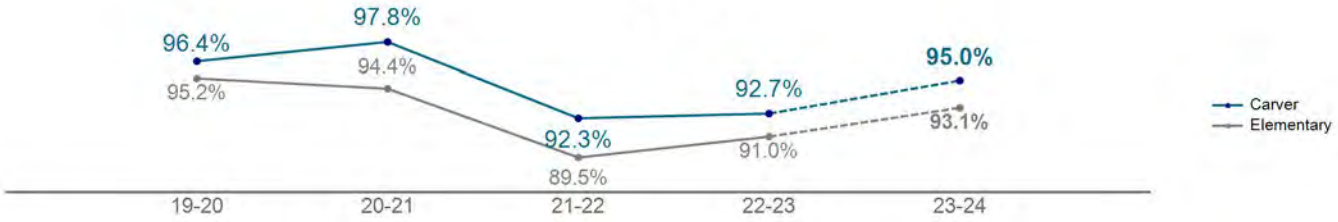
Principal: _____ Printed Name: _____ Date: _____

SSC Chair: _____ Printed Name: _____ Date: _____

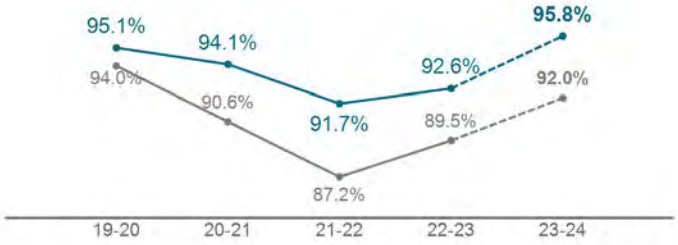
ELAC Chair: _____ Printed Name: _____ Date: _____

Attendance Rate

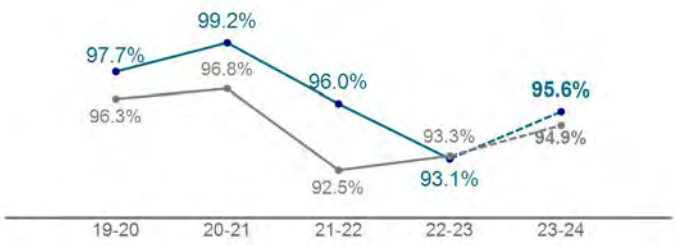
Carver
All Students
N = 522



African American
N = 34



Asian
N = 33



Filipino

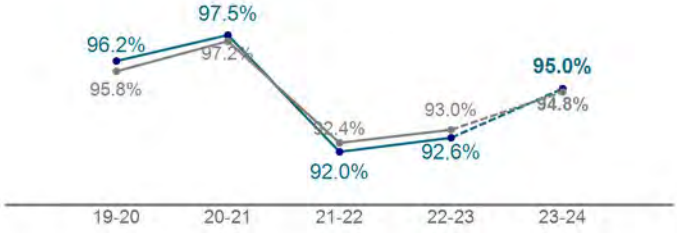
Subgroup with fewer than 20 students.

Hispanic
N = 164

Pacific Islander

Subgroup with fewer than 20 students.

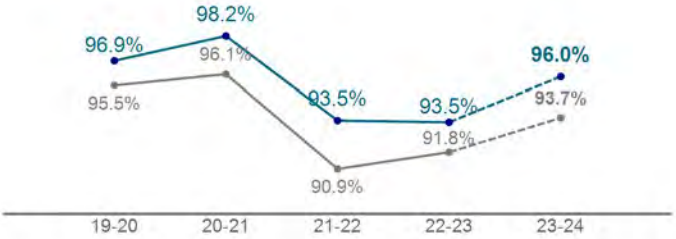
White
N = 179



Native American

Subgroup with fewer than 20 students.

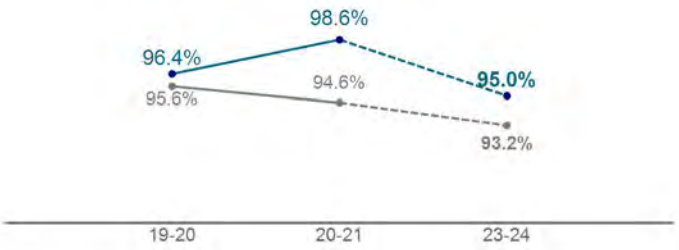
Other
N = 93



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

EL + RFEP
N = 20

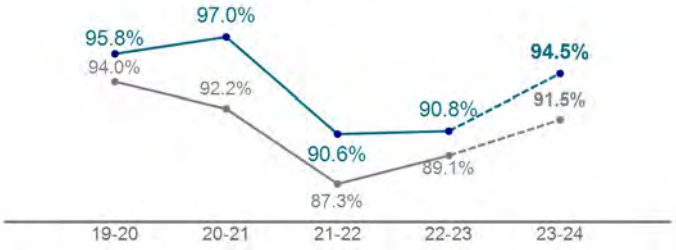


Low SES
N = 132

English Learner

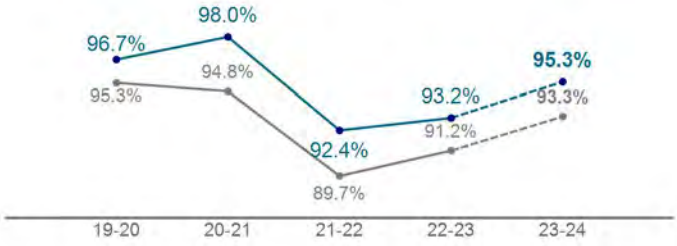
Subgroup with fewer than 20 students.

Special Education
N = 45

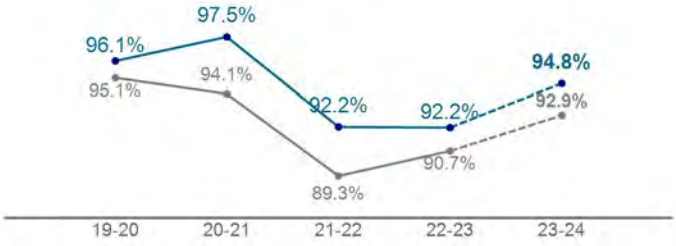


Homeless or Foster Youth

Female
N = 246



Male
N = 276



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Submit Feedback

About this report

Chronic Absence by Attendance Bands
School Data by Subgroup
Carver 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category		# Students	Percent by Category	Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate	ES Chronic Rate
All Students	510	510	4 17 23 25 31	21.4%	14.6%	44.3%	32.2%
Grade	Gr. TK	22	14 27 27 18 14	40.9%	26.9%	68.2%	52.5%
	Gr. K	87	8 25 30 18 18	33.3%	13.0%	63.2%	43.8%
	Gr. 01	84	2 23 33 19 23	25.0%	15.0%	58.3%	35.2%
	Gr. 02	79	3 14 13 37 34	16.5%	20.5%	29.1%	29.4%
	Gr. 03	83	6 17 22 20 35	22.9%	12.8%	44.6%	27.7%
	Gr. 04	77	3 10 22 26 39	13.0%	13.4%	35.1%	27.1%
	Gr. 05	78	10 15 31 44	10.3%	9.5%	25.6%	25.6%
Ethnicity	African American	25	4 16 32 24 24	20.0%	20.0%	52.0%	41.6%
	Asian	29	7 7 24 17 45	13.8%	0.0%	37.9%	21.4%
	Cambodian	33	9 9 21 24 36	18.2%	4.0%	39.4%	24.5%
	Filipino	13	15 23 23 38	15.4%	0.0%	38.5%	18.9%
	Hispanic	163	6 22 23 20 30	27.6%	18.0%	50.3%	34.8%
	Pacific Islander	2	100	0.0%	33.3%	0.0%	43.8%
	White	182	3 18 23 30 27	20.3%	15.3%	42.9%	18.3%
	Other	96	4 13 22 24 38	16.7%	10.0%	38.5%	27.5%
Gender	Female	246	2 16 25 25 32	18.3%	15.0%	43.1%	31.0%
	Male	264	6 19 21 24 30	24.2%	14.3%	45.5%	33.3%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

Run date: 12/20/2023

Submit Feedback

About this report

Chronic Absence by Attendance Bands
School Data by Subgroup
Carver 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Low SES	128	8	21	27	22	23	28.9%	24.2%	55.5%	36.0%
	ELL	13	8	38	23	23	8	46.2%	18.2%	69.2%	33.8%
	RFEP	6			33	50	17	0.0%	0.0%	33.3%	15.7%
	EL + RFEP	19	5	26	26	32	11	31.6%	11.1%	57.9%	31.0%
	Special Ed.	43		9	28	9	28	26	37.2%	23.3%	46.5%	41.4%
	Spec Ed. Speech/RSP	40		5	28	10	30	28	32.5%	21.4%	42.5%	31.8%
	Homeless/Foster	20	5	35	30	20	10	40.0%	34.5%	70.0%	43.2%
	Homeless	20	5	35	30	20	10	40.0%	35.7%	70.0%	43.4%
	GATE/Excel	82			10	22	24	44	9.8%	9.1%	31.7%	13.4%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

Run date: 12/20/2023

Submit Feedback

About this report

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

School	# Students	Percent by Category	Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
All Elementary	26,753	9 23 19 22 27	32.2%	24.4%	51.1%
Addams	806	10 27 20 19 24	36.7%	30.5%	56.6%
Alvarado	412	8 32 19 17 24	40.0%	30.7%	58.7%
Barton	482	13 34 17 19 17	47.3%	34.8%	64.3%
Birney	510	7 25 18 27 24	31.6%	27.0%	49.2%
Bixby	546	6 19 24 23 29	25.1%	19.3%	48.9%
Bryant	339	12 23 19 19 27	35.1%	31.4%	54.6%
Burbank	616	9 28 21 21 22	36.7%	23.4%	57.5%
Burcham	362	4 20 20 27 30	23.8%	20.8%	43.6%
Carver	510	4 17 23 25 31	21.4%	14.6%	44.3%
Chavez	359	14 29 19 19 19	42.9%	34.3%	61.8%
Cleveland	460	4 20 20 26 30	23.9%	12.0%	43.5%
Dooley	784	9 30 18 22 22	38.5%	26.2%	56.1%
Edison	471	14 24 16 18 29	37.8%	31.4%	53.5%
Emerson	354	4 14 23 27 31	18.1%	4.7%	41.5%
Fremont	461	3 15 20 26 35	18.9%	9.8%	38.8%
Gant	670	5 14 22 24 34	19.4%	9.7%	41.8%
Garfield	602	11 24 18 23 24	35.0%	31.2%	53.2%
Gompers	351	8 23 23 25 21	30.5%	10.7%	53.6%
Grant	1,021	13 27 17 21 22	39.7%	33.4%	56.6%
Harte	851	10 28 21 17 23	38.2%	37.1%	59.2%
Henry	817	10 20 29 41	10.5%	8.3%	30.1%
Herrera	748	10 24 21 20 25	34.2%	26.1%	54.9%
Holmes	411	10 27 18 20 26	37.0%	23.5%	54.5%
Hudson	426	15 24 14 17 31	38.7%	22.0%	52.6%
Kettering	341	6 17 23 28 26	23.2%	8.7%	46.0%
King	666	12 24 19 21 25	35.6%	29.8%	54.4%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

Run date: 12/20/2023

Submit Feedback

About this report

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
Lafayette	898	11	26	20	22	21	36.5%	41.6%	56.1%
Lincoln	851	13	28	16	19	24	40.5%	24.1%	56.6%
Longfellow	994	6	18	17	24	36	23.5%	11.3%	40.6%
Los Cerritos	475	5	15	20	24	37	19.4%	5.7%	38.9%
Lowell	578	4	19	22	23	32	23.5%	15.8%	45.5%
Macarthur	307	3	27	21	20	29	30.3%	13.6%	51.5%
Madison	397	6	24	17	23	29	30.2%	25.5%	47.6%
Mann	372	7	26	20	20	27	32.8%	15.7%	53.0%
McKinley	541	13	24	18	22	24	36.6%	29.0%	54.2%
Naples	299	2	18	12	29	38	20.4%	14.5%	32.8%
Oropeza	638	14	25	20	19	23	38.2%	28.8%	58.2%
Prisk	497	3	16	17	27	36	19.7%	14.5%	36.6%
Riley	455	5	24	20	21	30	29.0%	18.3%	49.0%
Roosevelt	905	16	22	17	17	28	37.9%	27.7%	54.7%
Signal Hill	675	8	26	17	21	28	33.6%	31.0%	50.2%
Smith	717	10	22	19	22	26	32.9%	21.3%	51.6%
Stevenson	558	14	28	17	16	24	42.7%	41.8%	59.9%
Twain	440	5	22	23	22	29	26.1%	16.5%	48.6%
Webster	567	11	28	14	19	27	39.7%	37.2%	54.1%
Whittier	606	12	28	18	17	24	40.1%	32.7%	58.3%
Willard	607	11	23	20	19	27	33.9%	34.6%	54.0%

The percentages may not equal 100% due to rounding.

Submit Feedback

About this report

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
All Middle	12,991	9	17	14	20	39	26.3%	21.7%	40.6%
Bancroft	870	6	16	13	21	43	22.6%	21.7%	35.5%
Franklin	1,147	18	20	16	17	29	37.8%	29.8%	53.7%
Hamilton	860	12	22	15	19	32	33.7%	23.7%	48.5%
Hoover	546	4	15	16	23	42	19.2%	15.4%	34.8%
Hughes	1,344	5	13	13	21	48	18.0%	13.7%	31.1%
Jefferson	1,040	11	16	14	19	40	27.2%	30.5%	41.5%
Keller	458	2	7	12	27	51	9.2%	6.0%	21.6%
Lindbergh	437	13	21	16	19	31	33.2%	34.5%	49.7%
Lindsey	761	11	18	14	19	38	28.5%	18.7%	42.3%
Marshall	930	4	20	15	24	37	24.4%	17.0%	39.9%
Nelson	843	8	18	15	20	39	25.3%	21.0%	40.2%
Rogers	789	5	13	14	21	46	18.4%	10.1%	32.7%
Stanford	1,205	6	12	14	22	46	18.7%	15.0%	32.3%
Stephens	770	16	23	15	17	28	39.0%	34.1%	54.4%
Washington	991	16	20	12	19	33	36.1%	30.8%	48.3%

The percentages may not equal 100% due to rounding.

Submit Feedback

About this report

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
All K8	5,754	6	18	18	22	37	23.7%	19.8%	41.4%
Avalon	455	7	26	23	22	22	32.7%	28.5%	56.0%
Cubberley	970	3	10	16	23	48	13.4%	11.2%	29.6%
Muir	1,046	8	21	18	21	33	28.6%	24.8%	46.5%
Newcomb	817	3	15	18	24	41	17.6%	9.8%	35.4%
Powell	865	14	22	20	20	25	35.4%	32.6%	54.9%
Robinson	779	6	22	13	20	39	28.1%	21.6%	41.6%
Tincher	822	3	12	18	26	42	14.2%	11.5%	32.6%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

Run date: 12/20/2023

Submit Feedback

About this report

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

School	# Students	Percent by Category	Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
All High	20,821	12 16 14 19 39	27.9%	26.2%	41.9%
Browning	333	20 20 12 17 32	39.9%	29.4%	52.0%
Cabrillo	1,845	16 18 14 17 35	34.3%	38.2%	48.0%
CAMS	673	1 5 8 20 66	6.4%	4.6%	14.3%
Jordan	2,326	13 17 14 18 39	29.8%	35.7%	43.4%
Lakewood	2,820	10 18 16 21 35	28.6%	32.3%	44.1%
McBride	730	6 12 17 20 46	17.5%	13.8%	34.5%
Millikan	3,346	5 12 14 21 47	17.8%	14.3%	32.0%
PAAL	171	43 20 13 8 16	63.2%	72.1%	76.0%
Polytechnic	3,873	16 17 15 20 32	32.9%	23.8%	48.4%
Reid	195	68 17 7 5 3	84.6%	92.4%	91.8%
Renaissance	443	14 17 14 19 36	30.5%	31.3%	44.5%
Sato	483	1 5 10 16 69	5.8%	5.3%	15.3%
Wilson	3,583	14 15 14 18 39	29.6%	24.2%	43.3%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

Run date: 12/20/2023

Submit Feedback

About this report

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

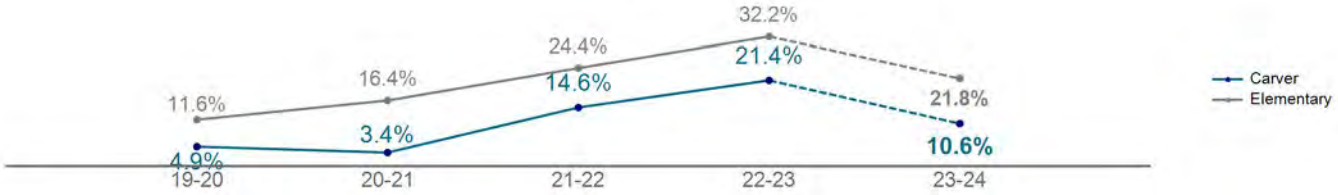
School	# Students	Percent by Category	Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
District	66,319		29.0%	25.3%	45.3%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

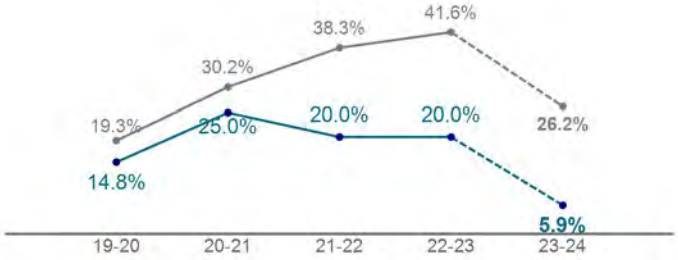
Run date: 12/20/2023

Percent of Students in the Moderately or Severely Chronic Categories

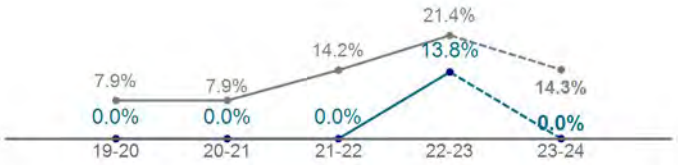
Carver
All Students
N = 519



African American
N = 34



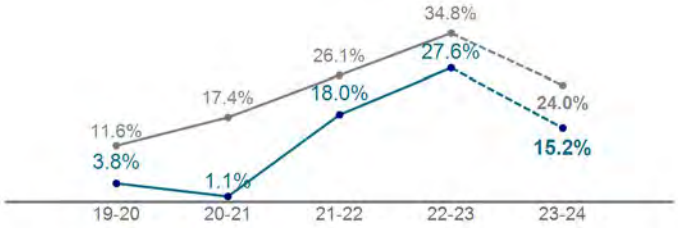
Asian
N = 33



Filipino

Subgroup with fewer than 20 students.

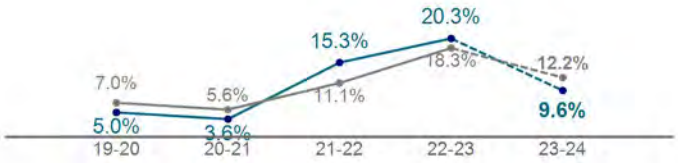
Hispanic
N = 164



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 178



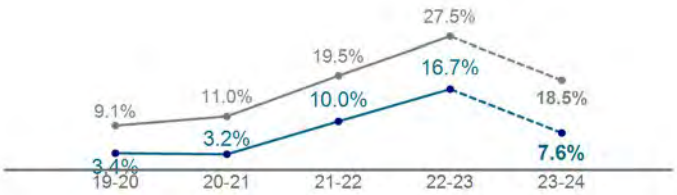
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

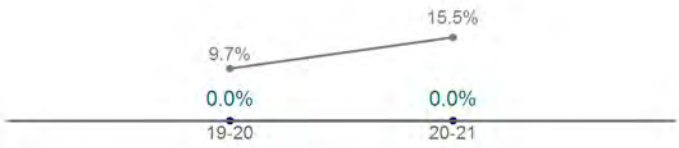
Other
N = 92



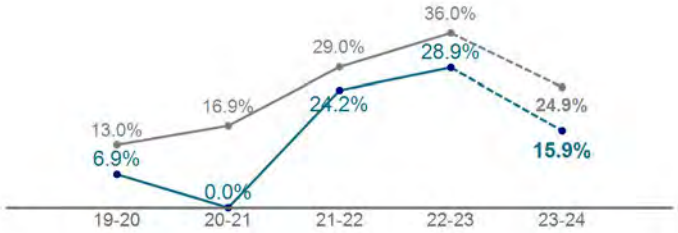
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

EL + RFEP



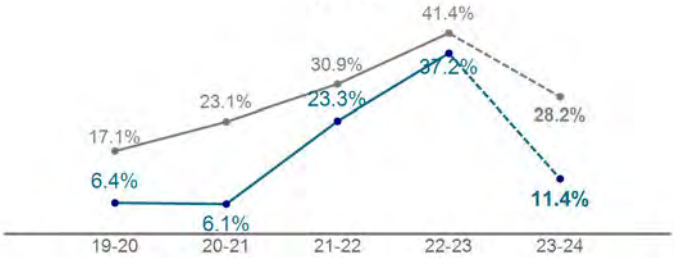
Low SES
N = 132



English Learner

Subgroup with fewer than 20 students.

Special Education
N = 44



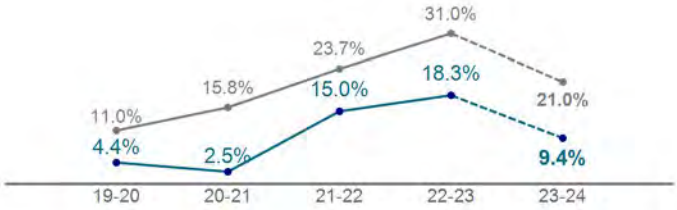
Homeless or Foster Youth

Subgroup with fewer than 20 students.

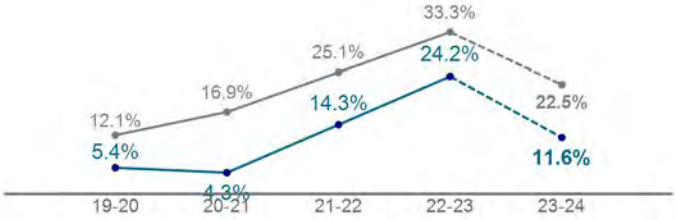
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 244



Male
N = 275



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2023 :: School Data by Subgroup

12/20/23

Carver

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	236	236	29%	10	19	26	45	71%	↑1		↑7
		All Elementary	52%	31	21	23	25	48%	↑1		↑6
		District	52%	29	23	26	22	48%	↑-		↓1
Grade	Gr. 03	82	33%	10	23	30	37	67%	↓3		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	77	26%	8	18	19	55	74%	↑10		↑4
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
	Gr. 05	77	29%	13	16	27	44	71%	↓4		↑11
		All Elementary	48%	27	21	28	24	52%	↓1		↑8
		District	48%	27	21	28	24	52%	↓1		↑8
Ethnicity	Hispanic	88	41%	22	19	25	34	59%	↑2		↑13
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	White	80	26%	4	23	25	49	74%	↓2		↑4
		All Elementary	25%	9	15	24	51	75%	↑-		↑4
		District	26%	11	15	30	44	74%	↑1		↓1
	Other	39	10%	5	5	26	64	90%	↓1		-
		All Elementary	30%	17	13	26	45	70%	↑2		↑5
		District	33%	16	17	29	38	67%	↑1		↓1
	African American	11*	55%	55		27	18	45%	↑18		-
		All Elementary	67%	44	23	18	15	33%	↑2		↑6
		District	67%	42	25	21	12	33%	↓-		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2023 :: School Data by Subgroup

12/20/23

Carver

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Ethnicity	Asian	8*	13%	13		50	38	88%	-		-
		All Elementary	38%	19	19	23	39	62%	↑1		↑6
		District	34%	17	18	30	36	66%	↑-		↑1
	Cambodian	8*	38%	13	25	25	38	63%	↓13		-
		All Elementary	40%	20	19	27	33	60%	↑1		↑7
		District	39%	19	20	32	29	61%	↑1		↑2
	Filipino	8*	0%			25	75	100%	↑20		-
		All Elementary	24%	12	11	27	49	76%	↑2		↑7
		District	28%	11	17	31	41	72%	↑2		↑2
	Pacific Islander	2*	50%	50		50		50%	-		-
		All Elementary	69%	33	36	19	12	31%	↓4		↑3
		District	63%	31	32	28	9	38%	↓2		↓3
Gender	Female	114	25%	8	18	23	52	75%	↑3		↑11
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	122	33%	12	20	29	39	67%	↓1		↑4
		All Elementary	55%	34	21	21	23	45%	↑1		↑6
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6
		All Elementary*	50%	13	38	38	13	50%	↑25		-
Special Populations	EL + RFEP	8*	25%	13	13	63	13	75%	↑31		-
		All Elementary	67%	43	24	20	14	33%	↓-		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	4*	50%	25	25	50		50%	↑50		-

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2023 :: School Data by Subgroup

12/20/23

Carver

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	ELL	All Elementary	80%	54	26	15	5	20%	↑5		↑5
		District	86%	60	25	11	3	14%	↑4		↑3
	RFEP	4*	0%			75	100%	25	↑50		-
		All Elementary	29%	11	18	33	38	71%	↑9		↑7
		District	44%	17	27	35	21	56%	↑-		↓4
	GATE/Excel	65	0%			12	38	100%	↑5		↑6
		All Elementary	10%	2	8	23	67	90%	↑2		↓-
		District	14%	3	11	32	54	86%	↓-		↓3
	Foster	District	75%	50	25	16	9	25%	↓3		↓4
		All Elementary	75%	53	22	11	14	25%	↑-		↑7
	Homeless	11*	45%	18	27	18	36	55%	↑18		-
		All Elementary	63%	40	23	20	16	37%	↑2		↑6
		District	64%	40	24	24	12	36%	↓1		↓1
	Homeless/Foster	11*	45%	18	27	18	36	55%	↑13		-
		All Elementary	64%	41	23	20	16	36%	↑2		↑6
		District	65%	41	24	23	12	35%	↓1		↓1
	Low SES	61	43%	18	25	26	31	57%	↓4		↑13
		All Elementary	59%	36	23	22	18	41%	↑2		↑6
		District	59%	34	25	25	16	41%	↑1		↓1
	Special Ed.	24	79%	38	42	17	4	21%	↓8		-
		All Elementary	81%	64	17	10	9	19%	↑2		↑4
		District	84%	65	19	11	5	16%	↑1		↑1
	Spec Ed. Speech/RSP	23	78%	39	39	17	4	22%	↓7		-
		All Elementary	77%	57	19	13	11	23%	↑2		↑5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2023 :: School Data by Subgroup

Carver

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Spec Ed. Speech/R	District	79%	56	23	14	7	21%	↑2		↑2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2023 :: School Data by Subgroup

12/20/23

Carver

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	236	236	32%	14	18	31	37	68%	↑5		↑2
		All Elementary	60%	33	27	22	18	40%	↑2		↓2
		District	66%	40	26	19	16	34%	↑1		↓5
Grade	Gr. 03	82	28%	18	10	33	39	72%	↓2		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	77	25%	6	18	35	40	75%	↑16		↑3
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	77	44%	18	26	25	31	56%	↑1		↑1
		All Elementary	66%	37	29	18	16	34%	↓-		↓2
		District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	Hispanic	88	44%	22	23	32	24	56%	↑5		↑9
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	White	80	24%	13	11	33	44	76%	↑9		↑4
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
	Other	39	23%	8	15	23	54	77%	↓6		↓17
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
	African American	11*	45%	9	36	36	18	55%	↑18		-
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

12/20/23

Carver

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Asian	8*	13%	13		50	38	88%	↑38		-
		All Elementary	45%	20	26	23	31	55%	↓1		↓2
		District	49%	25	24	22	29	51%	↓1		↓6
	Cambodian	8*	25%	13	13	25	50	75%	↑25		-
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5
	Filipino	8*	25%	25		13	63	75%	↓25		-
		All Elementary	34%	11	23	31	35	66%	↓-		↓2
		District	44%	19	25	24	33	56%	↓-		↓5
	Pacific Islander	2*	50%	50		50		50%	-		-
		All Elementary	73%	41	32	18	9	27%	↓3		↓3
		District	76%	46	30	17	8	24%	↓-		↓6
Gender	Female	114	32%	16	16	32	36	68%	↑8		↑1
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	122	33%	13	20	30	38	67%	↑2		↑3
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
	Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		-
		District	62%	42	20	22	16	38%	↑4		↓3
Special Populations	EL + RFEP	8*	25%	13	13	63	13	75%	↑19		-
		All Elementary	73%	44	29	17	10	27%	↑2		↑-
		District	77%	52	26	14	8	23%	↑1		↓5
	ELL	4*	50%	25	25	50		50%	↑50		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

12/20/23

Carver

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	ELL	All Elementary	83%	54	29	13	4	17%	↑6		↑1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	4*	0%			75	100%	25	↑38		-
		All Elementary	43%	16	27	28	29	57%	↑10		↓2
		District	66%	36	30	20	14	34%	↑1		↓9
	GATE/Excel	65	2%		2	17	82	98%	↑4		↓2
		All Elementary	16%	3	13	27	57	84%	↑2		↓8
		District	26%	8	18	28	47	74%	↑2		↓9
	Foster	All Elementary	80%	53	26	19	2	20%	↑5		-
		District	85%	62	23	13	2	15%	↑2		↓2
	Homeless	11*	64%	45	18	36		36%	↑9		-
		All Elementary	72%	44	27	18	11	28%	↑2		-
		District	78%	52	26	14	8	22%	↑-		↓5
	Homeless/Foster	11*	64%	45	18	36		36%	↑11		-
		All Elementary	72%	45	27	18	10	28%	↑2		-
		District	79%	53	25	14	7	21%	↑1		↓4
	Low SES	61	49%	30	20	28	23	51%	↑2		-
		All Elementary	68%	39	29	20	12	32%	↑3		↓1
		District	73%	46	27	17	11	27%	↑2		↓5
	Special Ed.	24	75%	50	25	17	8	25%	↑11		-
		All Elementary	82%	63	20	10	8	18%	↑3		↓-
		District	88%	72	16	8	5	12%	↑2		↓1
	Spec Ed. Speech/RSP	23	74%	48	26	17	9	26%	↑12		-
		All Elementary	78%	55	23	12	10	22%	↑3		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

Carver

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Spec Ed. Speech/R	District	84%	64	20	10	6	16%	↑2		↓2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2023 :: School Data by Subgroup

12/20/23

Carver

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	77	77	47%	3	44	32	21	53%	↑4		-
		All Elementary	70%	16	54	20	10	30%	↑-		-
		District	74%	17	57	18	8	26%	↑1		-
Grade	Gr. 05	77	47%	3	44	32	21	53%	↑4		-
		All Elementary	70%	16	54	20	10	30%	↑-		-
		District	70%	16	54	20	10	30%	↑1		-
Ethnicity	Hispanic	31	61%	3	58	26	13	39%	↓4		-
		All Elementary	76%	18	59	17	6	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	White	26	27%	27	42	31		73%	↑11		-
		All Elementary	42%	4	38	31	27	58%	↓2		-
		District	51%	6	45	29	20	49%	↑1		-
	Other	12*	50%	8	42	25	25	50%	↑10		-
		All Elementary	51%	8	43	29	20	49%	↓2		-
		District	56%	11	46	25	18	44%	↓-		-
	African American	3*	67%	67		33		33%	↑33		-
		All Elementary	81%	24	57	16	3	19%	↑4		-
		District	86%	29	57	12	2	14%	↑1		-
	Asian	3*	33%	33		67		67%	-		-
		All Elementary	57%	9	48	24	19	43%	↑-		-
		District	57%	6	50	28	15	43%	↑2		-
	Cambodian	2*	50%	50		50		50%	↓50		-
		All Elementary	61%	9	52	24	15	39%	↓4		-
		District	65%	9	56	25	10	35%	↑-		-

The percentages in each Claim may not equal 100% due to rounding.
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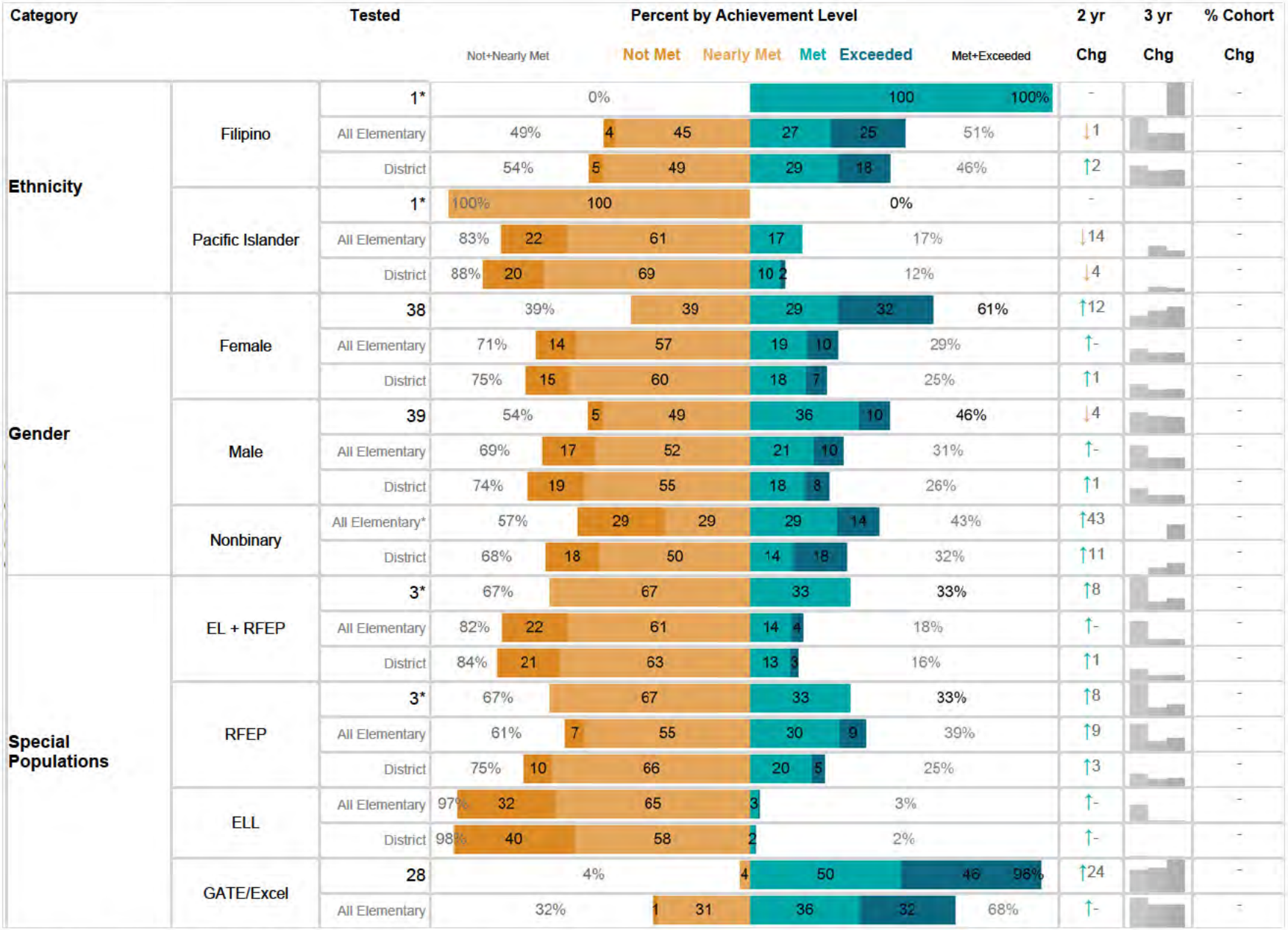
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2023 :: School Data by Subgroup

12/20/23

Carver



Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Filipino	1*	0%			100		100%	-		-
		All Elementary	49%	4	45	27	25	51%	↓1		-
		District	54%	5	49	29	18	46%	↑2		-
	Pacific Islander	1*	100%	100				0%	-		-
		All Elementary	83%	22	61	17		17%	↓14		-
		District	88%	20	69	10	2	12%	↓4		-
Gender	Female	38	39%		39	29	32	61%	↑12		-
		All Elementary	71%	14	57	19	10	29%	↑-		-
		District	75%	15	60	18	7	25%	↑1		-
	Male	39	54%	5	49	36	10	46%	↓4		-
		All Elementary	69%	17	52	21	10	31%	↑-		-
		District	74%	19	55	18	8	26%	↑1		-
	Nonbinary	All Elementary*	57%	29	29	29	14	43%	↑43		-
		District	68%	18	50	14	18	32%	↑11		-
Special Populations	EL + RFEP	3*	67%		67	33		33%	↑8		-
		All Elementary	82%	22	61	14	4	18%	↑-		-
		District	84%	21	63	13	3	16%	↑1		-
	RFEP	3*	67%		67	33		33%	↑8		-
		All Elementary	61%	7	55	30	9	39%	↑9		-
		District	75%	10	66	20	5	25%	↑3		-
	ELL	All Elementary	97%	32	65	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	GATE/Excel	28	4%		4	50	46	96%	↑24		-
		All Elementary	32%	1	31	36	32	68%	↑-		-

The percentages in each Claim may not equal 100% due to rounding.
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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2023 :: School Data by Subgroup

12/20/23

Carver

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	GATE/Excel	District	43%	3	41	34	23	57%	↓2		-
	Foster	All Elementary	81%	30	51	11	8	19%	↑1		-
		District	88%	31	58	8	4	12%	↓3		-
	Homeless	6*	83%		83	17		17%	↓8		-
		All Elementary	83%	20	63	13	4	17%	↑1		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	6*	83%		83	17		17%	↓23		-
		All Elementary	83%	21	62	13	4	17%	↑1		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	25	60%		60	24	16	40%	↓3		-
		All Elementary	77%	18	59	17	6	23%	↑2		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	8*	100%	25	75			0%	↓13		-
		All Elementary	89%	44	46	7	4	11%	↑3		-
		District	93%	47	46	5	2	7%	↑1		-
	Spec Ed. Speech/RSP	8*	100%	25	75			0%	↓13		-
		All Elementary	86%	34	52	9	5	14%	↑4		-
		District	90%	37	53	7	3	10%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Carver

12/20/23

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	All Students	153	153	58		18 / 19 / 24 / 39
			All ES	49		22 / 22 / 24 / 32
			District	27		34 / 15 / 16 / 34
	Grade	Gr. 04 (Minimum Growth Target: 44)	77	52		19 / 27 / 21 / 32
			All ES	49		21 / 24 / 27 / 28
			District	48		22 / 24 / 27 / 27
		Gr. 05 (Minimum Growth Target: 35)	76	65		17 / 11 / 26 / 46
			All ES	50		22 / 20 / 22 / 36
			District	49		22 / 20 / 22 / 36
	Ethnicity	Hispanic	56	60		20 / 16 / 21 / 43
			All ES	49		23 / 22 / 24 / 31
			District	26		35 / 15 / 16 / 34
		White	53	65		15 / 15 / 25 / 45
			All ES	53		19 / 22 / 27 / 33
			District	29		33 / 16 / 16 / 35
		Other	24	53		13 / 33 / 25 / 29
			All ES	49		19 / 23 / 27 / 31
			District	30		32 / 16 / 17 / 35
		African American	8^	-		13 / 25 / 38 / 25
			All ES	50		22 / 22 / 22 / 34
			District	25		36 / 16 / 15 / 33

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Carver

12/20/23

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Ethnicity	Asian	5^		-	40 / 20 / 40
			All ES	53		21 / 23 / 23 / 34
			District	33		30 / 16 / 16 / 38
		Filipino	5^		-	60 / 20 / 20
			All ES	50		21 / 21 / 24 / 34
			District	31		32 / 14 / 16 / 37
		Cambodian	4^		-	50 / 25 / 25 / 0
			All ES	53		20 / 22 / 25 / 33
			District	34		30 / 16 / 17 / 37
		Pacific Islander	2^		-	100 / 0
			All ES	41		23 / 26 / 25 / 26
			District	26		32 / 17 / 18 / 33
	Gender	Female	76		60	13 / 22 / 29 / 36
			All ES	50		21 / 22 / 25 / 32
			District	28		34 / 15 / 16 / 34
		Male	77		56	23 / 16 / 18 / 43
			All ES	50		22 / 22 / 24 / 32
			District	26		35 / 15 / 16 / 34
		Nonbinary	All ES^	72		17 / 17 / 33 / 33
			District	28		33 / 15 / 8 / 44
	Special Populations	EL + RFEP	6^		-	17 / 17 / 67

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Carver

12/20/23

Category				N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Special Populations	EL + RFEP	All ES	50		24 / 21 / 23 / 33
			District	25		36 / 13 / 15 / 36
		ELL	2^	-		50 / 50
			All ES	50		24 / 21 / 23 / 32
			District	34		31 / 16 / 18 / 35
		RFEP	4^	-		25 / 75
			All ES	50		22 / 21 / 23 / 34
			District	18		39 / 12 / 14 / 36
		GATE/Excel	50	61		8 / 20 / 34 / 38
			All ES	49		21 / 22 / 27 / 30
			District	27		34 / 15 / 18 / 33
		Foster	All ES	55		25 / 10 / 31 / 33
			District	23		40 / 12 / 20 / 29
		Homeless	6^	-		33 / 17 / 50
			All ES	55		21 / 21 / 25 / 34
			District	28		33 / 16 / 17 / 34
		Homeless/Foster	6^	-		33 / 17 / 50
			All ES	55		21 / 20 / 25 / 34
			District	28		34 / 16 / 17 / 33
		Low SES	40	64		20 / 15 / 25 / 40
			All ES	50		22 / 22 / 24 / 32

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^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Carver

12/20/23

Category				N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Special Populations	Low SES	District	26		35 / 15 / 16 / 34
		Special Ed.	14^	-		21 / 14 / 36 / 29
			All ES	43		27 / 20 / 23 / 31
			District	27		35 / 15 / 15 / 35
		Spec Ed. Speech/RSP	14^	-		21 / 14 / 36 / 29
			All ES	47		24 / 21 / 24 / 31
			District	28		35 / 15 / 16 / 34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Carver

12/20/23

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)
					Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	All Students	153	153	41	22 / 36 / 22 / 20
			All ES	38	23 / 28 / 28 / 20
			District	16	38 / 19 / 18 / 24
	Grade	Gr. 04 (Minimum Growth Target: 42)	77	54	16 / 32 / 27 / 25
			All ES	45	18 / 29 / 31 / 22
			District	44	18 / 29 / 31 / 21
		Gr. 05 (Minimum Growth Target: 39)	76	26	28 / 39 / 17 / 16
			All ES	32	28 / 27 / 26 / 19
			District	32	28 / 27 / 26 / 19
	Ethnicity	Hispanic	56	43	20 / 32 / 29 / 20
			All ES	39	23 / 28 / 28 / 21
			District	14	39 / 19 / 18 / 24
		White	53	35	21 / 47 / 15 / 17
			All ES	36	22 / 33 / 28 / 18
			District	19	34 / 22 / 19 / 24
		Other	24	34	33 / 21 / 29 / 17
			All ES	40	21 / 29 / 29 / 21
			District	22	34 / 22 / 19 / 26
		African American	8^	-	13 / 38 / 25 / 25
			All ES	35	26 / 27 / 28 / 20
			District	14	40 / 19 / 17 / 24

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Carver

12/20/23

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Ethnicity	Asian	5^	-	100
			All ES	42	21 / 26 / 30 / 23
			District	19	36 / 19 / 20 / 26
		Filipino	5^	-	20 / 60 / 20 / 0
			All ES	36	24 / 27 / 29 / 20
			District	22	36 / 17 / 22 / 26
		Cambodian	4^	-	50 / 25 / 25
			All ES	42	21 / 26 / 31 / 22
			District	19	36 / 19 / 20 / 25
		Pacific Islander	2^	-	50 / 50 / 0
			All ES	30	29 / 29 / 26 / 15
			District	14	42 / 17 / 18 / 24
	Gender	Female	76	40	20 / 38 / 22 / 20
			All ES	38	23 / 28 / 29 / 20
			District	15	38 / 19 / 19 / 24
		Male	77	40	23 / 34 / 22 / 21
			All ES	39	24 / 28 / 27 / 21
			District	16	38 / 20 / 18 / 25
		Nonbinary	All ES^	59	33 / 50 / 17
			District	5	38 / 20 / 18 / 25
	Special Populations	EL + RFEP	6^	-	50 / 17 / 33

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^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Carver

12/20/23

Category				N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	EL + RFEP	All ES	41		23 / 26 / 28 / 23
			District	12		41 / 18 / 17 / 24
		ELL	2^	-		100
			All ES	42		23 / 25 / 29 / 23
			District	23		35 / 19 / 19 / 26
		RFEP	4^	-		75 / 25 / 0
			All ES	40		24 / 27 / 26 / 23
			District	4		46 / 17 / 15 / 23
		GATE/Excel	50	38		18 / 48 / 14 / 20
			All ES	35		24 / 30 / 28 / 18
			District	19		35 / 21 / 20 / 25
		Foster	All ES	41		24 / 26 / 33 / 17
			District	21		39 / 16 / 19 / 25
		Homeless	6^	-		33 / 50 / 17 / 0
			All ES	37		26 / 27 / 26 / 21
			District	13		40 / 19 / 17 / 24
		Homeless/Foster	6^	-		33 / 50 / 17 / 0
			All ES	38		26 / 27 / 26 / 21
			District	14		40 / 19 / 17 / 24
		Low SES	40	35		23 / 40 / 20 / 18
			All ES	38		24 / 28 / 28 / 21

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Carver

12/20/23

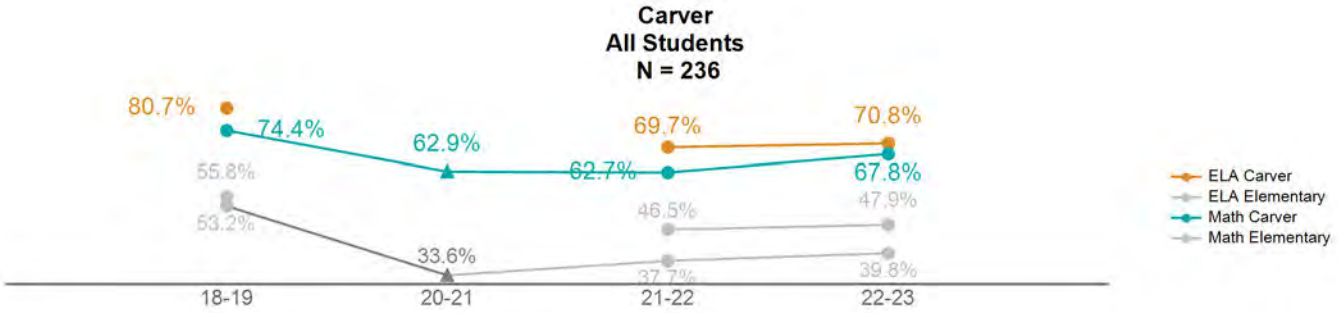
Category				N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	Low SES	District	14		39 / 19 / 18 / 24
		Special Ed.	14^	-		29 / 29 / 14 / 29
			All ES	37		26 / 25 / 25 / 24
			District	20		36 / 19 / 16 / 29
		Spec Ed. Speech/RSP	14^	-		29 / 29 / 14 / 29
			All ES	39		24 / 26 / 26 / 24
			District	19		36 / 19 / 17 / 28

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

Submit Feedback

Percent of Students with Achievement Level of Met or Exceeded in SBAC



African American

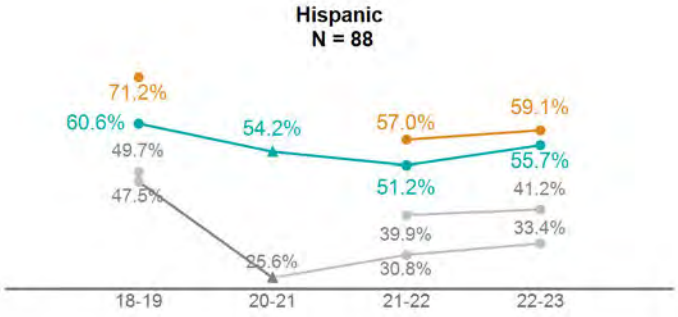
Subgroup with fewer than 20 students.

Asian

Subgroup with fewer than 20 students.

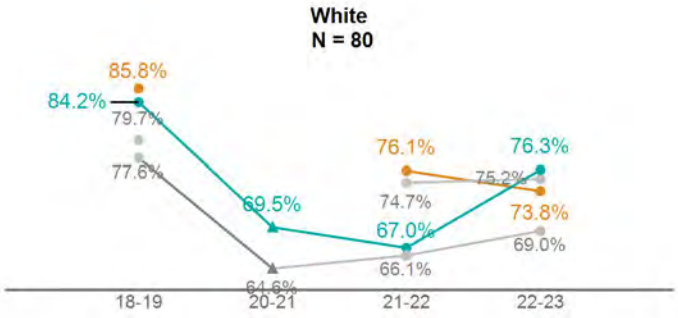
Filipino

Subgroup with fewer than 20 students.



Pacific Islander

Subgroup with fewer than 20 students.



N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

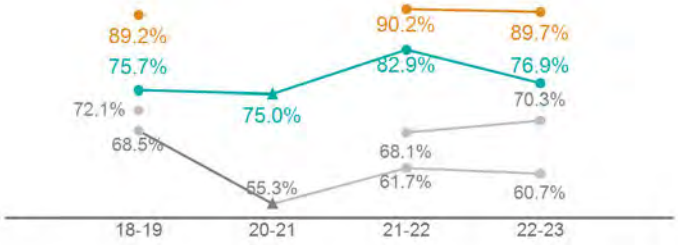
Submit Feedback

Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American

Subgroup with fewer than 20 students.

Other
N = 39

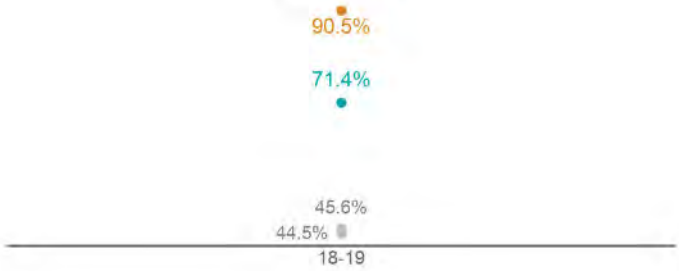


N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

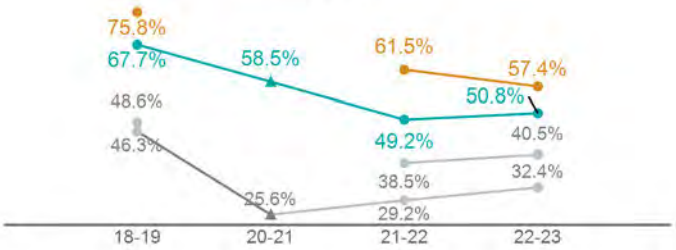
Submit Feedback

Percent of Students with Achievement Level of Met or Exceeded in SBAC

EL + RFEP



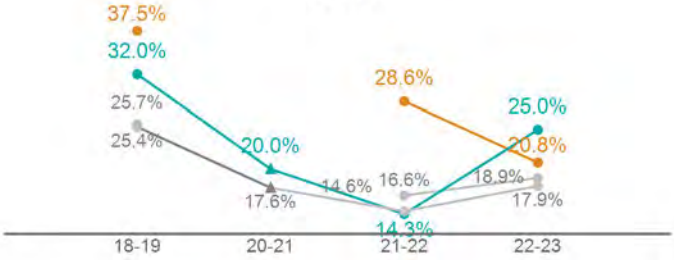
Low SES
N = 61



English Learner

Subgroup with fewer than 20 students.

Special Education
N = 24

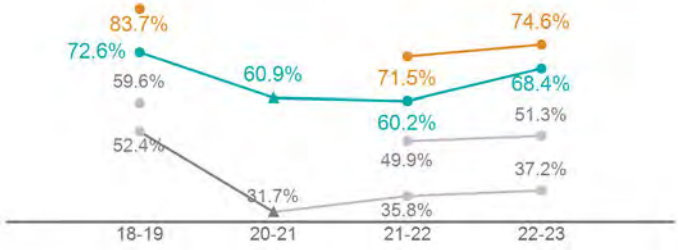


Homeless

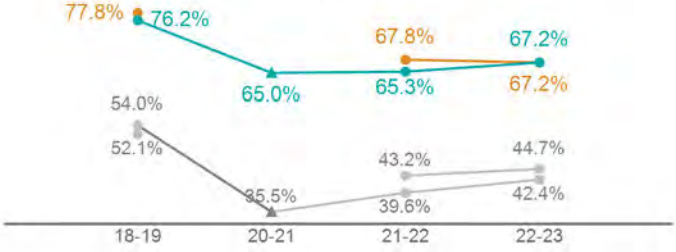
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 114



Male
N = 122



N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	12,227	52%	31	21	23	25	48%	↑1		↑6
Addams	380	64%	42	22	25	11	36%	↑1		↑10
Alvarado	175	43%	19	24	29	29	57%	↑7		↑11
Barton	215	77%	59	18	17	7	23%	↓-		-
Birney	241	52%	34	18	23	25	48%	↓1		↑4
Bixby	234	35%	15	20	29	36	65%	↑7		↑13
Bryant	159	57%	32	25	24	19	43%	↑3		↑3
Burbank	281	63%	36	27	22	16	37%	↓2		↑9
Burcham	167	28%	16	13	24	48	72%	↓2		↑6
Carver	236	29%	10	19	26	45	71%	↑1		↑7
Chavez	165	68%	50	18	23	8	32%	↑2		↑2
Cleveland	217	23%	6	16	30	47	77%	↑-		↑2
Dooley	384	59%	33	26	23	19	41%	↑6		↑6
Edison	199	65%	41	24	25	10	35%	↑6		↑17
Emerson	158	29%	12	17	20	51	71%	↓-		↓2
Fremont	203	20%	9	11	29	52	80%	↑7		↑12
Gant	277	21%	9	12	25	55	79%	↓4		↑1
Garfield	285	56%	38	18	25	19	44%	↑4		↑13
Gompers	148	41%	29	11	30	30	59%	↑7		↑12
Grant	456	63%	42	21	23	14	37%	↑-		↑2
Harte	406	64%	41	23	21	15	36%	↑4		↑7
Henry	385	34%	12	22	25	41	66%	↑-		↑4
Herrera	337	60%	36	23	23	17	40%	↓2		↑6
Holmes	172	42%	21	22	26	31	58%	↑6		↑9

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	225	63%	45	18	23	14	37%	↑5		↑3
Kettering	131	30%	10	20	25	45	70%	↓8		↑1
King	306	67%	48	19	24	9	33%	↓1		↑1
Lafayette	398	65%	37	28	21	14	35%	↓2		↑3
Lincoln	404	60%	33	26	22	19	40%	↓1		↑6
Longfellow	468	39%	17	22	22	39	61%	↑4		↑9
Los Cerritos	241	27%	14	14	27	45	73%	↓1		↑4
Lowell	240	25%	11	14	22	53	75%	↑7		↑4
Macarthur	149	40%	15	26	20	40	60%	↑1		↓3
Madison	152	43%	23	20	23	34	57%	↓4		↓1
Mann	164	65%	39	26	14	21	35%	↑1		-
McKinley	239	63%	43	20	23	14	37%	↑-		↑13
Naples	140	14%	4	9	21	66	86%	↓1		↓4
Oropeza	272	68%	46	22	13	19	32%	↓1		↑5
Prisk	273	22%	7	15	26	52	78%	↓2		↑9
Riley	196	55%	34	20	22	23	45%	↓2		↑8
Roosevelt	451	70%	42	28	20	10	30%	↑1		↑7
Signal Hill	319	48%	26	22	24	28	52%	↑-		↑16
Smith	352	65%	39	26	19	16	35%	↓2		↑-
Stevenson	247	68%	46	22	15	17	32%	↓4		↓1
Twain	190	44%	23	21	31	25	56%	↑4		↑7
Webster	225	71%	47	24	17	12	29%	↓5		↓3
Whittier	292	77%	57	21	15	7	23%	↑5		↑4
Willard	273	68%	41	27	18	14	32%	↑4		↑3

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	12,299	60%	33	27	22	18	40%	↑2		↓2
Addams	378	70%	42	28	21	9	30%	↑2		↓5
Alvarado	175	56%	25	31	26	18	44%	↓1		↓1
Barton	216	83%	60	24	11	6	17%	↑2		↓2
Birney	245	60%	34	25	25	16	40%	↓2		↓6
Bixby	234	48%	26	22	28	24	52%	↑12		↑6
Bryant	161	62%	39	23	27	11	38%	↑12		↑15
Burbank	284	70%	46	24	23	7	30%	↑2		↑6
Burcham	167	37%	12	25	26	37	63%	↑3		↓2
Carver	236	32%	14	18	31	37	68%	↑5		↑2
Chavez	166	85%	55	30	10	5	15%	↑-		↓5
Cleveland	217	32%	7	25	33	35	68%	↑2		↓5
Dooley	385	68%	35	34	21	10	32%	↑1		↓-
Edison	200	76%	46	31	17	7	24%	↑3		↑3
Emerson	158	36%	15	21	37	27	64%	↑11		↓9
Fremont	203	33%	11	22	30	37	67%	↑1		↓5
Gant	277	24%	6	18	33	43	76%	↑1		↓1
Garfield	286	70%	37	33	17	13	30%	↑-		↓3
Gompers	149	52%	24	28	26	21	48%	↑2		↓1
Grant	456	73%	40	33	19	8	27%	↓-		↓5
Harte	408	74%	48	27	14	11	26%	↑-		↓6
Henry	385	43%	15	28	26	31	57%	↓3		↓9
Herrera	342	72%	40	32	20	8	28%	↑4		↑3
Holmes	172	54%	23	31	23	23	46%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	225	73%	49	24	17	10	27%	↑6		↓9
Kettering	131	37%	11	25	34	29	63%	↓11		↓9
King	308	73%	40	33	20	7	27%	↑6		-
Lafayette	403	65%	36	29	25	10	35%	↑6		↑-
Lincoln	411	67%	35	32	21	12	33%	↑-		↓-
Longfellow	468	50%	20	30	21	29	50%	↓1		↓2
Los Cerritos	241	40%	17	24	26	34	60%	↓6		↓8
Lowell	240	33%	14	19	23	44	67%	↑6		↓9
Macarthur	149	50%	17	33	28	23	50%	↓3		↓10
Madison	153	47%	22	25	28	25	53%	↑4		↑3
Mann	163	62%	34	28	25	13	38%	↑9		↑5
McKinley	242	73%	42	31	20	7	27%	↑5		↑2
Naples	140	19%	6	13	25	56	81%	↑2		↓8
Oropeza	276	77%	49	29	12	11	23%	↑4		↑3
Prisk	274	29%	11	18	28	43	71%	↓3		↓1
Riley	197	65%	36	30	21	14	35%	↓4		↓7
Roosevelt	456	70%	43	27	19	11	30%	↑4		↑3
Signal Hill	320	59%	29	30	22	19	41%	↓1		-
Smith	357	75%	44	31	16	9	25%	↓4		↓5
Stevenson	252	73%	46	27	16	11	27%	↑5		↑3
Twain	193	54%	26	27	26	20	46%	↑2		↑2
Webster	224	74%	47	27	18	8	26%	↑1		↓5
Whittier	295	81%	61	20	12	7	19%	↑4		↑1
Willard	281	73%	41	32	18	9	27%	↑2		↓7

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Elementary	4,183	70%	16	54	20	10	30%	↑-		-
Addams	119	76%	18	58	20	4	24%	↑6		-
Alvarado	61	66%	8	57	25	10	34%	↓-		-
Barton	64	88%	27	61	8	5	13%	↓4		-
Birney	79	70%	20	49	22	9	30%	↑6		-
Bixby	69	61%	4	57	30	9	39%	↑3		-
Bryant	55	65%	15	51	25	9	35%	↑17		-
Burbank	88	75%	15	60	16	9	25%	↑3		-
Burcham	58	55%	9	47	21	24	45%	↑4		-
Carver	77	47%	3	44	32	21	53%	↑4		-
Chavez	67	85%	28	57	10	4	15%	↑2		-
Cleveland	76	51%	5	46	36	13	49%	↑7		-
Dooley	137	85%	18	68	12	2	15%	↓6		-
Edison	74	82%	27	55	15	3	18%	↓1		-
Emerson	49	45%	8	37	37	18	55%	↑4		-
Fremont	73	42%	3	40	34	23	58%	↓9		-
Gant	86	38%	3	35	31	30	62%	↑1		-
Garfield	88	78%	14	65	15	7	22%	↑2		-
Gompers	52	54%	15	38	37	10	46%	↑21		-
Grant	158	85%	20	65	10	5	15%	↓4		-
Harte	149	83%	22	60	13	4	17%	↑3		-
Henry	135	59%	9	50	27	15	41%	↓1		-
Herrera	130	68%	12	55	25	7	32%	↑5		-
Holmes	57	86%	16	70	9	5	14%	↓11		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	78	86%	23	63	10	4	14%	↑8		-
Kettering	44	41%	2	39	41	18	59%	↓2		-
King	111	77%	13	64	16	7	23%	↑5		-
Lafayette	116	90%	15	75	9		10%	↓8		-
Lincoln	118	79%	13	66	18	3	21%	↓3		-
Longfellow	170	57%	5	52	20	23	43%	↓6		-
Los Cerritos	80	45%	8	38	30	25	55%	↓4		-
Lowell	82	51%	2	49	29	20	49%	↓1		-
Macarthur	55	62%	4	58	18	20	38%	↓-		-
Madison	43	56%	12	44	26	19	44%	↑6		-
Mann	60	80%	45	35	12	8	20%	↑13		-
McKinley	85	75%	16	59	21	4	25%	↑6		-
Naples	43	35%	2	33	30	35	65%	↓15		-
Oropeza	104	88%	33	56	10	2	12%	↓11		-
Prisk	91	29%	1	27	43	29	71%	↓6		-
Riley	73	71%	16	55	21	8	29%	↑2		-
Roosevelt	149	84%	20	64	11	5	16%	↓5		-
Signal Hill	107	72%	16	56	19	9	28%	↓4		-
Smith	123	74%	25	49	20	7	26%	↑8		-
Stevenson	97	78%	27	52	19	3	22%	↑3		-
Twain	71	61%	20	41	25	14	39%	↓6		-
Webster	89	76%	11	65	19	4	24%	↑10		-
Whittier	100	84%	35	49	12	4	16%	↑3		-
Willard	93	87%	24	63	11	2	13%	↓9		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	12,090	54%	29	25	29	16	46%	↓1		↓3
Bancroft	829	45%	20	25	35	20	55%	↑2		↑2
Franklin	1,035	64%	40	25	26	9	36%	↓5		↓1
Hamilton	762	70%	38	32	23	6	30%	↓9		↓9
Hoover	512	66%	35	31	25	9	34%	↓7		↓8
Hughes	1,238	51%	29	22	31	18	49%	↓2		↓4
IVA	1	0%			100		100%	↑24		-
Jefferson	977	50%	26	23	33	18	50%	↑3		↑8
Keller	448	37%	11	25	41	22	63%	↓5		↓5
Lindbergh	398	70%	40	30	25	6	30%	↓2		↓1
Lindsey	720	68%	37	31	26	6	32%	↓4		↓5
Marshall	907	42%	20	23	34	24	58%	↓8		↓7
Nelson	785	64%	35	28	25	11	36%	↑2		↓3
Rogers	746	29%	14	15	33	38	71%	↓1		↓2
Stanford	1,124	33%	15	19	36	31	67%	↑7		↑-
Stephens	700	63%	34	29	27	10	37%	↑10		↑5
Washington	909	74%	43	31	20	6	26%	↓3		↓5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	12,057	70%	44	25	16	14	30%	↓-		↓2
Bancroft	828	62%	35	27	20	18	38%	↓2		↓1
Franklin	1,033	79%	54	26	11	9	21%	↓2		↓2
Hamilton	754	84%	59	26	11	5	16%	↓9		↓6
Hoover	510	85%	61	24	11	4	15%	↓-		↓4
Hughes	1,222	63%	39	24	17	19	37%	↓1		↓3
IVA	1	0%			100	100%		↑37		-
Jefferson	980	73%	48	25	17	10	27%	↑2		↑3
Keller	447	54%	24	29	25	21	46%	↑1		↓3
Lindbergh	403	84%	52	32	9	7	16%	↑3		↓3
Lindsey	718	85%	63	22	10	5	15%	↑1		↓2
Marshall	902	56%	30	26	22	22	44%	↓3		↓1
Nelson	781	80%	55	25	12	8	20%	↓2		↓4
Rogers	742	46%	23	22	23	31	54%	↑1		↓1
Stanford	1,119	48%	24	24	25	27	52%	↑4		↑1
Stephens	698	78%	49	28	15	7	22%	↑7		↑6
Washington	920	86%	59	27	10	4	14%	↑-		↓5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	3,987	78%	22	57	16	6	22%	↓1		-
Bancroft	299	75%	17	58	16	9	25%	↓4		-
Franklin	331	85%	29	56	12	3	15%	↓-		-
Hamilton	239	88%	26	62	11		12%	↓7		-
Hoover	167	92%	30	62	8		8%	↓9		-
Hughes	416	69%	14	55	20	11	31%	↑2		-
IVA	1	0%			100		100%	↑41		-
Jefferson	299	81%	17	64	15	4	19%	↑2		-
Keller	135	65%	7	59	24	11	35%	↓2		-
Lindbergh	137	88%	23	64	10	2	12%	↑3		-
Lindsey	239	89%	22	67	10		11%	↑1		-
Marshall	294	74%	20	54	21	4	26%	↓9		-
Nelson	276	93%	37	56	52		7%	↑1		-
Rogers	246	46%	9	38	33	21	54%	↑9		-
Stanford	365	62%	13	48	25	13	38%	↑3		-
Stephens	250	86%	29	57	11	3	14%	↓2		-
Washington	294	91%	32	59	6	3	9%	↑4		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	3,706	48%	26	22	27	25	52%	↓1		↓-
Avalon	249	74%	44	30	19	7	26%	↓6		↓4
Cubberley	635	32%	17	16	29	39	68%	↑2		↑1
Muir	644	59%	33	26	25	16	41%	↓5		↓1
Newcomb	513	19%	6	13	31	50	81%	↓3		↑2
Powell	592	64%	37	27	26	10	36%	↑1		↓-
Robinson	541	69%	40	28	22	9	31%	↓7		↓2
Tincher	529	31%	13	18	32	37	69%	↑-		↓-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	3,712	58%	33	25	21	21	42%	↑3		↓2
Avalon	249	81%	58	22	16	3	19%	↑-		↓6
Cubberley	638	45%	24	21	23	32	55%	↑2		↓7
Muir	648	66%	36	31	21	13	34%	↑3		↑2
Newcomb	512	26%	7	20	29	45	74%	↑1		↑2
Powell	592	79%	49	29	16	5	21%	↓1		↓5
Robinson	542	79%	49	30	13	8	21%	↓2		↑1
Tincher	528	39%	16	23	26	35	61%	↑4		↓-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	1,211	70%	16	53	19	11	30%	↑1		-
Avalon	109	85%	30	55	10	5	15%	↑2		-
Cubberley	198	55%	13	42	23	22	45%	↑6		-
Muir	201	81%	22	59	16	3	19%	↑1		-
Newcomb	163	29%	1	28	43	28	71%	↑7		-
Powell	202	88%	24	64	10	2	12%	↓5		-
Robinson	175	87%	17	70	12	1	13%	↓5		-
Tincher	162	64%	10	53	21	15	36%	↓1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,776	48%	27	21	28	24	52%	↑2		↓9
Browning	58	78%	62	16	19	3	22%	↓20		↓29
Cabrillo	416	61%	33	28	28	11	39%	↑1		↓1
CAMS	162	1%			16	83	99%	↑1		↑2
EPHS	262	71%	43	29	24	5	29%	↑4		↓8
Jordan	422	71%	44	27	21	9	29%	↓2		↓7
Lakewood	603	56%	31	24	27	17	44%	↓4		↓11
McBride	165	31%	9	22	40	29	69%	↓4		-
Millikan	755	35%	16	18	34	32	65%	↑10		↓11
Polytechnic	906	48%	29	19	26	26	52%	↑4		↓7
Reid	53	98%	77	21	2		2%	↓2		↓11
Renaissance	91	47%	21	26	29	24	53%	↑19		↓23
Sato	120	4%		3	2	39	57 96%	↓1		↑2
Wilson	763	45%	23	21	31	24	55%	↓4		↓13

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,737	75%	53	21	15	11	25%	↑3		↓25
Browning	59	98%	83	15	2		2%	↓5		↓33
Cabrillo	410	92%	69	23	7	2	8%	↓2		↓26
CAMS	162	6%	5	20	74		94%	↑4		↓10
EPHS	225	97%	85	12	3		3%	↑1		↓23
Jordan	420	93%	75	18	7		7%	↑1		↓28
Lakewood	603	85%	62	23	12	3	15%	↑2		↓22
McBride	168	65%	36	29	28	7	35%	↑3		↓31
Millikan	756	66%	35	30	21	13	34%	↑4		↓30
Polytechnic	902	69%	54	15	17	13	31%	↑2		↓19
Reid	53	100%	96	4			0%	-		↓16
Renaissance	92	86%	64	22	10	4	14%	↑8		↓27
Sato	118	23%	6	17	25	52	77%	↓1		↓12
Wilson	769	75%	49	26	16	9	25%	↑5		↓29

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,432	75%	14	62	19	6	25%	↑3		-
Browning	59	92%	29	63	8		8%	↑1		-
Cabrillo	375	87%	14	73	13		13%	↑4		-
CAMS	163	21%	20		47	33	79%	↓-		-
EPHS	88	95%	19	76	5		5%	↓8		-
Jordan	454	91%	20	71	9		9%	↑2		-
Lakewood	635	85%	12	72	14	2	15%	↓4		-
McBride	152	69%	7	62	19	12	31%	↑15		-
Millikan	657	72%	12	59	23	6	28%	↑2		-
Polytechnic	852	70%	14	56	23	8	30%	↑2		-
Reid	60	98%	43	55	2		2%	↑2		-
Renaissance	88	85%	16	69	15		15%	-		-
Sato	93	20%	20		45	34	80%	↑19		-
Wilson	756	76%	14	62	20	4	24%	↑11		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District (998)	3	67%	33	33	33		33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District (998)	3	67%	33	33	33		33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District (998)	1	100%	100			0%		-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	32,799	52%	29	23	26	22	48%	↑-		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	32,805	66%	40	26	19	16	34%	↑1		↓5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/20/23

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	13,813	74%	17	57	18	8	26%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023

	Overall		Grade 3		Grade 4		Grade 5		Lowest Performing		
School Name	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Addams	35.5%	1.1%	27.2%	2.8%	26.6%	-7.6%	54.2%	10.6%	African American	22.8%	3.2%
Alvarado	57.1%	6.8%	55.4%	15.0%	51.7%	-5.4%	63.9%	9.5%	African American	27.3%	-0.5%
Avalon	26.1%	-5.6%	25.9%	6.6%	13.3%	-23.5%	33.3%	-5.4%	Hispanic	20.3%	-5.9%
Barton	23.3%	-0.2%	25.7%	9.0%	18.2%	-8.1%	26.6%	-1.6%	African American	9.2%	-5.9%
Birney	47.7%	-1.1%	47.8%	3.0%	48.4%	-6.2%	46.8%	-1.3%	African American	40.0%	7.4%
Bixby	65.4%	7.2%	62.8%	6.0%	62.0%	11.3%	72.5%	3.5%	African American	48.0%	14.7%
Bryant	43.4%	3.1%	32.1%	-5.4%	48.1%	-3.8%	50.0%	17.8%	Other	30.0%	-1.3%
Burbank	37.4%	-1.7%	31.3%	-2.0%	41.4%	8.5%	37.9%	-12.1%	Hispanic	33.5%	-1.7%
Burcham	71.9%	-1.8%	58.9%	-15.1%	75.5%	4.3%	81.0%	5.1%	Hispanic	62.9%	5.5%
Carver	70.8%	1.1%	67.1%	-2.8%	74.0%	9.9%	71.4%	-3.6%	Hispanic	59.1%	2.1%
Chavez	31.5%	2.0%	35.4%	10.9%	30.0%	-2.8%	29.9%	-0.6%	Hispanic	25.7%	-1.2%
Cleveland	77.4%	0.2%	75.8%	-6.7%	86.1%	13.0%	69.7%	-5.7%	Hispanic	72.5%	-3.6%
Cubberley	67.6%	2.3%	80.2%	-1.7%	80.6%	20.2%	70.8%	-0.5%	African American	45.2%	-7.3%
Dooley	41.4%	6.1%	46.2%	8.4%	46.5%	14.7%	32.4%	-3.9%	African American	32.8%	8.8%
Edison	35.2%	5.8%	25.0%	10.3%	27.4%	0.7%	50.0%	5.1%	African American	26.9%	2.8%
Emerson	70.9%	-0.3%	71.0%	-0.2%	70.2%	-0.9%	71.4%	0.2%	Hispanic	63.6%	-10.9%
Fremont	80.3%	6.9%	79.7%	-3.3%	84.3%	23.3%	78.1%	-1.1%	Hispanic	67.2%	1.0%
Gant	79.1%	-3.9%	75.5%	-10.4%	76.5%	0.4%	86.0%	-0.9%	Hispanic	69.0%	-3.6%
Garfield	43.5%	4.3%	43.3%	10.6%	35.8%	-0.2%	52.8%	3.3%	Hispanic	39.1%	3.6%
Gompers	59.5%	7.0%	54.3%	7.1%	52.9%	-3.4%	70.6%	17.0%	Hispanic	56.0%	1.4%
Grant	37.1%	0.4%	43.9%	16.4%	30.4%	-7.8%	36.9%	-7.3%	African American	34.1%	-7.2%
Harte	36.0%	3.6%	36.5%	4.9%	29.1%	-0.8%	42.0%	6.1%	African American	16.7%	-9.1%
Henry	66.2%	0.3%	62.7%	-8.5%	67.4%	12.7%	68.1%	-4.2%	Hispanic	62.9%	-1.0%
Herrera	40.4%	-1.8%	28.2%	-5.4%	31.7%	-11.1%	57.1%	7.1%	African American	25.5%	5.1%
Holmes	57.6%	5.8%	60.0%	9.2%	61.5%	10.6%	50.9%	-2.6%	African American	46.6%	3.7%
Hudson	36.9%	5.4%	45.6%	18.1%	28.2%	-3.9%	38.0%	3.4%	African American	20.0%	5.7%
Kettering	70.2%	-8.0%	68.1%	6.5%	72.5%	-4.6%	70.5%	-23.0%	Hispanic	54.3%	-10.9%
King	33.0%	-0.5%	31.0%	3.8%	27.4%	-2.7%	39.6%	-4.7%	African American	26.1%	-3.5%
Lafayette	35.2%	-1.9%	38.5%	1.2%	25.9%	1.7%	41.7%	-6.5%	African American	30.0%	0.7%
Lincoln	40.1%	-1.0%	37.8%	5.3%	36.6%	-3.2%	47.1%	-3.6%	Hispanic	37.1%	-1.4%
Longfellow	60.7%	4.2%	55.5%	4.5%	61.5%	4.3%	64.1%	2.4%	African American	43.8%	10.5%
Los Cerritos	72.6%	-1.3%	70.0%	0.5%	70.4%	-4.0%	77.5%	-0.9%	African American	54.5%	-5.9%
Lowell	75.0%	7.3%	79.2%	13.4%	71.6%	3.7%	74.4%	5.4%	Hispanic	61.2%	6.6%
Macarthur	59.7%	0.6%	72.5%	10.8%	53.5%	-6.5%	52.7%	-3.0%	Hispanic	56.1%	1.0%
Madison	57.2%	-3.7%	50.0%	-10.0%	63.2%	-3.5%	58.1%	1.3%	African American	40.0%	0.7%
Mann	35.4%	1.0%	33.3%	2.9%	35.2%	-8.2%	37.3%	8.0%	African American	31.0%	-12.3%
McKinley	36.8%	0.0%	24.6%	-6.3%	35.6%	1.2%	48.2%	2.1%	Hispanic	35.3%	-4.3%
Muir	41.3%	-4.7%	40.0%	3.6%	33.1%	-5.1%	38.8%	-4.1%	African American	30.4%	0.4%
Naples	86.4%	-1.3%	88.2%	3.8%	84.8%	-6.5%	86.0%	-1.2%	Hispanic	75.0%	5.3%
Newcomb	81.1%	-2.6%	71.6%	-1.5%	73.9%	-4.6%	85.1%	-1.1%	African American	75.0%	-0.8%
Oropeza	32.4%	-0.7%	42.7%	7.1%	30.2%	16.3%	26.7%	-26.1%	African American	17.5%	-0.7%
Powell	36.0%	1.1%	45.7%	6.8%	37.6%	8.3%	37.8%	-5.1%	Other	18.2%	-20.3%
Prisk	78.4%	-2.0%	75.0%	9.9%	74.5%	-10.6%	85.7%	-5.5%	African American	47.6%	-21.1%
Riley	45.4%	-2.3%	34.8%	-3.3%	50.9%	-3.0%	50.7%	0.7%	African American	24.0%	6.6%
Robinson	31.4%	-7.2%	18.3%	-12.2%	26.1%	-11.1%	35.9%	-5.3%	African American	22.8%	-5.9%

SBAC ELA 2023

	Difference	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
57	14.4%	Hispanic	282	34.2%	-2.6%	34.0%	7.3%	11.8%	11.8%	7.1%	7.1%
22	38.7%	Cambodian	50	50.9%	8.4%	26.3%	-11.2%	5.3%	-11.4%	5.3%	-11.4%
197	27.4%	White	44	18.6%	-5.9%	0.0%	-11.1%	3.0%	-8.5%	3.0%	-8.5%
65	15.8%	Hispanic	112	10.9%	-8.4%	27.8%	9.6%	5.7%	1.4%	6.0%	3.0%
35	36.0%	Filipino	25	36.4%	-13.6%	35.1%	-20.2%	9.7%	-2.8%	6.8%	-4.8%
25	25.9%	Other	23	53.8%	-0.3%	69.2%	14.7%	21.7%	-3.3%	21.7%	-2.3%
20	14.2%	Hispanic	86	28.1%	1.5%	75.0%	35.0%	28.6%	14.3%	11.1%	6.1%
212	12.5%	African American	37	33.9%	3.7%	27.0%	-13.0%	7.7%	-3.1%	7.5%	-3.0%
70	21.8%	White	52	28.6%	-4.8%	60.0%	-15.0%	47.8%	4.3%	47.8%	4.3%
88	30.7%	Other	39	75.0%	30.6%	54.5%	12.9%	21.7%	-6.8%	20.8%	-7.7%
109	4.9%	African American	36	28.6%	9.0%	17.6%	-9.6%	26.3%	20.1%	11.9%	6.6%
91	8.7%	White	80	60.0%	-28.9%	50.0%	-22.2%	67.4%	8.5%	63.0%	4.1%
42	40.5%	Asian	28	41.5%	-6.0%	56.4%	9.7%	38.6%	10.3%	22.7%	5.4%
64	7.1%	Hispanic	283	33.6%	0.6%	30.8%	2.8%	9.4%	4.2%	7.7%	3.0%
26	8.7%	Hispanic	160	34.9%	5.8%	21.1%	8.6%	28.0%	17.5%	15.2%	9.8%
55	16.1%	White	69	50.0%	-25.0%	20.0%	-17.5%	46.2%	20.1%	38.5%	12.4%
67	19.7%	White	84	37.5%	4.2%	66.7%	20.5%	50.0%	16.7%	50.0%	18.4%
87	26.0%	Asian	20	66.7%	-3.3%	75.0%	25.0%	71.4%	17.3%	71.4%	17.3%
225	21.8%	Filipino	23	32.4%	0.6%	18.2%	-0.3%	25.0%	-0.9%	25.0%	-0.9%
84	0.0%	Hispanic	84	18.8%	-16.3%	63.2%	13.2%	44.4%	8.7%	35.3%	9.4%
44	24.2%	Cambodian	24	29.1%	-1.8%	20.5%	-8.7%	13.8%	3.4%	13.3%	3.3%
54	43.3%	Asian	45	33.8%	8.6%	35.1%	18.4%	12.5%	4.5%	6.9%	2.9%
272	13.7%	White	64	51.5%	-8.0%	81.8%	-1.5%	40.0%	4.3%	40.0%	4.3%
47	36.4%	Cambodian	42	41.0%	3.4%	38.3%	4.3%	7.4%	-3.7%	7.4%	-3.7%
58	8.5%	Hispanic	69	60.0%	19.3%	30.0%	0.6%	17.6%	-4.6%	17.6%	-3.4%
45	40.0%	Filipino	30	33.3%	0.0%	28.0%	6.6%	14.3%	4.3%	8.7%	3.8%
35	28.3%	White	46	71.4%	7.8%	44.4%	-25.6%	22.7%	1.3%	22.7%	1.3%
23	6.5%	Hispanic	267	27.0%	-4.4%	22.9%	-11.8%	14.7%	-6.7%	15.8%	-6.1%
40	4.3%	Hispanic	329	27.7%	-10.7%	20.5%	2.3%	5.1%	2.0%	5.1%	2.2%
334	22.2%	Cambodian	32	37.4%	-1.8%	32.3%	4.8%	15.9%	-7.3%	15.4%	-6.8%
73	39.9%	Cambodian	37	47.5%	12.9%	42.9%	4.4%	25.6%	7.4%	25.6%	8.2%
44	33.5%	Cambodian	25	69.6%	2.9%	50.0%	-5.6%	30.8%	-12.1%	29.6%	-11.3%
67	26.3%	Other	24	70.6%	18.0%	57.1%	23.8%	54.5%	24.5%	34.2%	16.0%
82	10.6%	White	36	66.7%	10.4%	54.5%	-12.1%	47.8%	16.0%	47.8%	17.4%
30	6.5%	Hispanic	71	66.7%	12.1%	43.8%	-17.4%	9.1%	9.1%	9.1%	9.1%
29	0.6%	Hispanic	98	20.0%	10.6%	30.0%	-9.1%	13.3%	0.0%	6.1%	-0.6%
173	14.7%	African American	34	29.8%	2.3%	50.0%	26.2%	6.1%	3.4%	5.9%	3.3%
69	33.9%	Filipino	70	38.9%	-3.9%	34.1%	-10.9%	7.3%	-7.0%	4.2%	-3.2%
36	16.9%	White	74	80.0%	13.3%	100.0%		50.0%	-10.0%	50.0%	-4.5%
32	10.7%	Asian	21	69.6%	8.9%	75.0%	0.0%	44.9%	1.0%	44.9%	1.0%
40	14.5%	Hispanic	203	26.7%	-5.9%	28.6%	9.7%	5.9%	-11.2%	5.7%	-9.8%
22	41.8%	Pacific Islander	20	34.3%	1.4%	35.6%	0.0%	20.8%	5.9%	18.9%	4.1%
21	44.3%	Other	37	75.0%	37.5%	68.8%	8.8%	63.8%	-3.7%	63.8%	-3.7%
25	41.0%	Cambodian	20	31.4%	-10.0%	48.0%	1.6%	24.1%	-6.3%	12.7%	-7.3%
123	10.7%	Hispanic	379	32.0%	-7.7%	38.9%	-10.2%	6.7%	-5.6%	6.6%	-5.7%

SBAC ELA 2023

Gender Diff
4.7%
2.3%
7.7%
4.1%
13.5%
10.0%
10.0%
7.2%
5.4%
7.3%
8.1%
10.6%
14.1%
0.4%
19.9%
17.4%
6.1%
3.2%
14.8%
9.2%
5.0%
9.5%
8.8%
7.6%
7.2%
4.9%
0.1%
8.9%
0.4%
8.7%
4.5%
2.8%
14.6%
3.7%
1.3%
7.2%
18.3%
13.3%
5.7%
13.6%
7.8%
5.4%
0.4%
5.5%
13.8%

SBAC ELA 2023

Roosevelt	29.9%	1.2%	28.5%	5.4%	24.5%	4.0%	37.2%	-5.0%	African American	23.5%
Signal Hill	52.0%	0.2%	41.1%	-4.2%	53.3%	6.1%	61.7%	0.0%	African American	43.1%
Smith	34.9%	-1.9%	30.9%	-5.6%	31.1%	-6.7%	42.5%	6.3%	African American	26.3%
Stevenson	32.0%	-3.7%	31.7%	6.4%	28.6%	-12.7%	35.4%	-6.0%	Hispanic	28.9%
Tincher	68.8%	0.2%	74.4%	8.6%	65.9%	-3.8%	67.6%	-1.4%	African American	50.0%
Twain	55.8%	4.0%	60.8%	7.3%	51.5%	9.2%	56.3%	-2.0%	African American	37.5%
Webster	29.3%	-4.8%	32.4%	12.7%	25.8%	-13.1%	29.5%	-12.6%	African American	11.4%
Whittier	22.6%	5.1%	22.0%	5.5%	19.6%	0.8%	26.3%	8.9%	African American	11.5%
Willard	32.2%	4.1%	32.3%	9.4%	30.2%	6.0%	34.1%	-5.2%	African American	30.0%

SBAC ELA 2023

1.8%	51	6.7%	Hispanic	367	27.0%	-1.7%	19.4%	-0.3%	12.1%	4.1%	11.7%
2.4%	58	21.9%	Other	20	48.4%	5.2%	50.0%	0.0%	19.2%	3.4%	10.2%
-1.6%	38	26.3%	Cambodian	38	27.3%	-3.0%	35.0%	6.7%	4.3%	-11.3%	2.8%
-6.6%	180	2.8%	African American	41	24.5%	-8.8%	31.6%	13.9%	11.1%	-9.5%	11.1%
-8.2%	56	36.8%	Asian	38	41.8%	-2.4%	51.5%	-9.8%	28.8%	11.8%	28.3%
11.8%	24	19.2%	White	30	47.1%	21.0%	54.5%	6.3%	35.0%	4.6%	22.6%
-2.0%	44	16.6%	Hispanic	143	26.9%	-6.5%	20.8%	-11.3%	12.1%	12.1%	11.4%
-3.6%	26	23.5%	Cambodian	40	18.6%	1.2%	13.8%	8.9%	8.6%	5.7%	5.9%
10.0%	40	10.0%	Asian	20	26.3%	-0.2%	33.3%	3.7%	5.0%	-6.1%	5.0%

SBAC ELA 2023

4.1%	1.4%
2.9%	11.0%
-7.5%	10.4%
-8.3%	1.9%
11.2%	8.9%
5.9%	7.2%
11.4%	5.8%
4.0%	6.0%
-5.7%	11.2%

Submit Feedback

Carver

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	1		1
		Grade	Gr. 05	1		
			Gr. TK			1
		Ethnicity	African American			1
			Hispanic	1		
		Gender	Male	1		1
		LowSES	Low SES			1

Submit Feedback

Carver

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All	10	28	
		Grade	Gr. 03	1		
			Gr. 04	1	8	
			Gr. 05	4	18	
			Gr. K	4	2	
		Ethnicity	African American		1	
			Asian	1		
			Hispanic	1	4	
			White	8	23	
		Gender	Female	4	4	
			Male	5	24	
			Nonbinary	1		
		Fluency	EL + RFEP		1	
			RFEP		1	
		GATE/Excel	GATE/Excel	1		
		Homeless	Homeless		2	
		LowSES	Low SES	5	6	
		SPED	Special Ed.	4	2	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	4	2	

Submit Feedback

Carver

2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All	6	12	
		Grade	Gr. 01		1	
			Gr. 03	2	6	
			Gr. 04	3	3	
			Gr. 05	1	2	
		Ethnicity	African American	4	6	
			Other		1	
			White	2	5	
		Gender	Female	2	3	
			Male	4	9	
		Homeless	Homeless	2	4	
		LowSES	Low SES	2	5	
		SPED	Special Ed.	1	2	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	2	

Submit Feedback

Carver

2017-2018

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2017-2018	YR	All	All	9	7	
		Grade	Gr. 03	5	1	
			Gr. 04		1	
			Gr. 05	4	5	
		Ethnicity	African American	5	1	
			American Indian		1	
			Hispanic		2	
			Other	2	2	
			White	2	1	
		Gender	Female	1	1	
			Male	8	6	
		GATE/Excel	GATE/Excel	2	1	
		Homeless	Homeless	4		
		LowSES	Low SES	4	3	
		SPED	Special Ed.		3	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		3	

Submit Feedback

Carver

22-23

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

	subgroup
Category	

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Carver

22-23

Students by Subgroup Categorizied by 1 or more than 1 incident

	subgroup
Category	

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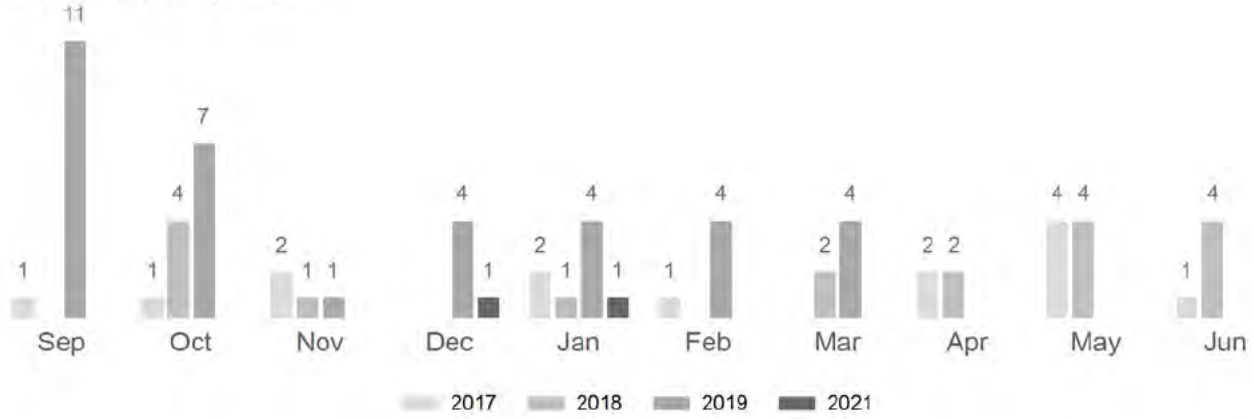
Carver

22-23

By for 22-23

No Data Available

By Month- 5-year comparison



	17-18	18-19	19-20	21-22
Sep	1		11	
Oct	1	4	7	
Nov	2	1	1	
Dec			4	1
Jan	2	1	4	1
Feb	1		4	
Mar		2	4	
Apr	2	2		
May	4	4		
Jun	1	4		

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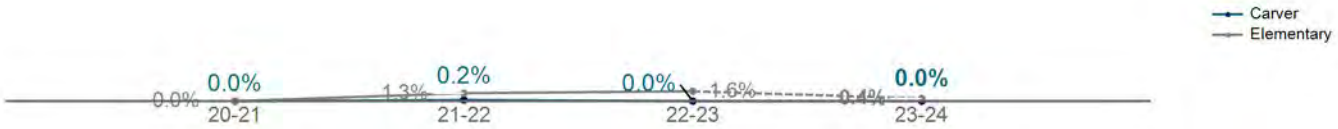
Carver

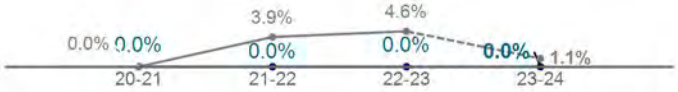
22-23

Suspension Rate

Carver
All Students
N = 525



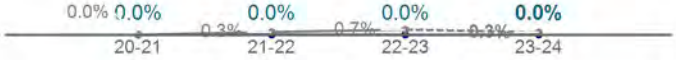
African American
N = 34



Filipino

Subgroup with fewer than 20 students.

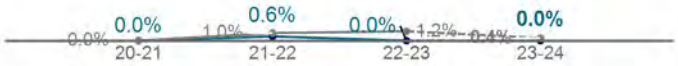
Asian
N = 34



Hispanic
N = 166

Pacific Islander

Subgroup with fewer than 20 students.

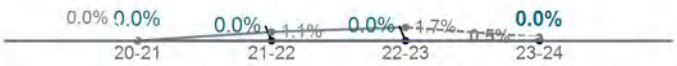


White
N = 179

Native American

Subgroup with fewer than 20 students.

Other
N = 93



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

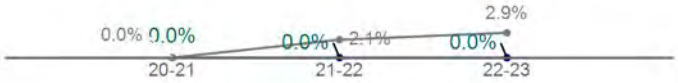
Suspension Rate

EL + RFEP
N = 20

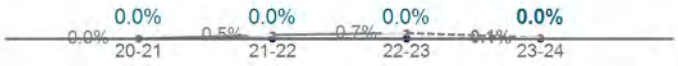
English Learner

Subgroup with fewer than 20 students.

Homeless or Foster Youth

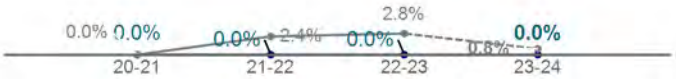


Female
N = 247

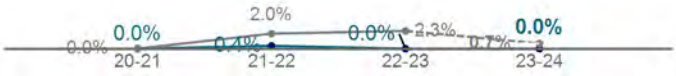


Low SES
N = 135

Special Education
N = 45



Male
N = 278



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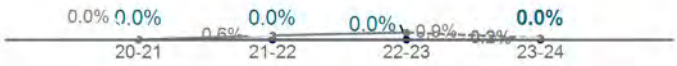
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

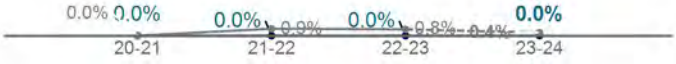
Suspension Rate

Gr. K
N = 83

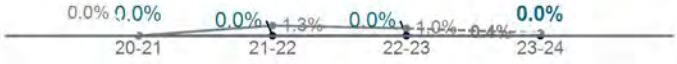
Gr. 01
N = 89



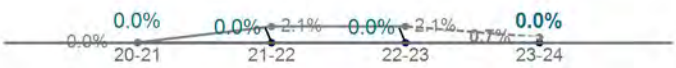
Gr. 02
N = 84



Gr. 03
N = 80



Gr. 04
N = 86



Gr. 05
N = 81

N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

i-Ready Math Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 1

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	All Students	All	1	79	5 / 76 / 9 / 10
			2	80	1 / 48 / 18 / 34
			3	82	22 / 15 / 63
	Teacher	Cantu-Pacheco, E	1	25	92 / 8
			2	26	62 / 19 / 19
			3	26	23 / 19 / 58
		Keys, C	1	26	8 / 69 / 12 / 12
			2	27	4 / 56 / 7 / 33
			3	27	22 / 15 / 63
		Luzzi, J	1	29	10 / 66 / 10 / 14
			2	29	28 / 24 / 48
			3	30	20 / 13 / 67
	Ethnicity	African American	1	6	100
			2	7	43 / 14 / 43
			3	7	14 / 14 / 71
		Asian	1	7	86 / 14
			2	7	43 / 57
			3	7	29 / 14 / 57
		Filipino	1	3	100
			2	3	33 / 67
			3	3	100
		Hispanic	1	18	22 / 78
			2	19	74 / 11 / 16
			3	20	45 / 10 / 45
		White	1	32	66 / 13 / 22
			2	31	42 / 23 / 35
			3	31	19 / 10 / 71
		Other	1	13	77 / 15 / 8
			2	13	8 / 31 / 31 / 31
			3	14	36 / 64

i-Ready Math Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 1

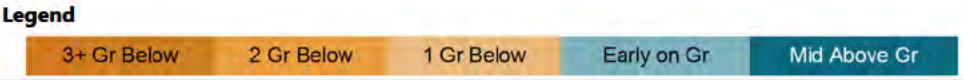
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	Gender	Female	1	38	5 / 79 / 11 / 5
			2	38	3 / 50 / 16 / 32
			3	38	32 / 8 / 61
		Male	1	41	5 / 73 / 7 / 15
			2	42	45 / 19 / 36
			3	44	14 / 20 / 66
	Special Populations	Low SES	1	22	5 / 91 / 5
			2	23	61 / 17 / 22
			3	23	35 / 13 / 52
		ELL	1	2	100
			2	2	50 / 50
			3	2	50 / 50
		RFEP	1	1	100
			2	1	100
			3	1	100
		EL + RFEP	1	3	100
			2	3	33 / 67
			3	3	33 / 67
		Special Ed.	1	5	20 / 80
			2	6	83 / 17
			3	7	43 / 43 / 14
		Spec Ed. Speech/RSP	1	5	20 / 80
			2	6	83 / 17
			3	7	43 / 43 / 14
		Homeless	1	3	100
			2	3	100
			3	4	50 / 25 / 25

i-Ready Math Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 2

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	All Students	All	1	80	19 / 55 / 15 / 11
			2	78	10 / 41 / 27 / 22
			3	79	4 / 37 / 18 / 42
	Teacher	Ahrens, S	1	26	19 / 58 / 12 / 12
			2	26	12 / 42 / 19 / 27
			3	26	50 / 19 / 31
		Chin, J	1	27	26 / 59 / 7 / 7
			2	26	19 / 35 / 35 / 12
			3	27	11 / 30 / 15 / 44
		Rudd, V	1	27	11 / 48 / 26 / 15
			2	27	44 / 30 / 26
			3	27	30 / 19 / 52
	Ethnicity	African American	1	1	100
			2	1	100
			3	1	100
		Asian	1	4	75 / 25
			2	4	75 / 25
			3	4	25 / 75
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	22	36 / 50 / 14
			2	21	24 / 52 / 14 / 10
			3	22	5 / 73 / 9 / 14
		White	1	35	11 / 54 / 26 / 9
			2	35	3 / 49 / 29 / 20
			3	34	3 / 26 / 18 / 53
		Other	1	17	12 / 59 / 18 / 12
			2	16	6 / 19 / 31 / 44
			3	17	6 / 18 / 24 / 53

i-Ready Math Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 2



Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Gender	Female	1	39	23	51	13	13	
			2	39	15	38	26	21	
			3	39	8	36	18	38	
		Male	1	41	15	59	17	10	
			2	39	5	44	28	23	
			3	40		38	18	45	
	Special Populations	Low SES	1	22	32	55	5	9	
			2	20	15	65	5	15	
			3	22	9	59	14	18	
		RFEP	1	1	100				
			2	1				100	
			3	1				100	
		EL + RFEP	1	1	100				
			2	1				100	
			3	1				100	
		Special Ed.	1	7	43	57			
			2	7		43	29	29	
			3	7		43	29	14	14
		Spec Ed. Speech/RSP	1	7	43	57			
			2	7		43	29	29	
			3	7		43	29	14	14
		Homeless	1	5	20	80			
			2	4	25	75			
			3	5	20	80			
		GATE/Excel	1	16			25	25	50
			2	16			6	19	75
			3	16			6	13	81

i-Ready Math Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 3

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	All Students	All	1	82	5 15 65 13 2
			2	81	7 41 30 22
			3	80	3 21 23 54
	Teacher	Herrera-Gonzalez, A	1	25	12 16 60 12
			2	25	16 32 20 32
			3	25	4 20 16 60
		Schwenzfeier, D	1	28	18 61 14 7
			2	28	32 39 29
			3	29	14 21 66
		Sohl-Dawson, S	1	28	7 11 68 14
			2	28	7 57 29 7
			3	27	4 30 33 33
	Ethnicity	African American	1	3	33 33 33
			2	3	33 33 33
			3	3	33 33 33
		Asian	1	3	100
			2	3	33 67
			3	3	100
		Filipino	1	3	33 67
			2	3	33 67
			3	2	100
		Hispanic	1	33	24 64 9 3
			2	31	6 48 19 26
			3	31	3 32 19 45
		White	1	26	8 8 62 23
			2	26	8 38 42 12
			3	26	4 12 35 50
		Other	1	14	7 7 71 7 7
			2	15	7 33 27 33
			3	15	20 13 67

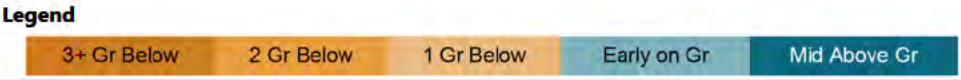
i-Ready Math Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 3

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	Gender	Female	1	36	3 14 72 11
			2	36	8 42 25 25
			3	37	27 14 59
		Male	1	46	7 15 59 15 4
			2	45	7 40 33 20
			3	43	5 16 30 49
	Special Populations	Low SES	1	20	5 35 55 5
			2	20	10 70 15 5
			3	20	50 25 25
		ELL	1	2	50 50
			2	2	100
			3	2	50 50
		EL + RFEP	1	2	50 50
			2	2	100
			3	2	50 50
		Special Ed.	1	10	20 30 50
			2	10	30 50 20
			3	9	22 33 22 22
		Spec Ed. Speech/RSP	1	9	11 33 56
			2	9	22 56 22
			3	9	22 33 22 22
		Homeless	1	5	20 80
			2	4	75 25
			3	4	50 25 25
		GATE/Excel	1	15	60 27 13
			2	15	7 47 47
			3	15	7 93

i-Ready Math Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 4

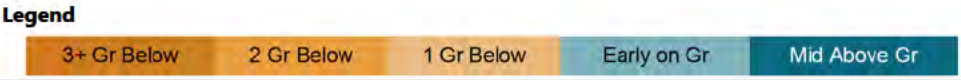
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	All Students	All	1	75	4 15 45 19 17
			2	76	34 33 33 28
			3	77	3 1 19 23 53
	Teacher	Edwards Wi ber, R	1	33	6 24 48 3 18
			2	33	6 42 30 21
			3	33	3 27 27 42
		Sarabia, J	1	15	33 33 33
			2	15	13 33 53
			3	15	13 87
		Wallace, K	1	28	4 11 50 29 7
			2	29	7 3 31 34 24
			3	29	7 21 24 48
	Ethnicity	African American	1	5	80 20
			2	5	20 40 40
			3	5	20 40 20 20
		Asian	1	2	100
			2	2	50 50
			3	2	100
		Filipino	1	4	25 25 50
			2	3	33 33 33
			3	4	25 75
		Hispanic	1	25	8 12 60 8 12
			2	26	8 4 31 38 19
			3	26	8 31 23 38
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	26	4 8 38 31 19
			2	27	4 37 22 37
			3	27	15 22 63
		Other	1	12	17 58 25
			2	12	25 42 33
			3	12	8 33 58

i-Ready Math Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 4



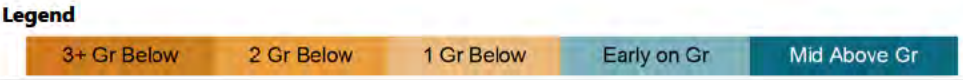
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	Gender	Female	1	37	19 / 51 / 19 / 11
			2	39	3 5 / 36 / 36 / 21
			3	39	3 / 18 / 26 / 54
		Male	1	38	8 / 11 / 39 / 18 / 24
			2	37	33 / 30 / 30 / 35
			3	38	3 3 / 21 / 21 / 53
	Special Populations	Low SES	1	15	7 / 20 / 47 / 20 / 7
			2	16	13 / 6 / 44 / 13 / 25
			3	16	13 / 6 / 25 / 6 / 50
		ELL	1	1	100
			2	2	50 / 50
			3	2	50 / 50
		RFEP	1	1	100
			2	1	100
			3	1	100
		EL + RFEP	1	2	50 / 50
			2	3	33 / 33 / 33
			3	3	33 / 67
		Special Ed.	1	6	17 / 17 / 67
			2	6	17 / 67 / 17
			3	6	17 / 33 / 17 / 33
		Spec Ed. Speech/RSP	1	6	17 / 17 / 67
			2	6	17 / 67 / 17
			3	6	17 / 33 / 17 / 33
		Homeless	1	1	100
			2	1	100
			3	1	100
		GATE/Excel	1	22	14 / 41 / 45
			2	21	10 / 19 / 71
			3	22	100

i-Ready Math Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 5



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	All Students	All	1	77	4 10 40 27 18
			2	77	10 35 23 31
			3	77	4 4 30 18 44
	Teacher	ARICK, M	1	31	13 52 19 16
			2	31	13 35 23 29
			3	31	6 6 39 16 32
		Cyrs, M	1	32	9 13 44 19 16
			2	33	12 45 12 30
			3	33	33 33 24 36
		Sarabia, J	1	13	8 62 31
			2	13	8 54 38
			3	13	8 92
	Ethnicity	African American	1	3	67 33
			2	3	67 33
			3	3	67 33
		Asian	1	3	100
			2	3	100
			3	3	33 67
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	30	7 20 43 20 10
			2	31	19 45 16 19
			3	31	3 3 48 16 29
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	27	4 30 41 26
			2	26	23 27 50
			3	26	4 4 19 8 65
		Other	1	12	8 42 25 25
			2	12	8 17 42 33
			3	12	8 42 50

i-Ready Math Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 5



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	Gender	Female	1	37	5 8 38 30 19
			2	38	13 32 18 37
			3	38	3 3 34 13 47
		Male	1	40	3 13 43 25 18
			2	39	8 38 28 26
			3	39	5 5 26 23 41
	Special Populations	Low SES	1	24	8 13 42 25 13
			2	25	16 40 24 20
			3	25	4 4 40 20 32
		RFEP	1	3	67 33
			2	3	33 67
			3	3	100
		EL + RFEP	1	3	67 33
			2	3	33 67
			3	3	100
		Special Ed.	1	8	25 50 25
			2	8	50 50
			3	8	25 25 50
		Spec Ed. Speech/RSP	1	8	25 50 25
			2	8	50 50
			3	8	25 25 50
		Homeless	1	5	20 20 40 20
			2	6	33 33 33
			3	6	17 33 33 17
		GATE/Excel	1	29	59 41
			2	28	32 68
			3	28	4 96

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 1

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	All Students	All	1	82	1 71 11 17
			2	79	1 28 24 47
			3	78	14 8 78
	Teacher	Cantu-Pacheco, E	1	25	80 8 12
			2	26	27 35 38
			3	26	15 8 77
		Keys, C	1	26	4 69 12 15
			2	27	4 22 26 48
			3	27	19 7 74
		Luzzi, J	1	29	62 14 24
			2	29	31 10 59
			3	30	10 10 80
	Ethnicity	African American	1	6	67 17 17
			2	7	43 14 43
			3	6	17 17 67
		Asian	1	7	71 29
			2	7	29 14 57
			3	6	33 67
		Filipino	1	3	33 67
			2	2	100
			3	3	100
		Hispanic	1	20	5 90 5
			2	20	5 45 20 30
			3	20	30 5 65
		White	1	32	59 22 19
			2	29	17 31 52
			3	29	7 7 86
		Other	1	14	79 21
			2	14	21 29 50
			3	14	14 86

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 1

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	Gender	Female	1	38	66 / 13 / 21
			2	36	33 / 19 / 47
			3	35	17 / 11 / 71
		Male	1	44	2 / 75 / 9 / 14
			2	43	2 / 23 / 28 / 47
			3	43	12 / 5 / 84
	Special Populations	Low SES	1	23	4 / 61 / 22 / 13
			2	23	4 / 26 / 22 / 48
			3	23	17 / 9 / 74
		ELL	1	2	100
			2	2	50 / 50
			3	1	100
		RFEP	1	1	100
			3	1	100
		EL + RFEP	1	3	67 / 33
			2	2	50 / 50
			3	2	50 / 50
		Special Ed.	1	5	100
			2	6	67 / 17 / 17
			3	6	17 / 17 / 67
		Spec Ed. Speech/RSP	1	5	100
			2	6	67 / 17 / 17
			3	6	17 / 17 / 67
		Homeless	1	4	75 / 25
			2	3	33 / 67
			3	4	25 / 75

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 2

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	All Students	All	1	78	13 / 37 / 21 / 29
			2	77	5 / 29 / 25 / 42
			3	74	4 / 23 / 19 / 54
	Teacher	Ahrens, S	1	25	16 / 40 / 20 / 24
			2	25	4 / 44 / 20 / 32
			3	26	4 / 27 / 23 / 46
		Chin, J	1	27	19 / 22 / 33 / 26
			2	26	12 / 12 / 38 / 38
			3	27	7 / 19 / 19 / 56
		Rudd, V	1	27	4 / 48 / 11 / 37
			2	27	30 / 15 / 56
			3	27	19 / 19 / 63
	Ethnicity	Asian	1	4	75 / 25
			2	4	25 / 75
			3	3	33 / 67
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	22	27 / 45 / 14 / 14
			2	22	9 / 55 / 18 / 18
			3	20	45 / 30 / 25
		White	1	34	9 / 35 / 24 / 32
			2	34	3 / 24 / 29 / 44
			3	33	3 / 18 / 12 / 67
		Other	1	17	6 / 18 / 29 / 47
			2	16	6 / 31 / 63
			3	16	6 / 6 / 19 / 69
		African American	3	1	100
	Gender	Female	1	39	15 / 33 / 26 / 26
			2	39	10 / 21 / 26 / 44
			3	37	5 / 14 / 24 / 57
		Male	1	39	10 / 41 / 15 / 33
			2	38	37 / 24 / 39
			3	37	3 / 32 / 14 / 51

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 2

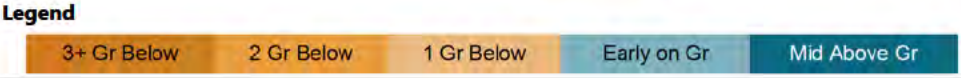
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	Special Populations	Low SES	1	22	27 / 45 / 14 / 14
			2	21	10 / 33 / 29 / 29
			3	20	5 / 35 / 30 / 30
		RFEP	1	1	100
			2	1	100
			3	1	100
		EL + RFEP	1	1	100
			2	1	100
			3	1	100
		Special Ed.	1	7	43 / 57
			2	7	43 / 43 / 14
			3	7	29 / 71
		Spec Ed. Speech/RSP	1	7	43 / 57
			2	7	43 / 43 / 14
			3	7	29 / 71
		Homeless	1	5	20 / 80
			2	4	25 / 25 / 25 / 25
			3	4	25 / 75
		GATE/Excel	1	16	19 / 81
			2	16	13 / 88
			3	15	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 3

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	81	4	11	22	42	21
			2	79		5	10	37	48
			3	79		3	10	20	67
	Teacher	Herrera-Gonzalez, A	1	25	8	16	28	28	20
			2	25		8	16	24	52
			3	25		4	12	16	68
		Schwenzfeier, D	1	28		11	14	46	29
			2	28		4	7	39	50
			3	28			11	18	71
		Sohl-Dawson, S	1	28	4	11	21	46	18
			2	28		7	7	46	39
			3	28		4	7	29	61
	Ethnicity	African American	1	3			33	33	33
			2	3			33	33	33
			3	3					100
		Asian	1	3					100
			2	3				67	33
			3	3					100
		Filipino	1	3				33	67
			2	3					100
			3	2					100
		Hispanic	1	33	6	18	21	42	12
			2	31		6	16	35	42
			3	30		3	17	30	50
		White	1	24	4	8	29	33	25
			2	24		8	8	33	50
			3	27		4	11	15	70
		Other	1	15		7	20	47	27
			2	15				47	53
			3	14				21	79

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 3



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	Gender	Female	1	36	3 14 25 39 19
			2	35	17 31 51
			3	37	11 30 59
		Male	1	45	4 9 20 44 22
			2	44	9 5 41 45
			3	42	5 10 12 74
	Special Populations	Low SES	1	20	30 35 25 10
			2	19	26 42 32
			3	20	15 55 30
		ELL	1	2	50 50
			2	2	100
			3	2	100
		EL + RFEP	1	2	50 50
			2	2	100
			3	2	100
		Special Ed.	1	10	20 30 30 20
			2	9	44 22 33
			3	10	20 30 20 30
		Spec Ed. Speech/RSP	1	9	11 33 33 22
			2	8	38 25 38
			3	9	22 22 22 33
		Homeless	1	5	60 40
			2	4	25 75
			3	4	25 75
		GATE/Excel	1	15	7 33 60
			2	15	7 93
			3	15	7 93

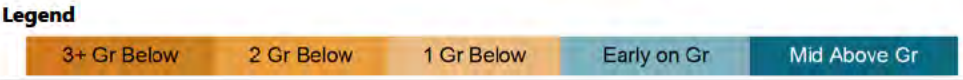
i-Ready Reading Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 4

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	All Students	All	1	76	5 3 39 12 41
			2	75	3 3 17 23 55
			3	74	4 23 14 59
	Teacher	Edwards Wi ber, R	1	33	6 3 42 9 39
			2	33	21 27 52
			3	33	30 15 55
		Sarabia, J	1	15	33 13 53
			2	15	13 13 73
			3	15	13 87
		Wallace, K	1	28	7 43 14 36
			2	29	7 7 17 24 45
			3	29	10 28 14 48
	Ethnicity	African American	1	5	20 40 20 20
			2	5	20 20 20 40
			3	5	20 20 40 20
		Asian	1	2	50 50
			2	2	50 50
			3	2	50 50
		Filipino	1	4	25 75
			2	4	25 75
			3	4	25 75
		Hispanic	1	26	8 8 42 15 27
			2	25	4 8 24 24 40
			3	24	8 29 8 54
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	26	4 50 8 38
			2	26	15 27 58
			3	26	31 15 54
		Other	1	12	17 8 75
			2	12	8 8 83
			3	12	8 92

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 4

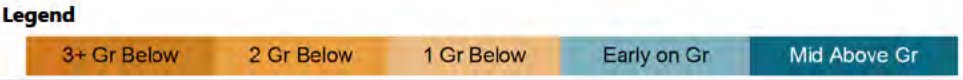
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	Gender	Female	1	37	38 14 49
			2	38	5 8 26 61
			3	39	3 15 13 69
		Male	1	39	10 5 41 10 33
			2	37	5 27 19 49
			3	35	6 31 14 49
	Special Populations	Low SES	1	15	13 40 7 40
			2	15	7 7 20 27 40
			3	16	13 25 25 38
		ELL	1	1	100
			2	2	50 50
			3	2	50 50
		RFEP	1	1	100
			2	1	100
			3	1	100
		EL + RFEP	1	2	50 50
			2	3	33 33 33
			3	3	33 33 33
		Special Ed.	1	6	33 67
			2	6	33 17 33 17
			3	5	40 40 20
		Spec Ed. Speech/RSP	1	6	33 67
			2	6	33 17 33 17
			3	5	40 40 20
		Homeless	1	2	50 50
			2	1	100
			3	1	100
		GATE/Excel	1	22	9 5 86
			2	22	5 5 91
			3	22	5 95

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 5



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	All Students	All	1	76	1 17 22 29 30
			2	75	1 12 27 25 35
			3	73	1 11 25 22 41
	Teacher	ARICK, M	1	31	3 19 26 29 23
			2	31	13 35 19 32
			3	31	3 16 42 13 26
		Cyrs, M	1	32	22 25 25 28
			2	33	3 15 30 24 27
			3	33	15 18 30 36
		Sarabia, J	1	13	15 31 54
			2	13	38 62
			3	13	8 15 77
	Ethnicity	African American	1	2	50 50
			2	3	67 33
			3	3	67 33
		Asian	1	3	67 33
			2	3	67 33
			3	3	100
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	30	37 17 27 20
			2	31	3 26 19 29 23
			3	30	27 30 13 30
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	27	4 22 33 41
			2	26	31 23 46
			3	23	13 22 65
		Other	1	12	8 8 25 17 42
			2	10	10 10 20 60
			3	12	8 17 33 42

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Carver 2022-2023 Grade 5



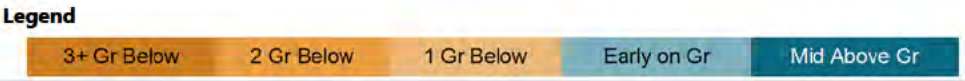
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	Gender	Female	1	37	14 19 30 38
			2	38	16 18 26 39
			3	38	11 26 16 47
		Male	1	39	3 21 26 28 23
			2	37	3 8 35 24 30
			3	35	3 11 23 29 34
	Special Populations	Low SES	1	23	26 26 26 22
			2	25	24 20 32 24
			3	24	17 29 25 29
		RFEP	1	3	33 67
			2	3	33 33 33
			3	3	33 33 33
		EL + RFEP	1	3	33 67
			2	3	33 33 33
			3	3	33 33 33
		Special Ed.	1	8	13 63 13 13
			2	8	13 63 25
			3	8	13 50 38
		Spec Ed. Speech/RSP	1	8	13 63 13 13
			2	8	13 63 25
			3	8	13 50 38
		Homeless	1	5	40 40 20
			2	6	50 17 17 17
			3	6	50 33 17
		GATE/Excel	1	29	10 24 66
			2	28	25 75
			3	28	4 18 79

i-Ready Overall Relative Placement
School Data by Subgroup
2022-2023 Grade

Report Name:District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218

Submit Feedback

i-Ready Math Overall Relative Placement School Data by Subgroup Carver 2022-2023



Category		Diagnostic Window	# Students	Percent by Category
All Students	401	3	401	1 2 26 19 51
Grade	Gr. 01	3	83	22 16 63
	Gr. 02	3	80	4 36 18 43
	Gr. 03	3	81	2 21 23 53
	Gr. 04	3	77	3 1 19 23 53
	Gr. 05	3	77	4 4 30 18 44
Ethnicity	Hispanic	3	132	2 2 44 17 35
	White	3	146	2 19 18 60
	Other	3	71	1 10 28 59
Gender	Female	3	191	1 2 29 16 52
	Male	3	210	1 2 22 23 51
Special Populations	Low SES	3	106	3 4 42 16 35
	Special Ed.	3	36	8 17 39 19 17
	Spec Ed. Speech/RSP	3	36	8 17 39 19 17
	GATE/Excel	3	81	15 94

The percentages may not equal 100% due to rounding.
Report Name:Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

Run date: 12/20/2023

[Submit Feedback]

i-Ready Reading Overall Relative Placement School Data by Subgroup Carver 2022-2023

Category		Diagnostic Window	# Students	Percent by Category
All Students	401	3	401	4 19 17 59
Grade	Gr. 01	3	83	14 8 77
	Gr. 02	3	80	4 21 20 55
	Gr. 03	3	81	2 10 21 67
	Gr. 04	3	77	4 23 14 58
	Gr. 05	3	77	1 13 26 21 39
Ethnicity	Hispanic	3	131	2 8 28 19 44
	White	3	147	2 16 15 67
	Other	3	71	1 17 15 75
Gender	Female	3	191	3 16 19 61
	Male	3	210	14 21 15 58
Special Populations	Low SES	3	106	2 5 25 29 40
	Special Ed.	3	37	8 19 43 11 19
	Spec Ed. Speech/RSP	3	36	8 19 42 11 19
	GATE/Excel	3	81	1 9 90

The percentages may not equal 100% due to rounding.
Report Name:Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

Run date: 12/20/2023

Dec 20, 2023

ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Carver

Site Level Overall Performance Level Summary

0% Beginning Stage	30% Somewhat Developed	30% Moderately Developed	40% Well Developed

Site Level Domain Performance Level Summary

Listening			Speaking			Reading			Writing		
0% Beg.	50% Some/Mod.	50% Well Dev.	10% Beg.	40% Some/Mod.	50% Well Dev.	10% Beg.	80% Some/Mod.	10% Well Dev.	10% Beg.	70% Some/Mod.	20% Well Dev.

Grade Level Performance Summary (Overall and by Domain)

	Overall Development				Listening			Speaking			Reading			Writing		
Grade	Beg.	Some.	Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well
00	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	100%	0%	0%
01	0%	67%	0%	33%	0%	67%	33%	33%	33%	33%	33%	67%	0%	0%	67%	33%
02	0%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	100%	0%
03	0%	50%	50%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%
04	0%	0%	100%	0%	0%	0%	100%	0%	0%	100%	0%	100%	0%	0%	100%	0%
05	0%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	100%	0%	0%	50%	50%

Reclassifcation Criteria

ELPAC Results (CDE Site)

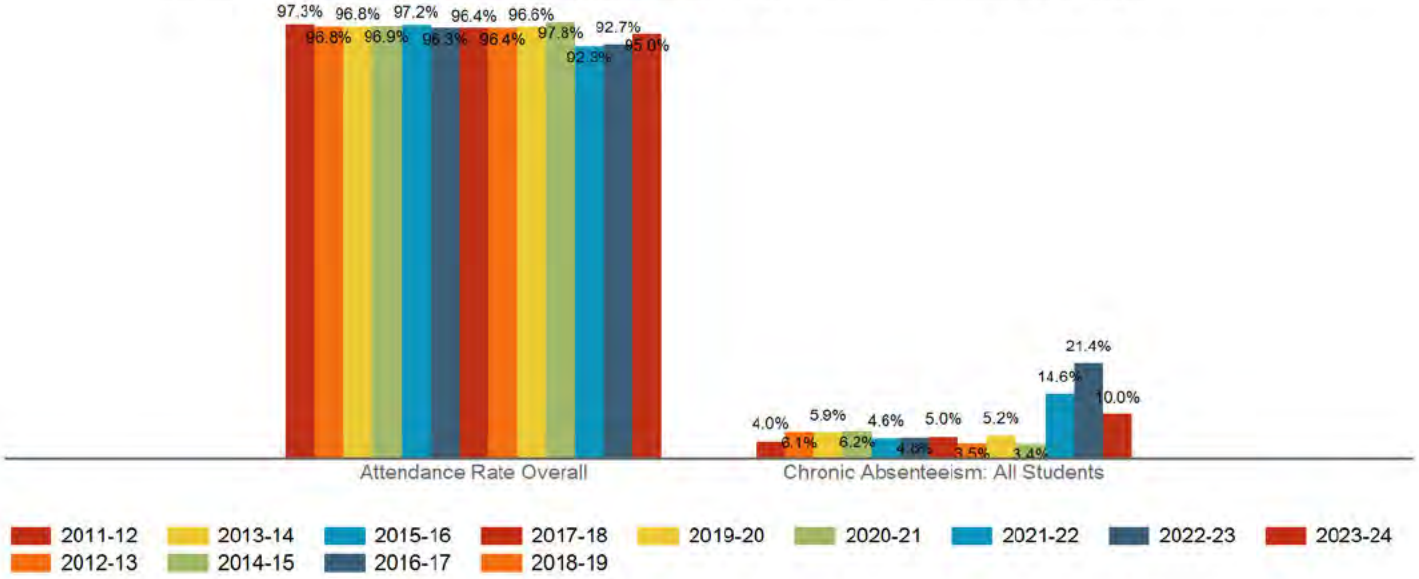
School Demographics			
	School	District	State
African American	6.2%	11.6%	
Am. Indian	0%	.1%	
Asian	6.9%	6.1%	
Filipino	3.4%	2%	
Hispanic/Latino	32.3%	60.9%	
Multiple	17.3%	7.1%	
Pacific Islander	.2%	.7%	
White	33.7%	11.3%	
English Learner	2.7%	21.2%	
Reclassified Fluent English Proficient	.7%	2.1%	
Students w/Disabilities	7.2%	13.2%	
Free/Reduced Lunch	#Error	#Error	

Attendance/Chronic Absenteeism Rate

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	With the integration of schoolwide learning expectations, wellness lessons, and teacher PD and feedback focused on culturally responsive teaching practices, by June 2023, 85% or more of Carver students will respond favorably to the Student Safety Domain on the CORE Survey, a 10% improvement from 2022. Increase the Sense of Identity/Belonging for all students with a focused lens on our Hispanic and Students with Disabilities subgroups (+ 10%) based on Pulse Survey and CORE Survey Results. Progress monitoring will be conducted regularly during Progress monitoring will be conducted regularly during teacher planning and collaboration sessions using student surveys, interviews and quantitative data from the Pulse surveys.



Budgeted Items

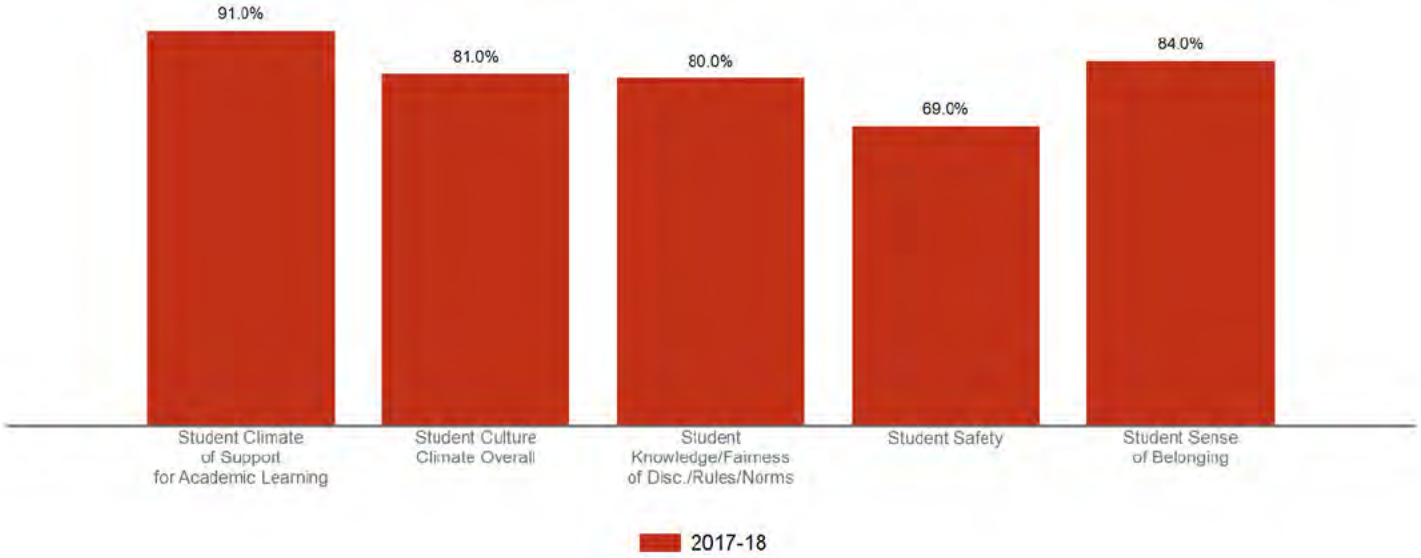
Line Number	Description	Cost	Personnel Summary
1	Supplemental funding (19%) of a Senior Health Assistant to increase our coverage to 5 days per week. Senior Health Assistant will focus to improve student achievement by decreasing absenteeism rates due to medical concerns, and increase student attendance rates. The supplemental funding of a Senior Health Assistant will also help to improve school climate by decreasing classroom interruptions and increasing student self-efficacy and social emotional well-being. Since she is 3.8 hours a day, the 19% will cover two days not covered by the district. We have a nurse one day and two days of senior health assistant that are district funded. She will also help with COVID safety and safety measures for our site.		Senior Health Assistant
2	Recreation staff to maintain and improve student safety, promote kindness and social interactions, and facilitate conflict management between students. In general, improving climate to increase happiness and safety of students which will in turn increase attendance and reduce discipline issues.		Hourly - Recreation Aide, Hourly - Recreation Leader
Total			

Culture-Climate Survey (Student-Staff)

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	With the integration of schoolwide learning expectations, wellness lessons, and teacher PD and feedback focused on culturally responsive teaching practices, by June 2023, 85% or more of Carver students will respond favorably to the Student Safety Domain on the CORE Survey, a 10% improvement from 2022. Increase the Sense of Identity/Belonging for all students with a focused lens on our Hispanic and Students with Disabilities subgroups (+ 10%) based on Pulse Survey and CORE Survey Results. Progress monitoring will be conducted regularly during Progress monitoring will be conducted regularly during teacher planning and collaboration sessions using student surveys, interviews and quantitative data from the Pulse surveys.



Budgeted Items

Line Number	Description	Cost	Personnel Summary
2	Recreation staff to maintain and improve student safety, promote kindness and social interactions, and facilitate conflict management between students. In general, improving climate to increase happiness and safety of students which will in turn increase attendance and reduce discipline issues.		Hourly - Recreation Aide, Hourly - Recreation Leader
Total			

All Students

School Year: 22-23

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Supplemental funding (19%) of a Senior Health Assistant to increase our coverage to 5 days per week. Senior Health Assistant will focus to improve student achievement by decreasing absenteeism rates due to medical concerns, and increase student attendance rates. The supplemental funding of a Senior Health Assistant will also help to improve school climate by decreasing classroom interruptions and increasing student self-efficacy and social emotional well-being. Since she is 3.8 hours a day, the 19% will cover two days not covered by the district. We have a nurse one day and two days of senior health assistant that are district funded. She will also help with COVID safety and safety measures for our site.	$9,540	
2	Recreation staff to maintain and improve student safety, promote kindness and social interactions, and facilitate conflict management between students. In general, improving climate to increase happiness and safety of students which will in turn increase attendance and reduce discipline issues.	$64,401	
Total		**$73,941**	

School Plan for Student Achievement Addendum 2023-2024

Comprehensive Support and Improvement (CSI) - Low Performing

Carver Elementary School

If ATSI, identify subgroups:

- ☐ African-American
- ☐ American Indian
- ☐ Asian-American
- ☐ English Learner
- ☐ Filipino
- ☐ Foster Youth
- ☐ Hispanic
- ☐ Homeless
- ☐ Pacific Islander
- ☐ Socioeconomically Disadvantaged
- ☑ Students with Disabilities
- ☐ Two or More Races
- ☐ White

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date **November 14, 2023**

Signature of Principal [redacted]

Signature of SSC Chair [redacted]

Include School Site Council agenda and minutes when SPSA Addendum was approved.

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

☑ **There are no resource inequalities present in our SPSA**. Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.

☐ **There was evidence of resource inequalities prior to the SPSA being approved**. Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.

☐ **There is some evidence of resource inequalities in the current SPSA**. However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

☐ **There is some evidence of resource inequalities in the current SPSA**. However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with educational partners. Academic measures include ELA and Math benchmarks, i-Ready diagnostic and growth data, common assessment performance, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation and University of California A-G requirements. Non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents as well as Social Emotional Learning (SEL) indicators such as student agency, identity, and sense of belonging. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help their principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related to school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, distance learning participation, learning loss, and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information so that programs can be sustainably developed
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- For the two CSI middle schools, a block schedule will be used to provide 3 electives for every student that will include: 1) targeted intervention electives for all students requiring intervention in ELA and/or math and 2) expanded enrichment electives aligned to the school's signature program and the pre-pathway industries of the feeder high school. The block schedule will also include built-in collaboration for department-level teams in one of the five conference periods per week to dedicate time for department-level planning and collaboration. Finally, the staff will participate in a week-long summer training and month professional development that support teachers with the shift in pedagogy required for the block schedule, including strategies that promote engagement, inquiry and rigor.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. The monitoring and evaluation activities will be conducted in-person following appropriate public-health guidelines.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing**: The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.
- **Classroom Visits**: School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing**: School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing**: Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, the LROIX platform developed by LBUSD's Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are "at-promise" across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

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Carver Home School Compact Grades TK-5 2023-2024

It is important that the families and the school work together to help students achieve high academic standards. Through a process that includes the school staff, families and students, the following are roles and responsibilities that we as partners will carry out to support student success in school.

As a student, I will:

- Come to school regularly, in uniform, and prepared to learn.
- Bring necessary materials to school.
- Know and follow the school and classroom rules.
- Follow Schoolwide Learning Expectations (C.A.R.V.E.R.; Be Respectful, Be Responsible, Be Safe)
- Communicate with my parents and teachers so they can help me be successful in school.
- Respect the school, myself, classmates, staff, and families.
- Use language appropriate for school.

Student signature _____

As a parent/guardian or family member, I will

- Send my child to school on time and appropriately dressed.
- Promote daily attendance and keep absences to a minimum.
- Regularly monitor my child's progress.
- Encourage my child to read daily.
- Strive to participate in school activities.
- Respect the school, staff, students, and families.
- Attend conferences with the teacher, as needed.
- Activate ParentVue account and check it regularly.
- Read the Carver Family Newsletter.

Parent signature _____

As a teacher, I will:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Motivate my students to learn.
- Communicate regularly with families to ensure the best education possible.
- Participate in professional development opportunities that improve teaching and learning.
- Explain my expectations, instructional goals, and grading system to the children and parents.
- Respect the school, staff, students, and families.

Teacher signature _____

LONG BEACH UNIFIED SCHOOL DISTRICT
Excellence & Equity

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Carver Elementary Family Involvement Guidelines **For Non-Title I Schools**

Carver Elementary recognizes that families are their children's first and most influential teachers and that continued family involvement in the education of children contributes greatly to student achievement and a positive school environment. In order to engage families positively in their children's education, Carver will:

1. Help families develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.

2. Inform families that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.

3. Initiate consistent and effective two-way communication between the home and school so that families may know when and how to help their children in support of classroom learning activities.

4. Provide training for staff that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speaking families and how to give families opportunities to assist in the instructional process both at school and at home.

5. Encourage families to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

6. Include families of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform families about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.

School plans shall delineate specific measures that shall be taken to increase family involvement with their children's education, including measures designed to involve families with cultural, language or other barriers which may inhibit such participation.

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* * * * * * *

ADOPTION

Carver's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families at the school. The Guidelines were adopted by the site's School Site Council members on **10/24/23** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before **10/14/23**. Carver**,** when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Mrs. Monica Manipon

Mrs. Manipon - Signature of Principal

10/24/23

Date

LEGAL REFERENCES

EDUCATION CODE

11500-11506 Programs to encourage parental involvement

LABOR CODE

230.8 Time off to visit child's school Adopted: January 28, 1991; Revised: March 1, 1994; February 6, 2001; March 7, 2007

LONG BEACH UNIFIED SCHOOL DISTRICT

For Elementary, K-8, and Middle Schools, revised 7/2017