

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Carver Elementary

School Plan for Student Achievement
2024-2025

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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

ELA Findings

ELA Findings:

The K-2 Foundational Reading Skills Assessment (FRSA) data provides valuable insights into the strengths and areas of growth for Carver Elementary's youngest learners. While Carver continues to demonstrate strong overall literacy performance, with 90% of K-2 students achieving proficiency, the remaining 10% of students who fall below grade-level expectations reveal critical opportunities for targeted intervention. Addressing these gaps is essential to ensuring long-term literacy success and equity for all students.

The 2023-2024 SBAC ELA data reveals important trends across 3rd, 4th, and 5th grades, underscoring both progress and challenges in literacy achievement. While 5th grade demonstrated a notable improvement in proficiency rates, performance in 3rd and 4th grades either declined or remained flat, particularly in key claims such as Writing and Research. These patterns emphasize the need for targeted and consistent interventions to support students across all grades.

In 3rd grade, 60% of students met or exceeded standards, with 8% scoring in the Not Met category and 32% classified as Nearly Met. This indicates a significant number of students are just below proficiency, suggesting an opportunity for targeted instruction to close gaps. In 4th grade, overall proficiency declined from 74% in the previous year to 69%, mirroring 3rd grade trends in which many students fell into the Nearly Met category. In contrast, 5th-grade proficiency improved from 71% in 2022-2023 to 75%, reflecting progress as students advance, though challenges remain for those not yet proficient. Across all grades, the proportion of students Nearly Met highlights the need for focused interventions to move these students into proficiency.

A closer look at performance by claims reveals consistent challenges across grade levels. In Reading and Listening, 38% of 3rd graders met or exceeded standards, while 55% were classified as Nearly Met. This trend continued in 4th grade, where 41% reached proficiency and 51% were Nearly Met, and in 5th grade, where 48% were proficient and 39% Nearly Met. While comprehension skills show slight improvement as students advance, a significant portion remains just below proficiency, highlighting the need for additional support to help these students achieve grade-level expectations.

Writing and Research presents a more critical challenge across grades. In 3rd grade, 40% of students met or exceeded standards, while nearly half fell into the Nearly Met category. In 4th grade, 41% of students achieved proficiency, with 46% Nearly Met, and in 5th grade, 41% reached proficiency, while 44% were Nearly Met. The consistent struggles in Writing and Research, coupled with the decline in performance as students progress, point to a systemic need for stronger instruction in written communication and analytical skills. These areas require targeted interventions to ensure students develop the necessary competencies to succeed.

Equity Focused Findings:

Subgroup performance further highlights disparities that must be addressed. The performance of Hispanic students in ELA across grades 3 to 5, including their progress as they advance to the next grade level, reveals both concerning declines and encouraging improvements, highlighting areas for targeted intervention.

3rd Grade (2022-23) to 4th Grade (2023-24)

In 2022-23, 58% of Hispanic 3rd graders met or exceeded standards, leaving 42% below proficiency. However, as this cohort advanced to 4th grade in 2023-24, 60% met or exceeded standards, while 40% remained below proficiency. This reflects a small improvement for this group overall, with more students achieving proficiency, though the majority of the gains were modest. Continued support is needed to maintain momentum for students who are close to proficiency.

4th Grade (2022-23) to 5th Grade (2023-24)

The cohort of Hispanic students who were in 4th grade in 2022-23 demonstrated significant progress as they advanced to 5th grade in 2023-24. In 2022-23, 62% of these students met or exceeded standards, while 38% were below proficiency. By 2023-24, as 5th graders, 70% met or exceeded standards, leaving only 30% below proficiency. This growth suggests that the instructional strategies in place for 5th grade are effectively supporting Hispanic students in achieving proficiency and closing gaps.

Overall, the data reveal that while there is progress in 5th grade, declines in earlier grades and persistent subgroup disparities require urgent attention. Writing and Research remains the most challenging area across all grade levels, with declining proficiency rates as students advance. Additionally, the high percentage of Nearly Met students across claims highlights a consistent opportunity for targeted small-group instruction to help these students achieve grade-level expectations. The trends among subgroups—particularly the performance of Hispanic and African American students—further emphasize the importance of equity-focused practices and culturally responsive instruction.

ELA Goals

In alignment with the LBUSD district-wide goal of ensuring all students achieve at least one year of academic growth in literacy by June 2025, Carver Elementary is committed to fostering a culture of high expectations and academic achievement in English Language Arts (ELA). Carver's specific goal is to ensure all students demonstrate measurable growth in literacy skills across multiple assessments, while closing achievement gaps and maintaining excellence in early foundational skills.

K-2 FRSA Goals

Carver Elementary is dedicated to ensuring that 90% or more of K-2 students achieve proficiency on the Foundational Reading Skills Assessment (FRSA) by June 2025, maintaining the high standards established in 2024. Currently, kindergarten students lead with a 94% proficiency rate, while first and second graders have achieved 88%. To meet this goal, the school will continue to provide targeted foundational literacy instruction, focusing on phonics, decoding,

and comprehension to support students as they transition into higher grades.

K-2 I-Ready Goals

By June 2025, 85% or more of first and second graders will score Met/Exceeded on the I-Ready ELA assessment, maintaining the average from 2024. First-grade students currently stand at 87% proficiency, while second graders are at 82%. This goal reflects Carver's commitment to sustaining high levels of achievement in early grades while addressing specific areas of growth for second graders.

SBAC Goals for Grades 3-5

Carver has set ambitious goals for grades 3-5, with a focus on raising overall proficiency rates on the SBAC ELA assessment. By June 2025, 76% or more of students in grades 3-5 will score Met/Exceeded, an 8% improvement from the 2024 baseline of 68%. Performance targets include:

75% proficiency for third grade, up from 60% in 2024.

70% proficiency for fourth grade, up from 60%.

76% proficiency for fifth grade, up from 65%.

These goals demonstrate a commitment to continuous improvement as students build on their foundational skills to meet grade-level expectations.

Growth Goals for SBAC (Grades 4-5)

Carver Elementary is determined to ensure growth for students who have not yet met proficiency standards. By June 2025, 36% of fourth and fifth-grade students who were identified as Not Met or Nearly Met on the prior year's SBAC ELA assessment will meet their accelerated growth targets, up from 31% in 2024. This goal reflects a focus on individualized supports and interventions to help struggling students achieve measurable progress.

I-Ready Goals for Grades 3-5

By June 2025, 76% or more of students in grades 3-5 will score Met/Exceeded on the I-Ready ELA assessment, reflecting a 7% improvement from the 2024 baseline of 69%. Current data shows that third graders lead with 81% proficiency, while fourth and fifth graders are at 62% and 65%, respectively. The focus will remain on leveraging data to target specific gaps and accelerate growth across all grades.

Grade-Level Highlights and Targets

TK and Kindergarten: TK will maintain a 90% proficiency rate, while kindergarten will continue its impressive performance with 94% proficiency on the FRSA by June 2025. These goals reflect a commitment to sustaining excellence in early literacy development.

First Grade: First graders aim to achieve 90% proficiency on the FRSA, up from 2024. Additionally, 85% of first-grade students will score Early On or Mid-Above on the I-Ready ELA Diagnostic 3 assessment in March 2025.

Second Grade: Second-grade students aim to increase FRSA proficiency from 88% in 2024 to 90% by June 2025. Similarly, 85% will score Early On or Mid-

Above on the I-Ready Diagnostic 3 assessment in March 2025, up from 82% in 2024.

Third Grade: Third graders will achieve 75% proficiency on SBAC, up from 60%, and 35% of students identified as Not Met or Nearly Met on the prior year's SBAC will meet their accelerated growth targets. Additionally, 85% of third graders will score Early On or Mid-Above on the I-Ready Diagnostic 3 assessment.

Fourth Grade: Fourth-grade students will increase SBAC proficiency to 70% and ensure 40% of Not Met/Nearly Met students achieve accelerated growth targets. By March 2025, 85% of fourth graders will score Early On or Mid-Above on the I-Ready Diagnostic 3 assessment.

Fifth Grade: Fifth graders will achieve 76% proficiency on SBAC and ensure 36% of Not Met/Nearly Met students meet accelerated growth targets. Additionally, 76% of fifth-grade students will score Early On or Mid-Above on the I-Ready ELA Diagnostic 3 assessment in March 2025.

Commitment to Growth and Equity

Carver Elementary is committed to maintaining its high standards for literacy achievement while closing gaps for students who require additional support. By leveraging data-driven instruction, providing targeted interventions, and fostering collaboration among teachers, Carver will ensure that all students, regardless of starting point, achieve one year of academic growth in ELA by June 2025. This approach reflects a school-wide focus on equity, excellence, and a shared responsibility for student success in literacy.

Equity Focused Goals: Hispanic SubGroup/Cohort Lens

Current 4th Grade (2023-24 3rd Grade Cohort): Improve from 30% to 50% proficiency.

Current 5th Grade (2023-24 4th Grade Cohort): Improve from 60% to 70% proficiency.

Improve 2023-24 3rd Grade Cohort Outcomes in 4th Grade:

By the end of the 2024-2025 school year, increase the percentage of Hispanic students in the 2023-24 3rd-grade cohort meeting or exceeding standards in ELA from 30% to 50%, reducing those below proficiency from 70% to 50%. Implement targeted early literacy interventions, culturally responsive teaching strategies, and differentiated instruction to support foundational skills in Reading, Listening, and Writing as they advance to 4th grade.

Sustain and Strengthen Progress for the 2023-24 4th Grade Cohort in 5th Grade:

By the end of the 2024-2025 school year, increase the percentage of Hispanic students in the 2023-24 4th-grade cohort meeting or exceeding standards in ELA from 60% to 70%. Build on their progress with strategies such as peer modeling, scaffolded writing assignments, and targeted support in critical areas like Writing and Research, ensuring fewer students remain in the "Nearly Met" category.

Support Progress in Writing and Research Across Cohorts:

Increase Writing and Research proficiency rates by at least 15 percentage points across all cohorts by the end of the 2024-2025 school year. Tailor supports to the specific needs of each cohort, emphasizing analytical writing and research skills, particularly for students in the "Nearly Met" category.

Implement Longitudinal Progress Monitoring by Cohort:

Establish a system of quarterly progress checks for Hispanic students in each cohort to monitor ELA growth year-over-year. Use this data to adjust instructional strategies and provide timely interventions, ensuring that all cohorts are on track to meet end-of-year goals.

Comprehensive Needs Assessment: Mathematics

Math Findings

The SBAC Mathematics Data from 2022-2023 to 2023-2024 highlights both areas of stability and opportunities for growth in student achievement as cohorts progress across grade levels. While some grades maintained consistent proficiency rates, others experienced declines, particularly as students advanced to 5th grade, underscoring the need for targeted instructional strategies.

In 2022-23, 72% of 3rd graders met or exceeded math standards, with 28% not meeting proficiency. As this cohort transitioned to 4th grade in 2023-24, their proficiency rates remained stable at 71%, leaving 29% below proficiency. While maintaining this level of achievement is commendable, the data suggests that progress has plateaued for many students. Focused interventions will be essential to move those in the "Nearly Met" category into proficiency and sustain growth as students advance.

For the cohort that was in 4th grade in 2022-23, 75% of students met or exceeded standards, with 25% below proficiency. However, as these students advanced to 5th grade in 2023-24, their proficiency dropped to 68%, with 33% of students not meeting proficiency. This decline reflects a significant challenge in maintaining growth as math concepts become more complex in the upper elementary grades. The drop highlights the importance of providing scaffolding and additional support to ensure students are prepared for the increased rigor of 5th-grade math.

Overall, while the data shows stability in 3rd to 4th-grade performance, the lack of significant improvement and the decline in proficiency from 4th to 5th grade reveal an urgent need for targeted instructional strategies. Interventions should focus on supporting students in the "Nearly Met" category, providing scaffolded instruction to address gaps in conceptual understanding and procedural fluency, and strengthening mathematical reasoning skills in 5th grade. These steps will be crucial to ensuring consistent growth in math achievement and preparing students for success in subsequent grade levels.

Demographic Breakdown and Comparison:

The mathematics data for the 2023-24 school year reveals key insights across student subgroups, highlighting both growth areas and persistent disparities in achievement. While some subgroups show positive trends in mathematics proficiency, others indicate a need for targeted interventions to address gaps.

English Learners (ELs)

Proficient or Above: 40%: English Learners demonstrate the lowest proficiency in mathematics among all subgroups, with only 40% meeting or exceeding standards. This indicates a critical need for support in building foundational math skills and language development to access math content effectively.

African American Students: Proficient or Above: 64% (+10%) African American students experienced significant growth, with a 10-percentage-point increase in math proficiency compared to the prior year. Despite this progress, 36% remain below proficiency, signaling an ongoing need for additional support to close the achievement gap.

Students with Disabilities (SPED): Proficient or Above: 42% (+16%) SPED students showed substantial growth, with a 16-percentage-point increase in proficiency. While this progress is encouraging, the majority (58%) of SPED students remain below proficiency, highlighting the need for continued individualized interventions and accommodations.

White Students: Proficient or Above: 78% (+2%) White students maintain the highest proficiency in mathematics among all subgroups, with 78% meeting or exceeding standards. This reflects a slight improvement (2%) from the previous year, suggesting consistent performance, though opportunities remain to support the 22% below proficiency.

Hispanic Students Proficient or Above: 49% (-6%) Hispanic students experienced a notable decline, with a 6-percentage-point drop in math proficiency. Less than half of this subgroup met or exceeded standards, indicating an urgent need for targeted support and culturally responsive teaching practices to reverse this trend.

Mixed-Race Students Proficient or Above: 81% (+4%) Mixed-race students showed steady improvement, with a 4-percentage-point increase in proficiency. At 81%, this subgroup demonstrates strong performance, though 19% remain below proficiency, providing an opportunity to push more students into the proficient range.

Positive Trends:

African American (+10%), SPED (+16%), and Mixed-Race (+4%) students demonstrated significant growth, indicating that targeted interventions may be effective for these groups.

Declines in Performance:

Hispanic students showed the largest decline (-6%), followed by English Learners (40% proficient or above), who continue to struggle significantly. These findings highlight equity gaps that require urgent attention.

Consistent High Performers:

White students (78% proficient or above) and Mixed-Race students (81% proficient or above) maintain strong performance overall.

Equity Focused Findings (Hispanic Subgroup)

The performance data for Hispanic students in mathematics across grades 3 to 5 over the 2022-23 and 2023-24 school years reveals notable trends and areas for targeted improvement. While some cohorts demonstrate progress as they advance to higher grades, others show significant declines, underscoring the need for equity-focused interventions to address persistent gaps in achievement.

2022-23 3rd Grade to 2023-24 4th Grade

In the 2022-23 school year, 61% of Hispanic 3rd graders met or exceeded math standards, with 39% falling below proficiency. However, as this cohort advanced to 4th grade in 2023-24, proficiency rates dropped to 33%, meaning only one-third of students met or exceeded standards, while 67% did not. This represents a steep decline of 28 percentage points, signaling a need for stronger foundational support and continuity in math instruction as students transition between grades.

2022-23 4th Grade to 2023-24 5th Grade

Hispanic students who were in 4th grade in 2022-23 showed stronger performance, with 69% meeting or exceeding math standards and 31% below proficiency. As these students progressed to 5th grade in 2023-24, their proficiency rate declined to 52%, with 48% falling below standards. While this represents a drop of 17 percentage points, the overall performance remains more balanced compared to other cohorts, indicating potential strengths in instructional practices for this group that could be leveraged.

2023-24 5th Grade

The cohort of Hispanic students in 5th grade during 2022-23 had the lowest starting proficiency, with only 39% meeting or exceeding standards and 61% not achieving proficiency. By 2023-24, when this group transitioned out of elementary school, their proficiency improved to 52%, reflecting a 13-percentage-point increase. This growth suggests that targeted interventions in 5th grade may be effectively supporting students who were previously struggling, though nearly half remain below proficiency.

Overall Trends

The data highlights a concerning downward trend for certain cohorts, particularly for students transitioning from 3rd grade to 4th grade, with a steep decline in proficiency rates. This trend underscores the critical need for early interventions to ensure that foundational skills are mastered and gaps do not widen as students advance.

On a positive note, students transitioning from 4th grade to 5th grade demonstrate some resilience, as they show more balanced declines or, in the case of the

2022-23 5th-grade cohort, growth. This indicates that instructional practices in 5th grade may be effectively addressing some of the challenges faced by struggling students.

The persistent disparity in proficiency rates across cohorts reveals a systemic need for culturally responsive and equity-focused teaching strategies. Strengthening transitions between grade levels, improving foundational math instruction in earlier grades, and implementing consistent progress monitoring are essential to closing achievement gaps for Hispanic students.

Math Goals

Carver Elementary's math goals align with the district-wide objective of ensuring that all LBUSD students achieve at least one year of academic growth in mathematics by June 2025. These goals focus on both increasing overall proficiency rates and addressing the needs of students who are currently not meeting grade-level expectations, with a clear emphasis on equity and targeted support.

Overall Math Proficiency Goals

Carver aims to have 75% of students score Met or Exceeded on the SBAC Math assessment by June 2025, a 5-percentage-point improvement from the baseline of 70%. Grade-level targets reflect this commitment to growth:

3rd Grade: 75% Met or Exceeded
4th Grade: 85% Met or Exceeded
5th Grade: 76% Met or Exceeded

These goals demonstrate Carver's dedication to improving proficiency rates across all grades, ensuring that students are better prepared for the next steps in their academic journeys.

SBAC: By June 2025:

16% of 3rd and 4th graders who were Not Met or Nearly Met in the prior year will meet their accelerated growth targets, up from 31% in June 2024.
35% of 5th graders who were Not Met or Nearly Met will meet their accelerated growth targets, up from 12% in June 2024.

I-Ready Math: By 2025:

1st and 2nd Grade: 73% of students will score Met or Exceeded, up from 68% in 2024.
3rd to 5th Grade: 76% of students will score Met or Exceeded, up from 71% in 2024.

Specific grade-level targets include:

1st Grade: 75% Met or Exceeded

2nd Grade: 70% Met or Exceeded
3rd Grade: 75% Met or Exceeded
4th Grade: 85% Met or Exceeded
5th Grade: 76% Met or Exceeded

Grade-Level Specific Focus Areas

Carver has identified key areas of growth and proficiency for each grade:

3rd Grade:

75% will score Met or Exceeded on SBAC Math.

75% will be Early On or Mid-Above on their I-Ready Math Diagnostic by March 2025, up from current levels.

16% of students who were Not Met or Nearly Met on SBAC Math will meet their accelerated growth target.

4th Grade:

85% will score Met or Exceeded on SBAC Math, up from 69% in 2024.

85% will be Early On or Mid-Above on their I-Ready Math Diagnostic by March 2025, up from 67% in 2024.

16% of students who were Not Met or Nearly Met on SBAC Math will meet their accelerated growth target.

5th Grade:

76% will score Met or Exceeded on SBAC Math.

76% will be Early On or Mid-Above on their I-Ready Math Diagnostic by March 2025, up from 71% in 2024.

35% of students who were Not Met or Nearly Met on SBAC Math will meet their accelerated growth target.

Equity-Focused Goals Based on Findings for Hispanic Students in Mathematics

Equity Focused Goals:

Carver Elementary is committed to addressing the persistent gaps in mathematics proficiency for Hispanic students, with a focus on ensuring equity and fostering consistent academic growth. The following goals are designed to build on areas of progress while addressing declines, particularly in key transitions between grade levels.

Goal 1: Strengthen Foundational Skills in Mathematics

By June 2025, 60% of Hispanic 3rd-grade students will meet or exceed proficiency standards on the SBAC Math assessment, reflecting a 27-percentage-point improvement from the 33% proficiency rate in 2023-24. This goal emphasizes the importance of early intervention in foundational math skills to prevent widening gaps as students advance.

Goal 2: Improve Grade-Level Transitions

To address the sharp decline observed in the transition from 3rd to 4th grade, Carver will implement aligned instructional practices and targeted interventions. By June 2025:4th Grade Hispanic Students: 70% of students will meet or exceed standards on the SBAC Math assessment, an increase of 10 percentage points from the 60% proficiency rate in 2023-24.

Goal 3: Leverage Effective Practices in 5th Grade

Building on the improvements observed for Hispanic students in 5th grade, Carver aims to sustain and enhance these gains:

By June 2025, 65% of Hispanic 5th-grade students will meet or exceed standards on the SBAC Math assessment, a 13-percentage-point improvement from the 52% proficiency rate in 2023-24.

Additionally, 40% of Hispanic 5th-grade students who scored Not Met or Nearly Met on the prior year's SBAC will achieve accelerated growth, up from 12% in 2024.

75% of Hispanic students in 3rd through 5th grades will score at or above grade level on the I-Ready Math diagnostic, a 5-percentage-point improvement from 2024.

Progress Monitoring: Carver will implement biannual progress monitoring for all Hispanic students using I-Ready Math diagnostics to identify and address learning gaps early.

Comprehensive Needs Assessment: English Learners

English Learner Findings

While the number of English Learner (EL) students at Carver Elementary (n=5) is not statistically significant enough to draw broad conclusions, their performance in comparison to other subgroups provides meaningful insights into the needs of this population. English Learners achieved 20% proficiency in ELA and 40% proficiency in mathematics. While their math proficiency exceeds that of the Students with Disabilities (SPED) subgroup (42%) by a narrow margin, EL students continue to face significant challenges in ELA, where their proficiency is the lowest among all subgroups. This data underscores the importance of integrating language development strategies into math and ELA instruction to ensure that EL students can access and engage with grade-level content effectively.

In comparison, African American students (n=14) demonstrated notable growth, achieving 64% proficiency in both ELA (+19%) and mathematics (+10%). This subgroup showed strong progress relative to the previous year, reflecting the potential impact of targeted interventions. Similarly, SPED students (n=30) made significant gains in mathematics, improving their proficiency by 16% to 42%, though they continue to struggle in ELA, with only 23% achieving proficiency.

White students (n=86) and Mixed-Race students (n=42) consistently performed at the highest levels among subgroups. White students achieved 71% proficiency in ELA and 78% in mathematics, while Mixed-Race students reached 86% proficiency in ELA and 81% in mathematics. Both groups demonstrate consistent strength across subjects, though continued efforts should ensure that all students, including these high-performing groups, experience growth and are challenged appropriately.

In contrast, Hispanic students (n=78) showed declines in both ELA (-4%) and mathematics (-6%), with proficiency rates of 55% and 49%, respectively. These results indicate a need for targeted, culturally responsive interventions to address persistent gaps and support this subgroup's achievement.

Overall, the comparison highlights a disparity in outcomes among subgroups, with EL and Hispanic students requiring additional support to close gaps in ELA and mathematics. The progress of African American and SPED students demonstrates the effectiveness of targeted strategies, which can serve as a model for designing interventions to address the specific needs of EL and Hispanic students. Additionally, maintaining high levels of achievement among White and Mixed-Race students while fostering equity across all groups will remain a key focus for the school's instructional efforts.

English Learner Goals

English Learners (EL):

Increase the percentage of EL students achieving proficiency in ELA from 20% to 40% by June 2025 through integrated language development strategies in all content areas.

Increase the percentage of EL students achieving proficiency in mathematics from 40% to 60% by June 2025 by providing targeted support in mathematical language and problem-solving.

Progress Monitoring: Monitor EL student progress on district benchmark assessments to track growth in reading and writing. Track ELPAC scores and formative language assessments

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

The CORE Survey findings provide a compelling snapshot of the diverse experiences of students at Carver Elementary. These results underscore the importance of fostering a school environment where every student feels a strong sense of identity, belonging, and agency. By examining these areas, the school can better address the unique strengths and challenges of its student body, ultimately driving efforts to promote equity and empowerment.

In terms of identity, the survey revealed a 3% overall increase, indicating that most students feel a strong sense of self. They take pride in their identities, including their age, gender, religious or spiritual beliefs, sexual orientation, race, ethnicity, and socioeconomic status. Despite this progress, there are groups that lag behind. White students (86%), Hispanic students (87%), and students with disabilities (78%) reported the lowest levels of identity affirmation. Conversely, Filipino students (97%) and African American students (95%) demonstrated the highest levels of identity pride.

Belonging also showed growth, with a 5% overall increase. Many students expressed feeling connected and accepted without the pressure to conform. However, challenges remain, as African American students (78%), mixed-race students (80%), and students with disabilities (75%) reported lower levels of belonging. Filipino students (94%) and Hispanic students (91%) stood out as the groups with the highest sense of belonging.

Agency, which reflects students' ability to influence their learning experiences, increased by 2% overall. Students felt more empowered to make choices and take an active role in their education. Yet, some groups struggled in this area. White and mixed-race students both reported agency levels at 82%, while African American students (83%) and students with disabilities (75%) also faced challenges. On the other hand, Filipino students (97%) and Hispanic students (86%) led in this domain.

The survey findings also highlighted broader trends. Filipino students experienced growth across all three areas, including a remarkable double-digit increase in agency. Female students showed consistent positive growth in identity, belonging, and agency. However, there are areas of concern that require urgent attention. Students with disabilities experienced significant declines across all three domains. African American students saw a 9% drop in their sense of belonging, and mixed-race students experienced a 7% decrease in this area. White and male students showed slight declines across identity, belonging, and agency.

These findings emphasize the need for intentional, targeted interventions to support underrepresented and struggling student groups, particularly students with disabilities, African American students, mixed-race students, and male students. At the same time, the successes of Filipino and female students should be celebrated and leveraged to inspire continued progress. By addressing these challenges and building on these strengths, Carver Elementary can create a more inclusive, supportive, and equitable environment for all its students, ensuring that every Carver Cougar feels valued and empowered.

Culture/Climate Goals

Based on the findings from the CORE Survey, Carver Elementary is setting the following goals to address identified areas of need and to build on existing strengths:

Enhance Support for Students with Disabilities: Develop targeted strategies to address the significant declines in identity, belonging, and agency reported by students with disabilities. This includes implementing inclusive practices, increasing access to resources, and providing professional development for staff to better meet the needs of these students.

Strengthen Sense of Belonging for African American and Mixed-Race Students: Focus on initiatives to improve belonging for African American and mixed-race students, particularly addressing the 9% and 7% declines, respectively. This will involve creating culturally responsive programs, building stronger community connections, and fostering an environment of acceptance and inclusion.

Promote Equity and Representation: Ensure equitable representation in curriculum, extracurricular activities, and leadership opportunities to support identity development, particularly for White and male students who showed slight declines across all domains.

Empower Student Voice: Expand opportunities for student agency by providing platforms for students to share their voices and make choices in their learning. This includes specific efforts to engage students from lower-performing groups, such as African American, mixed-race, and White students.

Celebrate and Leverage Successes: Build on the positive growth seen among Filipino and female students by sharing best practices, mentoring other student groups, and fostering a school-wide culture of achievement.

Monitor and Evaluate Progress: Establish clear benchmarks to monitor progress in identity, belonging, and agency for all demographic groups, ensuring that interventions are data-driven and responsive to emerging needs.

Measurable Goals

Sense of Belonging: By June 2025, achieve a 90% increase compared to Spring 2024 in the area of Sense of Belonging as measured by the CORE Survey (up from 87%).

Equity for Black/African American Students: By June 2025, ensure Black/African American students' sense of personal identity, belonging, and agency is equal to or greater than all other students as measured by the Pulse Survey.

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	<p>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 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</p>	Goal Partially or Not Met	<p>23-24 EOY Data Results:</p> <p>SBAC: 68% or more of Carver students scored Met/Exceeded on SBAC ELA, a 3% decline from 2023.</p> <p>FRSA: 90% or more of K-2nd students scored Met/Exceeded on FRSA goals, a 5% improvement from 2023.(85%) *Goal Achieved</p> <p>I-Ready: 85% of Carver 1st-2nd grade students scored Met/Exceeded on the ELA I-Ready. a 3% improvement from 2023. *Goal Achieved</p> <p>69% of Carver 3rd-5th grade students scored Met/Exceeded on the ELA I-Ready, a decline of 3%</p> <p>76% or more of Carver students scored Met/Exceeded on ELA I-Ready, a 2% decline from 2023.</p>	<p>Analyze test data to identify specific standards or question types where students struggled.</p> <p>Provide targeted professional development (PD) for teachers to address these gaps. PD Focused on Rigor and Shifts in Adult Actions</p> <p>Instructional Support: Offer focused interventions for students near the "Met" threshold, such as small group tutoring or after-school programs.</p> <p>Enhance differentiation strategies in classrooms to support diverse learners in these grades.</p> <p>Use formative assessment data to drive instruction and adjust pacing in real-time.</p> <p>Increase the use of data chats with students and teachers to set and monitor individual growth goals.</p> <p>Conduct regular data chats with teachers to discuss trends, identify barriers, and adjust teaching practices.</p>

	<p>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.</p>		<p>I-Ready: 85% or more of Carver students will meet their typical growth target on ELA I-Ready, a 6% improvement from 2023. (79%)</p> <p>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.</p>	<p>Allocate resources to address identified gaps.</p> <p>Set clear benchmarks for improvement and monitor progress with regular walkthroughs and teacher check-ins.</p>
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Math	<p>1) 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.</p>	Goal Partially or Not Met	<p>23-24 EOY Results</p> <p>SBAC: 70% or more of Carver students scored Met/Exceeded on SBAC Math, a 2% improvement from 2023. (68%)</p> <p>I-Ready: 69% or more of Carver students will score Met/Exceeded on I-Ready, a 2% decline from 2022 (71%)</p> <p>68% of Carver 1st and 2nd Grade students scored Met/Exceeded on the Math I-Ready.</p> <p>71% of Carver 3rd-5th grade scored Met/Exceeded on the Math I-Ready.</p>	<p>Analyze student performance data to identify common areas of difficulty (e.g., specific standards or domains).</p> <p>Implement targeted small group instruction focusing on areas where students showed regression.</p> <p>Provide professional development on effective strategies for teaching math concepts and addressing misconceptions.</p> <p>Expand differentiated instruction methods to maintain or further improve the performance of students in this group.</p> <p>Conduct regular data chats with teachers to discuss trends, identify barriers, and adjust teaching practices.</p> <p>Allocate resources to address identified gaps.</p> <p>Set clear benchmarks for improvement and monitor progress with regular walkthroughs and teacher check-ins.</p>
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English Learner	<p>1) 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.</p>	Goal Partially or Not Met	<p>Opportunity Gap:</p> <p>N=8 K-2 FRSA EOY Proficiency EL: 75% EO: 91%</p> <p>SBAC N=7 EL/RFEP: ELA: 29% MATH 43% EO: 69%</p> <p>Progress monitoring will be conducted regularly during teacher planning, grade level release days, collaboration sessions and strategic planning and data analysis sessions.</p>	<p>Scaffold Instruction: Embed supports like graphic organizers, visual aids, and pre-teaching of academic vocabulary before reading or writing tasks.</p> <p>Provide daily small-group instruction tailored to ELs, focusing on phonics, vocabulary, and comprehension strategies.</p> <p>Integrate language development into foundational skills instruction by emphasizing oral language practice (e.g., sentence frames, structured discussions).</p> <p>Use books and materials that reflect ELs' cultural backgrounds and experiences to make reading more engaging and relatable.</p> <p>Share reading strategies and resources with families to encourage literacy development at home in both English and the students' home language.</p> <p>Support teachers in analyzing EL performance data to identify specific areas of need and track progress.</p> <p>Regularly track progress for ELs and provide frequent, actionable feedback to students on their language and content goals.</p>
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Culture/Climate	<p>1) 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.</p>	Goal Partially or Not Met	<p>91% or more of Carver students responded favorably to the Student Safety Domain on the CORE Survey, a 16% improvement from 2023. **Goal Met</p> <p>We increased 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. **Goal Met.</p> <p>There was a 5% Increase the Sense of Identity/Belonging for all students. **Goal Met</p> <p>Hispanic 79% to 87% : 8% increase Students with Disabilities 78% to 83% 5% increase **Goal Slightly Met</p>	<p>Continue initiatives that foster a sense of safety, such as anti-bullying programs, clear behavioral expectations, and consistent enforcement of rules.</p> <p>Recognize and celebrate this success with students and staff to maintain momentum.</p> <p>Expand activities that encourage student voice and choice in their learning.</p> <p>Offer leadership opportunities and peer mentoring programs to strengthen their sense of responsibility and decision-making skills.</p> <p>Continue emphasizing inclusivity through culturally affirming practices, diverse curricula, and community-building activities.</p> <p>Celebrate student diversity with events or showcases that highlight different cultures and identities within the school community.</p>
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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)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	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)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
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. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>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:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through 	<p>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:</p> <p>Students to demonstrate their understanding of</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p>

<p>content rich nonfiction and informational text.</p> <ul style="list-style-type: none"> • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>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.</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELLevation</p> <p>iReady</p>
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Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • 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 <p>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:</p> <ul style="list-style-type: none"> • 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 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

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. Attendance/Chronic Absenteeism Rate 100	Supplemental funding of a Senior Health Assistant to fund additional hours per day as needed. 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.	All Students	LCFF \$5,710 Senior Health Assistant .09 FTE - LCFF 100%	08/30/2024 - 06/13/2025 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 100

Students Approaching Grade Level Proficiency SBAC ELA 40, Elementary Reading - FRSA 50, EL Reclassification 10	60 Hours of Teacher Hourly P Schedule to support Small Group Instruction/Tier 2 Interventions. (3 hours per week for 20 weeks beginning Semester 2)	Other Targeted Students, Identified At-Risk Students, Hispanic, English Learners	LCFF \$5,092 Teacher Hourly P Schedule (1) for 60 hours annually - LCFF 100%	08/30/2024 - 06/13/2025 Weekly	Interventions and Instruction Coordinator	Pre and Post Intervention Data from FRSA Scores, I-Ready ELA and Reading Fluency SBAC ELA 40, Elementary Reading - FRSA 50, EL Reclassification 10
Opportunity Gap - Hispanic Students Elementary Reading - FRSA 80, Other 20	Substitute Teacher - Full Day to assist with 1:1 Assessments and 1:1 Data Chats with Administrator	All Students, Hispanic	LCFF \$3,247 Substitute teacher full day (1) for 12 days - LCFF 100%	08/30/2024 - 06/13/2025 Semester	Principal and IIC	Data Progressing Sheets Elementary Reading - FRSA 80, Other 20

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Kinder Orientation and Preview Day SDC Classes - Parent Orientation, Student Orientation, Tours Minimum Day Schedule (First 2 weeks of the School Year)	MS School of Choice Process with Counselor. -	

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
All students Culture-Climate Survey (Student-Staff) 100	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 \$77,494 Hourly - Recreation Aide (6) for 655 hours annually - LCFF Rec 100%	08/30/2024 - 06/13/2025 Daily	Recreation aides	Checking discipline data, attendance rates, suspension rates, and CORE survey data.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Increase Quality Core Instruction with a focused lens on serving our Tier 2 and Tier 3 students, SPED, EL and Hispanic 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.
Schoolwide PD Focus on Rigor using: Rigor by Design, Not Chance: Deeper Thinking Through Actionable Instruction and Assessment by Karin Hess (Author)	Use of Pupil Free Day to begin PD (Nov.2024) and continue with learning and implementing the 5 teacher practices.	No Funding Needed	Staff Meetings/Grade Level Planning	All Teachers and IIC	Admin Walkthroughs and Feedback Cycles, Internal Learning Walks, CIV Visits, Knee to Knee meetings and QCI Release Days.
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.

Describe Teacher Involvement

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 Involvement

Identified 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; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	17640

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

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

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

Research/TISB 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.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Monica Manipon	06-13-2025
Staff	Classroom Teacher	Cheryl Keys	06-13-2025
Staff	Classroom Teacher	Vickie Rudd	06-13-2026
Staff	Classroom Teacher	Alina Herrera Gonzalez	06-13-2026
Staff	Other School Personnel	Steve Staten	06-13-2025
Community	Parent/Community Member	████████ Cooper	06-13-2025
Community	Parent/Community Member	████████ Buschek	06-13-2025
Community	Parent/Community Member	████████ Lynch	06-13-2026
Community	Parent/Community Member	████████ Carungcong	06-13-2026
Community	Parent/Community Member	████████ Cox	06-13-2026

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
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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 the SSC Agenda and 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 10/28/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/28/2024
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:12/03/2024
6. The SPSA was approved at the following SSC Meeting: 12/03/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

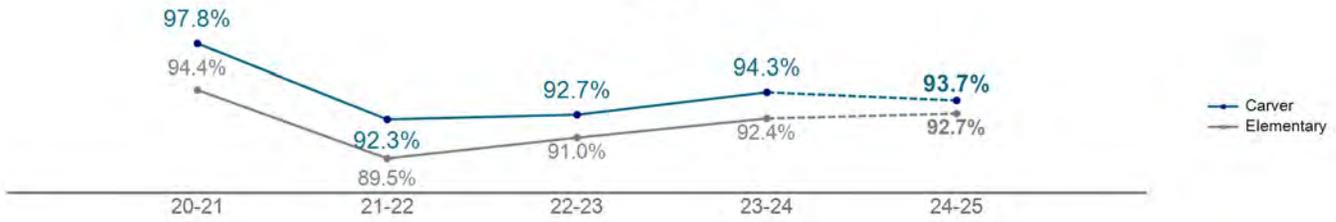
Printed Name: _____ Date: _____

ELAC Chair: _____

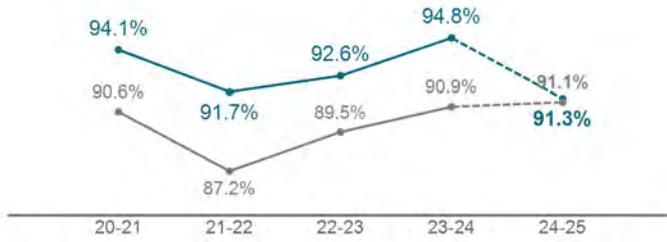
Printed Name: _____ Date: _____

Attendance Rate

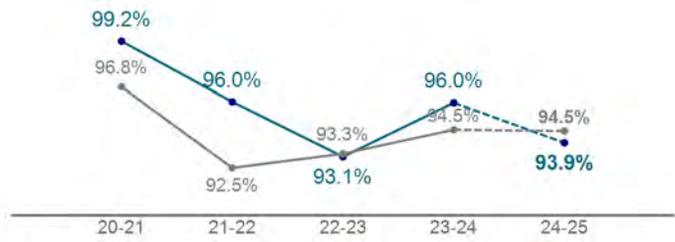
**Carver
All Students
N = 565**



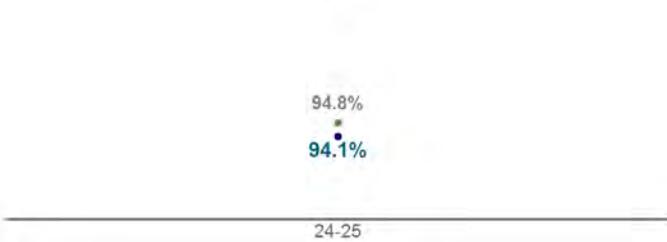
**African American
N = 44**



**Asian
N = 43**



**Filipino
N = 21**



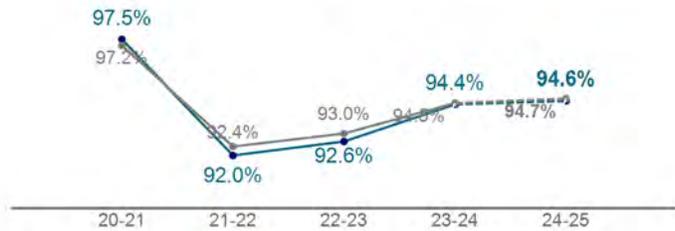
**Hispanic
N = 184**



Pacific Islander

Subgroup with fewer than 20 students.

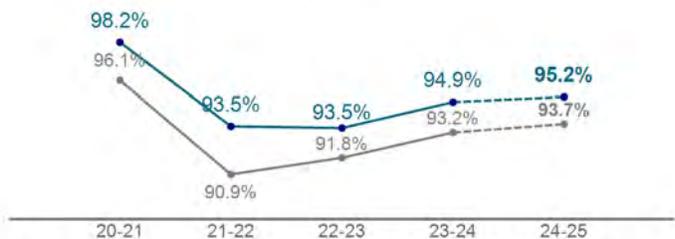
**White
N = 180**



Native American

Subgroup with fewer than 20 students.

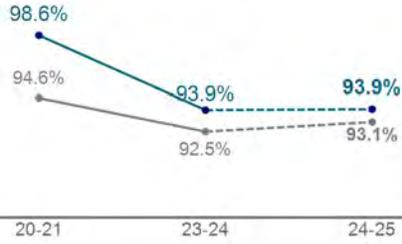
**Other
N = 92**



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.

Attendance Rate

EL + RFEP
N = 20



Low SES
N = 162



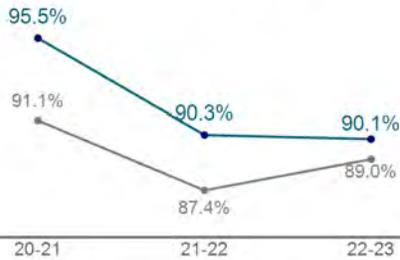
English Learner

Subgroup with fewer than 20 students.

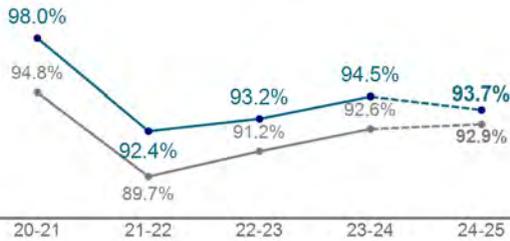
Special Education
N = 81



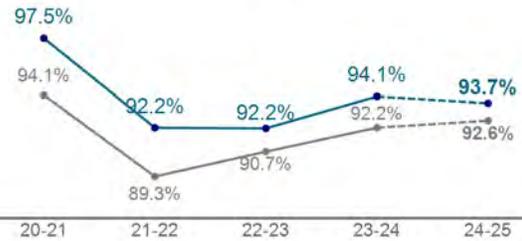
Homeless or Foster Youth



Female
N = 261



Male
N = 304



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.

Chronic Absence by Attendance Bands School Data by Subgroup Carver 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate	
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory					
All Students	525	525	2	12	13	28	45	13.7%	21.4%	26.7%	24.7%
Grade	Gr. TK	21	24	19	33	24	23.8%	40.9%	42.9%	38.0%	
	Gr. K	84	1	21	10	27	40	22.6%	33.3%	32.1%	32.3%
	Gr. 01	89	1	10	17	19	53	11.2%	25.0%	28.1%	25.1%
	Gr. 02	84	8	17	35	40	8.3%	16.5%	25.0%	24.2%	
	Gr. 03	81	2	9	11	31	47	11.1%	22.9%	22.2%	19.6%
	Gr. 04	84	4	13	11	26	46	16.7%	13.0%	27.4%	21.8%
	Gr. 05	82	2	7	11	30	49	9.8%	10.3%	20.7%	21.3%
Ethnicity	African American	34	3	12	9	26	50	14.7%	20.0%	23.5%	32.5%
	Asian	34			15	24	62	0.0%	13.8%	14.7%	14.2%
	Cambodian	36	8	14	28	50	8.3%	18.2%	22.2%	18.1%	
	Filipino	17	24	12	24	41	23.5%	15.4%	35.3%	14.4%	
	Hispanic	166	2	16	15	30	37	18.1%	27.6%	33.1%	27.2%
	Pacific Islander	1					100	0.0%	0.0%	0.0%	37.4%
	White	180	1	11	14	31	44	11.7%	20.3%	25.6%	11.9%
	Other	93	2	11	9	24	55	12.9%	16.7%	21.5%	20.5%
Gender	Female	244	1	11	14	27	48	12.3%	18.3%	25.8%	23.7%
	Male	281	2	13	12	30	43	14.9%	24.2%	27.4%	25.6%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Carver 2023-2024

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

Special Populations	Subgroup	Total	Attendance Bands				Severely Chronic	Moderately Chronic	At Risk Chronic	Strong Attendance	
	Low SES	126	2	21	19	34	24	23.0%	28.9%	42.1%	29.5%
	ELL	14	21	21	21	36	21.4%	45.5%	42.9%	27.0%	
	RFEP	7	14	29	57	14.3%	12.5%	14.3%	12.1%		
	EL + RFEP	21	19	14	24	43	19.0%	31.6%	33.3%	24.8%	
	Special Ed.	52	2	21	10	31	37	23.1%	34.8%	32.7%	31.3%
	Spec Ed. Speech/RSP	38	3	21	8	29	39	23.7%	31.8%	31.6%	23.3%
	Homeless/Foster	10	20	20	50	10	20.0%	38.5%	40.0%	39.4%	
	Foster	2	50	50	0.0%	0.0%	31.7%				
	Homeless	8	25	25	50	25.0%	38.5%	50.0%	40.7%		
GATE/Excel	88	2	9	15	22	52	11.4%	9.8%	26.1%	10.1%	

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate
All Elementary	26,319	6	18	17	23	36	24.7%	32.2%	41.7%
Addams	792	7	22	16	22	33	28.9%	36.7%	44.4%
Alvarado	420	6	21	21	20	32	27.6%	40.0%	48.6%
Barton	463	11	26	19	21	23	37.4%	47.3%	56.2%
Birney	513	6	22	17	20	35	27.7%	31.6%	44.4%
Bixby	554	3	14	19	27	37	17.0%	25.1%	35.9%
Bryant	360	9	21	18	22	30	29.4%	35.1%	47.8%
Burbank	599	8	21	20	24	28	28.2%	36.7%	47.7%
Burcham	352	1	13	17	26	44	13.6%	23.8%	30.4%
Carver	525	2	12	13	28	45	13.7%	21.4%	26.7%
Chavez	328	11	22	20	21	26	33.2%	42.9%	53.0%
Cleveland	464	4	10	17	29	41	14.0%	23.9%	30.6%
Dooley	772	8	25	20	21	25	33.3%	38.5%	53.4%
Edison	472	10	20	16	19	35	29.9%	37.8%	45.6%
Emerson	345	2	8	15	25	50	9.9%	18.1%	24.6%
Fremont	456	3	11	15	25	45	14.5%	18.9%	29.8%
Gant	675	2	11	16	21	50	13.0%	19.4%	28.6%
Garfield	580	6	16	16	26	36	21.4%	35.0%	37.8%
Gompers	377	4	14	18	28	36	18.3%	30.5%	35.8%
Grant	1,012	10	22	18	20	30	31.8%	39.7%	50.2%
Harte	800	8	24	17	21	30	32.1%	38.2%	49.5%
Henry	820	6	14	14	27	53	7.0%	10.5%	20.6%
Herrera	720	8	22	20	21	28	30.6%	34.2%	50.6%
Holmes	396	7	19	19	22	32	26.5%	37.0%	45.7%
Hudson	301	11	22	17	20	30	32.9%	38.7%	49.5%
Kettering	354	5	12	15	24	44	17.5%	23.2%	32.2%
King	612	8	22	16	20	34	29.9%	35.6%	45.8%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate
Lafayette	898	7	20	16	25	33	26.7%	36.5%	42.5%
Lincoln	852	9	24	16	19	32	33.7%	40.5%	49.4%
Longfellow	978	2	14	16	25	42	16.6%	23.5%	32.9%
Los Cerritos	479	1	11	16	25	47	12.9%	19.4%	28.6%
Lowell	615	2	13	14	25	47	14.3%	23.5%	28.0%
Macarthur	319	3	20	21	26	30	22.6%	30.3%	43.6%
Madison	434	3	18	17	21	40	21.2%	30.2%	38.2%
Mann	361	6	23	17	22	32	28.3%	32.8%	45.4%
McKinley	522	8	25	17	21	30	32.2%	36.6%	49.2%
Naples	317	3	11	18	28	39	14.2%	20.4%	32.2%
Oropeza	591	11	25	16	18	30	36.0%	38.1%	52.5%
Prisk	480	3	11	16	25	45	13.5%	19.7%	29.4%
Riley	443	2	18	15	29	36	20.1%	29.0%	35.4%
Roosevelt	905	13	22	20	18	28	34.6%	37.9%	54.4%
Signal Hill	649	5	16	16	22	41	21.3%	33.6%	37.1%
Smith	699	9	18	17	20	36	26.3%	32.9%	43.8%
Stevenson	534	10	22	19	18	32	31.6%	42.7%	50.2%
Twain	475	4	19	16	27	34	22.9%	26.1%	39.2%
Webster	516	8	21	18	20	34	29.1%	39.7%	46.7%
Whittier	598	8	19	16	20	36	27.8%	40.1%	43.8%
Willard	592	6	24	19	21	29	30.1%	33.9%	49.5%

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,816	8	15	14	20	43	22.8%	26.3%	36.3%
Bancroft	845	4	13	13	21	49	17.3%	22.6%	30.5%
Franklin	1,090	14	20	13	18	35	34.3%	37.8%	47.0%
Hamilton	850	9	19	16	19	38	27.5%	33.7%	43.3%
Hoover	533	6	11	12	20	50	17.4%	19.2%	29.8%
Hughes	1,299	4	11	13	24	47	14.9%	18.0%	28.2%
Jefferson	1,034	9	13	13	22	44	21.5%	27.2%	34.1%
Keller	478	1	5	12	22	59	6.5%	9.2%	18.4%
Lindbergh	437	12	18	16	19	36	29.5%	33.2%	45.1%
Lindsey	753	11	16	15	20	37	27.0%	28.5%	42.2%
Marshall	980	4	13	15	19	49	16.5%	24.4%	31.9%
Nelson	866	9	18	13	19	40	27.8%	25.3%	40.5%
Rogers	805	4	11	12	18	54	15.4%	18.4%	27.8%
Stanford	1,178	4	12	11	23	50	16.1%	18.7%	27.3%
Stephens	725	14	19	15	17	34	33.4%	39.0%	48.8%
Washington	943	15	21	15	19	31	35.6%	36.1%	50.2%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate
All K8	5,844	6	14	14	23	42	20.2%	23.7%	34.6%
Avalon	473	8	24	19	25	24	31.5%	32.7%	51.0%
Cubberley	963	2	10	11	23	54	12.0%	13.4%	22.9%
Muir	1,086	7	16	18	23	37	22.7%	28.6%	40.2%
Newcomb	878	2	9	12	23	54	10.8%	17.6%	22.6%
Powell	808	13	21	16	21	29	33.9%	35.4%	49.8%
Robinson	803	9	17	13	19	42	26.3%	28.1%	39.1%
Tincher	833	1	10	14	27	48	11.0%	14.2%	25.0%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate	
All High	20,512	12	15	13	19	41	26.7%	27.9%	39.5%	
Browning	346	17	15	12	18	38	32.1%	39.9%	43.6%	
Cabrillo	1,805	22	20	13	18	26	42.0%	34.3%	55.3%	
CAMS	667			5	5	15	75	5.2%	6.4%	10.2%
Jordan	2,288	11	15	13	20	41	25.7%	29.8%	38.8%	
Lakewood	2,644	10	16	14	19	41	26.1%	28.6%	39.9%	
McBride	723	5	12	13	21	49	16.9%	17.5%	30.3%	
Millikan	3,395	5	12	13	22	48	16.3%	17.8%	29.5%	
PAAL	172	48	27	12	6	6	75.6%	63.2%	87.8%	
Polytechnic	3,823	13	15	13	19	41	27.3%	32.9%	40.0%	
Reid	168	73	18	7	2		91.1%	84.6%	97.6%	
Renaissance	411	11	11	13	19	46	21.7%	30.5%	35.0%	
Sato	502		2	5	10	19	64	6.8%	5.8%	17.1%
Wilson	3,568	16	17	13	18	36	33.0%	29.6%	46.1%	

The percentages may not equal 100% due to rounding.

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2023-2024

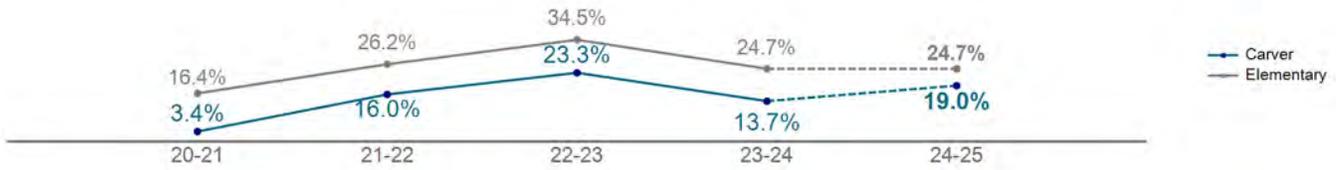
Legend	Attendance Rates:
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Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate
District	65,491	8	16	15	21	40	24.6%	29.0%	39.3%

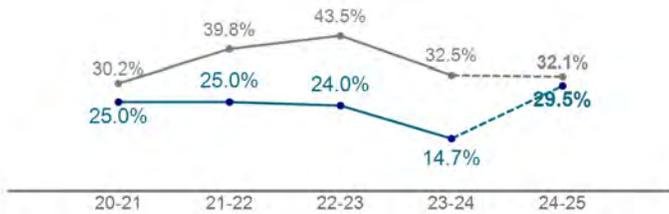
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

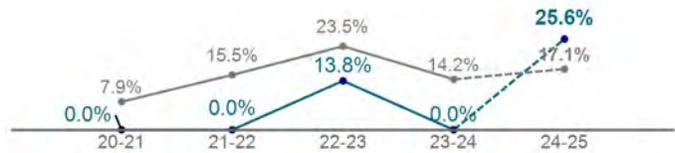
**Carver
All Students
N = 564**



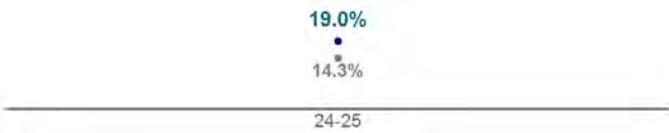
**African American
N = 44**



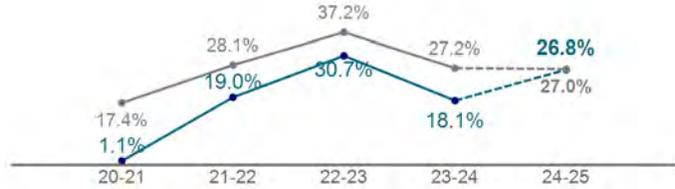
**Asian
N = 43**



**Filipino
N = 21**



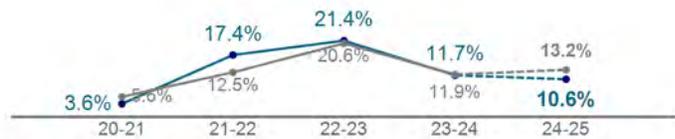
**Hispanic
N = 183**



Pacific Islander

Subgroup with fewer than 20 students.

**White
N = 180**

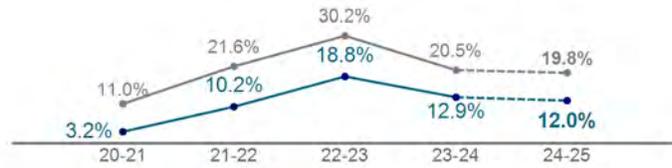


N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American
Subgroup with fewer than 20 students.

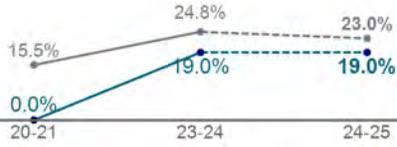
Other
N = 92



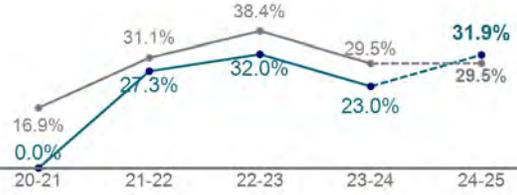
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

EL + RFEP
N = 21



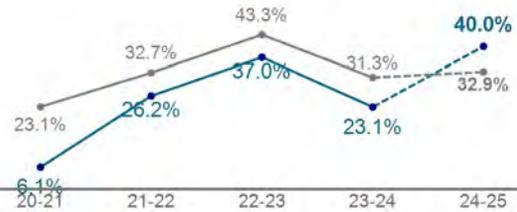
Low SES
N = 160



English Learner

Subgroup with fewer than 20 students.

Special Education
N = 80



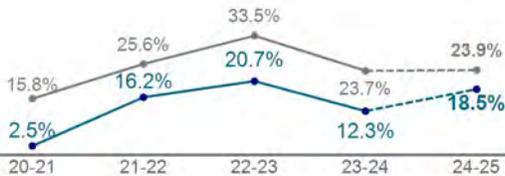
Homeless or Foster Youth

Subgroup with fewer than 20 students.

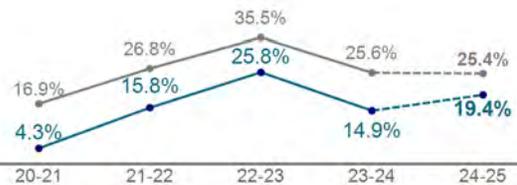
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 260



Male
N = 304



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 2024 :: School Data by Subgroup

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	
All Students	239	32%	13	19	25	43	68%	↓3		↑2	
	All Elementary	51%	31	20	23	26	49%	↑1		↑4	
	District	51%	29	22	27	23	49%	↑1		↑2	
Grade	Gr. 03	78	40%	8	32	19	41	60%	↓7		-
		All Elementary	53%	30	23	20	27	47%	↑-		-
		District	52%	30	23	20	26	48%	↑-		-
	Gr. 04	81	31%	16	15	22	47	69%	↓5		↑1
		All Elementary	52%	33	19	21	27	48%	↑3		↑2
		District	52%	33	19	20	28	48%	↑2		↑1
	Gr. 05	80	25%	14	11	34	41	75%	↑4		↑3
		All Elementary	49%	30	20	27	24	51%	↓1		↑6
		District	49%	30	20	27	24	51%	↓1		↑5
Ethnicity	White	85	29%	8	21	28	42	71%	↓3		↑4
		All Elementary	24%	11	13	25	51	76%	↑1		↑2
		District	26%	12	14	30	44	74%	↑-		↓-
	Hispanic	78	45%	22	23	27	28	55%	↓4		↑4
		All Elementary	58%	36	23	23	19	42%	↑1		↑5
		District	57%	33	25	27	16	43%	↑1		↑2
	Other	42	14%	7	7	19	67	86%	↓4		-
		All Elementary	32%	18	13	22	46	68%	↓2		↑1
		District	32%	16	15	28	41	68%	↑1		↑-
Cambodian	15*	20%	13	7	20	60	80%	↑18		-	
	All Elementary	39%	19	20	24	37	61%	↑1		↑5	
	District	37%	18	20	30	33	63%	↑2		↑3	

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 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

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	African American	14*	36%	14	21	29	36	64%	↑19		-
		All Elementary	67%	46	21	19	14	33%	↓-		↑3
		District	66%	42	24	22	12	34%	↑2		↑3
	Asian	10*	20%	20	10	70	80%	↓8		-	
		All Elementary	35%	17	18	23	42	65%	↑3		↑6
		District	32%	15	18	29	38	68%	↑2		↑4
	Filipino	9*	33%	11	22	11	56	67%	↓33		-
		All Elementary	27%	16	12	25	48	73%	↓4		↑1
		District	27%	13	14	32	42	73%	↑1		↑4
	Pacific Islander	1*	0%			100	100%	↑50		-	
All Elementary		66%	37	29	25	9	34%	↑3		↓2	
District		57%	28	29	31	11	43%	↑5		↑2	
Gender	Female	116	29%	14	16	26	45	71%	↓4		↑4
		All Elementary	48%	27	20	24	28	52%	↑1		↑4
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	123	34%	11	23	24	41	66%	↓1		-
		All Elementary	55%	35	20	21	24	45%	↑-		↑4
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	All Elementary*	100%	100				0%	↓50		-
District		46%	24	22	34	20	54%	↓6		↑3	
Special Populations	EL + RFEP	9*	56%	22	33	11	33	44%	↓31		-
		All Elementary	67%	44	23	20	13	33%	↑-		↑5
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	5*	80%	40	40	20	20%	↓30		-	

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SBAC ELA 2024 :: 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	
Special Populations	ELL	All Elementary	81%	56	24	15	5	19%	↓1		↑5
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	4*	25%	25	75	75%		↓25		-	
		All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	1*	0%		100	100%		-		-	
		All Elementary	80%	63	18	14	5	20%	↓5		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	64	0%		16	84	100%		-		↑2
		All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	4*	25%	25	50	25	75%	↑20		-	
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	5*	20%	20	40	40	80%	↑25		-	
		All Elementary	71%	50	21	19	11	29%	↓6		↑4
		District	70%	46	24	21	9	30%	↓5		↑1
	Low SES	65	54%	26	28	20	26	46%	↓11		↑2
All Elementary		61%	38	23	22	18	39%	↓1		↑4	
	District	60%	35	25	25	15	40%	↓1		↑2	
Special Ed.	30	77%	50	27	7	17	23%	↑3		-	
	All Elementary	82%	64	17	11	8	18%	↓-		↑3	
	District	83%	64	19	11	6	17%	↑-		↑2	
Spec Ed. Speech/RSP	30	77%	50	27	7	17	23%	↑2		-	

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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
Special Populations	Spec Ed. Speech/RSP	All Elementary	77%	58	20	13	10	23%	↓-		↑4
		District	79%	57	22	14	7	21%	↑-		↑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 2024 :: School Data by Subgroup

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	
All Students	241	30%	15	15	30	39	70%	↑2		↓5	
	All Elementary	56%	30	26	23	21	44%	↑4		↓1	
	District	64%	38	25	19	17	36%	↑2		↓2	
Grade	Gr. 03	79	29%	19	10	33	38	71%	↓1		-
		All Elementary	51%	28	24	27	22	49%	↑3		-
		District	51%	27	23	27	23	49%	↑2		-
	Gr. 04	82	29%	10	20	32	39	71%	↓5		↓3
		All Elementary	55%	26	29	25	20	45%	↑5		↓-
		District	54%	25	29	25	21	46%	↑5		↓1
	Gr. 05	80	33%	16	16	26	41	68%	↑12		↓7
		All Elementary	62%	37	26	18	20	38%	↑3		↓2
		District	62%	36	26	18	20	38%	↑3		↓3
Ethnicity	White	86	22%	9	13	37	41	78%	↑2		-
		All Elementary	27%	10	17	28	44	73%	↑4		↓3
		District	38%	17	21	25	37	62%	↓-		↓4
	Hispanic	79	51%	24	27	24	25	49%	↓6		↓9
		All Elementary	63%	34	29	22	14	37%	↑3		↓2
		District	71%	43	27	18	12	29%	↑2		↓2
	Other	42	19%	14	5	17	64	81%	↑4		↓8
		All Elementary	37%	18	19	25	38	63%	↑2		↓2
		District	43%	22	21	23	34	57%	↑2		↓2
Cambodian	15*	20%	13	7	13	67	80%	↑5		-	
	All Elementary	43%	19	25	25	32	57%	↑7		↑4	
	District	50%	26	24	23	28	50%	↑5		↓2	

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SBAC Math 2024 :: School Data by Subgroup

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	African American	14*	36%	21	14	43	21	64%	↑10		-	
		All Elementary	73%	45	29	17	9	27%	↑3		↓1	
		District	80%	55	25	13	7	20%	↑2		↓2	
	Asian	10*	0%			30		70	100%	↑13		-
		All Elementary	38%	16	22	24	38	62%	↑7		↑4	
		District	45%	24	22	21	33	55%	↑3		↓2	
	Filipino	9*	11%		11	56		33	89%	↑14		-
		All Elementary	30%	12	18	33	37	70%	↑4		↑4	
		District	38%	18	20	27	35	62%	↑6		↑4	
	Pacific Islander	1*	0%			100		100%	↑50		-	
All Elementary		64%	30	34	26	10	36%	↑9		↓6		
District		70%	43	28	21	9	30%	↑5		↓2		
Gender	Female	116	34%	20	15	30	35	66%	↓3		↓3	
		All Elementary	59%	31	28	23	18	41%	↑3		↓2	
		District	66%	39	27	19	16	34%	↑1		↓3	
	Male	125	26%	10	16	30	43	74%	↑6		↓6	
		All Elementary	54%	29	25	23	23	46%	↑4		↓1	
		District	62%	38	24	19	19	38%	↑2		↓2	
	Nonbinary	All Elementary*	100%	100				0%	↓25		-	
District		76%	40	36	14	10	24%	↓14		↑3		
Special Populations	EL + RFEP	9*	44%	22	22	22	33	56%	↓19		-	
		All Elementary	70%	41	28	19	12	30%	↑3		↑1	
		District	76%	50	26	15	9	24%	↑1		↓2	
	ELL	5*	60%	20	40	20	20	40%	↓10		-	

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SBAC Math 2024 :: School Data by Subgroup

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	81%	52	30	14	5	19%	↑2		↑2
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	4*	25%	25	25	50	75%	↓25		-	
		All Elementary	32%	8	24	35	33	68%	↑11		↓-
	Foster	District	64%	35	29	21	15	36%	↑2		↓4
		1*	100%	100	0%				-		-
	GATE/Excel	All Elementary	77%	51	27	17	5	23%	↑2		↓2
		District	84%	62	23	12	4	16%	↑-		↓3
	Homeless	65	0%		23	77	100%		↑2		↑2
		All Elementary	10%	1	9	29	61	90%	↑6		↓4
	Homeless/Foster	District	21%	6	16	28	51	79%	↑5		↓4
		4*	25%	25	50	25	75%	↑39		-	
	Low SES	All Elementary	76%	46	30	15	9	24%	↓4		↑3
		District	82%	56	25	11	7	18%	↓4		↓1
	Special Ed.	5*	40%	40	40	20	60%	↑24		-	
		All Elementary	76%	47	30	15	9	24%	↓4		↑3
	Spec Ed. Speech/RSP	District	82%	57	25	11	7	18%	↓4		↓2
		65	55%	32	23	20	25	45%	↓6		↓7
Special Ed.	All Elementary	65%	36	29	21	13	35%	↑2		↓1	
	District	72%	45	27	17	11	28%	↑-		↓2	
Special Ed.	31	58%	48	10	35	6	42%	↑17		-	
	All Elementary	80%	58	22	12	9	20%	↑2		↑-	
Spec Ed. Speech/RSP	District	86%	70	17	8	6	14%	↑1		↓-	
	31	58%	48	10	35	6	42%	↑16		-	

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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	
Special Populations	Spec Ed.	All Elementary	76%	51	25	13	11	24%	↑2		↓-
	Speech/RSP	District	83%	63	20	10	7	17%	↑1		↓-

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 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2024 :: 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	
All Students	80	29%	3	26	39	33	71%	↑18		-	
	All Elementary	70%	17	53	20	10	30%	↓-		-	
	District	73%	17	57	19	7	27%	↑1		-	
Grade	Gr. 05	29%	3	26	39	33	71%	↑18		-	
	All Elementary	70%	17	53	20	10	30%	↓-		-	
	District	69%	17	52	21	10	31%	↑1		-	
Ethnicity	Hispanic	28	43%	7	36	39	18	57%	↑18		-
		All Elementary	77%	19	58	17	6	23%	↓1		-
		District	80%	20	60	16	4	20%	↑1		-
	White	28	18%		18	46	36	82%	↑9		-
		All Elementary	41%	5	36	32	26	59%	↑-		-
		District	50%	6	44	30	19	50%	↑1		-
	Other	11*	9%		9	36	55	91%	↑41		-
		All Elementary	50%	10	41	30	20	50%	↑1		-
		District	56%	10	46	28	16	44%	↑1		-
	African American	6*	67%		67	17	17	33%	-		-
		All Elementary	81%	26	55	16	3	19%	↓-		-
		District	86%	24	62	12	2	14%	↑1		-
	Filipino	4*	25%		25	75		75%	↓25		-
		All Elementary	52%	4	47	24	24	48%	↓3		-
		District	55%	6	49	32	13	45%	↓1		-
Cambodian	3*	67%		67	33		33%	↓17		-	
	All Elementary	60%	5	55	27	13	40%	↑1		-	
	District	63%	8	55	26	11	37%	↑3		-	

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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	
Ethnicity	Asian	2*	0%		50	50	100%	↑33		-	
		All Elementary	51%	6	44	27	22	49%	↑6		-
		District	55%	7	48	30	15	45%	↑2		-
	Pacific Islander	1*	0%			100	100%	↑100		-	
		All Elementary	83%	10	72	10	7	17%	↓-		-
		District	91%	14	76	6	4	9%	↓2		-
Gender	Female	42	26%	2	24	38	36	74%	↑13		-
		All Elementary	70%	16	55	20	10	30%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	38	32%	3	29	39	29	68%	↑22		-
		All Elementary	70%	18	52	20	11	30%	↓1		-
		District	73%	18	55	19	8	27%	↑-		-
Nonbinary	District	61%	9	52	26	13	39%	↑7		-	
Special Populations	EL + RFEP	6*	50%	17	33	33	17	50%	↑17		-
		All Elementary	84%	25	58	12	4	16%	↓2		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	3*	67%	33	33	33		33%	-		-
		All Elementary	97%	35	62	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	3*	33%	33	33	33		67%	↑33		-
		All Elementary	55%	3	51	32	13	45%	↑7		-
		District	76%	12	64	20	5	24%	↓-		-
	Foster	1*	0%			100	100%	-		-	
All Elementary		84%	39	45	13	3	16%	↓3		-	

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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					
Special Populations	Foster	District	89%	32	57	8	2	11%	↓1		-				
	GATE/Excel	23	0%					17	83	100%	↑4		-		
		All Elementary	21%					20	40	39	79%	↑11		-	
		District	35%					3	33	39	25	65%	↑8		-
	Homeless	2*	50%					50			50%	↑33		-	
		All Elementary	85%	30	56	13	2	15%			↓2		-		
		District	86%	28	59	12	1	14%			↑-		-		
	Homeless/Foster	3*	33%					33			67	67%	↑50		-
		All Elementary	85%	30	54	13	2	15%			↓2		-		
		District	87%	28	59	12	1	13%			↓-		-		
	Low SES	19*	63%	11	53	21	16	37%			↓3		-		
		All Elementary	79%	20	58	16	5	21%			↓2		-		
		District	82%	20	61	15	4	18%			↓1		-		
	Special Ed.	10*	70%	20	50	30	30%			↑30		-			
		All Elementary	89%	44	45	8	3	11%			↓-		-		
District		92%	41	51	6	2	8%			↑1		-			
Spec Ed. Speech/RSP	10*	70%	20	50	30	30%			↑30		-				
	All Elementary	86%	35	51	10	4	14%			↓-		-			
	District	89%	34	55	8	3	11%			↑1		-			

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SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Carver

Category		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)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	157	45	22	25	26	27	
		All ES	44	25	22	25	29	
		District	30	33	15	16	36	
	Grade	Gr. 04 (Minimum Growth Target: 44)	79	52	16	32	28	24
			All ES	43	25	24	27	24
			District	42	26	24	27	24
		Gr. 05 (Minimum Growth Target: 35)	78	38	27	19	24	29
			All ES	44	24	19	23	34
			District	42	25	20	22	33
	Ethnicity	Hispanic	56	49	14	38	23	25
			All ES	44	25	22	24	29
			District	29	34	15	16	36
		White	51	40	29	20	27	24
			All ES	41	26	22	26	27
			District	28	33	15	18	34
Other		26	47	12	27	27	35	
		All ES	45	22	21	29	28	
		District	32	30	16	19	35	
African American	11^	-	36	9	27	27		
	All ES	42	25	21	23	31		
	District	28	34	15	15	37		

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.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Carver

Category		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)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Ethnicity	Cambodian	7^	-	14	57	29	
			All ES	53	20	22	25	34
			District	34	30	16	16	38
	Ethnicity	Filipino	7^	-	29	14	43	14
			All ES	40	24	24	25	27
			District	35	29	16	17	38
	Ethnicity	Asian	5^	-	20	20	60	
			All ES	52	23	20	23	34
			District	35	31	14	15	40
	Ethnicity	Pacific Islander	1^	-	100	0		
			All ES	34	29	16	39	16
			District	30	34	13	17	37
G e n d e r	Female	77	44	17	31	25	27	
		All ES	45	24	22	25	29	
		District	32	31	15	17	36	
	Female	80	46	26	20	28	26	
		All ES	43	25	21	24	29	
		District	27	35	15	15	35	
Nonbinary	All ES^	-23	100	0				
	District	5	53	6	12	29		
Special Populations	EL + RFEP	7^	-	29	29	29	14	

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.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Carver

Category		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)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELA	EL + RFEP	All ES	43	25	22	23	30
		District	29	34	14	14	38
	ELL	4^	-	25	25	25	25
		All ES	43	25	22	23	30
	RFEP	District	33	32	17	16	35
		3^	-	33	33	33	0
	Foster	All ES	44	25	24	22	29
		District	26	35	12	13	40
	GATE/Excel	1^	-				100
		All ES	32	32	31	15	22
	Homeless	District	9	40	19	13	28
		47	50	21	15	36	28
	Homeless/Foster	All ES	41	26	21	28	25
		District	31	31	16	18	35
	Low SES	3^	-	33	33	33	
		All ES	47	25	20	21	33
	Special Populations	District	27	35	14	14	37
		4^	-	25	25	50	
	Special Populations	All ES	45	26	22	20	32
		District	25	35	15	14	36

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.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Carver

Category		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)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
E L A	Special Populations	Low SES	All ES	44		25	22	24	30
			District	29		33	15	16	35
	Special Ed.		21	-		38	14	19	29
		All ES	38		30	18	21	30	
	Spec Ed. Speech/RSP	District	28		35	15	15	35	
			21	-		38	14	19	29
		All ES	43		28	19	20	32	
		District	31		34	15	15	36	

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.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Carver

Category		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)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	All Students	158	41	20	23	43	15	
		All ES	39	22	28	29	21	
		District	22	35	19	19	27	
	Grade	Gr. 04 (Minimum Growth Target: 42)	80	55	13	20	46	21
			All ES	48	17	28	32	23
			District	47	17	29	32	23
		Gr. 05 (Minimum Growth Target: 39)	78	27	27	26	40	8
			All ES	31	28	28	25	19
			District	30	29	28	25	18
	Ethnicity	Hispanic	56	40	21	23	38	18
			All ES	38	23	28	28	20
			District	20	36	20	18	26
		White	52	42	19	23	46	12
			All ES	43	20	28	33	20
			District	27	31	20	21	28
		Other	26	38	23	15	50	12
			All ES	40	22	27	29	22
			District	27	32	18	20	30
African American	11^	-	9	36	36	18		
	All ES	38	25	26	26	23		
	District	18	38	18	17	26		

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.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Carver

Category		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)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	Ethnicity	Cambodian	7^	-	29	43	29	0
			All ES	42	20	27	30	24
			District	24	33	19	21	27
	Filipino	7^	-	29	43	29	0	
		All ES	45	14	32	32	21	
		District	37	25	19	22	35	
	Asian	5^	-			60		40
		All ES	46	18	25	31	25	
		District	25	32	18	21	28	
	Pacific Islander	1^	-			100		0
		All ES	49	20	35	24	22	
		District	24	34	19	20	26	
Gender	Female	77	42	18	23	45	13	
		All ES	38	23	28	29	20	
		District	21	35	19	19	26	
	Male	81	41	21	22	41	16	
		All ES	40	22	28	28	22	
		District	23	34	19	19	28	
Nonbinary	All ES^	30			100		0	
	District	11	45	15	6	33		
Special Populations	EL + RFEP	7^	-	14	43	29	14	

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.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Carver

Category		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)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	EL + RFEP	All ES	40	21	29	27	22
		District	20	37	19	16	27
	ELL	4^	-	50	25	25	
		All ES	40	23	27	26	23
	RFEP	District	24	34	20	18	27
		3^	-	33	33	33	0
	Foster	All ES	40	18	33	30	20
		District	15	40	18	15	28
	GATE/Excel	1^	-	100	0		
		All ES	32	31	21	21	28
	Homeless	District	11	39	20	14	27
		48	49	15	15	54	17
	Homeless/Foster	All ES	41	19	30	32	19
		District	28	29	21	22	29
	Low SES	3^	-	100	0		
		All ES	42	22	30	26	23
	Homeless/Foster	District	20	37	19	17	27
		4^	-	25	75	0	
	Low SES	All ES	41	23	29	25	23
		District	19	37	19	16	27
Low SES	All ES	45	27	22	40	11	
	District	34	27	22	40	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.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Carver

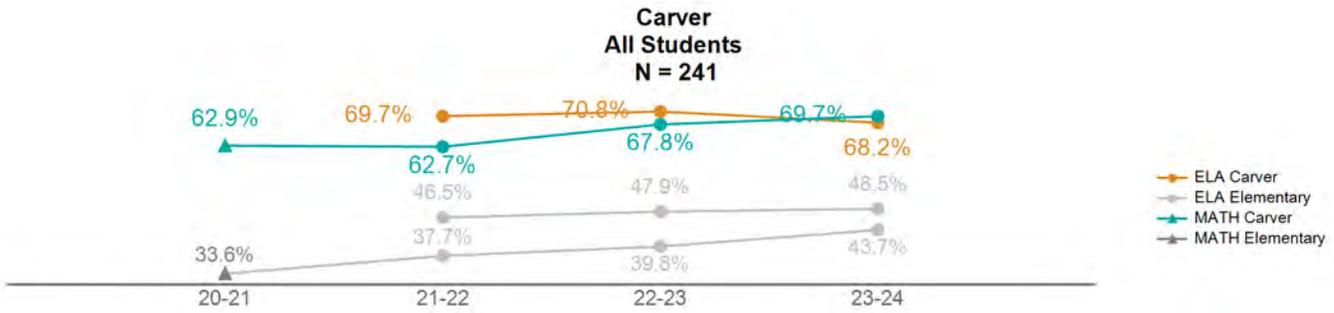
Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
Math at Special Populations	Low SES	All ES	39		23	28	28	21	
		District	21		36	19	18	27	
	Special Ed.		21	-		29	29	29	14
		All ES	39		26	25	23	27	
		District	20		38	18	17	26	
	Spec Ed. Speech/RSP		21	-		29	29	29	14
		All ES	40		25	26	24	26	
		District	20		37	18	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.

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.

Hispanic N = 79

Pacific Islander

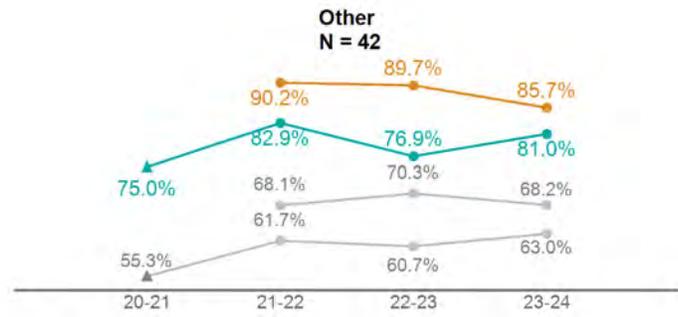
Subgroup with fewer than 20 students.

White N = 86

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

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

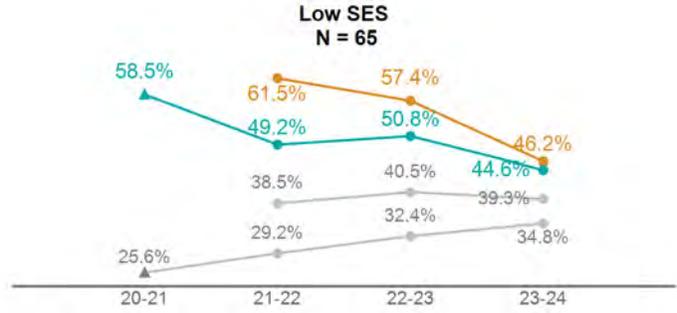
Native American
Subgroup with fewer than 20 students.



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

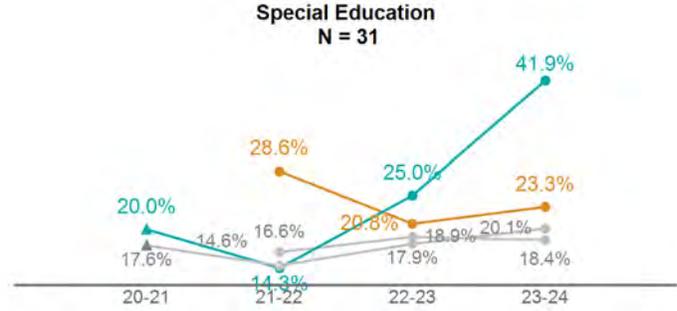
EL + RFEP

Subgroup with fewer than 20 students.



English Learner

Subgroup with fewer than 20 students.

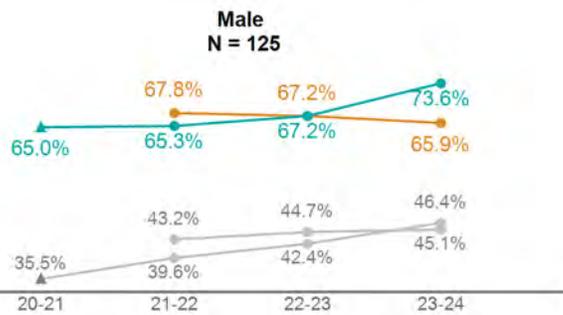
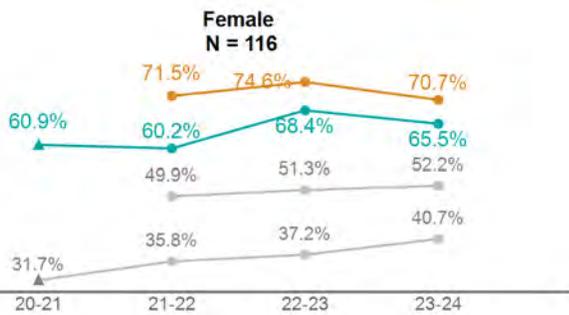


Homeless

Subgroup with fewer than 20 students.

Foster Youth

Subgroup with fewer than 20 students.



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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/3/25

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	11,840	51%	31	20	23	26	49%	↑1		↑4
Addams	377	69%	46	23	18	13	31%	↓5		↑8
Alvarado	161	36%	14	22	29	35	64%	↑7		↑17
Barton	201	72%	47	25	16	11	28%	↑5		↑3
Birney	250	59%	39	20	20	22	41%	↓7		↓1
Bixby	253	36%	15	20	22	42	64%	↓1		↑10
Bryant	154	53%	34	19	29	19	47%	↑4		↑9
Burbank	269	52%	30	22	29	18	48%	↑10		↑11
Burcham	165	39%	19	19	21	40	61%	↓11		↓3
Carver	239	32%	13	19	25	43	68%	↓3		↑2
Chavez	141	67%	46	21	20	13	33%	↑1		↑5
Cleveland	202	19%	6	12	32	49	81%	↑4		↓4
Dooley	366	57%	35	22	27	15	43%	↑1		↑2
Edison	210	76%	56	20	18	6	24%	↓11		↑4
Emerson	160	26%	12	14	23	52	74%	↑3		↑5
Fremont	216	19%	8	11	28	53	81%	↑-		↑2
Gant	294	19%	3	16	26	55	81%	↑2		↑5
Garfield	269	62%	39	23	17	21	38%	↓6		↓2
Gompers	179	51%	33	18	24	25	49%	↓11		-
Grant	432	68%	42	26	21	12	32%	↓5		↓1
Harte	351	60%	37	23	23	17	40%	↑4		↑6
Henry	379	31%	14	17	30	39	69%	↑3		↑8
Herrera	335	67%	39	27	21	13	33%	↓7		↑7
Holmes	172	36%	21	15	23	41	64%	↑6		↑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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/3/25

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	167	71%	53	18	12	17	29%	↓8		↓3
Kettering	136	30%	13	18	26	43	70%	↓-		↓1
King	276	70%	50	20	17	13	30%	↓3		↑4
Lafayette	411	62%	38	24	22	16	38%	↑3		↑4
Lincoln	406	58%	36	22	23	19	42%	↑2		↑6
Longfellow	450	37%	19	19	22	41	63%	↑2		↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9		↓4
Lowell	257	19%	12	6	27	54	81%	↑6		↑7
Macarthur	144	40%	19	21	26	34	60%	↓-		↓5
Madison	174	44%	21	24	26	30	56%	↓1		↓4
Mann	147	61%	44	17	21	18	39%	↑3		↑6
McKinley	238	61%	34	27	24	16	39%	↑2		↑9
Naples	138	16%	7	9	25	59	84%	↓2		↑3
Oropeza	250	58%	42	16	18	23	42%	↑9		↑6
Prisk	239	23%	8	14	22	56	77%	↓1		↑2
Riley	159	39%	20	19	28	33	61%	↑16		↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2		↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1		↑8
Smith	328	69%	47	22	20	11	31%	↓4		↑2
Stevenson	243	62%	38	24	21	17	38%	↑6		↑4
Twain	192	48%	25	23	26	27	52%	↓4		↓2
Webster	197	69%	46	23	17	14	31%	↑2		↑1
Whittier	281	75%	57	18	17	8	25%	↑2		↑6
Willard	253	66%	39	27	19	14	34%	↑1		↓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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/3/25

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	11,940	56%	30	26	23	21	44%	↑4		↓1
Addams	377	71%	42	29	18	11	29%	↓1		↓4
Alvarado	161	48%	18	30	25	26	52%	↑8		↑11
Barton	204	76%	50	26	13	10	24%	↑7		↑1
Birney	254	60%	35	26	23	17	40%	↓1		↓5
Bixby	253	45%	20	25	25	30	55%	↑3		↓3
Bryant	156	65%	35	30	19	17	35%	↓3		↓6
Burbank	275	68%	42	26	22	10	32%	↑2		↑4
Burcham	165	39%	13	27	28	32	61%	↓2		↓6
Carver	241	30%	15	15	30	39	70%	↑2		↓5
Chavez	142	79%	48	31	15	6	21%	↑6		↓1
Cleveland	202	19%	5	14	33	48	81%	↑13		↑4
Dooley	371	67%	39	28	21	12	33%	↑2		↓5
Edison	212	78%	54	24	17	5	22%	↓2		↓6
Emerson	160	33%	13	20	33	35	68%	↑4		↓14
Fremont	218	26%	8	17	35	39	74%	↑7		↓2
Gant	294	19%	5	14	31	51	81%	↑5		↑1
Garfield	266	61%	31	30	25	14	39%	↑8		↑6
Gompers	179	63%	32	31	25	12	37%	↓11		↓8
Grant	436	72%	37	35	18	10	28%	↑1		↓3
Harte	357	66%	38	27	24	10	34%	↑9		↑-
Henry	379	38%	12	26	32	30	62%	↑5		↓7
Herrera	339	72%	39	33	20	8	28%	↑-		↑8
Holmes	172	47%	21	26	26	28	53%	↑8		↑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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/3/25

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	167	69%	49	20	22	9	31%	↑3		↓5
Kettering	135	29%	6	23	34	37	71%	↑8		↑2
King	279	74%	46	28	18	9	26%	↓1		↓3
Lafayette	421	64%	37	27	22	14	36%	↑1		↓5
Lincoln	410	59%	26	32	27	15	41%	↑8		↑6
Longfellow	450	45%	19	26	22	33	55%	↑5		↑4
Los Cerritos	226	38%	17	21	24	38	62%	↑3		↓2
Lowell	257	28%	12	16	22	50	72%	↑5		↓1
Macarthur	143	43%	16	27	30	27	57%	↑7		↓3
Madison	174	53%	24	29	26	21	47%	↓6		↓12
Mann	148	61%	34	27	26	12	39%	↑-		↑2
McKinley	241	66%	42	23	24	10	34%	↑7		↑6
Naples	138	20%	9	11	28	53	80%	↓1		↓2
Oropeza	254	69%	41	28	18	13	31%	↑8		-
Prisk	239	26%	8	18	24	50	74%	↑2		-
Riley	159	50%	19	31	33	18	50%	↑16		↓5
Roosevelt	451	69%	41	28	22	9	31%	↑2		↓3
Signal Hill	324	53%	24	29	24	22	47%	↑5		↑8
Smith	330	71%	41	30	17	12	29%	↑4		↑2
Stevenson	250	69%	38	31	20	11	31%	↑4		↓5
Twain	192	58%	29	29	22	20	42%	↓4		↓10
Webster	198	72%	41	31	12	16	28%	↑2		↓4
Whittier	287	79%	57	22	13	8	21%	↑1		↓2
Willard	254	65%	29	36	19	16	35%	↑8		↓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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

2/3/25

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	4,137	70%	17	53	20	10	30%	↓-	-
Addams	127	81%	19	62	15	4	19%	↓5	-
Alvarado	56	61%	5	55	30	9	39%	↑5	-
Barton	75	92%	36	56	5	3	8%	↓5	-
Birney	104	77%	22	55	15	8	23%	↓7	-
Bixby	77	57%	6	51	30	13	43%	↑4	-
Bryant	55	76%	22	55	18	5	24%	↓11	-
Burbank	102	70%	15	55	24	7	30%	↑5	-
Burcham	52	65%	6	60	21	13	35%	↓10	-
Carver	80	29%	3	26	39	33	71%	↑18	-
Chavez	47	94%	34	60	6	0	6%	↓9	-
Cleveland	82	32%	1	30	44	24	68%	↑20	-
Dooley	129	78%	26	51	18	5	22%	↑8	-
Edison	74	89%	27	62	8	3	11%	↓7	-
Emerson	48	44%	4	40	33	23	56%	↑1	-
Fremont	52	33%	4	29	29	38	67%	↑10	-
Gant	80	41%	4	38	31	28	59%	↓3	-
Garfield	101	81%	21	60	16	3	19%	↓3	-
Gompers	58	62%	12	50	34	3	38%	↓8	-
Grant	145	89%	34	55	10	1	11%	↓4	-
Harte	121	80%	17	64	18	2	20%	↑2	-
Henry	128	58%	4	54	28	14	42%	↑1	-
Herrera	130	75%	14	61	20	5	25%	↓7	-
Holmes	66	70%	12	58	20	11	30%	↑16	-

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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

2/3/25

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	63	87%	32	56	10	3	13%	↓1		-
Kettering	42	48%	48	40	12		52%	↓7		-
King	96	85%	18	68	10	4	15%	↓9		-
Lafayette	130	85%	26	59	12	2	15%	↑4		-
Lincoln	141	79%	17	62	18	3	21%	↑-		-
Longfellow	165	50%	6	44	25	25	50%	↑7		-
Los Cerritos	88	56%	6	50	32	13	44%	↓11		-
Lowell	85	39%	12	27	38	24	61%	↑12		-
Macarthur	44	64%	9	55	30	7	36%	↓2		-
Madison	61	61%	8	52	23	16	39%	↓5		-
Mann	49	78%	39	39	22		22%	↑2		-
McKinley	85	78%	13	65	18	5	22%	↓2		-
Naples	42	36%	2	33	26	38	64%	↓1		-
Oropeza	95	74%	16	58	22	4	26%	↑15		-
Prisk	89	30%	2	28	25	45	70%	↓2		-
Riley	48	65%	8	56	23	13	35%	↑7		-
Roosevelt	170	89%	28	61	7	4	11%	↓6		-
Signal Hill	104	62%	14	47	23	15	38%	↑10		-
Smith	125	82%	25	57	16	2	18%	↓8		-
Stevenson	94	84%	24	60	12	4	16%	↓6		-
Twain	75	77%	25	52	15	8	23%	↓17		-
Webster	61	84%	20	64	13	3	16%	↓7		-
Whittier	107	88%	31	57	7	5	12%	↓4		-
Willard	89	80%	15	65	16	4	20%	↑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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/3/25

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	11,803	52%	27	24	31	17	48%	↑3		↑1
Bancroft	801	47%	19	28	35	18	53%	↓2		↓2
Franklin	959	65%	37	28	27	8	35%	↓1		↑1
Hamilton	745	63%	35	29	29	8	37%	↑7		↑3
Hoover	491	55%	26	29	31	14	45%	↑11		↑6
Hughes	1,200	50%	27	23	31	19	50%	↑1		↓1
IVA	1	100%	100				0%	↓100		-
Jefferson	981	49%	25	24	32	19	51%	↑-		↑3
Keller	468	35%	12	23	37	28	65%	↑2		↑-
Lindbergh	388	65%	35	30	26	9	35%	↑4		↑6
Lindsey	688	65%	37	28	27	8	35%	↑3		↓1
Marshall	939	38%	17	21	37	25	62%	↑5		↑2
Nelson	775	67%	41	26	22	10	33%	↓4		↓9
Rogers	763	35%	17	18	31	34	65%	↓6		↓7
Stanford	1,111	32%	14	18	37	31	68%	↑1		↓2
Stephens	653	46%	22	24	39	15	54%	↑17		↑16
Washington	841	71%	44	26	23	6	29%	↑3		↑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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/3/25

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	11,853	68%	42	26	17	15	32%	↑2		↓-
Bancroft	797	64%	36	28	19	17	36%	↓2		↓3
Franklin	980	81%	58	23	12	7	19%	↓1		↓2
Hamilton	761	87%	60	27	9	4	13%	↓3		↓7
Hoover	491	76%	51	26	13	10	24%	↑9		↑1
Hughes	1,197	57%	33	24	22	21	43%	↑6		↑4
IVA	1	100%	100				0%	↓100		-
Jefferson	979	71%	45	26	15	14	29%	↑2		↑1
Keller	468	47%	20	27	25	28	53%	↑6		↑7
Lindbergh	388	81%	50	30	15	5	19%	↑3		↑6
Lindsey	691	85%	57	28	9	6	15%	↑1		↓5
Marshall	939	54%	29	25	23	23	46%	↑2		↑2
Nelson	780	81%	55	26	12	8	19%	↓-		↓7
Rogers	765	50%	24	26	22	27	50%	↓4		↓3
Stanford	1,103	47%	22	25	23	30	53%	↑1		↓1
Stephens	661	68%	39	29	19	13	32%	↑9		↑6
Washington	853	84%	59	25	11	5	16%	↑2		↑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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

2/3/25

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Middle	4,011	75%	18	57	19	6	25%	↑3	-
Bancroft	269	73%	13	59	21	6	27%	↑2	-
Franklin	338	85%	29	56	14	1	15%	↑-	-
Hamilton	280	84%	26	58	14	2	16%	↑4	-
Hoover	177	86%	17	69	11	3	14%	↑5	-
Hughes	418	65%	11	54	25	11	35%	↑4	-
Jefferson	324	77%	16	60	17	6	23%	↑5	-
Keller	146	62%	3	58	29	10	38%	↑4	-
Lindbergh	121	87%	23	64	11	2	13%	↑1	-
Lindsey	221	92%	23	69	8		8%	↓3	-
Marshall	305	69%	8	61	26	6	31%	↑6	-
Nelson	257	82%	21	61	14	4	18%	↑11	-
Rogers	269	43%	8	35	38	19	57%	↑3	-
Stanford	350	65%	17	47	23	13	35%	↓3	-
Stephens	237	86%	30	56	11	3	14%	↑-	-
Washington	299	90%	32	59	9		10%	↑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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	3,682	48%	27	21	25	27	52%	↑-	↓-
Avalon	224	76%	50	27	18	5	24%	↓2	↓8
Cubberley	646	31%	16	15	29	40	69%	↑1	↑2
Muir	654	59%	34	26	24	17	41%	↓1	↓1
Newcomb	548	21%	8	13	29	51	79%	↓2	↑1
Powell	549	68%	39	29	19	14	32%	↓4	↓4
Robinson	528	71%	47	25	20	9	29%	↓3	-
Tincher	530	28%	13	15	32	40	72%	↑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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/3/25

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	3,691	58%	33	25	20	22	42%	↑-	↓3
Avalon	227	87%	57	30	10	3	13%	↓7	↓12
Cubberley	647	45%	24	21	22	33	55%	↑-	↓4
Muir	654	66%	36	30	20	14	34%	↑-	↓1
Newcomb	549	30%	10	20	27	43	70%	↓4	↓5
Powell	549	74%	49	26	16	10	26%	↑4	↑-
Robinson	532	81%	52	29	14	5	19%	↓2	↓2
Tincher	530	39%	15	24	25	36	61%	↓-	↓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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	1,285	68%	17	51	22	10	32%	↑2	-
Avalon	114	89%	27	62	10		11%	↓4	-
Cubberley	218	52%	10	43	28	20	48%	↑3	-
Muir	238	78%	17	61	17	5	22%	↑3	-
Newcomb	177	34%	2	32	40	26	66%	↓5	-
Powell	183	84%	33	51	14	2	16%	↑5	-
Robinson	182	87%	24	64	10	2	13%	↓1	-
Tincher	173	56%	10	46	32	12	44%	↑8	-

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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/3/25

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	4,652	47%	27	21	28	24	53%	↑1		↑3
Browning	49	80%	51	29	10	10	20%	↓2		↓5
Cabrillo	363	61%	34	27	30	9	39%	↑-		↑12
CAMS	170	2%	2	15	82	98%	98%	↓2		↑5
EPHS	112	79%	57	22	17	4	21%	↓8		↑6
Jordan	494	66%	44	22	26	9	34%	↑5		↑4
Lakewood	580	50%	23	27	36	14	50%	↑6		↑5
McBride	176	22%	7	14	35	43	78%	↑9		↑4
Millikan	783	38%	23	16	29	33	62%	↓4		↑2
Polytechnic	941	48%	27	21	28	24	52%	↑1		↑4
Reid	37	92%	65	27	8	8%	8%	↑6		↑10
Renaissance	83	28%	8	19	35	37	72%	↑20		↑8
Sato	123	6%	6	28	66	94%	94%	↓2		↑5
Wilson	741	52%	28	25	27	21	48%	↓8		↓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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/3/25

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All High	4,629	76%	55	22	14	10	24%	↓2		↓11	
Browning	46	87%	76	11	13		13%	↑11		↓10	
Cabrillo	334	91%	76	15	8		9%	↑1		↓5	
CAMS	170		6%	15	18	76	94%	↓1		↓7	
EPHS	106	94%	82	12	5		6%	↑3		↑2	
Jordan	495	92%	75	17	6	2	8%	↑1		↓10	
Lakewood	576	89%	61	27	9	2	11%	↓3		↓12	
McBride	178	55%	26	29	26	19	45%	↑10		↓8	
Millikan	788	68%	41	27	21	11	32%	↓3		↓13	
Polytechnic	940	74%	55	20	14	11	26%	↓5		↓10	
Reid	37	100%	92	8			0%	-		↓5	
Renaissance	83	88%	51	37	10	2	12%	↓2		↓20	
Sato	123		29%	9	20	33	38	71%	↓6		↓8
Wilson	753	84%	61	23	12	4	16%	↓9		↓15	

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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

2/3/25

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	4,561	76%	15	61	19	5	24%	↓1	-	
Browning	64	94%	27	67	6		6%	↓2	-	
Cabrillo	383	92%	24	69	8		8%	↓5	-	
CAMS	162		16%		15	53	31	84%	↑5	-
EPHS	144	92%	24	68	8		8%	↑4	-	
Jordan	413	93%	22	72	6		7%	↓3	-	
Lakewood	596	85%	17	68	14	1	15%	↓-	-	
McBride	155	72%	13	59	24	4	28%	↓3	-	
Millikan	755	67%	9	58	27	6	33%	↑5	-	
Polytechnic	873	73%	14	59	19	7	27%	↓3	-	
Reid	90	97%	42	54	3		3%	↑2	-	
Renaissance	73	88%	12	75	11	1	12%	↓2	-	
Sato	96	55%	4	51	32	13	45%	↓35	-	
Wilson	757	75%	13	62	21	5	25%	↑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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded	Chg	Chg	Chg
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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	31,977	51%	29	22	27	23	49%	↑1		↑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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/3/25

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,113	64%	38	25	19	17	36%	↑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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

2/3/25

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded	Chg	Chg	Chg	
District	13,994	73%	17	57	19	7	27%	↑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.

SBAC ELA 2024

School Name	Overall		Grade 3		Grade 4		Grade 5		Lowest Performing		
	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change						
Addams	30.8%	-4.8%	27.6%	0.4%	26.2%	-0.4%	38.3%	-15.9%	African American	27.0%	4.2%
Alvarado	64.0%	6.8%	55.1%	-0.3%	67.9%	16.1%	67.9%	3.9%	African American	42.9%	15.6%
Avalon	23.7%	-2.4%	40.7%	14.8%	17.9%	4.5%	31.3%	-2.1%	Hispanic	20.2%	-0.1%
Barton	27.9%	4.6%	41.1%	15.4%	18.8%	0.7%	26.3%	-0.2%	African American	19.6%	10.4%
Birney	41.2%	-6.5%	31.2%	-16.7%	52.9%	4.5%	40.8%	-6.1%	African American	32.4%	-7.6%
Bixby	64.4%	-1.0%	47.9%	-14.9%	74.4%	12.4%	74.0%	1.6%	African American	50.0%	2.0%
Bryant	47.4%	4.0%	46.2%	14.1%	46.8%	-1.3%	49.1%	-0.9%	African American	23.8%	-8.2%
Burbank	47.6%	10.2%	42.9%	11.5%	43.4%	1.9%	54.9%	17.0%	Hispanic	42.4%	8.9%
Burcham	61.2%	-10.6%	57.9%	-1.0%	57.9%	-17.6%	68.6%	-12.4%	Hispanic	53.2%	-9.6%
Carver	68.2%	-2.6%	60.3%	-6.8%	69.1%	-4.9%	75.0%	3.6%	Hispanic	55.1%	-4.0%
Chavez	32.6%	1.1%	26.1%	-9.3%	36.7%	6.7%	34.8%	4.9%	Hispanic	31.0%	5.3%
Cleveland	81.2%	3.8%	88.1%	12.3%	78.7%	-7.4%	78.0%	8.3%	Hispanic	77.4%	4.9%
Cubberley	68.9%	1.3%	76.7%	-3.6%	66.3%	-14.4%	75.6%	4.8%	African American	43.2%	-2.1%
Dooley	42.6%	1.2%	35.3%	-10.9%	47.2%	0.6%	44.9%	12.5%	African American	32.2%	-0.6%
Edison	23.8%	-11.4%	15.2%	-9.8%	26.8%	-0.6%	30.7%	-19.3%	African American	23.3%	-3.6%
Emerson	74.4%	3.5%	72.2%	1.3%	74.1%	3.9%	77.1%	5.7%	Hispanic	65.2%	1.6%
Fremont	80.6%	0.3%	77.8%	-2.0%	81.0%	-3.4%	84.3%	6.2%	Hispanic	75.6%	8.5%
Gant	80.6%	1.6%	83.2%	7.7%	78.3%	1.8%	80.2%	-5.8%	Hispanic	75.0%	6.0%
Garfield	37.5%	-6.0%	40.0%	-3.3%	39.4%	3.5%	34.0%	-18.8%	Hispanic	31.9%	-7.2%
Gompers	48.6%	-10.9%	48.4%	-5.9%	42.1%	-10.8%	55.2%	-15.4%	African American	31.8%	-11.9%
Grant	32.2%	-4.9%	25.0%	-18.9%	37.9%	7.5%	33.3%	-3.5%	African American	15.2%	-18.9%
Harte	39.9%	3.9%	39.3%	2.8%	32.7%	3.7%	47.1%	5.1%	African American	20.9%	4.3%
Henry	69.4%	3.2%	63.4%	0.7%	67.5%	0.1%	77.3%	9.2%	Hispanic	68.7%	5.8%
Herrera	33.1%	-7.2%	28.6%	0.3%	25.9%	-5.8%	42.2%	-15.0%	African American	18.6%	-6.9%
Holmes	64.0%	6.4%	66.1%	6.1%	78.7%	17.2%	51.5%	0.6%	African American	52.0%	5.4%
Hudson	28.7%	-8.1%	30.8%	-14.8%	26.9%	-1.3%	28.6%	-9.4%	African American	24.3%	4.3%
Kettering	69.9%	-0.4%	68.1%	0.0%	76.6%	4.1%	64.3%	-6.2%	Hispanic	46.3%	-7.9%
King	30.1%	-2.9%	29.1%	-1.9%	24.5%	-2.9%	36.5%	-3.2%	African American	20.7%	-5.4%
Lafayette	37.7%	2.5%	40.0%	1.5%	33.6%	7.7%	39.5%	-2.2%	African American	34.8%	4.8%
Lincoln	41.9%	1.8%	42.6%	4.8%	38.8%	2.2%	44.6%	-2.5%	Hispanic	40.1%	2.9%
Longfellow	62.7%	2.0%	64.2%	8.7%	54.0%	-7.5%	68.5%	4.4%	African American	35.2%	-8.6%
Los Cerritos	63.3%	-9.3%	60.7%	-9.3%	70.7%	0.4%	58.0%	-19.5%	African American	41.7%	-12.9%
Lowell	81.3%	6.3%	84.6%	5.4%	81.5%	9.9%	77.6%	3.3%	Hispanic	69.0%	7.8%
Macarthur	59.7%	0.0%	67.4%	-5.2%	57.4%	3.9%	54.5%	1.8%	Hispanic	59.7%	3.6%
Madison	55.7%	-1.5%	56.7%	6.7%	45.3%	-17.9%	63.9%	5.8%	African American	40.0%	0.0%
Mann	38.8%	3.4%	40.7%	7.4%	28.9%	-6.3%	45.8%	8.5%	African American	36.0%	5.0%
McKinley	39.1%	2.3%	36.9%	12.3%	30.4%	-5.2%	48.2%	0.0%	African American	27.3%	-22.7%
Muir	40.7%	-0.6%	38.2%	-1.8%	34.3%	1.2%	37.5%	-1.3%	Hispanic	36.2%	-2.6%
Naples	84.1%	-2.4%	74.4%	-13.8%	92.5%	7.7%	83.3%	-2.7%	Hispanic	71.8%	-3.2%
Newcomb	79.2%	-1.9%	78.9%	7.3%	69.1%	-4.7%	77.6%	-7.4%	African American	62.5%	-12.5%
Oropeza	41.6%	9.2%	40.9%	-1.8%	39.7%	9.5%	43.6%	16.9%	African American	20.0%	2.5%
Powell	32.4%	-3.6%	29.4%	-16.3%	49.5%	11.9%	32.2%	-5.6%	Other	18.2%	0.0%
Prisk	77.4%	-1.0%	77.2%	2.2%	77.4%	3.0%	77.5%	-8.2%	African American	47.8%	0.2%
Riley	61.0%	15.6%	61.8%	27.0%	55.4%	4.5%	66.7%	16.0%	African American	48.0%	24.0%
Robinson	28.8%	-2.6%	18.8%	0.5%	15.0%	-11.1%	34.1%	-1.8%	African American	25.5%	2.7%

SBAC ELA 2024

	Difference	Highest Performing		ELL + RFEF		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
63	3.6%	Hispanic	275	30.7%	-3.5%	23.1%	-11.0%	6.8%	-4.9%	6.0%	-1.2%
21	33.7%	Cambodian	47	61.4%	10.4%	33.3%	7.0%	0.0%	-5.3%	0.0%	-5.3%
178	13.9%	White	41	14.4%	-4.2%	0.0%	0.0%	6.5%	3.4%	6.5%	3.4%
56	8.1%	Hispanic	108	15.6%	4.7%	22.2%	-5.6%	6.7%	1.0%	6.4%	0.4%
37	44.0%	Filipino	34	31.0%	-5.4%	23.1%	-12.1%	3.6%	-6.1%	2.0%	-4.9%
28	37.9%	White	33	60.7%	6.9%	57.1%	-12.1%	20.7%	-1.0%	20.7%	-1.0%
21	28.8%	Hispanic	95	36.4%	8.2%	36.4%	-38.6%	23.5%	-5.0%	9.5%	-1.6%
198	22.6%	African American	40	39.8%	5.9%	38.5%	11.4%	17.5%	9.8%	17.5%	10.0%
77	16.5%	White	43	28.6%	0.0%	33.3%	-26.7%	25.0%	-22.8%	23.5%	-24.3%
78	30.6%	Other	42	44.4%	-30.6%	80.0%	25.5%	23.3%	1.6%	23.3%	2.5%
100	0.0%	Hispanic	100	24.4%	-4.2%	0.0%	-17.6%	13.3%	-13.0%	7.5%	-4.4%
84	6.8%	White	82	100.0%	40.0%	100.0%	50.0%	70.0%	2.6%	65.6%	2.6%
44	44.8%	Asian	25	44.2%	2.7%	52.0%	-4.4%	50.8%	12.2%	31.4%	8.7%
59	10.2%	Hispanic	269	34.7%	1.1%	29.0%	-1.7%	3.4%	-5.9%	3.0%	-4.7%
30	0.7%	Hispanic	162	22.1%	-12.7%	25.0%	3.9%	3.2%	-24.8%	3.6%	-11.6%
46	13.7%	White	71	37.5%	-12.5%	66.7%	46.7%	50.0%	3.8%	34.1%	-4.3%
78	13.8%	White	85	66.7%	29.2%	75.0%	8.3%	48.1%	-1.9%	48.1%	-1.9%
92	25.0%	Asian	25	78.3%	11.6%	25.0%	-50.0%	59.4%	-12.1%	59.4%	-12.1%
207	30.2%	Filipino	29	24.8%	-7.6%	30.0%	11.8%	4.2%	-20.8%	4.2%	-20.8%
22	47.3%	Other	24	33.3%	14.6%	43.8%	-19.4%	28.6%	-15.9%	17.5%	-17.8%
33	34.8%	Cambodian	26	23.2%	-5.9%	7.4%	-13.0%	3.4%	-10.3%	3.4%	-9.9%
43	38.0%	Asian	39	34.3%	0.5%	20.7%	-14.4%	7.4%	-5.1%	4.4%	-2.5%
249	9.1%	Other	27	54.7%	3.2%	80.0%	-1.8%	35.7%	-4.3%	35.7%	-4.3%
43	17.1%	Asian	42	25.2%	-15.7%	30.8%	-7.5%	6.5%	-1.0%	5.9%	-1.5%
50	4.2%	Hispanic	73	44.4%	-15.6%	43.8%	13.8%	28.0%	10.4%	26.9%	9.3%
37	34.0%	Filipino	24	26.8%	-6.5%	6.7%	-21.3%	8.3%	-6.0%	2.6%	-6.1%
41	36.3%	Other	23	70.6%	-0.8%	66.7%	22.2%	20.0%	-2.7%	20.0%	-2.7%
29	9.7%	Hispanic	227	25.0%	-2.0%	10.0%	-12.9%	7.1%	-7.6%	6.7%	-9.1%
46	1.3%	Hispanic	338	31.3%	3.6%	26.5%	6.0%	13.9%	8.8%	13.9%	8.8%
342	22.4%	Asian	24	42.2%	4.8%	25.0%	-7.3%	27.7%	11.8%	29.9%	14.5%
71	52.4%	White	89	41.3%	-6.2%	50.0%	7.1%	35.0%	9.4%	34.1%	8.6%
36	33.3%	White	36	60.0%	-9.6%	42.1%	-7.9%	30.0%	-0.8%	30.0%	0.4%
58	18.4%	White	135	76.9%	6.3%	0.0%	-57.1%	60.7%	6.2%	38.8%	4.6%
77	8.0%	White	31	44.4%	-22.2%	33.3%	-21.2%	45.8%	-2.0%	48.0%	0.2%
25	29.6%	Asian	23	42.9%	-23.8%	16.7%	-27.1%	25.0%	15.9%	25.0%	15.9%
25	2.6%	Hispanic	83	19.4%	-0.6%	28.6%	-1.4%	0.0%	-13.3%	0.0%	-6.1%
33	10.9%	Hispanic	173	26.7%	-3.0%	18.2%	-31.8%	14.3%	8.2%	13.9%	8.0%
453	26.8%	Filipino	73	34.6%	-4.3%	35.3%	1.2%	4.7%	-2.6%	2.9%	-1.2%
39	17.1%	White	72	60.0%	-20.0%	33.3%	-66.7%	53.3%	3.3%	53.3%	3.3%
32	25.5%	Other	75	64.0%	-5.6%	90.9%	15.9%	32.8%	-12.1%	32.8%	-12.1%
30	19.2%	Hispanic	186	37.4%	10.7%	31.6%	3.0%	15.4%	9.5%	13.3%	7.6%
22	16.4%	Hispanic	344	29.5%	-4.8%	20.4%	-15.2%	10.6%	-10.2%	12.0%	-6.9%
23	39.1%	White	69	53.3%	-21.7%	45.5%	-23.3%	55.3%	-8.6%	53.8%	-10.0%
25	27.0%	Cambodian	24	54.2%	22.7%	40.0%	-8.0%	15.0%	-9.1%	15.0%	2.3%
110	3.8%	Hispanic	372	26.1%	-5.9%	31.6%	-7.3%	9.8%	3.2%	9.8%	3.3%

SBAC ELA 2024

Gender Diff
10.2%
11.5%
3.4%
0.7%
9.3%
21.4%
8.4%
8.0%
12.7%
4.8%
16.5%
8.8%
10.9%
0.0%
18.0%
5.6%
2.9%
1.1%
16.1%
17.3%
0.4%
8.0%
9.8%
6.0%
8.3%
3.9%
10.9%
9.6%
4.5%
1.5%
8.6%
2.8%
12.3%
8.4%
5.5%
8.3%
3.5%
13.0%
2.0%
15.6%
17.3%
7.4%
5.7%
4.0%
11.0%

SBAC ELA 2024

Roosevelt	32.3%	2.3%	27.9%	-0.6%	27.1%	2.6%	40.0%	2.8%	African American	21.6%
Signal Hill	53.3%	1.3%	51.4%	10.3%	44.4%	-8.9%	64.4%	2.7%	African American	43.1%
Smith	31.1%	-3.8%	32.3%	1.4%	27.0%	-4.1%	33.9%	-8.6%	Hispanic	27.5%
Stevenson	38.3%	6.3%	45.3%	13.7%	33.8%	5.3%	34.8%	-0.6%	Hispanic	34.7%
Tincher	72.3%	3.5%	68.6%	-5.8%	80.2%	14.4%	75.0%	7.4%	African American	51.2%
Twain	52.1%	-3.7%	58.6%	-2.2%	53.3%	1.9%	45.9%	-10.4%	African American	28.0%
Webster	31.5%	2.1%	31.9%	-0.5%	40.3%	14.5%	21.3%	-8.2%	African American	16.7%
Whittier	24.9%	2.3%	20.0%	-2.0%	25.3%	5.6%	28.4%	2.2%	African American	12.9%
Willard	33.6%	1.4%	35.9%	3.6%	36.0%	5.8%	29.2%	-4.9%	African American	15.6%

SBAC ELA 2024

-2.0%	51	19.2%	Asian	27	28.4%	1.5%	26.0%	6.6%	11.5%	-0.5%	11.3%
0.0%	58	31.0%	Asian	58	46.4%	-2.1%	35.7%	-14.3%	19.0%	-0.2%	8.3%
-5.3%	240	24.0%	Asian	33	31.9%	4.6%	26.8%	-8.2%	11.1%	6.9%	6.8%
5.8%	173	1.9%	African American	41	27.3%	2.8%	50.0%	18.4%	14.7%	3.6%	14.7%
1.2%	41	33.6%	Asian	46	53.1%	11.2%	58.3%	6.8%	25.9%	-2.9%	25.5%
-9.5%	25	41.2%	White	26	66.7%	19.6%	58.3%	3.8%	36.0%	1.0%	22.0%
5.3%	42	13.3%	Hispanic	130	34.6%	7.7%	0.0%	-20.8%	27.6%	15.5%	25.0%
1.4%	31	38.2%	Cambodian	47	17.6%	-1.0%	11.1%	-2.7%	4.0%	-4.6%	4.7%
-14.4%	32	29.4%	Cambodian	20	25.5%	-0.8%	18.8%	-14.6%	20.0%	15.0%	20.0%

SBAC ELA 2024

-0.3%	6.5%
-1.9%	9.4%
4.1%	9.9%
3.6%	2.4%
-2.8%	13.7%
-0.6%	3.2%
13.6%	1.5%
-1.2%	3.4%
15.0%	8.4%

Carver

2023-2024

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 of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All	2		
		Grade	Gr. 02	1		
			Gr. 05	1		
		Ethnicity	African American	1		
			Hispanic	1		
		Gender	Male	2		
		Fluency	EL + RFEP	1		
			RFEP	1		
		LowSES	Low SES	1		
		SPED	Special Ed.	2		
		SPED-Speech/RSP	Spec Ed. Speech/RSP	2		

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

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 of

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		

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 of

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		

Carver

23-24

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.

		YR	
subgroup			
Category		# Records	Percent by Category
All Students	All	2	100
Grade	Gr. 02	1	100
	Gr. 05	1	100
Ethnicity	African American	1	100
	Hispanic	1	100
Gender	Male	2	100
Special Populations	EL + RFEP	1	100
	Low SES	1	100
	RFEP	1	100
	Spec Ed. Speech/RSP	2	100
	Special Ed.	2	100

Carver

23-24

Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	2	100
Grade	Gr. 02	1	100
	Gr. 05	1	100
Ethnicity	African American	1	100
	Hispanic	1	100
Gender	Male	2	100
Special Populations	EL + RFEP	1	100
	Low SES	1	100
	RFEP	1	100
	Spec Ed. Speech/RSP	2	100
	Special Ed.	2	100

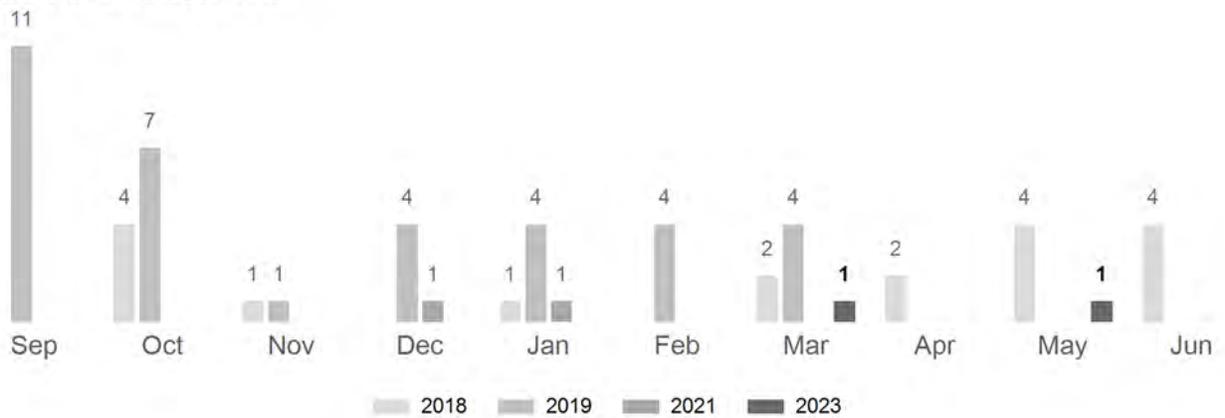
Carver

23-24

By Month for 23-24



By Month- 5-year comparison



	18-19	19-20	21-22	23-24
Sep			11	
Oct		4	7	
Nov		1	1	
Dec			4	1
Jan		1	4	1
Feb			4	
Mar		2	4	1
Apr		2		
May		4		1
Jun		4		

Suspension Rate

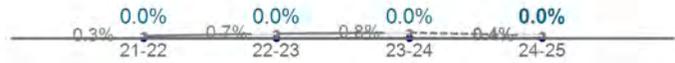
Carver
All Students
N = 569

— Carver
— Elementary



African American
N = 44

Asian
N = 45



Filipino
N = 21

Hispanic
N = 185



Pacific Islander

Subgroup with fewer than 20 students.

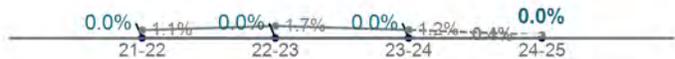
White
N = 181



Native American

Subgroup with fewer than 20 students.

Other
N = 92



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 = 22



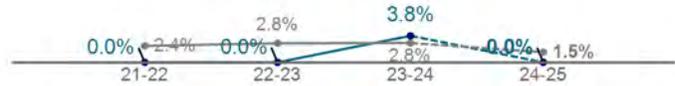
Low SES
N = 163



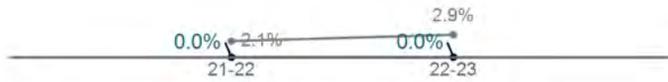
English Learner

Subgroup with fewer than 20 students.

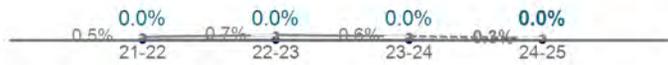
Special Education
N = 82



Homeless or Foster Youth



Female
N = 262



Male
N = 307



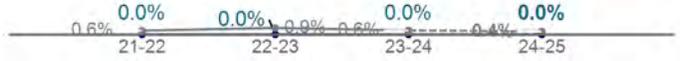
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

Gr. K
N = 91



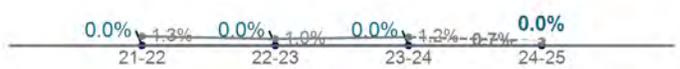
Gr. 01
N = 89



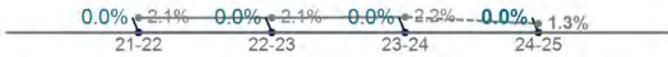
Gr. 02
N = 87



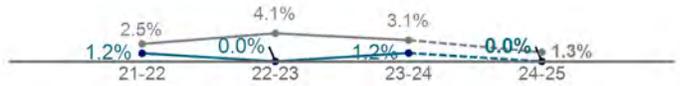
Gr. 03
N = 92



Gr. 04
N = 81



Gr. 05
N = 80

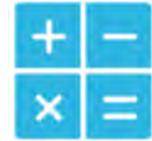


N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

i-Ready Math Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 1



Legend

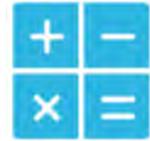


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	86	6	79	10	5	
			2	85	4	45	24	28	
			3	89	2	22	22	53	
	Teacher	Cantu-Pacheco, E	1	30	7	77	10	7	
			2	29		38	17	45	
			3	30		20	27	53	
		Keys, C	1	28	11	71	11	7	
			2	29	7	52	14	28	
			3	29		38	14	48	
		Luzzi, J	1	30	3	87	10		
			2	30	7	43	40	10	
			3	30	7	10	27	57	
	Ethnicity	African American	1	6	17	67	17		
			2	6	17	83			
			3	6	17	33	17	33	
		Asian	1	9		78	11	11	
			2	8		38	13	50	
			3	9		11	33	56	
		Filipino	1	1		100			
			2	1				100	
			3	1				100	
		Hispanic	1	24	13	75	8	4	
			2	24	8	46	8	38	
			3	26	4	38	31	27	
		White	1	25		96	4		
			2	25		48	36	16	
			3	26		4	23	73	
Other	1	21	5	67	19	10			
	2	21		33	33	33			
	3	21		29	10	62			

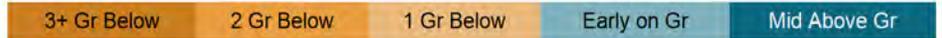
i-Ready Math Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 1



Legend

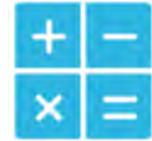


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Gender	Female	1	44	5	82	9	5	
			2	42		43	31	26	
			3	45		27	29	44	
		Male	1	42	7	76	12	5	
			2	43	7	47	16	30	
			3	44		5	18	16	61
	Special Populations	Low SES	1	12	25	67	8		
			2	11		18	36	9	36
			3	13		15	38		46
		ELL	1	1		100			
			2	1		100			
			3	1		100			
		RFEP	1	1		100			
			2	1		100			
			3	1				100	
		EL + RFEP	1	2		50	50		
			2	2		50	50		
			3	2			50	50	
		Special Ed.	1	5	20	80			
			2	5		40	40	20	
			3	6		33	50	17	
Spec Ed. Speech/RSP	1	2		100					
	2	2			50	50			
	3	2			50	50			

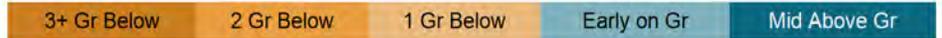
i-Ready Math Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 2



Legend

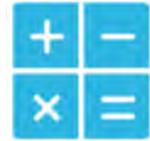


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	All Students	All	1	84	17	54	24	6		
			2	83	6	46	27	22		
			3	83	1	39	28	33		
	Teacher	Ahrens, S		1	28	29	39	32		
				2	28	14	46	25	14	
				3	28		54	25	21	
		Chin, J		1	28	14	68	7	11	
				2	28		54	25	21	
				3	28		39	32	29	
		Rudd, V		1	28	7	54	32	7	
				2	28		4	36	29	32
				3	28		4	25	25	46
	Ethnicity	African American		1	8	25	63	13		
				2	8		13	38	38	13
				3	8		50	38	13	
		Asian		1	8		50	38	13	
				2	8		38	38	25	
				3	8		38	13	50	
		Filipino		1	3			67	33	
				2	3			67	33	
				3	3			100		
		Hispanic		1	21	29	67	5		
				2	20	15	65	20		
				3	20		5	50	40	5
		White		1	31	13	45	32	10	
				2	31		3	39	26	32
				3	31		26	26	48	
Other		1	13	15	62	23				
		2	13		54	15	31			
		3	13		54	23	23			

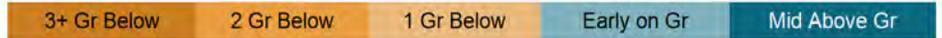
i-Ready Math Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 2



Legend

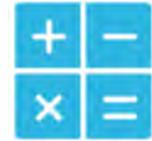


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Gender	Female	1	37	24	51	22	3	
			2	37	11	43	32	14	
			3	37	3	43	22	32	
		Male	1	47	11	55	26	9	
			2	46	2	48	22	28	
			3	46		35	33	33	
	Special Populations	Low SES	1	24	38	46	13	4	
			2	23	13	48	22	17	
			3	23	4	52	17	26	
		ELL	1	2		50		50	
			2	2		50		50	
			3	2		50		50	
		RFEP	1	1				100	
			2	1				100	
			3	1				100	
		EL + RFEP	1	3		33		67	
			2	3		33	33	33	
			3	3		33		67	
		Special Ed.	1	6		50	33	17	
			2	6	33		67		
			3	6	17		67	17	
		Spec Ed. Speech/RSP	1	6		50	33	17	
			2	6	33		67		
			3	6	17		67	17	
	Homeless	1	4		75	25			
		2	4		25	25	50		
		3	4		75		25		
GATE/Excel	1	22			18	59	23		
	2	22				32	68		
	3	22				14	86		

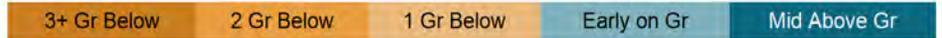
i-Ready Math Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 3



Legend

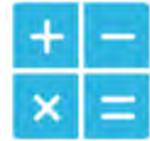


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	78	4	15	59	14	8
			2	76	3	7	49	18	24
			3	80	1	3	30	24	43
	Teacher	Herrera-Gonzalez, A	1	23	13	70	9	9	
			2	23	4	35	30	30	
			3	25	4	24	12	60	
		Schwenzfeier, D	1	26	15	65	8	12	
			2	25	16	48	16	20	
			3	26	4	27	35	35	
		Sohl-Dawson, S	1	29	10	17	45	24	3
			2	28	7	61	11	21	
			3	29	3	38	24	34	
	Ethnicity	African American	1	3	100				
			2	3	67		33		
			3	3	33	33	33		
		Asian	1	5	80		20		
			2	5	40	20	40		
			3	5			40	60	
		Filipino	1	2	100				
			2	2	100				
			3	2				100	
Hispanic		1	20	5	40	45	10		
		2	20	20	55	15	10		
		3	21	5	5	62	14	14	
White		1	31	3	10	65	19	3	
		2	30	33	57	17	20		
		3	33	24	27	48			
Other	1	17	6	6	47	29	12		
	2	16	6	19	31	44			
	3	16	6	13	13	69			

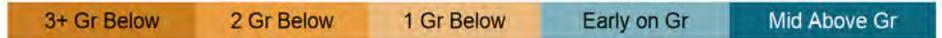
i-Ready Math Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 3



Legend

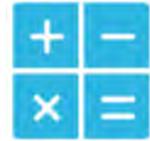


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Gender	Female	1	38	5	21	58	8	8
			2	38	5	13	53	11	18
			3	38	5	39	18	37	
		Male	1	40	3	10	60	20	8
			2	38	45	26	29		
			3	42	2	21	29	48	
	Special Populations	Low SES	1	21	5	38	48	10	
			2	20	5	20	45	20	10
			3	20	10	50	20	20	
		RFEP	1	1	100				
			2	1	100				
			3	1	100				
		EL + RFEP	1	1	100				
			2	1	100				
			3	1	100				
		Special Ed.	1	10	20	20	60		
			2	10	20	20	60		
			3	11	9	18	55	9	9
		Spec Ed. Speech/RSP	1	8	25	25	50		
			2	8	25	25	50		
			3	9	11	22	56	11	
		Homeless	1	1	100				
			2	1	100				
			3	1	100				
GATE/Excel	1	15	33	33	33				
	2	15	20	27	53				
	3	15	7	7	87				

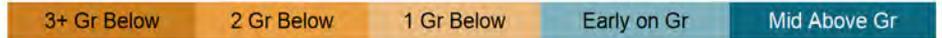
i-Ready Math Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 4



Legend

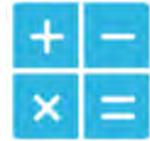


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	82	10	7	45	27	11	
			2	83	5	7	30	29	29	
			3	82	2	7	16	39	35	
		Teacher	Ruiz, P	1	15	13	53	33		
				2	15	7	13	80		
				3	15	13	87			
			Sarabia, J	1	34	21	12	35	29	3
				2	35	9	14	31	29	17
				3	35	6	11	20	31	31
	Wallace, K		1	32	3	6	72	9	9	
			2	32	33	41	38	16		
			3	32	6	19	59	16		
	Ethnicity	African American	1	5	20	20	40	20		
			2	5	20	20	20	40		
			3	5	40	40	20			
		Asian	1	3	33	67				
			2	3	33	67				
			3	3	67	33				
		Filipino	1	3	33	33	33			
			2	3	33	67				
			3	3	33	67				
		Hispanic	1	30	3	17	50	20	10	
			2	30	3	10	27	33	27	
			3	30	3	7	20	40	30	
White		1	27	11	48	33	7			
		2	27	4	7	37	19	33		
		3	26	4	19	42	35			
Other	1	14	14	43	21	21				
	2	15	7	27	33	33				
	3	15	7	7	7	33	47			

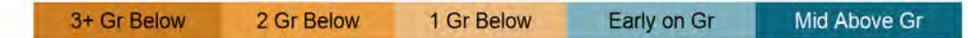
i-Ready Math Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 4



Legend

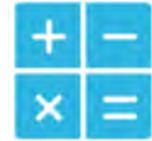


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Gender	Female	1	37	8	11	43	27	11
			2	37	5	11	27	32	24
			3	37	11	16	35	38	
		Male	1	45	11	4	47	27	11
			2	46	4	4	33	26	33
			3	45	4	4	16	42	33
	Special Populations	Low SES	1	26	12	12	46	19	12
			2	26	8	15	38	19	19
			3	26	15	27	31	27	
		ELL	1	1	100				
			2	1	100				
			3	1				100	
		RFEP	1	1	100				
			2	1				100	
			3	1				100	
		EL + RFEP	1	2	100				
			2	2		50		50	
			3	2				100	
		Special Ed.	1	14	36	21	43		
			2	14	29	21	36	14	
			3	14	7	29	36	21	7
	Spec Ed. Speech/RSP	1	12	42	25	33			
		2	12	33	25	33	8		
		3	12	8	33	42	17		
	Homeless	1	1	100					
		2	1				100		
		3	1				100		
GATE/Excel	1	28			21	50	29		
	2	28			7	25	68		
	3	27			4	15	81		

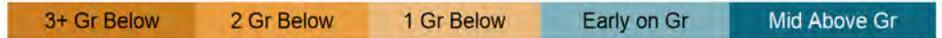
i-Ready Math Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 5



Legend

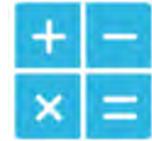


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	78	4	9	37	24	26
			2	78	34	28	27	38	
			3	78	11	4	23	27	47
	Teacher	Cyrus, M	1	34	9	38	24	29	
			2	34	6	29	29	35	
			3	35	20	31	49		
		Hajek, T	1	30	10	13	37	23	17
			2	31	6	6	32	23	32
			3	30	33	33	33	27	
	Ruiz, P	1	13	31	31	38			
		2	14	14	29	57			
		3	14	14	86				
	Ethnicity	African American	1	7	43	29	14	14	
			2	7	14	57	14	14	
			3	6	33	33	33		
		Asian	1	2	50	50			
			2	2	100				
			3	2	100				
		Filipino	1	4	25	75			
			2	4	100				
			3	4	25	75			
		Hispanic	1	26	8	4	38	38	12
			2	25	8	36	32	24	
			3	26	4	35	27	35	
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
White		1	27	7	41	19	33		
		2	27	4	19	33	44		
		3	27	11	37	52			
Other	1	11	9	9	36	18	27		
	2	12	8	25	25	42			
	3	12	8	25	8	58			

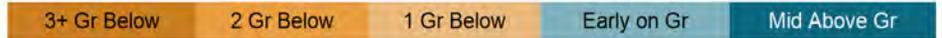
i-Ready Math Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Gender	Female	1	42	5	10	48	17	21
			2	41	2	5	29	32	32
			3	42	2	29	26	43	
		Male	1	35	3	9	23	34	31
			2	36	3	3	25	22	47
			3	35	3	14	29	54	
		Nonbinary	1	1	100				
			2	1	100				
			3	1	100				
	Special Populations	Low SES	1	19	16	21	37	16	11
			2	19	11	11	42	21	16
			3	17	6	6	47	18	24
		ELL	1	2	50	50			
			2	2	50	50	50		
			3	2	50	50			
		RFEP	1	3	33	67			
			2	3	33	67			
			3	3	33	67			
		EL + RFEP	1	5	20	40	40		
			2	5	20	20	20	40	
			3	5	40	60			
		Special Ed.	1	10	30	50	20		
			2	10	20	10	30	30	10
			3	9	11	11	22	44	11
		Spec Ed. Speech/RSP	1	7	43	43	14		
			2	7	29	14	43	14	
			3	6	17	17	33	33	
	Foster	1	1	100					
		2	1	100					
		3	1	100					
GATE/Excel	1	22	5	23	73				
	2	23	4	13	83				
	3	23	13	87					

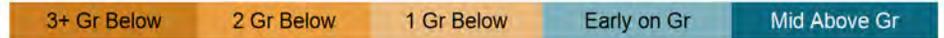
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	89	8	69	9	15	
			2	86	5	38	15	42	
			3	87		2	11	16	70
	Teacher	Cantu-Pacheco, E	1	30	7	67	13	13	
			2	29		34	17	48	
			3	30		13	10	77	
		Keys, C	1	29	7	72	7	14	
			2	29	7	41	3	48	
			3	29		14	14	72	
		Luzzi, J	1	30	10	67	7	17	
			2	30	7	37	23	33	
			3	30		7	7	23	63
	Ethnicity	African American	1	6	17	67		17	
			2	6		17	17	67	
			3	6		17		83	
		Asian	1	9		56	22	22	
			2	9		44	22	33	
			3	9		11	11	78	
		Filipino	1	1				100	
			2	1				100	
			3	1				100	
		Hispanic	1	26	12	73	4	12	
			2	24	13	50	8	29	
			3	26		4	23	15	58
White		1	26	12	73	12	4		
		2	25		32	20	48		
		3	25		8	12	80		
Other	1	21		67	5	29			
	2	21		38	14	48			
	3	20		5	30	65			

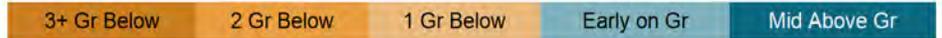
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Gender	Female	1	45	2	73	16	9	
			2	43		40	19	42	
			3	44			11	11	77
		Male	1	44	14	64	2	20	
			2	43		9	37	12	42
			3	43			5	12	21
	Special Populations	Low SES	1	13	23	69	8		
			2	13	23	62	15		
			3	13		15	23	8	54
		ELL	1	1	100				
			2	1	100				
			3	1				100	
		RFEP	1	1	100				
			2	1				100	
			3	1				100	
		EL + RFEP	1	2	100				
			2	2		50		50	
			3	2				50	50
		Special Ed.	1	6	67	33			
			2	6	50	33	17		
			3	6	33	33	17	17	
Spec Ed. Speech/RSP	1	2	50	50					
	2	2		50		50			
	3	2				50	50		

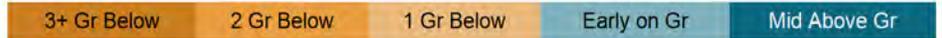
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	82	7	40	22	30	
			2	78	4	27	15	54	
			3	80	4	14	18	65	
	Teacher	Ahrens, S	1	28	11	43	21	25	
			2	28	4	36	21	39	
			3	28	4	18	21	57	
		Chin, J	1	28	7	39	18	36	
			2	28	4	21	25	50	
			3	28	4	21	11	64	
		Rudd, V	1	28	4	39	29	29	
			2	28	4	21	11	64	
			3	28		44	18	75	
	Ethnicity	African American	1	7	14	57	29		
			2	6	83	17			
			3	7		29	29	43	
		Asian	1	8		38	25	38	
			2	8		25	13	63	
			3	8		13		88	
		Filipino	1	3			33	67	
			2	3				100	
			3	3				100	
		Hispanic	1	21	14	52	29	5	
			2	20	10	45	15	30	
			3	21	10	29	14	48	
		White	1	30	7	33	13	47	
			2	28	4	11	18	68	
			3	29		33	17	76	
Other	1	13		38	38	23			
	2	13		15	23	62			
	3	12		8	33	58			

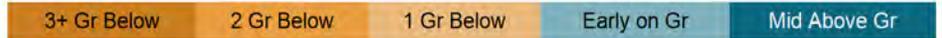
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Gender	Female	1	37	11	38	16	35	
			2	33	6	33	9	52	
			3	34	6	18	21	56	
		Male	1	45	4	42	27	27	
			2	45	2	22	20	56	
			3	46	2	11	15	72	
	Special Populations	Low SES	1	23	13	35	22	30	
			2	21	10	38	10	43	
			3	24	8	29	8	54	
		ELL	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
		RFEP	1	1				100	
			2	1				100	
			3	1				100	
		EL + RFEP	1	3	33	33		33	
			2	3		33		67	
			3	3		33		67	
		Special Ed.	1	6	33	67			
			2	6	33	50	17		
			3	6	33	17	33	17	
		Spec Ed. Speech/RSP	1	6	33	67			
			2	6	33	50	17		
			3	6	33	17	33	17	
		Homeless	1	4	25	50		25	
			2	4	25	25	25	25	
			3	4	25	25		50	
GATE/Excel	1	22		9	18		73		
	2	22			5		95		
	3	21					100		

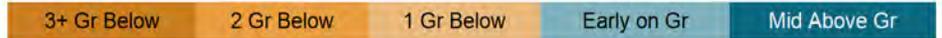
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	78	3	12	18	38	29
			2	78	1	6	14	32	46
			3	78	6	13	27	54	
	Teacher	Herrera-Gonzalez, A	1	23	22	9	48	22	
			2	23	4	17	39	39	
			3	25	4	16	24	56	
		Schwenzfeier, D	1	26	12	19	42	27	
			2	26	8	8	38	46	
			3	26	8	12	38	42	
		Sohl-Dawson, S	1	29	7	3	24	28	38
			2	29	3	7	17	21	52
			3	29	7	10	21	62	
	Ethnicity	African American	1	3	33	67			
			2	3	33	33	33		
			3	3		67	33		
		Asian	1	5	20	60	20		
			2	5		60	40		
			3	5		40	60		
		Filipino	1	2		100			
			2	2	50	50			
			3	2	50	50			
		Hispanic	1	20	25	40	15	20	
			2	20	10	30	35	25	
			3	21	14	29	29	29	
		White	1	32	3	9	16	38	34
			2	32	3	6	6	31	53
			3	31	6	6	29	58	
Other	1	16	6	50	44				
	2	16	6	6	19	69			
	3	16	6	6	88				

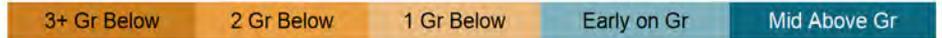
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	Gender	Female	1	38	5	13	13	34	34	
			2	38	3	11	13	29	45	
			3	37	11	14	32	43		
		Male	1	40	10	23	43	25		
			2	40	3	15	35	48		
			3	41	2	12	22	63		
	Special Populations	Low SES	1	21	5	24	19	38	14	
			2	20	15	20	40	25		
			3	20	15	15	35	35		
		RFEP	1	1					100	
			2	1					100	
			3	1					100	
		EL + RFEP	1	1					100	
			2	1					100	
			3	1					100	
		Special Ed.	1	10	20	40	20	20		
			2	10	10	40	40	10		
			3	11	36	45	9	9		
			Spec Ed. Speech/RSP	1	8	25	50	13	13	
				2	8	13	38	50		
				3	9	44	44	11		
Homeless	1	1					100			
	2	1					100			
	3	1					100			
GATE/Excel	1	14				29	71			
	2	15				13	87			
	3	15				7	93			

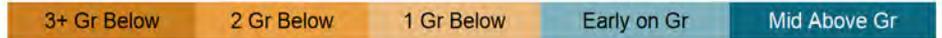
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	82	52	39	22	32		
			2	79	14	33	20	42		
			3	79	14	33	15	49		
	Teacher	Ruiz, P	1	15			7	13	80	
			2	15			7	13	80	
			3	15			7		93	
		Sarabia, J	1	35	9	3	43	31	14	
			2	35	3	6	40	20	31	
			3	35		33	37	20	37	
		Wallace, K	1	32	33		50	19	25	
			2	32	3		47	22	28	
			3	32			50	13	38	
	Ethnicity	African American	1	4			50	25	25	
			2	4			25		75	
			3	5			20	20	60	
		Asian	1	3					67	33
			2	3					67	33
			3	3			33		67	
		Filipino	1	3						100
			2	3						100
			3	3						100
		Hispanic	1	30	7	3	47	20	23	
			2	30	33		40	23	30	
			3	29	33		41	21	31	
White		1	27	7	4	33	22	33		
		2	24	8		33	13	46		
		3	25			36	12	52		
Other	1	15			47	20	33			
	2	15			33	27	40			
	3	14			21	14	64			

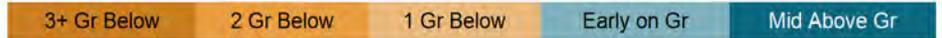
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Gender	Female	1	36	6	3	44	17	31
			2	37	5	30	22	43	
			3	36	36	11	53		
		Male	1	46	4	2	35	26	33
			2	42	2	2	36	19	40
			3	43	2	2	30	19	47
	Special Populations	Low SES	1	25	4	4	56	12	24
			2	26	4	54	23	19	
			3	24	50	17	33		
		ELL	1	1	100				
			2	1	100				
			3	1	100				
		RFEP	1	1	100				
			2	1	100				
			3	1	100				
		EL + RFEP	1	2	100				
			2	2	100				
			3	2	50	50			
		Special Ed.	1	14	29	7	57	7	
			2	12	8	25	50	8	8
			3	12	8	8	58	17	8
		Spec Ed. Speech/RSP	1	12	33	8	58		
			2	10	10	30	60		
			3	10	10	10	70	10	
		Homeless	1	1	100				
			2	1	100				
			3	1	100				
GATE/Excel	1	27	22	19	59				
	2	27	19	15	67				
	3	27	7	11	81				

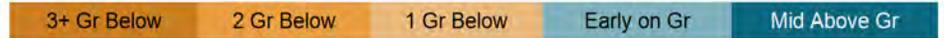
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	79	5	8	33	25	29
			2	76	4	8	32	20	37
			3	78	3	6	24	22	45
	Teacher	Cyrus, M	1	34	15	32	29	24	
			2	34	9	32	21	38	
			3	33	6	27	30	36	
		Hajek, T	1	32	13	3	44	19	22
			2	29	10	14	38	17	21
			3	32	9	9	28	22	31
	Ruiz, P	1	14				7	36	57
		2	14			14	21	64	
		3	14			7		93	
	Ethnicity	African American	1	7	14	57	29		
			2	7	14	43	14	29	
			3	7	14	29	29	29	
		Asian	1	2		50	50		
			2	2		50	50		
			3	2		50	50		
		Filipino	1	4		25	25	50	
			2	4		25	25	50	
			3	4		25		75	
		Hispanic	1	26	8	15	31	27	19
			2	25	4	16	48	16	16
			3	24	4	13	29	25	29
	Pacific Islander	1	1					100	
		2	1					100	
		3	1					100	
White	1	27	7	44	19	30			
	2	25	8	24	20	48			
	3	28	4	25	14	57			
Other	1	12		8	50	42			
	2	12		8	8	25	58		
	3	12		8	8	33	50		

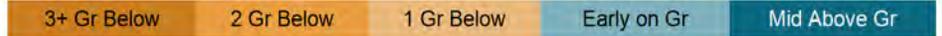
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Carver 2023-2024 Grade 5

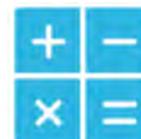


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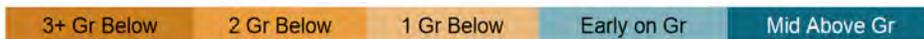


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Gender	Female	1	43		52	30	35	28
			2	42	5	5	26	21	43
			3	42		25	14	29	50
		Male	1	35	6	11	37	14	31
			2	33	3	9	39	18	30
			3	36	3	8	36	14	39
		Nonbinary	1	1	100				
			2	1	100				
		Special Populations	Low SES	1	19	16	16	42	16
	2			18	11	22	33	17	17
	3			18	6	28	17	22	28
	ELL		1	2	50		50		
			2	2	50		50		
			3	3	33	33	33		
	RFEP		1	3			33	33	33
			2	2		50	50		
			3	3		33	33	33	
	EL + RFEP		1	5	20	20	20	20	20
			2	4	25	25	25	25	
			3	6	17	33	17	17	17
	Special Ed.		1	10	40	10	40	10	
			2	9	33	56		11	
			3	9	22	22	33	11	11
	Spec Ed. Speech/RSP		1	7	57	14	29		
			2	6	50		33	17	
			3	6	33	33	17	17	
	Foster		1	1					
2			1						100
3			1						100
GATE/Excel	1	23			4	13	83		
	2	23			4	17	78		
	3	23			4	9	87		

i-Ready Math Overall Relative Placement School Data by Subgroup Carver 2023-2024



Legend



Category	Diagnostic Window	# Students	Percent by Category					
All Students	419	3	419	3	27	28	42	
Grade	Gr. 01	3	89	2	22	22	53	
	Gr. 02	3	84	1	39	27	32	
	Gr. 03	3	80	1	3	30	24	43
	Gr. 04	3	82	2	7	16	39	35
	Gr. 05	3	79	1	4	24	27	47
Ethnicity	African American	3	27	11	30	33	26	
	Asian	3	29	17	31	52		
	Hispanic	3	127	24	41	30	23	
	White	3	145	19	30	50		
	Other	3	77	14	25	17	53	
Gender	Female	3	202	4	31	26	39	
	Male	3	217	2	2	23	29	44
Special Populations	Low SES	3	102	10	43	20	26	
	Special Ed.	3	44	7	20	41	25	7
	Spec Ed. Speech/RSP	3	31	10	23	45	19	3
	GATE/Excel	3	87	2	13	85		

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Carver 2023-2024



Legend



Category	Diagnostic Window	# Students	Percent by Category					
All Students	419	3	419	4	20	20	56	
Grade	Gr. 01	3	89	2	11	16	71	
	Gr. 02	3	84	4	14	17	65	
	Gr. 03	3	80	6	13	28	54	
	Gr. 04	3	82	1	4	35	15	48
	Gr. 05	3	79	4	6	24	22	44
Ethnicity	African American	3	28	4	4	14	25	54
	Asian	3	29	17	14	69		
	Hispanic	3	126	2	8	32	21	37
	White	3	145	3	16	18	63	
	Other	3	77	1	10	22	66	
Gender	Female	3	202	4	18	21	56	
	Male	3	217	1	4	21	18	56
Special Populations	Low SES	3	104	2	12	30	18	38
	Special Ed.	3	45	9	22	38	18	13
	Spec Ed. Speech/RSP	3	32	13	25	38	13	13
	GATE/Excel	3	87				3	7

The percentages may not equal 100% due to rounding.



ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Carver

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary

Listening

Speaking

Reading

Writing



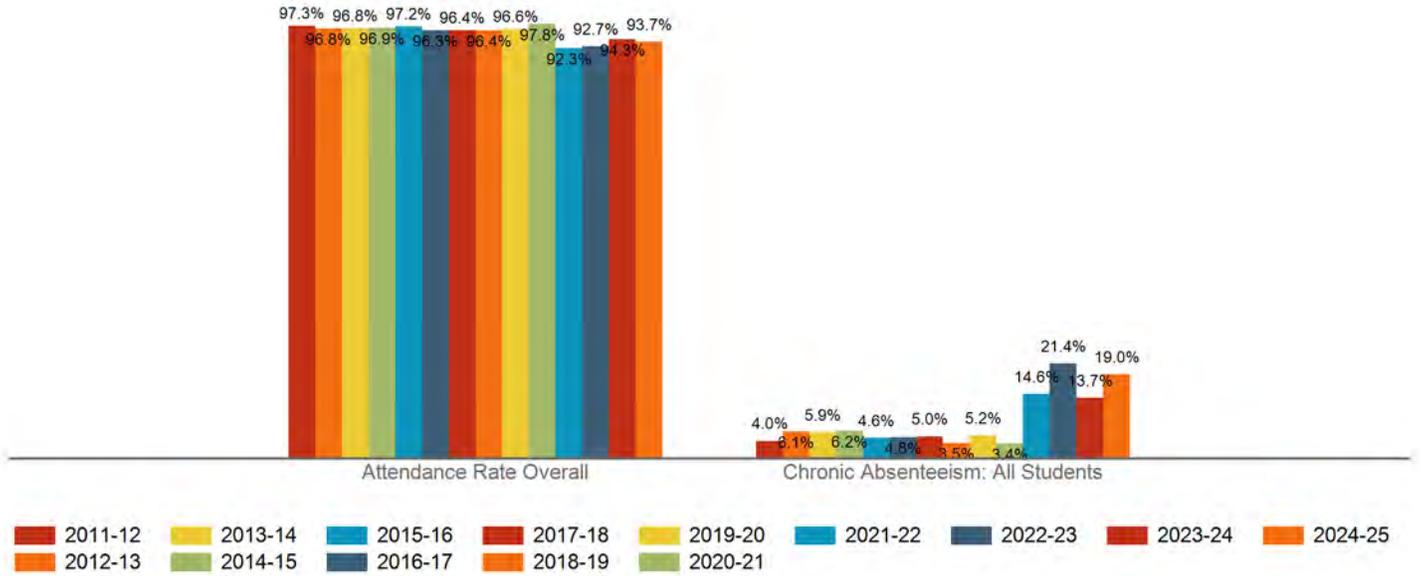
Grade Level Performance Summary (Overall and by Domain)

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

Attendance/Chronic Absenteeism Rate

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	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.

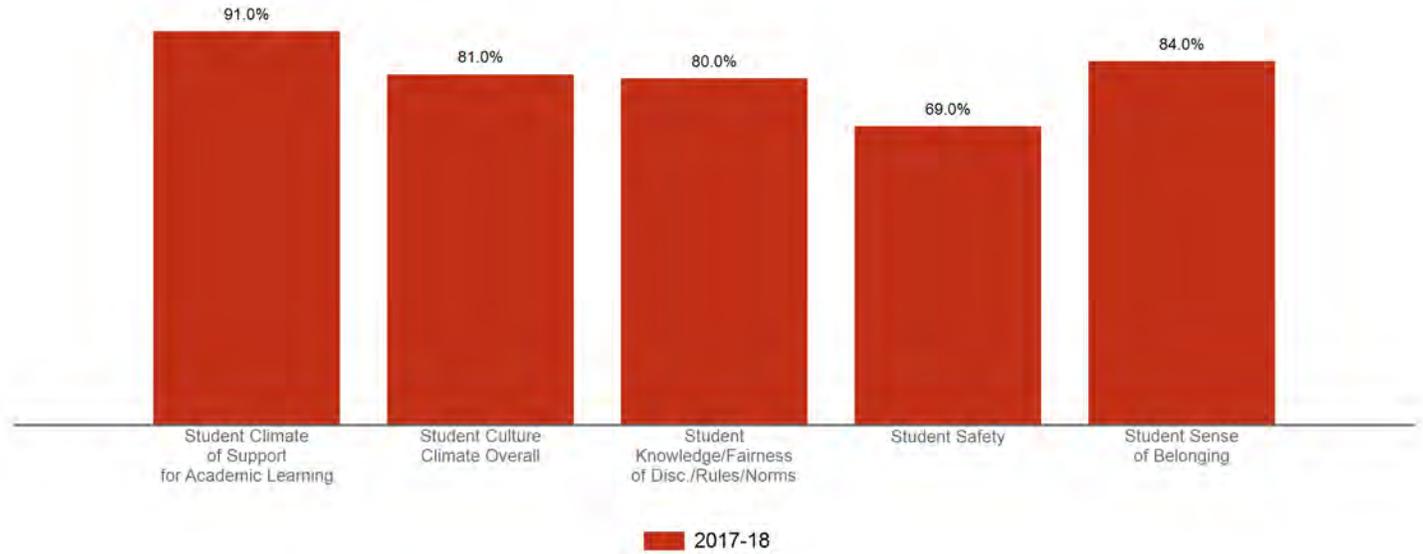


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Supplemental funding (19%) of a Senior Health Assistant to increase our coverage to 5 days per week. Senior Health Assistant will focus to improve student achievement by decreasing absenteeism rates due to medical concerns, and increase 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.		Health Assistant
Total			

Culture-Climate Survey (Student-Staff)

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	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.

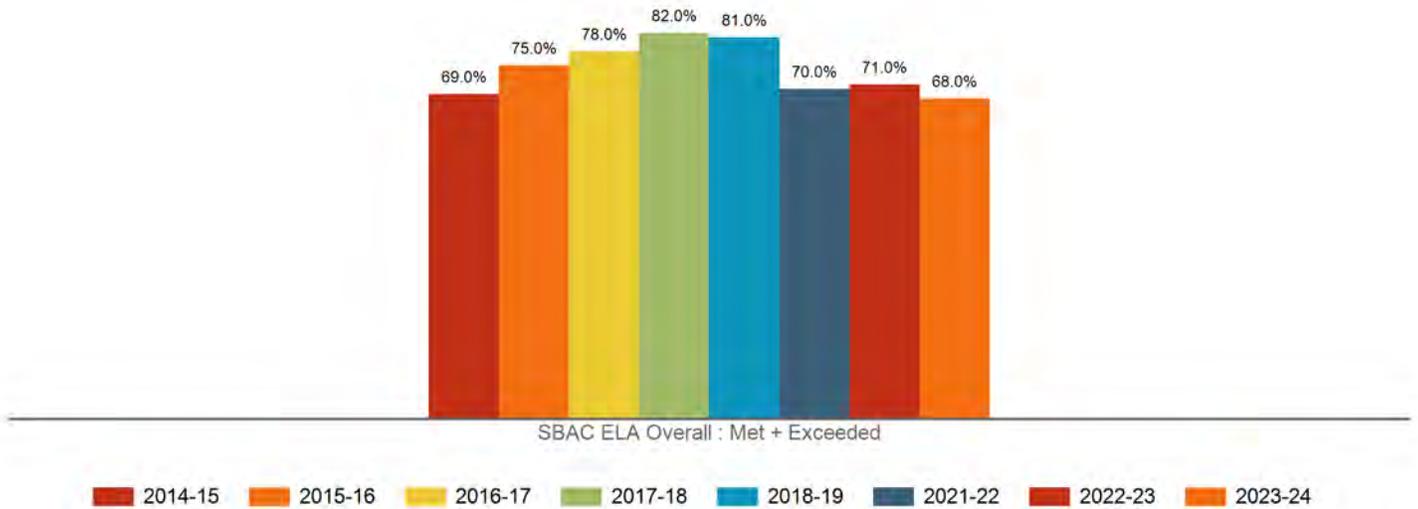


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Supplemental funding (19%) of a Senior Health Assistant to increase our coverage to 5 days per week. Senior Health Assistant will focus to improve student achievement by decreasing absenteeism rates due to medical concerns, and increase 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.		Health Assistant
	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.		Substitute teacher half day
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
Total			

SBAC ELA

School Year: 23-24

Goals	
Area	Description
ELA Goals	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.

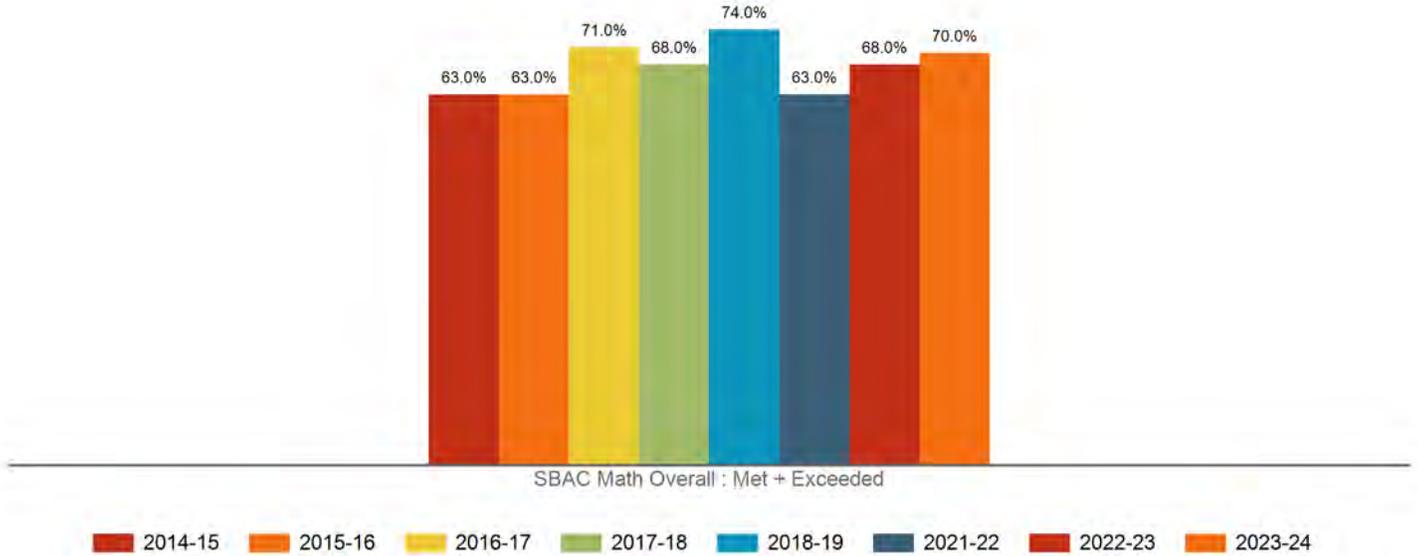


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Teacher Release Days grounded in QCI, CRT practices, data analysis and strategic planning to increase student socio-emotional well being and increase academic growth and achievement results.		Substitute teacher half day
Total			

SBAC Math

School Year: 23-24

Goals	
Area	Description
Math Goals	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.

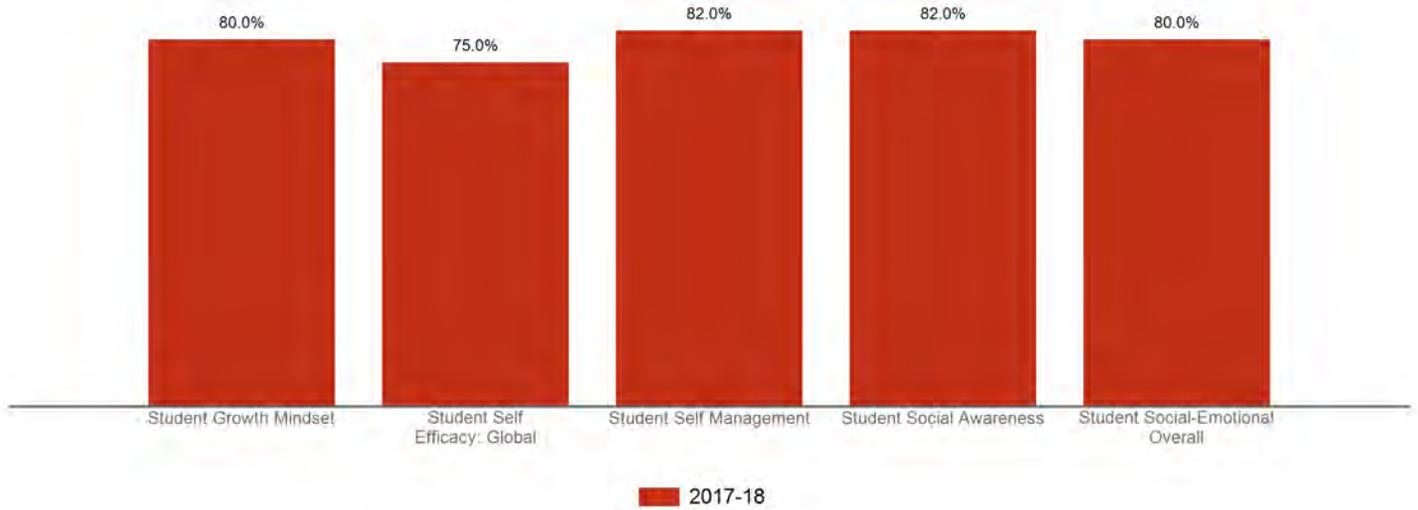


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Teacher Release Days grounded in QCI, CRT practices, data analysis and strategic planning to increase student socio-emotional well being and increase academic growth and achievement results.		Substitute teacher half day
Total			

SEL Survey

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	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.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	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.		Substitute teacher half day
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
Total			

All Students

School Year: 23-24

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.	\$8,771	
	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.	\$7,439	Substitute teacher half day
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.	\$64,060	
Total		\$80,270	



George Washington Carver Elementary School

A California Distinguished School

5335 E. Pavo St.

Long Beach, CA 90808

Phone: (562) 420-2697

Fax: (562) 420-7868

Carver Home School Compact Grades TK-5 2024-2025

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.
- Know and follow the school and classroom rules.
- Follow Schoolwide Learning Expectations (C.A.R.V.E.R.; Be Respectful, Be Responsible, Be Kind, 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.
- Follow the Guidelines for Technology (chromebooks, cell phones, and watches)

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.
- Create and foster a safe classroom environment where students can openly express themselves
- 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.



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Teacher signature _____



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2024-2025 Carver Elementary Family Involvement Guidelines

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 10/28/24 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/12/24. 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

10/28/24

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