



# **Carver Elementary**

School Plan for Student Achievement  
2025-2026

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

**Needs Assessment-**

- School Demographics
- English Language Arts (ELA)
- Mathematics
- English Learners (EL)
- 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
- School Site Council (SSC) Membership
- English Learner Advisory Committee (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 Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/chief-academic-office/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(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 <https://www.lbschools.net/departments/vision-2035/strategic-plan>, 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 (Smarter Balanced Assessment System) 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):

**Past DCAC Recommendations:**

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

**Past DELAC Recommendations:**

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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 United States Code (U.S.C.) § 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.  
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 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 U.S.C. § 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 U.S.C § 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

Carver students continue to perform strongly in ELA, with 79% of current 4th graders and 70% of current 5th graders meeting or exceeding SBAC standards. Early literacy (K-2 FRSA) remains a strength, showing that foundational reading skills are well-developed. However, subgroup gaps persist: Hispanic/Latino (34% of enrollment) and RSP students (4.16% of enrollment) are performing below their peers, with fewer meeting/exceeding standards compared to White (35%) and Asian/Filipino (11%) students. Fluency remains a growth area in Grades 1-3, and 44% of Grades 4-5 students scoring Not Met require significant growth.

### ELA Goals

By June 2026, maintain or exceed 80% of Grade 3 students meeting/exceeding ELA SBAC standards, while ensuring that 44% of Grade 4-5 Not Met students meet scale score growth targets. Interim goals include 88% of K-2 meeting FRSA, 78% of Grades 1-3 meeting fluency benchmarks, and 83% of Grades 1-3 at or above grade level on i-Ready Diagnostic 3.

Carver will implement a cohesive, standards-aligned literacy program focused on strong Tier 1 instruction, targeted small group intervention, and progress monitoring. Teachers will implement with fidelity explicit foundational skills instruction (K-2), and differentiated instruction based on i-Ready, FRSA, and fluency data. Additional supports will include intervention groups for Grades 4–5 Not Met students, coaching cycles, and collaborative data analysis to adjust instruction and ensure equitable access to grade-level content.

Carver will monitor progress through regular data cycles including i-Ready Diagnostics (3x/year), FRSA and fluency benchmarks. Grade level teams will analyze data every 4–6 weeks to evaluate student growth, particularly for targeted Grade 4–5 students, and adjust instruction and interventions accordingly. Administration will conduct classroom walkthroughs and data check-ins to ensure implementation fidelity and alignment to instructional priorities.

## Comprehensive Needs Assessment: Mathematics

## Math Findings

Math proficiency is strong overall, with 68% of students meeting/exceeding standards. Current 4th graders are at 70% and 5th graders at 69%. White and Asian/Filipino students outperform schoolwide averages, while Hispanic/Latino and RSP students continue to lag behind. Special Education students show the highest need, with only 25% meeting/exceeding math standards. Conceptual understanding is a relative strength, but students below standard struggle with complex problem-solving and are not consistently making stretch growth on i-Ready.

## Math Goals

By June 2026, increase the number of Grade 4-5 students who scored Not Met on the 2024-25 SBAC meeting scale score growth targets. Interim goals include 45% meeting stretch growth on i-Ready (D1-D3) and 27% scoring met/exceeded on the Quarter 4 Common Assessment.

Carver will strengthen Tier 1 math instruction through standards-aligned 3 part lessons that emphasize conceptual understanding, problem-solving, and mathematical discourse. Teachers will use i-Ready data to provide targeted small group instruction and intervention for Grade 4–5 students who scored Not Met on SBAC. Instruction will incorporate daily number sense routines, spiral review, and differentiated supports to address unfinished learning. Coaching cycles will focus on analyzing student work, aligning to rigor, and adjusting instruction to ensure access to grade-level standards for all students.

Carver will monitor progress through i-Ready Diagnostics (3x/year) and ongoing lesson-based assessments, including District Common Assessments. Grade levels teams will engage in data cycles to track progress toward stretch growth and identify students needing additional support. Administration will conduct classroom walkthroughs and data check-ins to monitor implementation of math routines, rigor, and student engagement, ensuring instructional adjustments are made in a timely manner.

## Comprehensive Needs Assessment: English Learners

### English Learner Findings

Carver has a small English Learner population (2.5% of enrollment, 14 students total), but outcomes for this group reflect significant need. EL students consistently perform below their peers in both ELA and math, with SBAC and i-Ready results indicating that they are not meeting grade-level expectations. Oral fluency and academic vocabulary remain key barriers. EL students also overlap with other subgroups (Hispanic and socioeconomically disadvantaged), requiring targeted, integrated support.

## English Learner Goals

By June 2026, increase the percentage of English Learners progressing at least one level on the ELPAC annually, and ensure that all EL students demonstrate growth on i-Ready diagnostics. EL students will also participate in Tier II interventions aligned to language development, with progress monitored through ELPAC, i-Ready, and classroom assessments.

Carver will implement designated and integrated ELD to support English Learners in developing language across all content areas. Teachers will provide targeted language instruction aligned to ELPAC domains, including structured academic discourse, vocabulary development, and language scaffolds within Tier 1 instruction. EL students will receive Tier II interventions based on i-Ready and classroom data, with a focus on accelerating both language acquisition and access to grade-level content. PD will support teachers in planning for language objectives and differentiated supports.

Carver will monitor EL progress through ELPAC results (annual), i-Ready Diagnostics (3x/year), and ongoing classroom-based assessments. Grade level teams will review quarterly EL data to track language growth and adjust instruction and interventions. Administration will conduct walkthroughs and data check-ins to ensure implementation of ELD strategies, including student discourse and language supports, and to monitor progress toward annual growth targets.

## Comprehensive Needs Assessment: Culture/Climate Domain

### Culture/Climate Findings

Survey results show that 87% of Carver students feel proud of who they are and 84% report a sense of belonging, both above district averages; however, only 66% of students indicated they get along well with peers who are different from them, with slightly lower favorability for Hispanic/Latino and multi-racial students. To strengthen inclusive peer relationships and ensure equity across all student groups, Carver will increase the percentage of students who report getting along well with peers who are different from them. Chronic absenteeism at Carver Elementary is 19.2%, an increase of 4.1 points, exceeding the state average. Rates are disproportionately high among Students with Disabilities (39.1%), Socioeconomically Disadvantaged students (33.3%), African American students (31.8%), Asian (19.4) and Hispanic students (23.9%), indicating a need for targeted and systemic supports.

**Culture/Climate Goals**

By June 2026, Carver Elementary will increase the percentage of students who report getting along well with peers who are different from them from 66% to 75%, as measured by the Student Pulse Survey, in order to strengthen belonging and equitable experiences for all student groups. By June 2026, Carver Elementary will decrease chronic absenteeism among disproportionately impacted student groups—Students with Disabilities (39.1%), Socioeconomically Disadvantaged students (33.3%), African American students (31.8%), Asian (19.4)and Hispanic students (23.9%)—by at least 5 percentage points each, as measured by the California Dashboard, in order to reduce disparities and improve equitable access to instruction.

Carver will strengthen a positive, inclusive school culture and improve attendance through targeted, equity-centered practices. Staff will implement structured SEL instruction, restorative practices, and opportunities for students to build relationships across differences. Schoolwide expectations and recognition systems will reinforce respect, belonging, and inclusivity. To address chronic absenteeism, Carver will implement tiered attendance supports including early identification, family outreach, attendance meetings, and collaboration with community partners. Efforts will prioritize disproportionately impacted student groups to ensure equitable access and support.

Carver will monitor progress through the Student Pulse Surveys, student interviews and ongoing attendance data reviewed monthly. Attendance teams will analyze data weekly, monthly and quarterly to identify trends and target supports for identified student groups. The CCLT Team (PBIS - PD) will review climate and behavior data to assess the effectiveness of SEL and inclusion efforts. Administration will conduct walkthroughs and data check-ins to ensure consistent implementation of schoolwide practices and adjust strategies based on data to meet growth and reduction targets.

**Comprehensive Needs Assessment: SPSA Effectiveness**

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) 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	Goal Partially or Not Met	Carver Elementary demonstrates strong foundational literacy outcomes in early grades and steady upward trends in upper-grade ELA achievement, while	Strengthen Tier I math instruction across grades K–5 by increasing alignment to grade-level standards, mathematical discourse, and problem-solving expectations, with particular attention to grade-level rigor in grades 3–5.

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.

continuing to identify specific areas for accelerated growth, particularly for students performing below standard and for Hispanic student cohorts in grades 3–5. Analysis of multiple measures confirms that Carver is well-positioned to meet the LBUSD district goal of ensuring at least one year of academic growth in literacy for all students, while intentionally closing opportunity gaps.

**K–2 Foundational Literacy Analysis Foundational Reading Skills Assessment (FRSA)**

Carver's K–2 FRSA data reflects consistently high foundational literacy outcomes, exceeding district interim benchmarks:

Kindergarten currently demonstrates 94% proficiency

First and second grades average 88% proficiency

Overall, Carver is maintaining performance above the district interim goal of 88% for K–2 students

SPSA Carver ES Data Story 2024-

Refine use of I-Ready Math data to inform instructional planning, intervention grouping, and progress monitoring, ensuring instruction targets specific domain gaps (Number Sense, Operations, Fractions, and Problem Solving).

Adjust Tier II intervention structures to prioritize students who scored Not Met or Nearly Met on SBAC Math, providing targeted acceleration rather than broad remediation.

Increase explicit instruction in mathematical reasoning and justification, including written explanations, use of math vocabulary, and modeling of problem-solving strategies across grades 3–5.

Strengthen support for grade-level transitions, particularly from 3rd to 4th grade, through aligned instructional strategies, pacing expectations, and intervention continuity.

Implement cohort-based supports for Hispanic students, including targeted small-group instruction, culturally responsive problem contexts, and scaffolded access to grade-level math tasks.

Increase opportunities for small-group math instruction through push-in and pull-out services aligned to I-Ready and classroom assessment data.

**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%.

...

This data indicates that Carver's systematic phonics instruction, decoding routines, and early literacy structures are effective and should be sustained. However, small dips between grade levels suggest a continued need for intentional vertical articulation and targeted supports in first and second grade to ensure students transition smoothly from early decoding to comprehension and fluency.

I-Ready ELA (Grades 1–2)

I-Ready Diagnostic data shows strong outcomes in early grades, with room for targeted improvement:

First grade: 87% Met/Exceeded  
 Second grade: 82% Met/Exceeded  
 School goal: 85% Met/Exceeded by June 2025

SPSA Carver ES Data Story 2024-  
 ...

While first grade exceeds the

Enhance progress monitoring practices by conducting biannual cohort reviews for Hispanic students and more frequent checks for students receiving math intervention.

Reallocate supplemental intervention staff and tutoring services to focus on math acceleration during the instructional day and extended learning opportunities tied directly to identified skill deficits.

Strengthen PLC focus on math instructional response to data, emphasizing lesson design adjustments, use of formative assessments, and monitoring the impact of instructional changes.

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%,

target, second grade performance indicates a need for intensified instructional focus on comprehension, vocabulary development, and application of phonics skills in connected text.

#### Grades 3–5 ELA Achievement and Growth

##### SBAC ELA Proficiency Trends

Carver's SBAC ELA results show positive momentum across grades 3–5, with clear opportunities for accelerated growth:

Overall 3–5 proficiency: 68% (2024 baseline)

School goal: 76% by June 2025 (+8%)

SPSA Carver ES Data Story 2024-...

Grade-level analysis reveals:

Grade 3: Increased from 60% → target 75%

Grade 4: Increased from 60% → target 70%

Grade 5: Increased from 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.

target 76%

Cohort trend data indicates that current 4th and 5th graders are entering the year at or near 70% proficiency, suggesting that instructional consistency and targeted supports can yield meaningful gains by year's end.

#### Growth for Students Not Yet Proficient (Grades 4–5)

Carver's data highlights the importance of focusing on growth, not only proficiency:

31% of students previously scoring Not Met/Nearly Met met growth targets in 2024

Goal: Increase to 36% by June 2025

SPSA Carver ES Data Story 2024-...

I-Ready stretch growth data and fluency assessments further support the need for intentional Tier II and Tier III interventions, particularly for students hovering in the Nearly Met band.

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

I-Ready ELA Performance (Grades 3–5)

I-Ready Diagnostic data shows variation across upper grades:

Grade 3: 81% Met/Exceeded

Grade 4: 62% Met/Exceeded

Grade 5: 65% Met/Exceeded

Overall goal: 76% Met/Exceeded (+7%)

SPSA Carver ES Data Story 2024-...

These results suggest that while students demonstrate strong early literacy foundations, instructional shifts are needed in grades 4–5, particularly in complex text analysis, writing, and academic vocabulary, to ensure readiness for SBAC demands.

Equity Analysis: Hispanic Student Cohort Focus

Disaggregated SBAC ELA data reveals persistent opportunity gaps for Hispanic students, particularly in the 3rd-to-4th-grade transition:

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

2023–24 3rd Grade Hispanic cohort: 30% Met/Exceeded

Target for current 4th grade: 50%

2023–24 4th Grade Hispanic cohort: 60%

Target for current 5th grade: 70%

SPSA Carver ES Data Story 2024-...

Additionally, item-level analysis shows that Writing and Research domains remain areas of need, especially for students in the Nearly Met category. This data underscores the importance of culturally responsive instruction, explicit writing scaffolds, and targeted cohort-based progress monitoring.

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

	<p>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.</p> <p>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.</p>			
Math	<p>1) 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.</p> <p>Overall Math Proficiency Goals</p>	Goal Partially or Not Met	<p>Analysis of SBAC Math data shows that Carver Elementary is currently performing near district averages, with 70% of students meeting or exceeding standards schoolwide, establishing a strong baseline toward the SPSA target of 75% Met or Exceeded by June 2025. Grade-level analysis reveals variability in outcomes, underscoring the importance of differentiated, grade-specific instructional supports.</p> <p>3rd Grade performance reflects steady proficiency, with a target of</p>	<p>increase targeted support at the 3rd–4th grade transition by strengthening vertical alignment, prioritizing key standards, and providing additional intervention for incoming 4th graders.</p> <p>Intensify accelerated growth strategies for students scoring Not Met or Nearly Met by narrowing intervention focus to high-leverage math standards and increasing progress monitoring.</p> <p>Refine use of I-Ready Math data to drive instruction by implementing skill-specific, short-cycle interventions and monitoring movement from Below to Early On benchmarks.</p>

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

75% Met or Exceeded by June 2025. This aligns with district expectations and supports early preparation for upper-grade rigor.

4th Grade data shows both opportunity and urgency. While current proficiency hovers below the SPSA target, growth trends indicate that with focused intervention, the ambitious goal of 85% Met or Exceeded is attainable.

5th Grade performance demonstrates relative stability, with 69–71% of students currently at or above standard, supporting the feasibility of the 76% Met or Exceeded target by June 2025.

Across grades 3–5, data highlights a critical need to accelerate learning for students scoring Not Met or Nearly Met, particularly to support transitions between grades and prevent cumulative learning gaps.

Growth for Students Not Meeting Standards

SBAC growth metrics show that while a portion of students previously scoring Not Met or

Strengthen equity-focused supports for Hispanic students, prioritizing access to Tier II math interventions and monitoring subgroup progress regularly in PLCs.

Improve coherence between Tier I and Tier II instruction by aligning intervention supports directly to classroom units and priority standards.

Maintain attendance and readiness supports to ensure students receiving math interventions have consistent access to instruction.

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

Nearly Met are demonstrating progress, accelerated growth remains an area of focus. Carver's SPSA goals explicitly target improvement for these students:

16% of 3rd and 4th grade students previously Not Met or Nearly Met are expected to meet their accelerated growth targets by June 2025.

35% of 5th grade students in this subgroup are targeted to meet accelerated growth, reflecting both higher need and demonstrated responsiveness to intervention in upper grades.

These growth goals are informed by prior-year trends showing uneven progress and underscore the need for intentional instructional planning and progress monitoring.

I-Ready Math Diagnostic Trends

I-Ready Math diagnostic data provides an early indicator of progress toward SBAC outcomes and supports continuous monitoring throughout the year. Current data shows:

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

Grades 1–2: 68% Met or Exceeded in 2024, with a goal of 73% by 2025, emphasizing strong foundational numeracy development.

Grades 3–5: 71% Met or Exceeded, with a goal of 76% by 2025, aligned with SBAC proficiency targets.

Grade-level targets further refine expectations, ensuring coherence between diagnostic performance and summative outcomes. The emphasis on students reaching Early On or Mid-Above benchmarks reflects a proactive approach to closing gaps before students fall significantly below grade level.

Equity-Focused Analysis: Hispanic Students in Mathematics

Disaggregated data reveals persistent achievement gaps for Hispanic students, particularly at key transition points. In 2023–24, Hispanic student proficiency rates declined notably from 3rd to 4th grade, signaling the need for targeted instructional coherence and intervention.

Carver’s equity-focused math goals

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

respond directly to these findings:

**3rd Grade Hispanic Students:**  
Targeting a rise from 33% to 60% proficiency, emphasizing foundational skill development.

**4th Grade Hispanic Students:**  
Increasing proficiency from 60% to 70%, addressing the transition-year decline.

**5th Grade Hispanic Students:**  
Building on gains to reach 65% proficiency, with 40% of students previously Not Met or Nearly Met achieving accelerated growth.

Additionally, the goal that 75% of Hispanic students in grades 3–5 score at or above grade level on I-Ready Math reflects a commitment to sustained progress across multiple measures.

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.			
English Learner	<p>1) English Learners (EL):</p> <p>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.</p> <p>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.</p> <p>Progress Monitoring: Monitor EL student progress on district benchmark assessments to track growth in reading and writing. Track ELPAC scores and formative language assessments</p>	Goal Partially or Not Met	<p>Analysis of Carver Elementary's ELA and Math data indicates that English Learners continue to perform significantly below overall school averages, particularly in upper grades, with proficiency rates of approximately 20% in ELA and 40% in mathematics.</p> <p>Disaggregated SBAC and interim assessment data show that while EL students demonstrate steady growth, many remain in the Not Met or Nearly Met categories, indicating that language demands—rather than content understanding alone—are a primary barrier to proficiency</p>	<p>Increase integrated ELD within core ELA and Math instruction, ensuring daily opportunities for EL students to practice academic language through speaking, listening, reading, and writing.</p> <p>Strengthen explicit instruction in academic vocabulary and language structures, with targeted supports for writing, mathematical explanations, and problem-solving discourse.</p> <p>Provide targeted small-group support for EL students during intervention blocks, focusing on language demands aligned to grade-level standards rather than remediation below grade level.</p> <p>Embed structured academic discourse routines (sentence frames, partner talk, math talk, and discussion protocols) across all content areas.</p> <p>Use ELPAC and district benchmark data to guide instructional adjustments, with regular monitoring of EL progress in reading, writing, and mathematical reasoning.</p> <p>Increase collaboration between classroom teachers and EL support staff, ensuring alignment of language goals with core instruction.</p>
Culture/Climate	<p>1) Based on the findings from the CORE Survey, Carver Elementary is setting the following goals to address</p>	Goal Partially or Not Met	<p>Analysis of the CORE Survey data indicates that while Carver Elementary maintains generally positive school climate outcomes,</p>	<p>Increase inclusive practices and targeted supports for students with disabilities, including staff professional learning focused on inclusive classroom strategies and student agency.</p>

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

specific student groups experienced notable declines in identity, belonging, and agency. Students with disabilities reported the most significant decreases across all three domains, indicating a need for more inclusive practices and targeted social-emotional supports. Additionally, African American students (-9%) and mixed-race students (-7%) reported declines in sense of belonging, suggesting gaps in cultural responsiveness and student connection. Smaller but consistent declines were also observed among White and male students, highlighting the need to strengthen identity development and representation across the school community. In contrast, Filipino and female students demonstrated positive growth, providing opportunities to leverage effective practices schoolwide

SPSA Carver ES Data Story 2024-  
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These findings indicate that while overall belonging remains relatively high (87%), targeted, equity-focused actions are necessary to

Implement culturally responsive belonging initiatives for African American and mixed-race students, including affinity-based supports, mentorship, and increased community connections.

Strengthen equitable representation in curriculum, school activities, and leadership opportunities to support identity development for all students, particularly groups showing declines.

Expand structured opportunities for student voice and agency, including student feedback forums and classroom-based choice and leadership opportunities.

Leverage successful practices from Filipino and female student groups by sharing strategies and modeling inclusive practices across grade levels.

Establish regular progress monitoring using CORE and Pulse Survey data to track changes in identity, belonging, and agency and adjust supports as needed.

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.

ensure all student groups experience a strong sense of identity, belonging, and agency.

<p>Measurable Goals</p> <p>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%).</p> <p>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.</p>			
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<b>Program Impact</b>				
<b>Program</b>	<b>ELA Impact</b>	<b>Math Impact</b>	<b>EL Impact</b>	<b>Climate Impact</b>
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) (IN 3)	Strong Positive Impact	Strong Positive Impact	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)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
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. (IN 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Substitute Teacher - Full Day to assist with 1:1 Assessments and 1:1 Data Chats with Administrator (IN 4)	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"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <p>Through an Integrated Model of Literacy, K-2 students will</p>	<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 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</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 Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students’ instructional Reading level (Newsela)</p>

<p>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"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• 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.</li> </ul> <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"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• 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.</li> </ul>	<p>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>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>
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<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <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"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<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 &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</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>

<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <p>All K-5 students will receive CCSS aligned instruction based on the CA Math Framework, the district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Big Ideas, CCSS Content Connectors, 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"> <li>• Daily Math Routines</li> <li>• Math Tasks</li> <li>• Mathematical Discourse</li> <li>• ST Math Puzzle Talks</li> </ul>	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>Task option to use as a site Common Assessment/Checkpoint</p> <p>Quarterly Assessments</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Student Centered Resources: math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Visual and Performing Arts Education and Enrichment Student sense of identity, agency and belonging Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	Funding for an additional day of Music Teacher to provide music/vocal education in order for all Carver students to receive music lessons once a week.	All Students	Prop 28 \$109,112 Teacher - Elementary .2 FTE - Prop 28 100% College Student Aide ( 3 ) for 684 hours annually - Prop 28 100% Services - Prop 28 100% Materials - Prop 28 100%	08/26/2025 - 06/12/2026 Weekly	Music Teacher	Surveys Feedback from Students and Parents Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
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 \$5,859 Senior Health Assistant .09 FTE - LCFF 100%	08/26/2025 - 06/11/2026 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

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Students Approaching Grade Level Proficiency Students Not Met on the SBAC Math and ELA SBAC ELA 50, SBAC Math 50	60 Hours of Certificated Substitute Teacher to support Small Group Instruction/Tier 2 Interventions. (3 hours per week Beginning Week 12- Week 32) Focus Area - Math and ELA	Other Targeted Students, Identified At-Risk Students, Hispanic, English Learners	LCFF \$11,218 Substitute teacher full day ( 1 ) for 40 days - LCFF 100%	11/10/2025 - 05/01/2026 Weekly	Interventions and Instruction Coordinator	Pre and Post Intervention Data from FRSA Scores, I-Ready ELA and Reading Fluency SBAC ELA  50, SBAC Math 50

<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
Carver Elementary implements a preschool transition program to support incoming TK and Kindergarten students through orientation opportunities, family outreach, and early assessment of student needs. The program focuses on building foundational routines, social-emotional readiness, and strong school-home connections to ensure a smooth and successful start to elementary school.	Carver Elementary provides a structured transition program for 5th grade students that includes middle school articulation, student orientation opportunities, and family communication to ensure a smooth and confident transition. The program focuses on building student independence, organizational skills, and readiness while supporting social-emotional adjustment to the middle school environment.	Not Applicable

## 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 SEL Survey 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 \$67,987 Hourly - Recreation Aide ( 5 ) for 663 hours annually - LCFF Rec 100%	08/26/2025 - 06/11/2026 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

No supplemental budgeted items have been approved.

**Describe Teacher Involvement**

**Accountability Measure 4: Parent & Community**

<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>

No supplemental budgeted items have been approved.

### 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: DELAC and EL Intervention; Reading Intervention/Private Schools; Research LROIX Development	n/a
Centralized Services Share	Counselors, Equitable Services, Foster Youth Transportation, Literacy Teachers, Travel/Conferences, Technology  Additional reservation for Parent Involvement (over 1% requirement)	n/a

State Programs *	Allocation
LCFF	\$23,800

\* *In the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA (even though LCFF funding is district-directed)*

### **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. When these adjustments occur, LBUSD will notify affected principals who will then notify their SSCs.

### **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 and 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.

**Literacy Teachers**

Provides targeted reading instruction to students struggling with literacy, typically through small-group or individual sessions

**Travel/Conferences**

Enables staff to develop requisite knowledge about programs they lead.

**Foster Youth Transportation**

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Children and Family Services

**Data Day**

Opportunity for Title I school staff to analyze student data, collaborate, and plan on next steps to address identified needs

**Technology**

One-time supplemental technology devices and support to school sites

### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Monica Manipon	06-11-2026
Staff	Classroom Teacher	Vickie Rudd	06-11-2026
Staff	Classroom Teacher	Alina Herrera Gonzalez	06-11-2026
Staff	Classroom Teacher	Sarla Sohl Dawson	06-11-2027
Staff	Other School Personnel	Yosie Delgadillo	06-11-2027
Community	Parent/Community Member	██████ Lynch	06-11-2026
Community	Parent/Community Member	██████████ Caruncong	06-11-2026
Community	Parent/Community Member	██████████ Cox	06-11-2026
Community	Parent/Community Member	██████ McCoy	06-11-2027
Community	Parent/Community Member	██████ Omel	06-11-2027

## 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 school resources. 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. SSC received and considered **ELAC recommendations** at its meeting on
2. SSC approved the **Home-School Compact** on 12/09/2025
3. SSC approved the **Parent Involvement Guidelines** on 12/09/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on ,
5. SSC Participated in the **Annual Evaluation** of the SPSA on 12/09/2025
6. The SPSA was approved at its meeting on 12/09/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Acronym and Terms**

for School Site Councils and English Learner Advisory Committees

- AM 1-4 Accountability Measures 1 - 4:** components of the School Plan for Student Achievement that provide plan details: needs, goals, progress monitoring, interventions, and supports.
- CAASPP California Assessment of Student Performance and Progress:** state-based assessment system measuring annual student progress in language arts and math, beginning in third grade. Science is also assessed at intervals beginning in 5th grade. Alternative assessments for students with cognitive disabilities and assessments in Spanish for newcomers are also part of the system.
- Categorical Funds:** financial support from state and federal governments targeted for particular categories of students, special programs, or special purposes. This support is in addition to school district general purpose revenue, is beyond the basic educational program, and most often has restrictions on its use.
- CCSS Common Core State Standards:** Academic standards adopted by multiple states to help ensure all students get a good education, even if they change schools or move to a different state. “Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace.”
- CDE California Department of Education:** state agency responsible for overseeing “the state's diverse public school system... in charge of enforcing education law and regulations and continuing to reform and improve public school programs.” [from the [CDE home page](#)].
- CIE Continuous Improvement Expenditure Plan:** District tool to summarize the school’s allocations and expenditures to address student needs. Line items become part of the SPSA once approved by SSC (if needed) and various district offices [[school CIE Plans](#)].
- DCAC District Community Advisory Committee:** parent advisory committee focused on topics related to Title I, including making recommendations to the Board of Education about programs and services to support student achievement as part of a schoolwide Title I program. Non-Title I schools are also invited to take part in DCAC.
- DELAC District English Learner Advisory Committee:** Parents of English Learners participate in district meetings about English Learner (EL) services which include establishing district programs, goals and objectives for EL programs and services, reclassification process, and how EL funds are used to implement academic services for English Learners.

**EL/ELL English Language Learner:** a student with a primary language other than English

**ELA English Language Arts:** basically reading and writing

**ELAC English Learner Advisory Committee:** In schools with more than 21 ELs, there must be an ELAC, which is the parent group “responsible for advising the principal and staff on programs and services for English Learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).” ELAC also works to make parents aware of the need for consistent school attendance and to solicit input from parents regarding school needs.

**ELOP Expanded Learning Opportunities Program:** California initiative providing funding for afterschool and summer school enrichment programs, to address TK-6th grade students’ academic, social, emotional, and physical needs.

**ELPAC English Language Proficiency Assessments for California:** language acquisition assessments for students learning English as a second language, testing their English Language Proficiency (ELP) in reading, writing, listening, and speaking. One assessment is for the initial identification of students as English learners (ELs), and a second is for the annual summative assessment to measure a student’s progress in learning English and identify the student’s ELP level.

**EONA Educational Opportunities for Native Americans:** program whose purpose is to meet the special educational and culturally-related academic needs of the district’s K-12 Native American students.

**ESSA Every Student Succeeds Act:** The Every Student Succeeds Act (ESSA) was signed by then-President Obama in 2015 and represents “good news for our nation’s schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law, and longstanding commitment to equal opportunity for all students. The... law builds on key areas of progress... made possible by the efforts of educators, communities, parents, and students across the country.”

**FEP Fluent English Proficient:** a designation used when an English Learner achieves specified academic targets and is considered to have language skills comparable to those of a student whose primary language is English. Students can be considered **IFEP** (initially FEP) if they achieve those targets upon first entry into a California school or **RFEP** (reclassified FEP) if they achieve the targets after one or more years of instruction.

**FINSYS:** LBUSD’s Financial System

**FPM Federal Program Monitoring:** School districts that receive funding for certain programs may be chosen for a review by the state. The review’s purpose is to ensure that funding is spent as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the district how to correct the findings. The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process.

Within the CDE, the Federal Program Monitoring (FPM) office has been designated to supervise the reviews, which take place either in person or online.

**FRSA Foundational Reading Skills Assessment:** district assessment used to test letter and sound knowledge, phonological awareness, and phonics (TK-2)

**IEP Individual Education Plan:** an individualized plan for students qualifying for Special Education Services

**LCAP Local Control Accountability Plan:** “The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.”

**LCFF Local Control Funding Formula:** “hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential.” This model began in 2013-2014.

**LEA Local Educational Agency:** this term has multiple uses depending on whether the LEA is a school, district, or county office of education.

**MTSS Multi-Tiered System of Support:** an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.

**NGSS Next Generation Science Standards:** adopted by the State of CA in September 2014, these standards are created around a set of performance expectations that require students to integrate content knowledge with application along a continuum from Kindergarten through 12th grade. 1. Science and Engineering Practices, 2. Crosscutting Concepts, and 3. Disciplinary Core Ideas.

**PD Professional Development:** learning activities designed to increase the instructional knowledge and skills of all staff members. PD can be site-based, district-wide, or outside.

**PTA Parent-Teacher Association:** a group of parents and teachers that work together to enrich the education of all students. A local PTA is aligned with state and national organizations and operates under a set of bylaws that are in accord with those organizations.

**RTI Response to Intervention** (or sometimes, Response to Instruction): RTI is the beginning level of interventions designed to support students who are struggling to meet academic proficiency or behavioral goals. The RTI process begins in the

classroom between the teacher and parents.

**SBAC Smarter Balanced Assessment System:** computer-based tests and performance tasks that allow students to show what they know and are able to do. It is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics and has three components designed to support teaching and learning throughout the year: the summative assessments, the interim assessments, and the Tools for Teachers formative assessment resources.

**SEL Social-emotional learning:** “the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” [from CASEL, at <http://www.casel.org/what-is-sel/>. ]

**SFP State & Federal Programs Office:** oversees compliance requirements and provides site and department support as they relate to categorical programs such as Title I

**SPSA School Plan for Student Achievement:** “A plan of action to improve student academic performance by coordinating all educational services and resources.”

**SPV Sankofa Parent Village:** community of care and support for Parents and Caregivers of Black children

**SSC School Site Council:** the group responsible at the local school level for the creation and monitoring of the annual School Plan. SSC’s must be composed of parents, teachers, and other school staff members. They are governed by bylaws that align with the requirements posted by the California Department of Education.

**SST Student Success Team:** a team of educators who work with parents to support learning for students facing challenges in the school environment. SST meetings are called when in-class interventions are not enabling students to succeed in desired ways or when parents request a closer look at their student’s progress and needs.

**TDRs Time Distribution Reports:** documentation to support the costs of salaries charged to categorical funds (federal or state) in which an employee works. If the employee is paid in part or in full by categorical funds then TDRs are required by law, and the employee must demonstrate that they worked on behalf of that specific funding source(s) with the time matching the position’s funding percentage.

**Title I** is a section of the ESEA (or ESSA) that “provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.”

**Title III** is also a section of the ESEA, which provides funding that supports supplemental language instruction and academic support for students who are English Learners.

**TOSA Teacher on Special Assignment:** can refer to teachers working outside a classroom-based instructional role but are still classified as teachers. Some TOSAs serve as site-based coaches or as district-level coaches.

*Subject to change and updates*

## **Acrónimo y términos**

para los consejos escolares y los comités asesores de estudiantes de inglés

**AM 1-4 Medidas de Responsabilidad 1 - 4:** componentes del Plan Escolar para el Rendimiento Estudiantil que proporcionan detalles del plan: necesidades, metas, seguimiento del progreso, intervenciones y apoyos.

**CAASPP Evaluación de California del rendimiento y progreso estudiantil:** sistema de evaluación estatal que mide el progreso anual de los estudiantes en artes del lenguaje y matemáticas, comenzando en tercer grado. Las ciencias también se evalúan en intervalos a partir del quinto grado. También forman parte del sistema evaluaciones alternativas para estudiantes con discapacidades cognitivas y evaluaciones en español para recién llegados.

**Fondos categóricos:** apoyo financiero de los gobiernos estatal y federal destinado a categorías particulares de estudiantes, programas especiales o propósitos especiales. Este apoyo se suma a los ingresos para fines generales del distrito escolar, va más allá del programa educativo básico y, en la mayoría de los casos, tiene restricciones en su uso.

**CCSS - Estándares Estatales Básicos Comunes:** Estándares académicos adoptados por múltiples estados para ayudar a garantizar que todos los estudiantes obtengan una buena educación, incluso si cambian de escuela o se mudan a un estado diferente.

"Maestros, padres y expertos en educación diseñaron el CCSS para preparar a los estudiantes para el éxito en la universidad y el lugar de trabajo".

**CDE Departamento de Educación de California:** agencia estatal responsable de supervisar "el diverso sistema de escuelas públicas del estado... a cargo de hacer cumplir las leyes y regulaciones educativas y continuar reformando y mejorando los programas de las escuelas públicas". [[de la página de inicio del CDE](#)].

**CIE - Plan de gastos de mejora continua:** herramienta del distrito para resumir las asignaciones y gastos de la escuela para abordar las necesidades de los estudiantes. Los artículos de línea pasan a formar parte del SPSA una vez aprobados por el SSC (si es

necesario) y varias oficinas del distrito [[planes CIE escolares](#)].

**DCAC - Comité Asesor Comunitario del Distrito:** comité asesor de padres enfocado en temas relacionados con el Título I, incluyendo hacer recomendaciones a la Junta de Educación sobre programas y servicios para apoyar el rendimiento estudiantil como parte de un programa de Título I en toda la escuela. Las escuelas que no pertenecen al Título I también están invitadas a participar en DCAC.

**DELAC - Comité Asesor de Estudiantes de Inglés del Distrito:** Los padres de estudiantes de inglés participan en reuniones del distrito sobre los servicios para estudiantes de inglés (EL), que incluyen el establecimiento de programas, metas y objetivos del distrito para los programas y servicios de EL, el proceso de reclasificación y cómo se utilizan los fondos de EL para implementar servicios académicos para estudiantes de inglés.

**EL/ELL Estudiante del idioma inglés:** un estudiante con un idioma principal distinto del inglés.

**ELA Artes del lenguaje inglés:** básicamente lectura y escritura

**ELAC - Comité Asesor de Estudiantes de Inglés:** En las escuelas con más de 21 EL, debe haber un ELAC, que es el grupo de padres “responsable de asesorar al director y al personal sobre programas y servicios para estudiantes de inglés y al Consejo Escolar sobre el desarrollo del Plan Único de Aprovechamiento Estudiantil (SPSA)”. ELAC también trabaja para concienciar a los padres sobre la necesidad de una asistencia escolar constante y para solicitar opiniones de los padres con respecto a las necesidades escolares.

**ELOP - Programa de Oportunidades de Aprendizaje Ampliadas:** Iniciativa de California que proporciona fondos para programas de enriquecimiento escolar después de la escuela y en el verano, para abordar las necesidades académicas, sociales, emocionales y físicas de los estudiantes desde jardín de infantes hasta sexto grado.

**ELPAC - Evaluaciones de dominio del idioma inglés para California:** evaluaciones de adquisición del idioma para estudiantes que aprenden inglés como segundo idioma, evaluando su dominio del idioma inglés (ELP) en lectura, escritura, comprensión auditiva y expresión oral. Una evaluación es para la identificación inicial de los estudiantes como estudiantes de inglés (EL), y la segunda es para la evaluación sumativa anual para medir el progreso de un estudiante en el aprendizaje de inglés e identificar el nivel ELP del estudiante.

**EONA Oportunidades Educativas para Nativos Americanos:** programa cuyo propósito es satisfacer las necesidades educativas especiales y académicas relacionadas con la cultura de los estudiantes nativos americanos del distrito K-12.

**ESSA - Cada Estudiante Triunfa:** La Ley Cada Estudiante Triunfa (ESSA) fue firmada por el entonces presidente Obama en 2015 y representa “buenas noticias para las escuelas de nuestra nación”. Esta medida bipartidista reautoriza la Ley de Educación Primaria y Secundaria (ESEA), de 50 años de antigüedad, la ley de educación nacional del país y el compromiso de larga data con la igualdad

de oportunidades para todos los estudiantes. La... ley se basa en áreas clave de progreso... posibles gracias a los esfuerzos de educadores, comunidades, padres y estudiantes de todo el país”.

**FEP Competente en inglés con fluidez:** una designación utilizada cuando un estudiante de inglés logra objetivos académicos específicos y se considera que tiene habilidades lingüísticas comparables a las de un estudiante cuyo idioma principal es el inglés. Los estudiantes pueden ser considerados IFEP (inicialmente FEP) si logran esos objetivos al ingresar por primera vez a una escuela de California o RFEP (FEP reclasificado) si logran los objetivos después de uno o más años de instrucción.

**FINSYS:** Sistema financiero LBUSD

**FPM - Monitoreo del programa federal :** los distritos escolares que reciben fondos para ciertos programas pueden ser elegidos para una revisión por parte del estado. El propósito de la revisión es garantizar que los fondos se gasten según lo exige la ley. Al final de cada revisión, el estado completará un informe que detalla cualquier hallazgo de incumplimiento e informa al distrito cómo corregir los hallazgos. El Departamento de Educación de California (CDE) trabaja para proporcionar un proceso de monitoreo coordinado y transparente. Dentro del CDE, la oficina de Monitoreo de Programas Federales (FPM) ha sido designada para supervisar las revisiones, que se llevan a cabo en persona o en línea.

**FRSA - Evaluación de habilidades de lectura fundamentales:** evaluación del distrito utilizada para evaluar el conocimiento de las letras y los sonidos, la conciencia fonológica y la fonética (TK-2)

**IEP - Plan de educación individual:** un plan individualizado para estudiantes que califican para servicios de educación especial

**LCAP - Plan de Responsabilidad de Control Local:** “El LCAP es un plan de tres años que describe las metas, acciones, servicios y gastos para apoyar resultados positivos de los estudiantes que abordan las prioridades estatales y locales. El LCAP brinda una oportunidad para que las agencias educativas locales (LEA) compartan sus historias sobre cómo, qué y por qué se seleccionan programas y servicios para satisfacer sus necesidades locales”.

**LCFF - Fórmula de financiación de control local:** “legislación distintiva que cambió fundamentalmente la forma en que se financian todas las agencias educativas locales (LEA) en el estado, cómo se miden los resultados y los servicios y apoyos que reciben para permitir que todos los estudiantes alcancen su mayor potencial. .” Este modelo comenzó en 2013-2014.

**LEA - Agencia educativa local:** este término tiene múltiples usos dependiendo de si la LEA es una escuela, un distrito o una oficina de educación del condado.

**MTSS - Sistema de apoyo de múltiples niveles:** un marco integrado e integral que se centra en CCSS, instrucción básica, aprendizaje diferenciado, aprendizaje centrado en el estudiante, necesidades individualizadas de los estudiantes y la alineación de los sistemas necesarios para el éxito académico, conductual y social de todos los estudiantes. .

**NGSS - Estándares científicos de próxima generación:** adoptados por el estado de CA en septiembre de 2014, estos estándares se crean en torno a un conjunto de expectativas de desempeño que requieren que los estudiantes integren el conocimiento del contenido con la aplicación a lo largo de un continuo desde el jardín de infantes hasta el 12.º grado. 1. Prácticas de ciencia e ingeniería, 2. Conceptos transversales y 3. Ideas centrales disciplinarias.

**PD - Desarrollo profesional:** actividades de aprendizaje diseñadas para aumentar el conocimiento y las habilidades de instrucción de todos los miembros del personal. El desarrollo profesional puede realizarse en el sitio, en todo el distrito o en el exterior.

**PTA - Asociación de Padres y Maestros:** un grupo de padres y maestros que trabajan juntos para enriquecer la educación de todos los estudiantes. Una PTA local está alineada con organizaciones estatales y nacionales y opera bajo un conjunto de estatutos que están de acuerdo con esas organizaciones.

**RTI - Respuesta a la intervención** (o, a veces, Respuesta a la instrucción): RTI es el nivel inicial de intervenciones diseñadas para apoyar a los estudiantes que tienen dificultades para alcanzar el dominio académico o las metas de comportamiento. El proceso RTI comienza en el aula entre el maestro y los padres.

**SBAC - Sistema de evaluación Smarter Balanced:** pruebas por computadora y tareas de desempeño que permiten a los estudiantes demostrar lo que saben y son capaces de hacer. Se basa en los Estándares Estatales Básicos Comunes (CCSS) para artes del lenguaje/alfabetización en inglés (ELA) y matemáticas y tiene tres componentes diseñados para apoyar la enseñanza y el aprendizaje durante todo el año: las evaluaciones sumativas, las evaluaciones provisionales y las Herramientas para Maestros. Recursos de evaluación formativa.

**SEL - Aprendizaje socioemocional:** “el proceso a través del cual niños y adultos adquieren y aplican efectivamente los conocimientos, actitudes y habilidades necesarias para comprender y gestionar las emociones, establecer y alcanzar metas positivas, sentir y mostrar empatía por los demás, establecer y mantener relaciones positivas, y tomar decisiones responsables”. [de CASEL, en <http://www.casel.org/what-is-sel/>. ]

**SFP - Oficina de Programas Estatales y Federales:** supervisa los requisitos de cumplimiento y brinda apoyo al sitio y al departamento en lo que se refiere a programas categóricos como el Título I.

**SPSA - Plan Escolar para el Rendimiento Estudiantil:** “Un plan de acción para mejorar el rendimiento académico de los estudiantes mediante la coordinación de todos los servicios y recursos educativos”.

**SPV - Sankofa Parent Village:** comunidad de cuidado y apoyo para padres y cuidadores de niños negros

**SSC - Consejo Escolar:** el grupo responsable a nivel escolar local de la creación y seguimiento del Plan Escolar anual. Los SSC deben estar compuestos por padres, maestros y otros miembros del personal de la escuela. Se rigen por estatutos que se alinean

con los requisitos publicados por el Departamento de Educación de California.

**SST - Equipo de éxito estudiantil:** un equipo de educadores que trabajan con los padres para apoyar el aprendizaje de los estudiantes que enfrentan desafíos en el entorno escolar. Las reuniones de SST se convocan cuando las intervenciones en clase no permiten que los estudiantes tengan éxito en la forma deseada o cuando los padres solicitan una mirada más cercana al progreso y las necesidades de sus estudiantes.

**TDR - Informes de Distribución de Tiempo:** documentación que respalda los costos de salarios con cargo a los fondos categóricos (federales o estatales) en los que labora un empleado. Si al empleado se le paga total o parcialmente con fondos categóricos, la ley exige TDR y el empleado debe demostrar que trabajó en nombre de esa fuente de financiamiento específica y que el tiempo coincidió con el porcentaje de financiamiento del puesto.

El **Título I** es una sección de ESEA (o ESSA) que “brinda asistencia financiera a agencias educativas locales (LEA) y escuelas con un alto número o porcentajes altos de niños de familias de bajos ingresos para ayudar a garantizar que todos los niños cumplan con los desafiantes estándares académicos estatales. .”

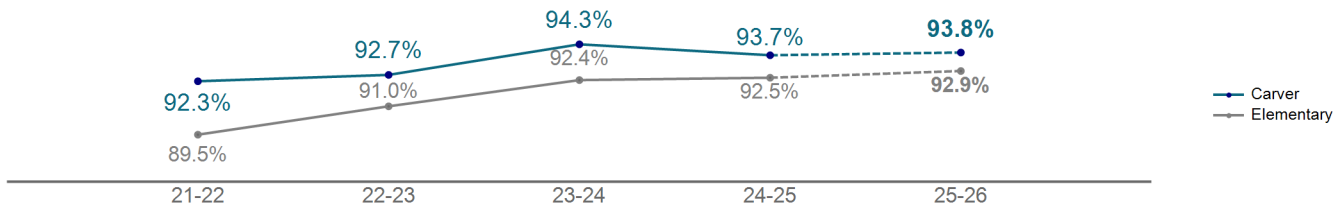
El **Título III** también es una sección de la ESEA, que proporciona fondos que respaldan la enseñanza suplementaria del idioma y el apoyo académico para los estudiantes que están aprendiendo inglés.

**TOSA - Maestro en Asignación Especial:** puede referirse a maestros que trabajan fuera de una función de instrucción en el aula, pero aún están clasificados como maestros. Algunos TOSA sirven como entrenadores en el sitio o como entrenadores a nivel de distrito.

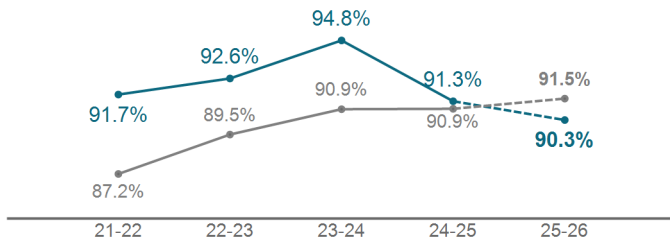
*Sujeto a cambios y actualizaciones. La traducción se realizó a través de Google.*

# Attendance Rate

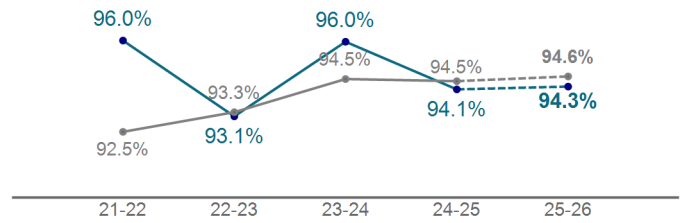
**Carver  
All Students  
N = 574**



**African American  
N = 39**



**Asian  
N = 41**

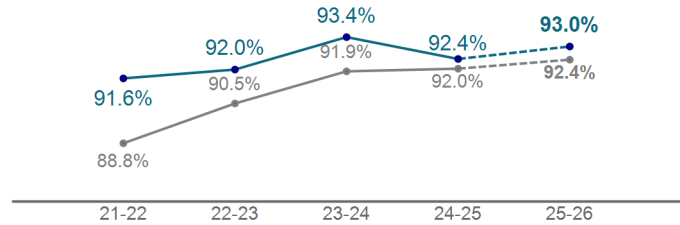


**Filipino**

94.7%  
94.3%

24-25

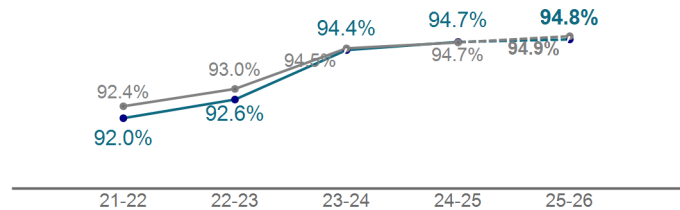
**Hispanic  
N = 187**



**Pacific Islander**

Subgroup with fewer than 20 students.

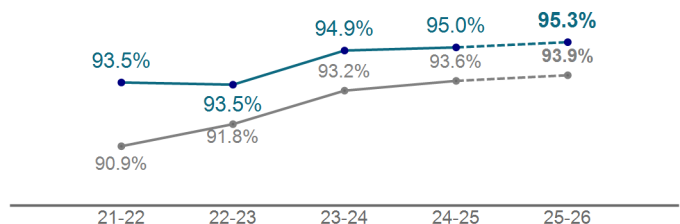
**White  
N = 195**



**Native American**

Subgroup with fewer than 20 students.

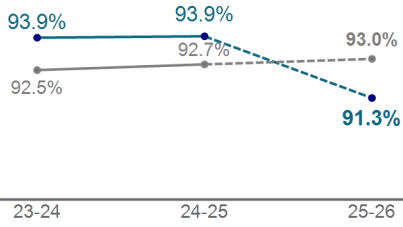
**Other  
N = 92**



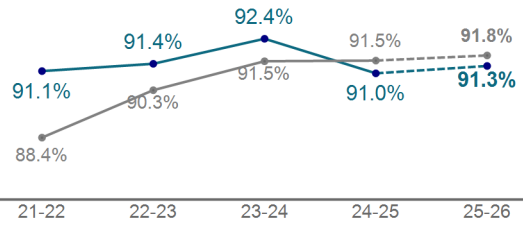
N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Attendance Rate

**EL + RFEP**  
N = 27



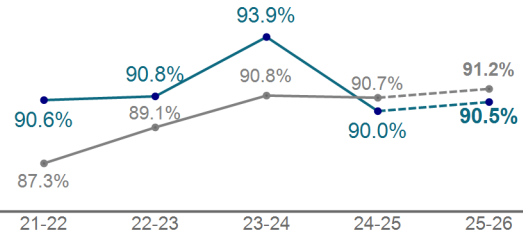
**Low SES**  
N = 150



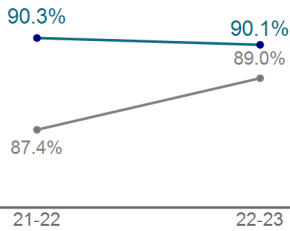
**English Learner**  
N = 21



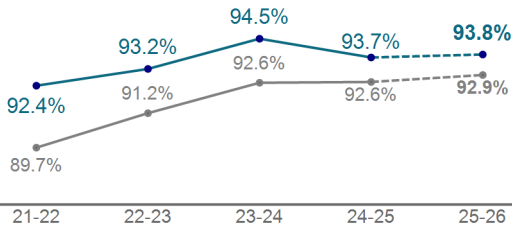
**Special Education**  
N = 69



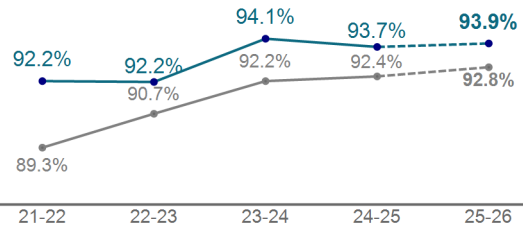
**Homeless or Foster Youth**



**Female**  
N = 261



**Male**  
N = 313



N's are from the current year.  
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 2024-2025

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	23-24 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate		
<b>All Students</b>	573	573	3	14	17	24	42	16.9%	13.7%	34.2%	24.3%
<b>Grade</b>	Gr. TK	50	16	32	18	18	16	48.0%	23.8%	66.0%	37.5%
	Gr. K	93	1	18	20	26	34	19.4%	22.6%	39.8%	30.6%
	Gr. 01	90	1	17	19	20	43	17.8%	11.2%	36.7%	25.7%
	Gr. 02	87	1	10	13	32	44	11.5%	8.3%	24.1%	21.3%
	Gr. 03	91	2	11	15	26	45	13.2%	11.1%	28.6%	22.2%
	Gr. 04	82	1	7	21	23	48	8.5%	16.7%	29.3%	20.7%
	Gr. 05	80	1	11	15	21	51	12.5%	9.8%	27.5%	20.5%
<b>Ethnicity</b>	African American	44	9	23	14	11	43	31.8%	14.7%	45.5%	33.8%
	Asian	45	2	13	16	20	49	15.6%	0.0%	31.1%	14.8%
	Cambodian	45	2	11	24	13	49	13.3%	8.3%	37.8%	16.1%
	Filipino	21	19	19	14	48	19.0%	23.5%	38.1%	13.2%	
	Hispanic	188	4	18	21	26	31	21.8%	18.1%	43.1%	26.7%
	Pacific Islander	1	100				0.0%	0.0%	100.0%	35.1%	
	White	182	12	13	32	42	12.6%	11.7%	25.8%	11.4%	
	Other	92	2	7	18	16	57	8.7%	12.9%	27.2%	18.0%
<b>Gender</b>	Female	265	3	13	17	26	40	16.2%	12.3%	33.6%	23.6%
	Male	308	2	15	17	22	43	17.5%	14.9%	34.7%	24.9%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Data by Subgroup Carver 2024-2025

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	Satisfactory	Strong Attendance
	Low SES	163	7	23	25	20	25	30.7%	23.0%	55.2%	29.5%
	ELL	13	23	31	23	23	23.1%	21.4%	53.8%	26.7%	
	RFEP	9			11	44	44	0.0%	14.3%	11.1%	13.6%
	EL + RFEP	22	14	23	32	32	13.6%	19.0%	36.4%	23.6%	
	Special Ed.	87	13	23	21	21	23	35.6%	23.1%	56.3%	32.9%
	Spec Ed. Speech/RSP	42	5	7	29	29	31	11.9%	23.7%	40.5%	26.4%
	Homeless/Foster	9	11	22	33	33	33.3%	20.0%	66.7%	42.6%	
	Foster	2			50	50	0.0%	0.0%	50.0%	37.8%	
	Homeless	7	14	29	29	29	42.9%	25.0%	71.4%	43.6%	
GATE/Excel	105			9	17	21	53	8.6%	11.4%	25.7%	10.5%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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	23-24 Chronic Rate	Chronic + At-Risk Rate
All Elementary	25,767	6	18	17	23	36	24.3%	24.7%	41.1%
Addams	756	8	22	16	20	34	29.6%	28.9%	45.6%
Alvarado	406	5	22	20	20	33	26.6%	27.6%	46.6%
Barton	444	9	22	22	22	25	31.8%	37.4%	53.4%
Birney	519	5	22	16	25	31	27.2%	27.7%	43.4%
Bixby	559	3	13	15	25	44	15.4%	17.0%	30.6%
Bryant	396	7	24	16	24	28	31.3%	29.4%	47.7%
Burbank	577	7	22	17	20	34	29.3%	28.2%	46.3%
Burcham	425	4	12	17	23	45	16.0%	13.6%	32.7%
Carver	573	3	14	17	24	42	16.9%	13.7%	34.2%
Chavez	341	7	22	15	22	35	28.4%	33.2%	43.4%
Cleveland	460	5	17	12	27	39	21.5%	14.0%	33.7%
Dooley	693	8	24	19	22	27	32.3%	33.3%	51.2%
Edison	466	11	25	11	21	32	36.7%	29.9%	47.2%
Emerson	358	1	8	12	24	55	9.5%	9.9%	21.2%
Fremont	461	3	12	17	24	44	15.0%	14.5%	32.3%
Gant	669	1	12	13	26	47	13.0%	13.0%	26.5%
Garfield	563	8	16	19	21	36	24.0%	21.4%	42.8%
Gompers	387	5	13	20	25	37	18.1%	18.3%	38.2%
Grant	998	9	24	18	21	28	33.2%	31.8%	51.3%
Harte	772	9	20	19	22	30	28.9%	32.1%	47.7%
Henry	798	1	7	13	30	49	8.0%	7.0%	21.1%
Herrera	655	8	22	25	21	24	30.1%	30.6%	54.8%
Holmes	400	5	23	19	20	33	28.3%	26.5%	46.8%
Hudson	229	14	22	15	22	27	35.8%	32.9%	51.1%
Kettering	354	4	12	15	25	45	15.5%	17.5%	30.2%
King	625	12	20	18	23	26	31.8%	29.9%	50.2%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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	23-24 Chronic Rate	Chronic + At-Risk Rate
Lafayette	883	7	20	17	20	35	27.2%	26.7%	44.2%
Lincoln	801	7	20	15	20	39	26.5%	33.7%	41.2%
Longfellow	918	3	13	14	25	45	15.7%	16.6%	30.1%
Los Cerritos	478	4	9	13	25	49	12.8%	12.9%	26.2%
Lowell	622	2	12	16	25	46	13.7%	14.3%	29.3%
Macarthur	345	3	20	17	23	37	23.2%	22.6%	39.7%
Madison	422	6	12	18	25	39	18.0%	21.2%	35.8%
Mann	335	6	18	15	26	36	23.6%	28.3%	38.5%
McKinley	497	7	21	19	24	30	28.2%	32.2%	46.7%
Naples	348	3	13	16	30	38	16.1%	14.2%	31.9%
Oropeza	559	11	27	15	16	31	37.6%	36.0%	52.8%
Prisk	477	2	11	14	27	45	13.0%	13.5%	27.5%
Riley	500	4	17	19	24	37	20.4%	20.1%	39.0%
Roosevelt	836	12	20	16	18	33	32.4%	34.6%	48.2%
Signal Hill	622	5	14	18	23	40	19.0%	21.3%	37.5%
Smith	676	8	20	19	20	34	27.1%	26.3%	46.2%
Stevenson	478	7	26	17	21	28	33.5%	31.6%	50.6%
Twain	483	3	16	18	25	38	19.0%	22.9%	36.9%
Webster	473	9	22	20	20	30	30.2%	29.1%	50.3%
Whittier	560	7	21	18	19	35	28.0%	27.8%	45.9%
Willard	570	10	22	18	20	30	31.8%	30.1%	49.6%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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	23-24 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,480	7	14	13	20	45	21.9%	22.8%	35.1%
Bancroft	822	5	12	14	22	47	17.0%	17.3%	30.5%
Franklin	1,033	12	19	13	18	38	31.7%	34.3%	44.6%
Hamilton	785	13	22	17	17	30	35.5%	27.5%	52.9%
Hoover	527	6	12	13	21	48	18.6%	17.4%	31.5%
Hughes	1,230	3	13	14	22	48	16.3%	14.9%	30.2%
Jefferson	1,028	5	13	13	21	48	18.4%	21.5%	30.9%
Keller	519	1	5	11	20	63	5.8%	6.5%	17.0%
Lindbergh	436	9	17	14	21	38	26.4%	29.5%	40.8%
Lindsey	718	8	13	10	18	51	21.4%	27.0%	31.5%
Marshall	958	3	13	13	21	50	16.3%	16.5%	28.9%
Nelson	855	10	18	13	17	42	28.2%	27.8%	41.6%
Rogers	785	3	8	13	22	54	11.5%	15.4%	24.5%
Stanford	1,196	5	9	11	21	54	13.8%	16.1%	24.9%
Stephens	681	11	21	16	19	34	31.3%	33.4%	47.3%
Washington	907	17	21	13	21	28	37.6%	35.6%	51.0%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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	23-24 Chronic Rate	Chronic + At-Risk Rate
All K8	5,739	5	15	15	22	43	20.2%	20.2%	35.1%
Avalon	447	9	27	19	25	20	36.0%	31.5%	55.5%
Cubberley	967	2	10	12	22	55	11.7%	12.0%	23.6%
Muir	1,066	7	18	16	21	38	25.0%	22.7%	40.8%
Newcomb	928	3	8	16	23	51	10.8%	10.8%	26.6%
Powell	743	9	23	16	20	31	31.8%	33.9%	48.2%
Robinson	734	9	17	13	19	42	25.9%	26.3%	39.2%
Tincher	854	3	8	13	24	52	11.0%	11.0%	24.4%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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	23-24 Chronic Rate	Chronic + At-Risk Rate
All High	20,036	12	15	13	19	40	27.0%	26.7%	40.4%
Browning	348	17	16	12	20	36	32.5%	32.1%	44.3%
Cabrillo	1,686	22	20	14	16	28	42.3%	42.0%	56.8%
CAMS	673	1	6	6	14	74	6.8%	5.2%	12.5%
Jordan	2,356	11	16	13	18	42	27.1%	25.7%	40.3%
Lakewood	2,385	9	17	17	22	35	26.9%	26.1%	43.5%
McBride	685	5	12	12	20	51	17.2%	16.9%	29.1%
Millikan	3,452	5	11	14	23	47	16.4%	16.3%	30.2%
PAAL	135	39	31	13	7	10	70.4%	75.6%	83.0%
Polytechnic	3,818	13	16	14	20	37	29.1%	27.3%	42.9%
Reid	124	87		12			99.2%	91.1%	99.2%
Renaissance	401	6	15	11	17	51	21.2%	21.7%	32.4%
Sato	553	2	4	7	17	69	6.3%	6.8%	13.6%
Wilson	3,420	15	18	13	20	34	33.1%	33.0%	46.5%

The percentages may not equal 100% due to rounding.

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# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

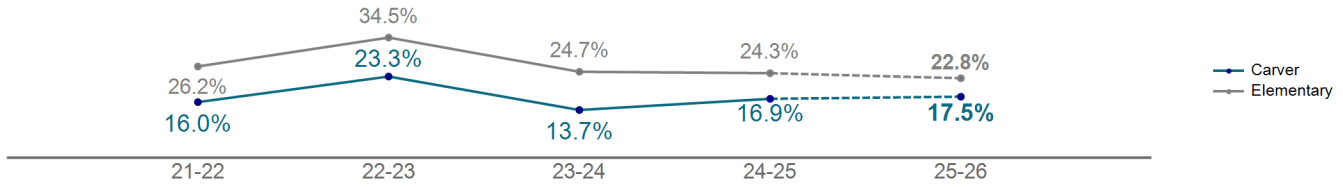
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chonic + At-Risk Rate
District	64,022	8	16	15	21	40	24.3%	24.6%	39.2%

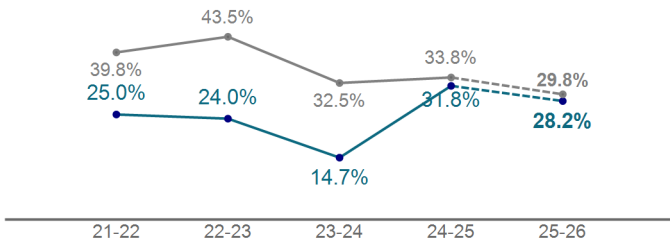
The percentages may not equal 100% due to rounding.

# Percent of Students in the Moderately or Severely Chronic Categories

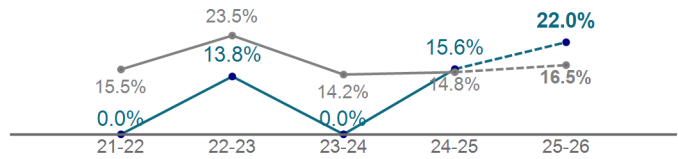
**Carver**  
All Students  
N = 570



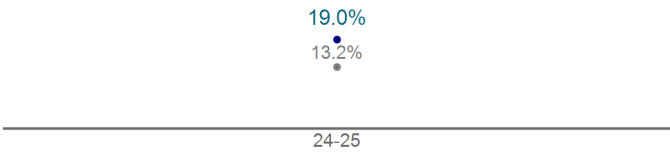
**African American**  
N = 39



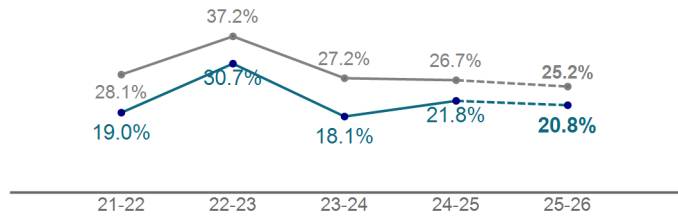
**Asian**  
N = 41



**Filipino**



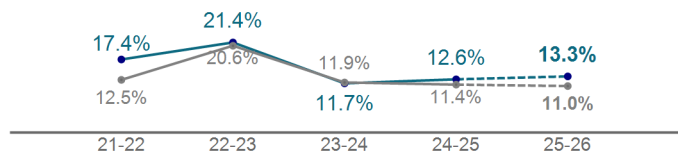
**Hispanic**  
N = 183



**Pacific Islander**

Subgroup with fewer than 20 students.

**White**  
N = 195



N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

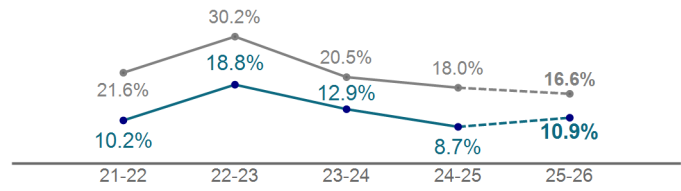
# Percent of Students in the Moderately or Severely Chronic Categories

**Native American**

Subgroup with fewer than 20 students.

**Other**

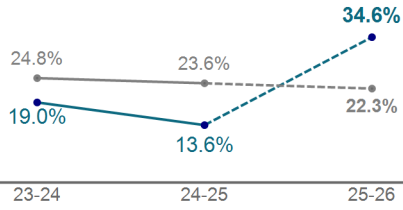
**N = 92**



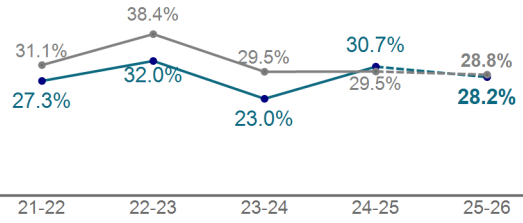
N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories

**EL + RFEP**  
N = 26



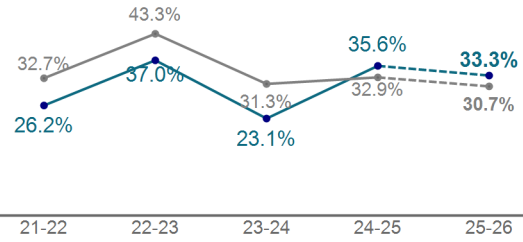
**Low SES**  
N = 149



**English Learner**  
N = 20



**Special Education**  
N = 69



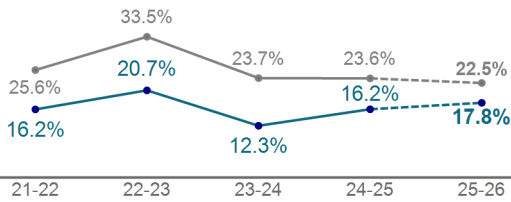
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

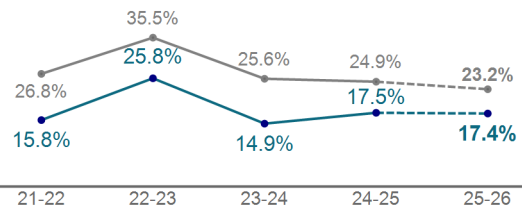
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 259



**Male**  
N = 311



N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# SBAC ELA 2025 :: 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	247	26%	12	15	32	42	74%	↑5		↑8
	All Elementary	50%	29	21	24	26	50%	↑2		↑5
	District	48%	27	22	28	24	52%	↑2		↑4
Grade	87	22%	6	16	33	45	78%	↑18		-
	All Elementary	53%	31	22	21	27	47%	↑-		-
	District	52%	30	22	21	27	48%	↑1		-
	81	30%	19	11	23	47	70%	↑1		↑12
	All Elementary	51%	31	20	22	27	49%	↑1		↑3
	District	51%	31	19	22	27	49%	↑1		↑2
	79	28%	11	16	38	34	72%	↓3		↑4
	All Elementary	46%	26	20	29	25	54%	↑4		↑8
	District	45%	26	19	29	26	55%	↑4		↑8
Ethnicity	91	24%	8	16	27	48	76%	↑5		↑9
	All Elementary	22%	10	12	27	51	78%	↑1		↑3
	District	23%	10	13	31	46	77%	↑3		↑2
	72	46%	24	22	33	21	54%	↓1		↑6
	All Elementary	57%	34	23	24	20	43%	↑2		↑6
	District	55%	31	24	27	18	45%	↑2		↑4
	42	5%	5	38	57	95%	95%	↑10		↑7
	All Elementary	31%	17	15	26	43	69%	↑1		↑3
	District	31%	16	16	29	40	69%	↑1		↑2
18*	33%	11	22	33	33	67%	↑2		-	
All Elementary	66%	41	25	19	15	34%	↑1		↑5	
District	64%	38	25	23	13	36%	↑2		↑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.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC ELA 2025 :: 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	
Ethnicity	Asian	16*	6%	6	31	63	94%	↑14		-	
		All Elementary	33%	17	16	26	41	67%	↑2		↑7
		District	30%	14	16	31	39	70%	↑3		↑5
	Cambodian	16*	13%	6	6	38	50	88%	↑8		-
		All Elementary	37%	20	18	26	37	63%	↑1		↑7
		District	36%	16	19	32	33	64%	↑1		↑4
	Filipino	8*	13%	13	25	63	88%	↑21		-	
		All Elementary	27%	16	12	25	48	73%	↑-		↑4
		District	25%	9	16	30	45	75%	↑2		↑3
Gender	Female	119	29%	14	15	24	47	71%	↓-		↑9
		All Elementary	47%	27	21	25	28	53%	↑1		↑4
		District	44%	23	21	30	26	56%	↑2		↑3
	Male	128	23%	9	14	39	38	77%	↑11		↑6
		All Elementary	52%	31	21	23	25	48%	↑3		↑7
		District	52%	31	22	26	22	48%	↑3		↑4
	Nonbinary	All Elementary*	50%	33	17	33	17	50%	↑50		-
		District	33%	15	17	39	28	67%	↑14		↑10
	Special Populations	EL + RFEP	6*	17%	17	17	67	83%	↑39		-
All Elementary			67%	44	23	19	15	33%	↓-		↑6
District			62%	37	25	25	13	38%	↑1		↑5
ELL		1*	100%	100			0%	↓20		-	
		All Elementary	87%	63	23	11	3	13%	↓6		↑5
		District	90%	67	23	8	1	10%	↓4		↑3
RFEP		5*	0%		20	80	100%	↑25		-	

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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	RFEP	All Elementary	29%	7	22	35	37	71%	↓5		↑9
		District	38%	13	26	38	23	62%	↑3		↑5
	GATE/Excel	86	1%	1	21	78	99%	↓1		↓2	
		All Elementary	7%	16	26	67	93%	↑2		↑2	
		District	10%	28	31	59	90%	↑2		↑1	
	Foster	All Elementary	69%	51	19	22	9	31%	↑11		↑13
		District	71%	50	21	21	8	29%	↑6		↑8
	Homeless	3*	67%	33	33	33		33%	↓42		-
		All Elementary	71%	50	21	18	11	29%	↓1		↑6
		District	69%	45	24	21	10	31%	↓-		↑3
	Homeless/Foster	3*	67%	33	33	33		33%	↓47		-
		All Elementary	71%	50	21	19	10	29%	↑-		↑7
		District	69%	46	24	21	9	31%	↑-		↑3
	Low SES	66	41%	18	23	29	30	59%	↑13		↑2
		All Elementary	59%	36	23	23	18	41%	↑2		↑6
		District	58%	34	24	27	15	42%	↑2		↑4
Special Ed.	34	82%	53	29	15	3	18%	↓6		↑13	
	All Elementary	79%	60	19	13	8	21%	↑3		↑6	
	District	81%	62	20	13	6	19%	↑2		↑4	
Spec Ed. Speech/RSP	30	87%	60	27	13		13%	↓10		↑15	
	All Elementary	81%	58	23	14	5	19%	↓4		↑7	
	District	81%	57	24	15	4	19%	↓2		↑5	

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# SBAC Math 2025 :: 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	247	34%	15	19	24	42	66%	↓4		↓7	
	All Elementary	55%	29	26	23	22	45%	↑1		↓4	
	District	62%	36	25	19	19	38%	↑2		↓2	
Grade	Gr. 03	87	31%	11	20	26	43	69%	↓2		-
		All Elementary	51%	30	22	26	23	49%	↓-		-
		District	51%	29	21	26	23	49%	↑-		-
	Gr. 04	81	31%	14	17	20	49	69%	↓2		↓1
		All Elementary	55%	24	31	25	20	45%	↓-		↓3
		District	55%	25	30	25	21	45%	↓-		↓3
	Gr. 05	79	41%	19	22	27	33	59%	↓8		↓13
		All Elementary	60%	33	27	19	22	40%	↑3		↓4
		District	59%	33	26	19	23	41%	↑3		↓4
Ethnicity	White	91	25%	10	15	25	49	75%	↓3		↓5
		All Elementary	28%	10	18	28	44	72%	↓1		↓7
		District	37%	16	21	25	38	63%	↑2		↓5
	Hispanic	72	56%	28	28	24	21	44%	↓5		↓6
		All Elementary	62%	33	29	22	15	38%	↑1		↓4
		District	68%	42	27	18	13	32%	↑2		↓2
	Other	42	21%	5	17	21	57	79%	↓2		↓7
		All Elementary	37%	16	20	26	37	63%	↑-		↓4
		District	42%	22	20	24	34	58%	↑1		↓2
African American	18*	50%	28	22	33	17	50%	↓14		-	
	All Elementary	72%	42	29	17	11	28%	↑2		↓1	
	District	78%	52	26	14	8	22%	↑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.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Math 2025 :: 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	
Ethnicity	Asian	16*	19%	19	6	75	81%	↓19		-	
		All Elementary	37%	14	23	26	37	63%	↑1		↓3
		District	42%	20	23	23	34	58%	↑3		↓2
	Cambodian	16*	31%	6	25	6	63	69%	↓11		-
		All Elementary	41%	18	23	27	31	59%	↑2		↓3
		District	47%	23	24	25	28	53%	↑3		↓2
	Filipino	8*	0%			50	50	100%	↑11		-
		All Elementary	30%	12	18	29	41	70%	↑1		↓3
		District	37%	16	21	22	40	63%	↑1		↓3
Gender	Female	119	38%	18	20	24	39	62%	↓3		↓1
		All Elementary	59%	31	28	22	19	41%	↑1		↓4
		District	64%	37	26	19	17	36%	↑2		↓2
	Male	128	30%	12	19	25	45	70%	↓4		↓12
		All Elementary	52%	27	25	24	24	48%	↑1		↓3
		District	59%	36	24	20	21	41%	↑2		↓2
	Nonbinary	All Elementary*	67%	33	33	17	17	33%	↑33		-
		District	68%	43	26	21	11	32%	↑8		-
	Special Populations	EL + RFEP	6*	33%	17	17	67	67%	↑11		-
All Elementary			69%	40	29	19	12	31%	↑-		↓2
District			74%	49	25	15	10	26%	↑2		↓1
ELL		1*	100%	100				0%	↓40		-
		All Elementary	85%	56	28	12	3	15%	↓3		↓1
District		90%	70	21	8	2	10%	↓2		↑-	
RFEP		5*	20%	20		80	80%	↑5		-	

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

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	RFEP	All Elementary	39%	10	29	32	29	61%	↓7		↓4
		District	61%	32	29	22	17	39%	↑3		↓2
	GATE/Excel	86	5%	5	17	78	95%	↓5		↓5	
		All Elementary	11%	1	9	29	60	89%	↓-		↓5
	Foster	District	20%	5	15	27	53	80%	↑1		↓5
		All Elementary	76%	45	31	18	7	24%	↑2		-
	Homeless	District	80%	54	26	12	7	20%	↑4		-
		3*	67%	33	33	33		33%	↓42		-
	Homeless/Foster	All Elementary	80%	50	30	13	7	20%	↓4		↓3
		District	82%	58	24	11	7	18%	↓-		↓2
	Low SES	3*	67%	33	33	33		33%	↓27		-
		All Elementary	79%	49	30	14	7	21%	↓3		↓3
	Special Ed.	District	82%	57	25	11	7	18%	↑-		↓2
		66	48%	23	26	20	32	52%	↑7		↓9
	Spec Ed. Speech/RSP	All Elementary	64%	35	29	21	14	36%	↑1		↓3
		District	71%	44	26	17	12	29%	↑2		↓1
Special Ed.	34	85%	62	24	15		15%	↓27		↓24	
	All Elementary	78%	57	21	14	8	22%	↑2		↑1	
Spec Ed. Speech/RSP	District	85%	68	17	9	6	15%	↑2		↑1	
	30	93%	70	23	7		7%	↓35		↓24	
Spec Ed. Speech/RSP	All Elementary	81%	56	24	13	6	19%	↓4		↑1	
	District	85%	66	20	10	5	15%	↓2		↑1	

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 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Science 2025 :: 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	79	37%	1	35	38	25	63%	↓8		-	
	All Elementary	68%	17	52	20	12	32%	↑2		-	
	District	72%	15	57	19	9	28%	↑2		-	
Grade	Gr. 05	37%	1	35	38	25	63%	↓8		-	
	All Elementary	68%	17	52	20	12	32%	↑2		-	
	District	67%	17	51	20	12	33%	↑2		-	
Ethnicity	Hispanic	28	50%	4	46	32	18	50%	↓7		-
		All Elementary	76%	19	57	17	7	24%	↑1		-
		District	79%	17	61	16	5	21%	↑1		-
	White	25	36%		36	44	20	64%	↓18		-
		All Elementary	35%	4	31	32	33	65%	↑7		-
		District	46%	7	40	30	24	54%	↑4		-
	Other	14*	21%		21	36	43	79%	↓12		-
		All Elementary	45%	8	38	28	27	55%	↑5		-
		District	51%	8	44	28	20	49%	↑4		-
	African American	6*	33%		33	50	17	67%	↑33		-
		All Elementary	83%	27	57	12	4	17%	↓2		-
		District	85%	24	62	11	3	15%	↑-		-
	Cambodian	4*	50%		50	50		50%	↑17		-
		All Elementary	61%	9	52	24	15	39%	↓1		-
		District	62%	7	54	26	12	38%	↑1		-
Filipino	3*	0%			33	67	100%	↑25		-	
	All Elementary	50%	8	42	35	15	50%	↑2		-	
	District	53%	6	47	32	15	47%	↑1		-	

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

Carver

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Asian	3*	33%	33	33	33	67%	↓33		-	
		All Elementary	59%	8	50	24	17	41%	↓8		-
		District	56%	6	50	26	18	44%	↓1		-
Gender	Female	37	41%	41	30	30	59%	↓14		-	
		All Elementary	70%	15	56	19	10	30%	↑-		-
		District	73%	13	59	19	8	27%	↑1		-
	Male	42	33%	2	31	45	21	67%	↓2		-
		All Elementary	67%	18	48	20	13	33%	↑3		-
		District	71%	17	54	19	10	29%	↑3		-
	Nonbinary	All Elementary*	67%		67	33		33%	-		-
District		82%	4	79	7	11	18%	↓21		-	
Special Populations	EL + RFEP	1*	100%	100			0%	↓50		-	
		All Elementary	82%	26	56	13	5	18%	↑2		-
		District	83%	20	63	13	3	17%	↑1		-
	RFEP	1*	100%	100			0%	↓67		-	
		All Elementary	61%	3	58	27	12	39%	↓6		-
	District	75%	9	66	20	5	25%	↑-		-	
	GATE/Excel	36	17%	17	31	53	83%	↓17		-	
		All Elementary	30%	29	38	32	70%	↓9		-	
		District	35%	2	33	38	27	65%	↑1		-
	ELL	All Elementary	99%	45	54	1	1%	↓2		-	
District		99%	43	56		1%	↓1		-		
Foster	All Elementary	79%	33	46	8	13	21%	↑5		-	
	District	83%	28	55	13	5	17%	↑6		-	

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.

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	Homeless	1*	0%		100		100%	↑50		-	
		All Elementary	80%	30	51	14	5	20%	↑5		-
		District	86%	26	61	11	3	14%	↑-		-
	Homeless/Foster	1*	0%		100		100%	↑33		-	
		All Elementary	80%	30	50	14	6	20%	↑5		-
		District	86%	26	60	11	3	14%	↑1		-
	Low SES	22	59%		23		18	41%	↑4		-
		All Elementary	78%	21	57	16	6	22%	↑1		-
		District	81%	19	61	15	4	19%	↑1		-
	Special Ed.	14*	86%	7	79	14		14%	↓16		-
		All Elementary	91%	43	48	6	3	9%	↓2		-
		District	92%	37	55	6	2	8%	↓-		-
	Spec Ed. Speech/RSP	12*	100%	18	92			0%	↓30		-
		All Elementary	92%	39	53	6	2	8%	↓5		-
		District	92%	32	60	7	2	8%	↓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 ELA GROWTH REPORT 2025 School Growth Data by Subgroup

## Carver

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	156	42	26	21	26	28	
		All ES	48	22	22	26	31	
		District	33	30	15	17	38	
	Grade	Gr. 04 (Minimum Growth Target: 44) (Min Accelerated Growth Target: 89) (Minimum Board Goal 2 Target: 118)	77	54	25	22	22	31
			All ES	48	24	23	28	25
			District	45	24	24	28	24
		Gr. 05 (Minimum Growth Target: 35) (Min Accelerated Growth Target: 71) (Minimum Board Goal 2 Target: 101)	79	31	27	20	29	24
			All ES	50	21	20	24	36
			District	49	21	20	24	36
	Ethnicity	White	58	48	16	24	36	24
			All ES	44	21	23	27	28
			District	31	30	15	19	37
Hispanic		48	36	31	19	19	31	
		All ES	50	22	21	26	31	
		District	34	30	14	17	38	
Other		28	49	25	21	29	25	
		All ES	44	23	20	28	28	
		District	33	31	15	17	37	
Cambodian	11^	-	36	9	45	9		
	All ES	48	23	20	28	29		
	District	35	29	15	18	38		

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 2025 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	African American	9^	-	33	22	44	
			All ES	50	24	21	20	35
			District	31	32	14	15	39
		Asian	8^	-	25	25	25	25
			All ES	47	22	21	27	30
			District	34	29	15	17	39
	Filipino	5^	-	80		20		
		All ES	44	26	22	26	26	
		District	39	29	14	17	41	
	Gender	Female	75	43	24	21	25	29
			All ES	45	23	23	25	29
			District	33	30	15	17	38
Male		81	42	27	21	26	26	
		All ES	52	21	20	26	32	
		District	33	31	14	17	38	
Nonbinary		All ES^	45	33	33	33		
		District	33	36	15	5	44	
Special Populations	EL + RFEP	2^	-			100		
		All ES	53	22	19	26	33	
		District	34	31	13	16	41	
	RFEP	2^	-			100		

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 2025 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	Special Populations	RFEP	All ES	52	20	20	28	33
		District	31		31	12	14	43
	GATE/Excel	66	29		32	15	33	20
		All ES	42		23	23	28	26
	District	32		29	16	19	36	
	ELL	All ES	52		24	19	25	33
		District	36		30	14	17	38
	Foster	All ES	53		23	18	30	30
		District	33		33	17	13	37
	Homeless	1^	-					100
		All ES	53		22	22	22	34
		District	33		31	15	16	38
	Homeless/Foster	1^	-					100
		All ES	53		22	21	23	33
		District	34		31	16	15	38
	Low SES	43	34		30	21	26	23
		All ES	50		22	22	25	32
		District	34		30	15	16	39
Special Ed.	24	54		17	38	17	29	
	All ES	57		22	19	22	37	
	District	36		30	14	17	39	

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 2025 School Growth Data by Subgroup

## Carver

3/30/26

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Spec Ed. Speech/RSP	20	62	15	35	15	35
			All ES	62	20	17	23	40
			District	37	31	13	16	41

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 2025 School Growth Data by Subgroup

## Carver

3/30/26

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Declined	Below Target	Above Target	Accelerated*	
M a t h	All Students	157	36	23	32	22	24	
		All ES	35	24	29	28	19	
		District	23	34	20	19	27	
	Grade	Gr. 04 (Minimum Growth Target: 42) (Min Accelerated Growth Target: 85)	78	64	10	23	28	38
			All ES	42	20	30	31	20
			District	40	21	30	30	19
		Gr. 05 (Minimum Growth Target: 39) (Min Accelerated Growth Target: 79)	79	9	35	41	15	9
			All ES	28	29	29	25	18
			District	27	30	28	25	17
	Ethnicity	White	58	43	12	40	22	26
			All ES	32	26	31	26	17
			District	23	34	20	19	26
Hispanic		49	23	39	24	12	24	
		All ES	36	24	28	28	19	
		District	22	35	19	19	27	
Other		28	45	14	36	29	21	
		All ES	32	26	28	29	17	
		District	27	31	20	20	28	
Cambodian	11^	-	27	18	27	27		
	All ES	40	22	28	26	24		
	District	29	30	20	20	30		

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 2025 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*	
Ethnicity	African American	9^	-	44	33	11	11	
		All ES	35	23	32	25	19	
		District	21	35	20	18	28	
	Asian	8^	-	25	13	25	38	
		All ES	41	23	29	26	22	
		District	28	31	21	20	29	
	Filipino	5^	-		20		80	0
		All ES	38	22	26	33	18	
		District	31	30	19	21	30	
Gender	Female	75	39	19	36	20	25	
		All ES	33	25	30	27	18	
		District	22	34	20	18	27	
	Male	82	34	27	28	23	22	
		All ES	37	24	29	28	19	
		District	23	35	19	19	27	
	Nonbinary	All ES^	19	33		67	0	
District		12	45	10	15	30		
Special Populations	EL + RFEP	2^	-	50		50		
		All ES	37	25	27	28	21	
		District	21	37	18	18	27	
	RFEP	2^	-	50		50		

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

^Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

## Carver

3/30/26

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	RFEP	All ES	40	22	27	30	21	
		District	21	36	18	18	28	
	GATE/Excel	66	34	21	36	21	21	
		All ES	35	23	30	29	17	
	ELL	District	26	31	21	21	27	
		All ES	36	27	26	26	20	
	Foster	District	20	38	18	18	26	
		All ES	37	28	23	19	30	
	Homeless	District	27	36	17	17	30	
		1^	-				100	0
	Homeless/Foster	All ES	31	25	30	26	19	
		District	17	38	20	16	26	
	Low SES	1^	-				100	0
		All ES	32	25	29	25	21	
	Special Ed.	District	18	38	20	16	26	
		44	39	27	25	16	32	
	Special Ed.	All ES	36	24	28	28	19	
		District	22	35	19	19	27	
Special Ed.	25	12	36	32	12	20		
	All ES	39	26	26	26	23		
Special Ed.	District	22	36	17	17	29		

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

^Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

## Carver

3/30/26

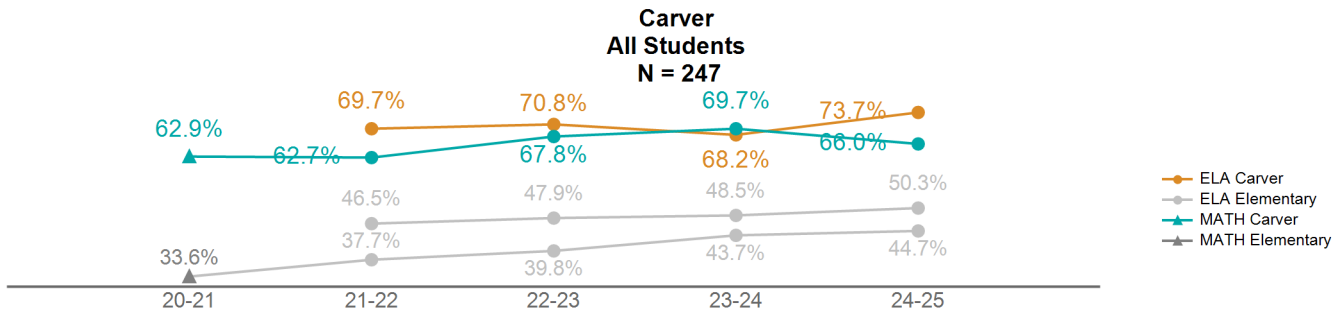
Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	Special Populations	Spec Ed. Speech/RSP	21	9	38			24
			All ES	39	25	27	25	24
			District	22	36	18	17	29

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

^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.

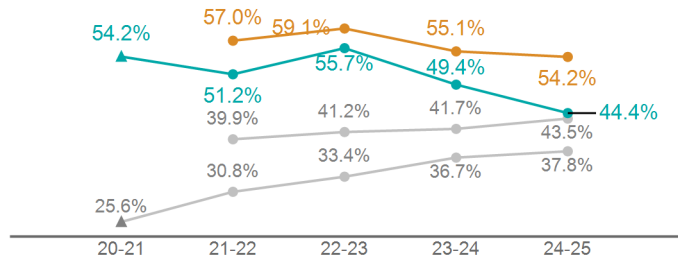
### Asian

Subgroup with fewer than 20 students.

### Filipino

Subgroup with fewer than 20 students.

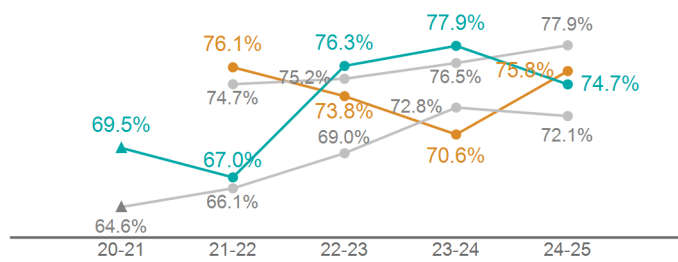
### Hispanic N = 72



### Pacific Islander

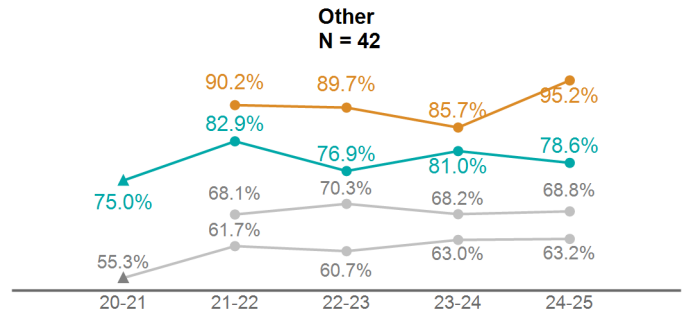
Subgroup with fewer than 20 students.

### White N = 91



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

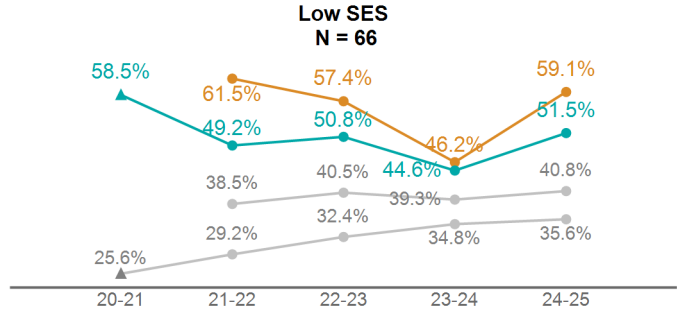
**Native American**  
Subgroup with fewer than 20 students.



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

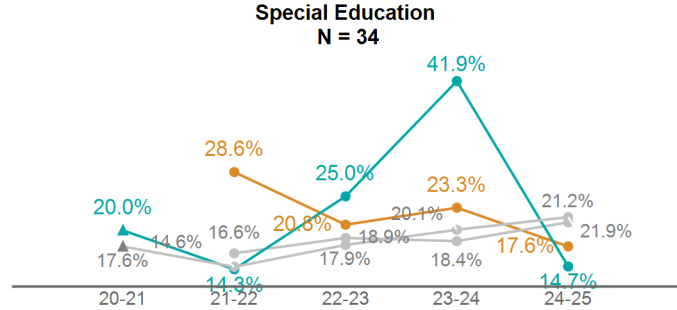
## EL + RFEP

Subgroup with fewer than 20 students.



## English Learner

Subgroup with fewer than 20 students.

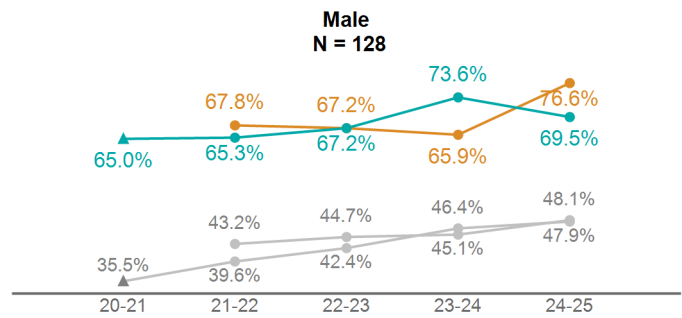
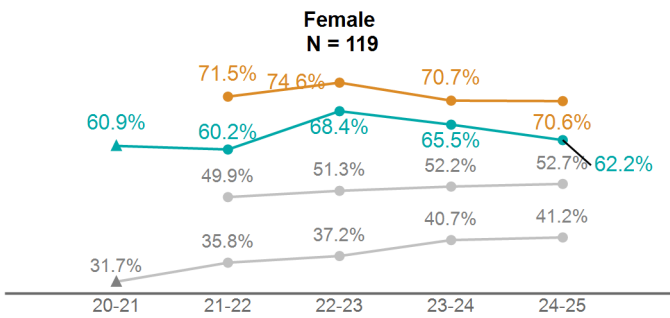


## Homeless

Subgroup with fewer than 20 students.

## Foster Youth

Subgroup with fewer than 20 students.



N's are from the current year.  
Subgroups under 20 students are not included.

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/30/26

## 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	11,695	50%	29	21	24	26	50%	↑2		↑5
Addams	362	67%	41	25	21	12	33%	↑2		↑6
Alvarado	171	39%	19	20	28	33	61%	↓3		↑3
Barton	218	69%	49	21	19	12	31%	↑3		↑2
Birney	235	56%	35	21	23	22	44%	↑3		↑9
Bixby	235	36%	15	21	29	35	64%	↓1		↑4
Bryant	175	52%	35	17	29	19	48%	↑1		↑9
Burbank	246	54%	33	22	22	24	46%	↓2		↑8
Burcham	185	37%	17	20	21	42	63%	↑1		↑8
Carver	247	26%	12	15	32	42	74%	↑5		↑8
Chavez	137	64%	46	18	21	15	36%	↑3		↑9
Cleveland	182	20%	6	14	32	48	80%	↓2		↓3
Dooley	339	57%	31	26	22	22	43%	↑1		↑1
Edison	197	82%	61	21	14	4	18%	↓6		↓3
Emerson	173	29%	16	13	30	40	71%	↓4		↑2
Fremont	252	27%	11	17	26	47	73%	↓8		↓5
Gant	320	18%	7	11	29	54	83%	↑2		↑1
Garfield	244	52%	34	18	29	19	48%	↑10		↑11
Gompers	186	51%	30	21	27	22	49%	↑-		↑2
Grant	430	65%	37	27	22	13	35%	↑3		↑6
Harte	347	62%	39	23	22	16	38%	↓2		↑10
Henry	377	34%	14	19	23	43	66%	↓3		↑3
Herrera	310	62%	39	24	25	12	38%	↑5		↑11
Holmes	167	32%	20	12	25	43	68%	↑4		↑3

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

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/30/26

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	123	63%	46	17	20	16	37%	↑8		↑17
Kettering	135	27%	13	15	28	44	73%	↑3		↑1
King	278	69%	45	24	21	10	31%	↑1		↑1
Lafayette	430	63%	39	23	19	18	37%	↓1		↑5
Lincoln	385	51%	24	27	26	23	49%	↑7		↑8
Longfellow	450	33%	16	16	26	41	67%	↑5		↑11
Los Cerritos	201	31%	14	17	25	44	69%	↑5		↑2
Lowell	283	24%	10	14	19	57	76%	↓6		↓3
Macarthur	144	33%	13	20	30	37	67%	↑7		↑6
Madison	162	39%	21	18	26	35	61%	↑5		↑11
Mann	152	56%	39	17	24	20	44%	↑5		↑13
McKinley	224	59%	32	27	25	17	41%	↑2		↑6
Naples	139	17%	9	9	20	63	83%	↓1		↓2
Oropeza	245	60%	40	20	21	18	40%	↓2		↑7
Prisk	253	21%	9	12	28	52	79%	↑2		↑7
Riley	178	48%	20	28	27	25	52%	↓9		↑4
Roosevelt	388	66%	38	28	24	10	34%	↑2		↑15
Signal Hill	316	49%	29	20	28	23	51%	↓2		↑8
Smith	317	69%	44	25	16	15	31%	↑-		↑-
Stevenson	215	59%	36	23	27	14	41%	↑3		↑2
Twain	211	48%	27	21	30	21	52%	↓-		↑3
Webster	207	65%	43	22	20	14	35%	↑3		↓2
Whittier	261	68%	48	20	20	12	32%	↑7		↑11
Willard	263	67%	42	24	21	12	33%	↓-		↑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 Math 2024-2025 :: School Comparison by Subgroup

3/30/26

## 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	11,758	55%	29	26	23	22	45%	↑1		↓4
Addams	360	73%	44	29	17	10	27%	↓1		↓3
Alvarado	171	50%	22	28	23	27	50%	↓1		↓3
Barton	217	70%	46	24	13	17	30%	↑6		↑1
Birney	236	60%	34	26	22	18	40%	↑-		↓5
Bixby	237	46%	19	27	24	30	54%	↓1		↓2
Bryant	177	60%	34	25	21	19	40%	↑5		↓1
Burbank	249	64%	38	26	23	12	36%	↑4		↑6
Burcham	186	38%	16	23	22	40	62%	↑1		↓2
Carver	247	34%	15	19	24	42	66%	↓4		↓7
Chavez	140	71%	49	22	21	8	29%	↑8		↑7
Cleveland	182	27%	3	24	36	36	73%	↓8		↓11
Dooley	344	66%	42	24	20	14	34%	↑1		↓6
Edison	199	75%	54	21	21	4	25%	↑3		↑1
Emerson	173	39%	13	26	28	32	61%	↓7		↓13
Fremont	251	36%	12	24	28	35	64%	↓11		↓14
Gant	320	22%	7	16	26	52	78%	↓3		↓7
Garfield	248	61%	31	30	26	13	39%	↑-		↓6
Gompers	186	53%	27	26	28	19	47%	↑10		↑5
Grant	435	75%	43	31	17	9	25%	↓3		↓12
Harte	345	65%	39	27	21	14	35%	↑-		↓3
Henry	377	40%	15	25	29	31	60%	↓2		↓11
Herrera	312	68%	36	33	24	8	32%	↑4		↑9
Holmes	167	46%	19	27	26	28	54%	↑-		↑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 Math 2024-2025 :: School Comparison by Subgroup

3/30/26

## 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	123	68%	47	21	18	14	32%	↑1		↓2
Kettering	135	27%	10	17	36	37	73%	↑1		-
King	280	74%	41	32	17	10	26%	↑-		↓5
Lafayette	439	59%	28	31	26	15	41%	↑5		↓-
Lincoln	387	51%	24	28	26	23	49%	↑7		↓4
Longfellow	450	46%	19	27	24	29	54%	↓1		↑1
Los Cerritos	201	34%	14	20	21	44	66%	↑3		↓8
Lowell	283	33%	12	21	24	43	67%	↓5		↓10
Macarthur	144	40%	17	22	31	30	60%	↑3		↓6
Madison	162	49%	19	30	25	26	51%	↑3		↓8
Mann	152	62%	33	29	26	13	38%	↓-		↑3
McKinley	227	62%	31	31	23	15	38%	↑4		↓1
Naples	139	24%	7	17	27	50	76%	↓4		↓13
Oropeza	248	68%	41	27	21	10	32%	↑1		-
Prisk	253	28%	10	17	28	44	72%	↓1		↑1
Riley	178	46%	21	25	29	25	54%	↑4		-
Roosevelt	393	72%	38	34	20	8	28%	↓3		↓6
Signal Hill	318	54%	25	29	22	24	46%	↓1		↓2
Smith	323	66%	37	28	22	12	34%	↑5		↓3
Stevenson	222	66%	34	32	21	13	34%	↑3		↓5
Twain	211	58%	29	29	20	21	42%	↑-		↓8
Webster	208	63%	38	25	22	15	37%	↑9		↑5
Whittier	261	76%	51	25	16	8	24%	↑4		↓2
Willard	262	73%	39	34	19	8	27%	↓7		↓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 Science 2024-2025 :: School Comparison by Subgroup

3/30/26

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	3,904	68%	17	52	20	12	32%	↑2	-
Addams	122	80%	18	62	16	4	20%	↑1	-
Alvarado	63	62%	5	57	25	13	38%	↓1	-
Barton	76	95%	30	64	5		5%	↓3	-
Birney	76	75%	18	57	17	8	25%	↑2	-
Bixby	78	56%	10	46	28	15	44%	↑1	-
Bryant	48	69%	17	52	19	13	31%	↑8	-
Burbank	85	71%	24	47	22	7	29%	↓1	-
Burcham	64	53%	11	42	22	25	47%	↑12	-
Carver	79	37%	1	35	38	25	63%	↓8	-
Chavez	42	71%	40	31	24	5	29%	↑22	-
Cleveland	58	48%	3	45	33	19	52%	↓17	-
Dooley	115	81%	27	54	15	4	19%	↓3	-
Edison	62	87%	40	47	11	2	13%	↑2	-
Emerson	60	53%	10	43	27	20	47%	↓10	-
Fremont	83	33%	4	29	39	29	67%	↑-	-
Gant	102	42%	8	34	22	36	58%	↓1	-
Garfield	93	76%	18	58	19	4	24%	↑5	-
Gompers	57	77%	12	65	12	11	23%	↓15	-
Grant	142	82%	22	60	14	4	18%	↑7	-
Harte	114	77%	11	66	19	4	23%	↑3	-
Henry	120	55%	8	47	21	24	45%	↑3	-
Herrera	86	86%	23	63	9	5	14%	↓11	-
Holmes	49	49%	2	47	33	18	51%	↑21	-

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

# SBAC Science 2024-2025 :: School Comparison by Subgroup

3/30/26

## 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	42	83%	36	48	12	5	17%	↑4		-
Kettering	45	47%	2	44	31	22	53%	↑1		-
King	92	79%	20	60	15	5	21%	↑6		-
Lafayette	144	84%	24	60	13	3	16%	↑1		-
Lincoln	145	72%	12	59	18	10	28%	↑7		-
Longfellow	138	50%	8	42	25	25	50%	↓-		-
Los Cerritos	82	40%	4	37	30	29	60%	↑15		-
Lowell	83	34%	10	24	34	33	66%	↑5		-
Macarthur	50	56%	56	30	14	44%	↑8		-	
Madison	52	63%	15	48	25	12	37%	↓3		-
Mann	42	79%	24	55	14	7	21%	↓1		-
McKinley	68	81%	21	60	15	4	19%	↓3		-
Naples	50	30%	4	26	28	42	70%	↑6		-
Oropeza	70	77%	21	56	17	6	23%	↓3		-
Prisk	102	35%	4	31	33	31	65%	↓5		-
Riley	62	68%	11	56	24	8	32%	↓3		-
Roosevelt	145	84%	16	68	13	3	16%	↑5		-
Signal Hill	112	71%	14	57	21	8	29%	↓10		-
Smith	109	92%	35	57	6	3	8%	↓10		-
Stevenson	70	87%	27	60	6	7	13%	↓3		-
Twain	64	72%	19	53	23	5	28%	↑5		-
Webster	67	82%	39	43	12	6	18%	↑2		-
Whittier	107	82%	27	55	14	4	18%	↑6		-
Willard	89	87%	19	67	11	2	13%	↓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 2024-2025 :: School Comparison by Subgroup

3/30/26

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	11,560	49%	26	23	32	19	51%	↑3		↑3
Bancroft	773	42%	20	23	36	22	58%	↑5		↑4
Franklin	931	66%	41	24	25	10	34%	↓-		↓1
Hamilton	694	61%	32	29	29	11	39%	↑2		↑6
Hoover	477	57%	31	26	29	13	43%	↓2		↓3
Hughes	1,162	45%	23	22	31	24	55%	↑6		↑4
IVA	65	34%	14	20	35	31	66%	↑66		-
Jefferson	988	44%	23	21	36	20	56%	↑5		↑10
Keller	507	31%	10	21	39	30	69%	↑4		↑3
Lindbergh	408	65%	37	28	27	8	35%	↑1		↑3
Lindsey	664	63%	35	28	29	8	37%	↑2		↓-
Marshall	929	38%	18	20	35	27	62%	↓1		-
Nelson	776	64%	36	28	24	12	36%	↑3		↓2
Rogers	747	29%	14	16	36	35	71%	↑5		↑4
Stanford	1,109	32%	14	18	36	32	68%	↓-		↓-
Stephens	623	47%	22	24	36	18	53%	↓1		↑11
Washington	772	67%	41	27	26	6	33%	↑3		↑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 2024-2025 :: School Comparison by Subgroup

3/30/26

## 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	11,563	65%	40	25	17	18	35%	↑2		↑-
Bancroft	766	59%	31	28	21	20	41%	↑5		↑1
Franklin	939	78%	55	22	13	10	22%	↑3		↑1
Hamilton	691	86%	62	24	9	4	14%	↑1		↓1
Hoover	475	72%	47	25	13	15	28%	↑4		↓2
Hughes	1,158	58%	34	23	17	25	42%	↓1		↓1
IVA	65	49%	26	23	17	34	51%	↑51		-
Jefferson	990	70%	44	26	16	14	30%	↑1		↑1
Keller	507	49%	17	32	24	27	51%	↓2		↓1
Lindbergh	414	77%	48	29	16	7	23%	↑4		↑3
Lindsey	663	79%	54	25	13	8	21%	↑6		↑-
Marshall	923	51%	28	24	22	26	49%	↑3		↑1
Nelson	768	77%	50	27	13	10	23%	↑3		↓3
Rogers	744	49%	25	23	22	30	51%	↑1		↓3
Stanford	1,107	46%	22	23	23	31	54%	↑1		↑1
Stephens	628	65%	39	26	19	16	35%	↑3		↑5
Washington	790	83%	59	25	11	6	17%	↑1		↑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 2024-2025 :: School Comparison by Subgroup

3/30/26

## All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	3,859	72%	15	58	19	8	28%	↑3		-
Bancroft	254	68%	11	57	24	8	32%	↑5		-
Franklin	332	83%	23	61	13	4	17%	↑1		-
Hamilton	237	86%	23	62	12	3	14%	↓1		-
Hoover	152	81%	22	59	15	4	19%	↑6		-
Hughes	389	65%	10	55	25	10	35%	↑-		-
IVA	64	50%	13	38	33	17	50%	-		-
Jefferson	336	74%	17	57	21	5	26%	↑2		-
Keller	153	60%	3	57	23	17	40%	↑2		-
Lindbergh	125	82%	18	63	16	2	18%	↑5		-
Lindsey	225	84%	18	66	11	4	16%	↑7		-
Marshall	315	62%	9	53	26	12	38%	↑6		-
Nelson	248	76%	15	60	18	6	24%	↑6		-
Rogers	250	48%	7	41	28	24	52%	↓5		-
Stanford	362	59%	7	52	27	14	41%	↑5		-
Stephens	205	80%	16	64	15	5	20%	↑5		-
Washington	276	91%	27	64	9		9%	↓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 2024-2025 :: School Comparison by Subgroup

3/30/26

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,576	44%	25	20	27	29	56%	↑4		↑3
Avalon	205	81%	56	25	16	3	19%	↓5		↓6
Cubberley	641	29%	15	15	27	43	71%	↑2		↓2
Muir	626	53%	34	20	27	20	47%	↑6		↑8
Newcomb	551	19%	5	14	31	50	81%	↑2		↑5
Powell	496	63%	35	28	24	13	37%	↑4		↑5
Robinson	509	67%	40	27	23	10	33%	↑4		↑5
Tincher	545	26%	10	16	31	43	74%	↑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 2024-2025 :: School Comparison by Subgroup

3/30/26

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded				
All K-8	3,573	54%	31	23	20	25	46%	↑4		↑-
Avalon	198	88%	63	26	7	5	12%	↓1		↓2
Cubberley	637	43%	21	22	21	36	57%	↑2		↓5
Muir	623	64%	37	26	20	16	36%	↑2		↓1
Newcomb	551	26%	8	19	28	46	74%	↑4		↑4
Powell	497	70%	46	25	18	12	30%	↑4		↑1
Robinson	519	76%	49	27	14	10	24%	↑5		↑4
Tincher	546	37%	16	21	25	38	63%	↑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 2024-2025 :: School Comparison by Subgroup

3/30/26

## 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 K-8	1,218	65%	14	51	23	13	35%	↑3		-
Avalon	88	89%	40	49	11		11%	↑1		-
Cubberley	214	50%	12	38	27	23	50%	↑2		-
Muir	202	71%	16	55	24	4	29%	↑6		-
Newcomb	171	38%		37	31	31	62%	↓4		-
Powell	183	83%	19	64	14	3	17%	↑1		-
Robinson	176	84%	19	65	14	2	16%	↑3		-
Tincher	184	52%	5	47	30	17	48%	↑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 2024-2025 :: School Comparison by Subgroup

3/30/26

## 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	4,565	46%	25	21	29	25	54%	↑2		↑4
Browning	71	56%	35	21	27	17	44%	↑23		↑8
Cabrillo	321	61%	32	29	28	12	39%	↑-		↑14
CAMS	157	1%	1	13	85	99%	83%	↑1		↑1
EPHS	150	81%	55	26	16	3	19%	↓1		↑5
Jordan	509	69%	41	28	22	9	31%	↓3		↓3
Lakewood	515	49%	21	28	34	18	51%	↑1		↑8
McBride	164	17%	3	14	37	46	83%	↑5		↑11
Millikan	781	39%	21	18	31	30	61%	↓-		↓2
Polytechnic	925	43%	22	22	33	24	57%	↑4		↑9
Reid	30	100%	73	27			0%	↓8		↓23
Renaissance	92	33%	13	20	32	36	67%	↓5		↑1
Sato	112	9%	9	16	75	91%	91%	↓3		↓4
Wilson	738	45%	26	20	30	25	55%	↑7		↑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 2024-2025 :: School Comparison by Subgroup

3/30/26

## 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	4,556	73%	50	23	16	11	27%	↑3		↓7	
Browning	72	83%	68	15	11	6	17%	↑4		↑5	
Cabrillo	320	91%	74	16	7	3	9%	↑-		↓3	
CAMS	157	5%		4	19		76	95%	↑1		↓1
EPHS	141	85%	71	14	11	4	15%	↑9		↑12	
Jordan	513	86%	66	20	11	4	14%	↑6		↓5	
Lakewood	521	84%	53	30	12	4	16%	↑5		↓4	
McBride	164	55%	25	30	26	20	45%	↑-		↓15	
Millikan	789	66%	38	28	23	11	34%	↑2		↓11	
Polytechnic	919	75%	51	24	15	10	25%	↓1		↓6	
Reid	30	100%	100				0%	-		-	
Renaissance	91	66%	42	24	18	16	34%	↑22		↓10	
Sato	112	14%		3	12	32	54	86%	↑15		↑6
Wilson	727	80%	57	23	15	6	20%	↑5		↓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 2024-2025 :: School Comparison by Subgroup

3/30/26

## 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	4,336	76%	15	62	18	6	24%	↑-		-	
Browning	48	96%	21	75	2	2	4%	↓2		-	
Cabrillo	328	93%	22	71	7		7%	↓1		-	
CAMS	169			13%	13	38	49	87%	↑3		-
EPHS	98	91%	22	68	8	1	9%	↑1		-	
Jordan	468	92%	22	69	8		8%	↑2		-	
Lakewood	478	85%	21	64	14	1	15%	↓-		-	
McBride	168		53%	5	48	35	13	47%	↑19		-
Millikan	775	69%	10	59	24	7	31%	↓2		-	
Polytechnic	929	75%	12	63	19	6	25%	↓2		-	
Reid	37	95%	35	59	5		5%	↑2		-	
Renaissance	74	85%	15	70	14	1	15%	↑3		-	
Sato	112		37%	36	38	25	63%	↑19		-	
Wilson	652	83%	14	69	14	3	17%	↓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 2024-2025 :: School Comparison by Subgroup

3/30/26

## 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	0%		33	67	100%	↑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 2024-2025 :: School Comparison by Subgroup

3/30/26

## 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)	2	0%		50	50	100%	↑67		-

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

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/30/26

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
District	31,396	48%	27	22	28	24	52%	↑2	↑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 Math 2024-2025 :: School Comparison by Subgroup

3/30/26

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	31,450	62%	36	25	19	19	38%	↑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 2024-2025 :: 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	13,317	72%	15	57	19	9	28%	↑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 2025

School Name	Overall		Grade 3		Grade 4		Grade 5		Lowest Performing		
	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Addams	33.1%	2.4%	32.2%	4.6%	27.0%	0.8%	40.2%	1.9%	African American	18.4%	-8.6%
Alvarado	61.4%	-2.6%	55.9%	0.8%	63.3%	-4.6%	65.1%	-2.8%	African American	47.8%	5.0%
Avalon	19.0%	-4.6%	24.1%	-16.6%	14.8%	-3.0%	18.8%	-12.5%	Hispanic	16.0%	-4.2%
Barton	30.7%	2.9%	35.5%	-5.5%	26.2%	7.3%	29.9%	3.6%	African American	16.7%	-3.0%
Birney	44.3%	3.1%	40.3%	9.1%	41.9%	-10.9%	50.7%	9.9%	African American	34.3%	1.9%
Bixby	63.8%	-0.6%	54.2%	6.3%	62.4%	-12.0%	74.4%	0.3%	Hispanic	60.4%	2.3%
Bryant	48.0%	0.6%	42.0%	-4.1%	48.3%	1.5%	56.3%	7.2%	African American	26.9%	3.1%
Burbank	45.5%	-2.1%	41.6%	-1.3%	43.7%	0.3%	51.2%	-3.7%	Hispanic	41.8%	-0.6%
Burcham	62.7%	1.5%	56.9%	-1.0%	61.9%	4.0%	68.8%	0.1%	Hispanic	54.8%	1.5%
Carver	73.7%	5.5%	78.2%	17.9%	70.4%	1.2%	72.2%	-2.8%	Hispanic	54.2%	-1.0%
Chavez	35.8%	3.1%	31.4%	5.3%	35.6%	-1.2%	41.5%	6.7%	Hispanic	28.2%	-2.8%
Cleveland	79.7%	-1.5%	80.0%	-8.1%	78.1%	-0.6%	81.0%	3.0%	Hispanic	78.5%	1.1%
Cubberley	70.5%	1.6%	79.6%	2.9%	61.6%	-4.7%	68.5%	-7.0%	African American	26.5%	-16.7%
Dooley	43.4%	0.7%	47.7%	12.3%	39.5%	-7.7%	43.4%	-1.5%	African American	30.0%	-2.2%
Edison	17.8%	-6.0%	17.1%	2.0%	14.5%	-12.3%	22.4%	-8.3%	African American	8.3%	-15.0%
Emerson	70.5%	-3.9%	67.9%	-4.4%	70.2%	-4.0%	73.3%	-3.8%	Hispanic	60.7%	-4.5%
Fremont	72.6%	-7.9%	68.6%	-9.2%	67.5%	-13.5%	81.9%	-2.4%	Hispanic	66.3%	-9.3%
Gant	82.5%	1.9%	84.7%	1.5%	76.6%	-1.7%	86.3%	6.0%	Hispanic	75.0%	0.0%
Garfield	48.0%	10.4%	40.5%	0.5%	44.6%	5.2%	57.1%	23.1%	Hispanic	44.1%	12.2%
Gompers	48.9%	0.3%	44.1%	-4.3%	54.1%	12.0%	49.1%	-6.0%	African American	33.3%	1.5%
Grant	35.1%	2.9%	32.2%	7.2%	28.6%	-9.4%	44.7%	11.3%	African American	17.0%	1.9%
Harte	38.0%	-1.8%	27.0%	-12.3%	35.1%	2.4%	52.6%	5.5%	African American	19.5%	-1.4%
Henry	66.3%	-3.1%	60.3%	-3.1%	71.8%	4.2%	66.7%	-10.7%	Hispanic	64.4%	-4.3%
Herrera	37.7%	4.6%	37.3%	8.7%	34.5%	8.6%	42.9%	0.7%	African American	30.3%	11.7%
Holmes	68.3%	4.3%	58.6%	-7.5%	71.7%	-7.1%	75.5%	24.0%	Hispanic	52.5%	-3.7%
Hudson	36.6%	7.8%	27.0%	-3.7%	45.5%	18.5%	35.7%	7.1%	Hispanic	23.5%	-1.5%
Kettering	72.6%	2.7%	73.9%	5.8%	75.0%	-1.6%	68.9%	4.6%	Hispanic	61.0%	14.6%
King	30.9%	0.9%	36.6%	7.5%	32.3%	7.8%	23.9%	-12.5%	African American	28.6%	7.9%
Lafayette	37.2%	-0.5%	31.7%	-8.3%	37.3%	3.7%	42.7%	3.1%	African American	32.7%	-2.1%
Lincoln	49.1%	7.2%	51.3%	8.7%	44.0%	5.2%	51.7%	7.1%	Hispanic	47.6%	7.6%
Longfellow	67.3%	4.7%	62.5%	-1.7%	68.8%	14.7%	71.7%	3.3%	African American	46.3%	11.0%
Los Cerritos	68.7%	5.4%	71.7%	11.0%	62.7%	-8.0%	70.7%	12.8%	African American	56.3%	14.6%
Lowell	75.6%	-5.7%	75.0%	-9.6%	74.0%	-7.5%	78.3%	0.7%	Hispanic	65.1%	-3.9%
Macarthur	66.7%	6.9%	64.2%	-3.2%	70.7%	13.3%	66.0%	11.5%	Hispanic	66.2%	6.5%
Madison	61.1%	5.4%	60.4%	3.7%	64.9%	19.6%	57.7%	-6.2%	African American	41.9%	1.9%
Mann	44.1%	5.3%	33.9%	-6.8%	48.1%	19.3%	52.4%	6.5%	African American	30.0%	-6.0%
McKinley	41.1%	2.0%	46.6%	9.7%	38.6%	8.1%	38.2%	-10.0%	African American	30.0%	2.7%
Muir	46.6%	6.0%	41.0%	2.8%	38.3%	4.0%	50.5%	13.0%	African American	42.3%	5.8%
Naples	82.7%	-1.3%	86.7%	12.2%	68.2%	-24.3%	92.0%	8.7%	Hispanic	73.0%	1.2%
Newcomb	81.1%	1.9%	73.3%	-5.6%	87.6%	18.5%	80.2%	2.6%	African American	71.9%	9.4%
Oropeza	39.6%	-2.0%	32.9%	-8.0%	38.5%	-1.2%	49.3%	5.7%	African American	22.6%	2.6%
Powell	36.9%	4.5%	29.7%	0.3%	30.8%	-18.7%	41.9%	9.7%	African American	28.6%	-0.5%
Prisk	79.4%	2.0%	74.1%	-3.1%	80.3%	2.9%	83.3%	5.8%	African American	63.6%	15.8%
Riley	52.2%	-8.8%	37.9%	-23.9%	63.8%	8.4%	54.8%	-11.8%	Hispanic	44.7%	-13.6%
Robinson	32.8%	4.0%	23.9%	5.1%	15.9%	0.9%	24.4%	-9.7%	African American	28.7%	3.3%

# SBAC ELA 2025

	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
49	15.6%	Hispanic	280	28.7%	-2.0%	27.3%	4.2%	15.4%	8.6%	10.0%	4.0%
23	37.0%	Cambodian	46	61.0%	-0.4%	25.0%	-8.3%	9.5%	9.5%	7.7%	7.7%
169	17.4%	White	33	11.8%	-2.6%	0.0%	0.0%	3.6%	-2.9%	3.3%	-3.1%
60	17.6%	Hispanic	111	19.1%	3.6%	41.2%	19.0%	8.0%	1.3%	5.7%	-0.7%
35	35.3%	Filipino	23	34.8%	3.8%	36.4%	13.3%	11.1%	7.5%	16.3%	14.3%
149	14.0%	White	39	65.6%	4.9%	0.0%	-57.1%	15.4%	-5.3%	33.3%	12.6%
26	20.9%	Hispanic	113	26.2%	-10.2%	53.3%	17.0%	18.8%	-4.8%	10.6%	1.1%
177	8.2%	African American	36	33.7%	-6.1%	52.9%	14.5%	0.0%	-17.5%	3.3%	-14.2%
84	22.2%	White	52	11.1%	-17.5%			12.5%	-12.5%	29.2%	5.6%
72	41.1%	Other	42	83.3%	38.9%	33.3%	-46.7%	13.3%	-10.0%	17.6%	-5.7%
103	0.0%	Hispanic	103	20.4%	-4.0%	28.6%	28.6%	27.3%	13.9%	11.4%	3.9%
79	2.3%	White	73	85.7%	-14.3%	100.0%	0.0%	31.3%	-38.8%	40.7%	-24.9%
49	62.8%	Asian	28	55.3%	11.1%	15.4%	-36.6%	32.1%	-18.7%	24.0%	-7.4%
50	14.3%	Hispanic	253	32.7%	-2.0%	22.7%	-6.3%	13.6%	10.2%	17.1%	14.1%
24	10.7%	Hispanic	163	15.2%	-6.9%	14.3%	-10.7%	19.0%	15.8%	9.4%	5.8%
56	19.0%	White	74	50.0%	12.5%	0.0%	-66.7%	65.0%	15.0%	46.9%	12.8%
104	17.9%	Other	38	41.4%	-25.3%	50.0%	-25.0%	26.7%	-21.5%	42.9%	-5.3%
96	13.5%	Other	61	70.0%	-8.3%	75.0%	50.0%	72.4%	13.0%	75.0%	15.6%
186	25.1%	Filipino	26	31.4%	6.6%	50.0%	20.0%	15.8%	11.6%	21.7%	17.6%
24	48.5%	Other	22	27.3%	-6.1%	33.3%	-10.4%	27.8%	-0.8%	23.1%	5.5%
47	38.5%	Cambodian	27	23.5%	0.3%	22.7%	15.3%	3.1%	-0.3%	2.7%	-0.7%
41	51.9%	Asian	35	36.3%	1.9%	12.0%	-8.7%	0.0%	-7.4%	5.8%	1.3%
247	9.0%	White	79	46.7%	-8.1%	0.0%	-80.0%	21.1%	-14.7%	40.5%	4.8%
33	19.7%	Asian	38	31.0%	5.8%	14.3%	-16.5%	8.0%	1.5%	10.0%	4.1%
80	14.2%	African American	39	50.0%	5.6%	58.3%	14.6%	37.5%	9.5%	33.3%	6.4%
68	7.2%	African American	26	28.1%	1.3%	0.0%	-6.7%	12.5%	4.2%	14.0%	11.4%
41	27.0%	Other	25	61.5%	-9.0%	100.0%	33.3%	11.1%	-8.9%	19.0%	-1.0%
35	1.7%	Hispanic	225	28.8%	3.8%	9.5%	-0.5%	0.0%	-7.1%	5.6%	-1.1%
52	2.9%	Hispanic	346	22.7%	-8.5%	15.4%	-11.1%	13.3%	-0.6%	12.8%	-1.1%
319	16.0%	Asian	22	45.8%	3.6%	38.9%	13.9%	34.8%	7.1%	52.3%	22.5%
80	40.8%	White	93	56.8%	15.5%	33.3%	-16.7%	28.6%	-6.4%	31.0%	-3.2%
32	18.8%	White	32	40.0%	-20.0%	66.7%	24.6%	25.0%	-5.0%	34.6%	4.6%
63	22.7%	Other	41	71.4%	-5.5%	50.0%	50.0%	50.0%	-10.7%	38.7%	-0.1%
71	7.1%	White	30	28.6%	-15.9%	100.0%	66.7%	15.4%	-30.4%	25.0%	-23.0%
31	21.7%	Other	22	63.6%	20.8%	33.3%	16.7%	26.7%	1.7%	27.8%	2.8%
20	40.0%	White	20	28.6%	9.1%	50.0%	21.4%	28.6%	28.6%	13.2%	13.2%
30	30.0%	Asian	20	33.3%	6.6%	16.7%	-1.5%	11.1%	-3.2%	12.5%	-1.4%
52	22.2%	Filipino	79	35.8%	1.2%	24.1%	-11.2%	4.3%	-0.4%	6.1%	3.1%
37	15.4%	White	69	50.0%	-10.0%	50.0%	16.7%	12.5%	-40.8%	36.4%	-17.0%
32	24.6%	Asian	28	54.5%	-9.5%	75.0%	-15.9%	41.7%	8.9%	48.3%	15.5%
31	16.0%	Hispanic	179	35.4%	-2.0%	30.8%	-0.8%	20.0%	4.6%	23.1%	9.7%
112	11.3%	Hispanic	331	31.7%	2.2%	26.7%	6.3%	6.3%	-4.4%	5.4%	-6.6%
22	20.8%	White	77	84.6%	31.3%	80.0%	34.5%	31.0%	-24.2%	44.7%	-9.1%
103	28.1%	Cambodian	22	33.3%	-20.8%	50.0%	10.0%	15.0%	0.0%	13.0%	-2.0%
80	4.4%	Hispanic	380	28.3%	2.2%	19.2%	-12.3%	10.5%	0.7%	11.3%	1.5%

# SBAC ELA 2025

Gender Diff
2.6%
26.2%
6.9%
4.1%
2.8%
10.8%
1.0%
15.2%
0.2%
6.0%
0.5%
9.9%
10.4%
3.2%
3.4%
12.2%
0.2%
3.7%
1.3%
3.0%
10.2%
7.0%
13.6%
1.1%
5.0%
6.5%
10.0%
20.3%
2.5%
4.9%
6.9%
5.4%
10.3%
6.6%
14.0%
11.5%
4.5%
6.1%
6.4%
8.2%
10.0%
9.3%
5.8%
10.1%
7.6%

## SBAC ELA 2025

Roosevelt	34.0%	1.8%	19.6%	-8.3%	30.8%	3.7%	48.3%	8.3%	African American	22.2%
Signal Hill	51.3%	-2.0%	45.8%	-5.6%	50.9%	6.5%	56.3%	-8.2%	African American	29.8%
Smith	31.2%	0.1%	33.0%	0.7%	31.7%	4.7%	29.0%	-4.9%	African American	23.1%
Stevenson	40.9%	2.7%	40.6%	-4.7%	46.9%	13.1%	34.3%	-0.5%	Hispanic	36.9%
Tincher	73.8%	1.5%	72.1%	3.5%	75.3%	-5.0%	86.5%	11.5%	African American	53.8%
Twain	51.7%	-0.4%	49.4%	-9.2%	52.5%	-0.9%	53.8%	7.9%	African American	30.0%
Webster	34.8%	3.3%	35.2%	3.3%	39.1%	-1.2%	29.9%	8.5%	African American	18.9%
Whittier	32.2%	7.3%	32.1%	12.1%	30.0%	4.7%	33.6%	5.2%	African American	17.1%
Willard	33.5%	-0.1%	24.4%	-11.5%	36.8%	0.7%	38.9%	9.7%	African American	20.0%

## SBAC ELA 2025

0.7%	54	27.8%	Asian	22	33.0%	4.6%	9.1%	-16.9%	8.1%	-3.4%	11.1%
-13.3%	47	38.2%	Other	25	49.5%	3.2%	42.9%	7.1%	20.0%	1.0%	9.4%
-10.3%	26	28.8%	Asian	27	27.5%	-4.4%	16.7%	-10.2%	13.3%	2.2%	9.7%
2.2%	149	8.1%	African American	40	31.7%	4.5%	39.3%	-10.7%	9.5%	-5.2%	15.6%
2.6%	39	46.2%	Cambodian	24	60.5%	7.4%	64.3%	6.0%	20.8%	-5.1%	27.8%
2.0%	30	37.7%	White	31	47.1%	-19.6%	27.3%	-31.1%	25.0%	-11.0%	24.5%
2.3%	37	17.1%	Hispanic	147	19.6%	-15.0%	28.6%	28.6%	4.5%	-23.0%	17.6%
4.2%	35	29.5%	Cambodian	45	24.2%	6.5%	19.0%	7.9%	18.8%	14.8%	8.9%
4.4%	35	30.0%	Cambodian	26	21.6%	-3.9%	12.5%	-6.3%	5.9%	-14.1%	7.1%

# SBAC ELA 2025

-0.2%	6.6%
1.1%	5.6%
2.9%	11.6%
0.9%	2.2%
2.3%	5.6%
2.6%	2.1%
-7.4%	7.4%
4.2%	4.2%
-12.9%	7.4%

# 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

## 24-25

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

subgroup
Category

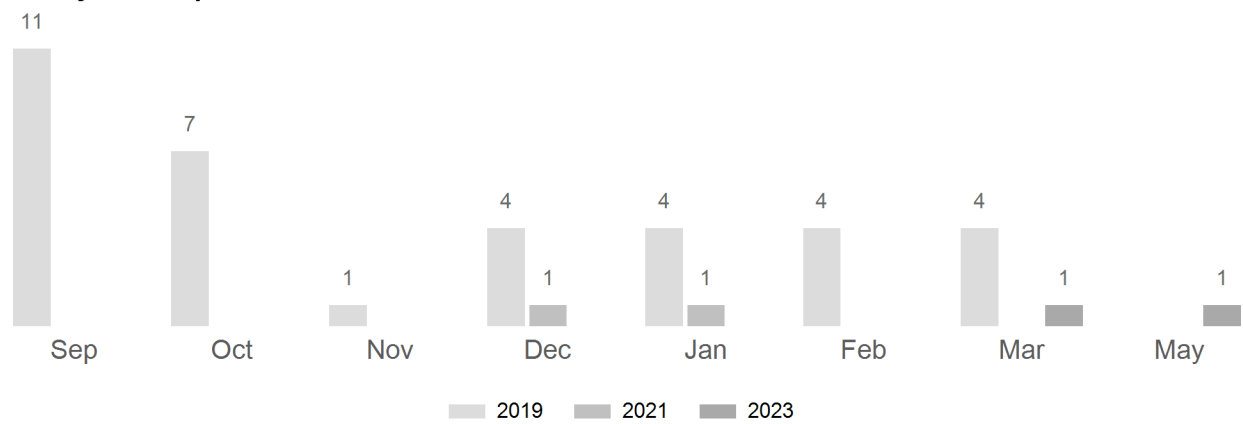
# Carver

## 24-25

By for 24-25

No Data Available

### By Month- 5-year comparison



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

# Suspension Rate

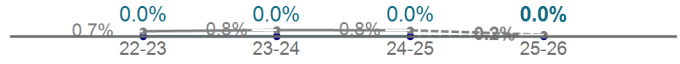
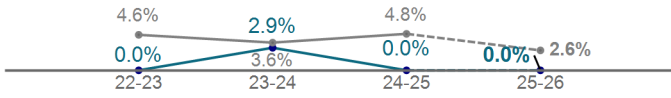
Carver  
All Students  
N = 577

— Carver  
— Elementary



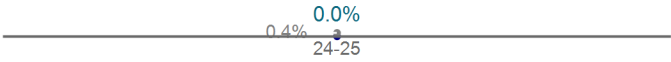
**African American**  
N = 39

**Asian**  
N = 42



**Filipino**

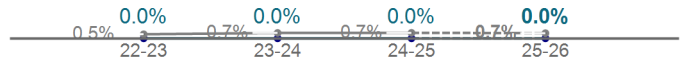
**Hispanic**  
N = 189



**Pacific Islander**

**White**  
N = 195

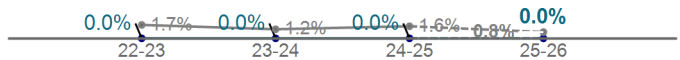
Subgroup with fewer than 20 students.



**Native American**

**Other**  
N = 92

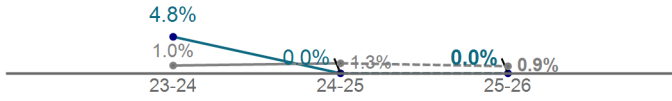
Subgroup with fewer than 20 students.



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

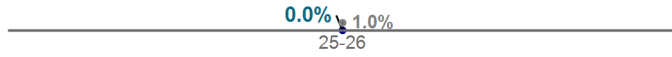
**EL + RFEP**  
N = 29



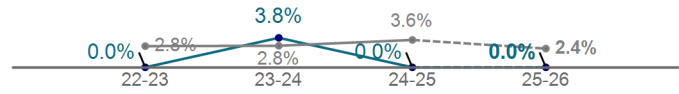
**Low SES**  
N = 153



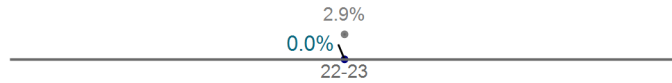
**English Learner**  
N = 23



**Special Education**  
N = 72



**Homeless or Foster Youth**



**Female**  
N = 262



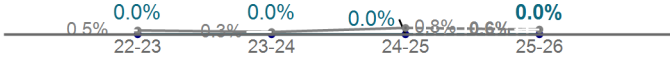
**Male**  
N = 315



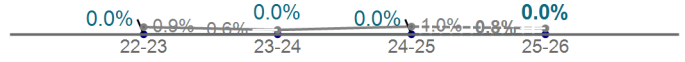
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

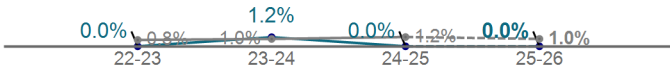
**Gr. K**  
N = 87



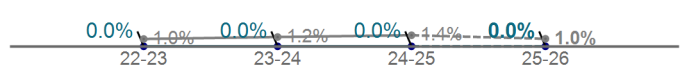
**Gr. 01**  
N = 98



**Gr. 02**  
N = 89



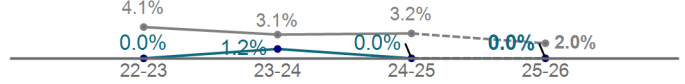
**Gr. 03**  
N = 90



**Gr. 04**  
N = 87



**Gr. 05**  
N = 82



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.

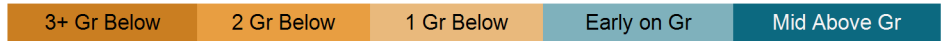
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	88	18	75	25		
			2	86	6	58	14	22	
			3	90	2	34	20	43	
	Teacher	Cantu-Pacheco, E	1	28	14	86			
			2	28	4	68	18	11	
			3	29		38	24	38	
		Keys, C	1	28	21	71	4		
			2	27	7	56	15	22	
			3	28	7	36	14	43	
		Luzzi, J	1	30	17	70	3	10	
			2	30		53	13	33	
			3	30		23	23	53	
	Ethnicity	African American	1	8	38	63			
			2	6		100			
			3	8	13	50	13	25	
		Asian	1	4	25	50	25		
			2	4		75	25		
			3	5		60	20	20	
		Filipino	1	5		60	20	20	
			2	5		40	20	40	
			3	5		20		80	
		Hispanic	1	32	25	72	3		
			2	32	9	53	25	13	
			3	32		44	16	41	
		White	1	29	14	83	3		
			2	28	7	54	11	29	
			3	29	3	28	28	41	
Other		1	10		90	10			
		2	11		64		36		
		3	11			9	27	64	

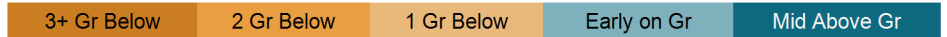
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	39	15	82	3		
			2	37	5	62	22	11	
			3	40	5	38	23	35	
		Male	1	49	20	69	4	6	
			2	49	6	55	8	31	
			3	50		32	18	50	
	Special Populations	Low SES	1	25	32	68			
			2	23	9	83	9		
			3	25	8	48	24	20	
		ELL	1	5	80	20			
			2	5	60	40			
			3	6	17	83			
		RFEP	1	1	100				
			2	1				100	
			3	1				100	
		EL + RFEP	1	6	67	33			
			2	6	50	33	17		
			3	7	14	71	14		
		Special Ed.	1	6	50	50			
			2	6	17	67	17		
			3	6		50	33	17	
Spec Ed. Speech/RSP	1	5	40	60					
	2	5	20	60	20				
	3	5		60	20	20			
Foster	1	1	100						
	3	1				100			
Homeless	3	1	100						

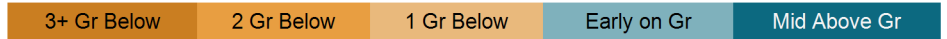
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	86	12	71	10	7	
			2	87	6	51	22	22	
			3	86	5	17	29	49	
	Teacher	Ahrens, S	1	30	7	77	13	3	
			2	30	7	57	30	7	
			3	30	3	7	27	63	
		Chin, J	1	29	21	59	7	14	
			2	29	10	45	21	24	
			3	29	3	28	24	45	
		Rudd, V	1	27	7	74	15	4	
			2	27		52	11	37	
			3	27	7	19	37	37	
	Ethnicity	African American	1	5	20	80			
			2	5		60	40		
			3	5		20	40	40	
		Asian	1	9		78	22		
			2	9		67		33	
			3	9		22	11	67	
		Filipino	1	1		100			
			2	1				100	
			3	1				100	
Hispanic		1	25	24	64	4	8		
		2	25	16	48	24	12		
		3	24		17	29	17	38	
White		1	26	8	73	15	4		
		2	26		4	42	35	19	
		3	26		8		46	46	
Other	1	20	5	70	10	15			
	2	21		57	5	38			
	3	21			14	24	62		

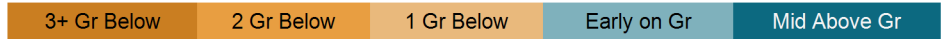
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	45	9	76	9	7	
			2	45	2	60	20	18	
			3	45	7	18	29	47	
		Male	1	41	15	66	12	7	
			2	42	10	40	24	26	
			3	41	2	17	29	51	
	Special Populations	Low SES	1	21	29	62	5	5	
			2	21	14	67	10	10	
			3	21	19	29	14	38	
		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	33	67			
			2	6	17	50	17	17	
			3	6		33	17	50	
		Spec Ed. Speech/RSP	1	3	100				
			2	3		33	33	33	
			3	3				100	
GATE/Excel	1	18		50	22	28			
	2	18			6	39	56		
	3	18				22	78		

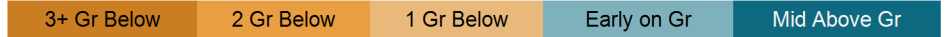
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	87	3	17	45	30	5
			2	87	1	8	38	37	16
			3	88	2	2	31	19	45
	Teacher	Herrera-Gonzalez, A	1	29	3	17	62	14	3
			2	29	10	34	38	17	
			3	29	3	31	14	52	
		Ruiz, P	1	28	7	14	36	39	4
			2	28	4	4	36	46	11
			3	28	4	4	18	21	54
		Schwenzfeier, D	1	28	18	43	32	7	
			2	30	10	43	27	20	
			3	30	3	40	23	33	
	Ethnicity	African American	1	10	10	20	40	20	10
			2	9	44	22	33		
			3	9	11	33	22	33	
		Asian	1	6	50	50			
			2	7	43	29	29		
			3	7	14	29	57		
		Filipino	1	3	33	67			
			2	3	67	33			
			3	3	33	67			
		Hispanic	1	22	5	41	41	14	
			2	22	5	5	59	27	5
			3	22	5	5	64	9	18
		White	1	32	3	13	38	38	9
			2	32	6	31	41	22	
			3	33	3	15	24	58	
Other	1	14	71	29					
	2	14	36	43	21				
	3	14	29	14	57				

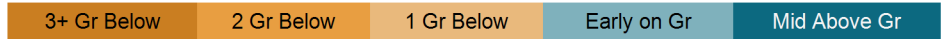
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	39	5	23	41	28	3
			2	40	3	13	35	35	15
			3	41	5	2	29	27	37
		Male	1	48	2	13	48	31	6
			2	47	4	40	38	17	
			3	47	2	32	13	53	
	Special Populations	Low SES	1	21	14	29	29	24	5
			2	22	5	18	45	18	14
			3	22	9	9	36	9	36
		ELL	1	1	100				
			2	1	100				
			3	1	100				
		RFEP	1	2		50		50	
			2	2				50	50
			3	2				100	
		EL + RFEP	1	3		33	33	33	
			2	3			33	33	33
			3	3			33		67
		Special Ed.	1	9		22	56	11	11
			2	8	13	25	63		
			3	8	13	13	63	13	
Spec Ed. Speech/RSP	1	9		22	56	11	11		
	2	8	13	25	63				
	3	8	13	13	63	13			
Homeless	1	2	100						
	2	1	100						
	3	2	100						
GATE/Excel	1	21			14	71	14		
	2	20			5	40	55		
	3	20				10	90		

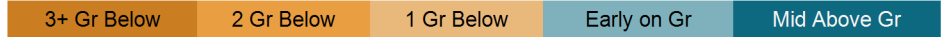
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	79	8	8	38	29	18
			2	79	3	10	24	30	33
			3	81	5	6	21	20	48
	Teacher	Garvey, E	1	21	14	43	43		
			2	21	5	29	67		
			3	21	10	5	86		
		Hajek, T	1	24	17	17	42	21	4
			2	25	4	24	28	24	20
			3	26	8	19	31	19	23
	Mitchell-Caston, M	1	34	6	6	50	26	12	
		2	34	3	6	32	35	24	
		3	34	6	21	29	44		
	Ethnicity	African American	1	3	67	33			
			2	3	67	33			
			3	3	33	33	33		
		Asian	1	5	40	20	40		
			2	6		50	50		
			3	6		17	83		
		Filipino	1	2	100				
			2	2		100			
			3	2	50	50			
Hispanic		1	21	14	19	48	10	10	
		2	21	5	19	48	19	10	
		3	22	9	18	36	14	23	
White		1	34	6	6	35	35	18	
		2	33	3	9	18	36	33	
		3	34	33	18	26	50		
Other	1	14	7	14	50	29			
	2	14	7	7	21	64			
	3	14	7	7	7	79			

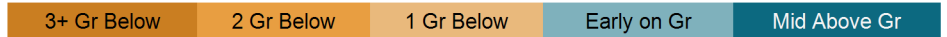
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	39	10	10	41	23	15	
			2	39	3	13	33	23	28	
			3	41	7	10	24	17	41	
		Male	1	40	5	5	35	35	20	
			2	40	3	8	15	38	38	
			3	40	3	3	18	23	55	
	Special Populations	Low SES	1	22	9	14	36	27	14	
			2	22	5	14	27	36	18	
			3	22	9	9	18	14	50	
		RFEP	1	1					100	
			2	2					100	
			3	2					100	
		EL + RFEP	1	1					100	
			2	2					100	
			3	2					100	
		Special Ed.	Special Ed.	1	12	33	17	42	8	
				2	12	17	33	25	25	
				3	12	25	8	50	17	
			Spec Ed. Speech/RSP	1	10	40	20	30	10	
				2	10	20	40	30	10	
				3	10	30	10	60		
GATE/Excel	1	30			7	50	43			
	2	29				21	79			
	3	30			33		93			

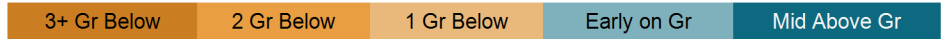
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	8	8	45	28	12	
			2	79	6	6	25	38	24	
			3	78	5	6	15	40	33	
	Teacher	Cyrs, M		1	34	12		53	24	12
				2	34	6		35	35	24
				3	34	3	6	18	38	35
		Garvey, E		1	12		8	17	42	33
				2	12		8		58	33
				3	12		8		42	50
		Sohl-Dawson, S		1	33	15	9	45	27	3
				2	33	12	9	24	33	21
				3	32	6	9	19	41	25
	Ethnicity	African American		1	6	17	17	33	33	
				2	6	17		33	17	33
				3	6	17	17		67	
		Asian		1	3		67		33	
				2	3				67	33
				3	3				33	67
		Filipino		1	3		33		33	33
				2	3				33	67
				3	3				33	67
		Hispanic		1	29	14		45	31	10
				2	29	3	10	28	41	17
				3	28	7	7	29	25	32
		White		1	24	13	4	58	17	8
				2	24	13	4	33	33	17
				3	25	8	8	12	52	20
	Other		1	13	8		31	38	23	
			2	14	7	14		43	36	
			3	13				38	62	

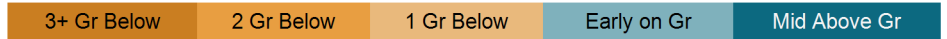
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	37	5	8	46	35	5
			2	37	11	3	27	32	27
			3	36	6	8	11	44	31
		Male	1	41	10	7	44	22	17
			2	42	2	10	24	43	21
			3	42	5	5	19	36	36
	Special Populations	Low SES	1	22	9	18	50	14	9
			2	22	18	5	32	32	14
			3	21	10	10	29	38	14
		RFEP	1	2					100
			2	2		50		50	
			3	1					100
		EL + RFEP	1	2					100
			2	2		50		50	
			3	1					100
		Special Ed.	1	14	29	21	36	14	
			2	14	29	29	29	14	
			3	13	31	31	15	15	8
		Spec Ed. Speech/RSP	1	12	33	25	33	8	
			2	12	33	33	25	8	
			3	11	36	36	18	9	
Homeless	1	1		100					
	2	1					100		
	3	1					100		
GATE/Excel	1	35		31		43	26		
	2	35		9		43	49		
	3	36		3		42	56		

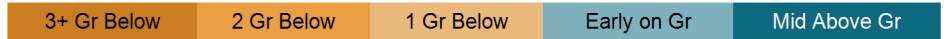
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	78	7	9	
			2	89	3	43	22	31	
			3	88	5	25	16	55	
	Teacher	Cantu-Pacheco, E	1	28	7	86	4		
			2	28		39	32	29	
			3	29		28	17	55	
		Keys, C	1	27	4	74	11	11	
			2	28	4	50	11	36	
			3	28	7	25	14	54	
		Luzzi, J	1	30		80	7	13	
			2	30		43	23	33	
			3	30		23	17	60	
	Ethnicity	African American	1	7	14	71	14		
			2	8	13	63	25		
			3	8	13	50		38	
		Asian	1	4		100			
			2	4		50	25	25	
			3	5		40	40	20	
		Filipino	1	5		40	20	40	
			2	5		40		60	
			3	5		20	20	60	
		Hispanic	1	32	9	84	6		
			2	32	6	50	25	19	
			3	31	6	26	13	55	
		White	1	29	3	76	10	10	
			2	29		34	17	48	
			3	28	4	25	18	54	
Other	1	9		78	11	11			
	2	11		27	36	36			
	3	11			18	82			

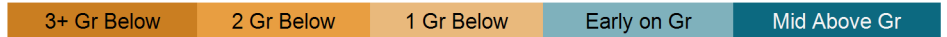
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	38	5	84	3	8		
			2	39		5	33	26	36	
			3	39		8	21	18	54	
		Male	1	48	6	73	10	10		
			2	50		2	50	20	28	
			3	49		2	29	14	55	
	Special Populations	Low SES	1	23	17	70	9	4		
			2	25	8	52	20	20		
			3	24		13	42	13	33	
		ELL	1	5		60	40			
			2	5		40	40	20		
			3	6		50	17	33		
		RFEP	1	1						100
			2	1						100
			3	1						100
		EL + RFEP	1	6		50	33	17		
			2	6		33	33	17	17	
			3	7		43	14	29	14	
		Special Ed.	1	6		100				
			2	6		83		17		
			3	6		83		17		
Spec Ed. Speech/RSP	1	5		100						
	2	5		100						
	3	5		100						
Foster	1	1		100						
	2	1						100		
Homeless	3	1						100		

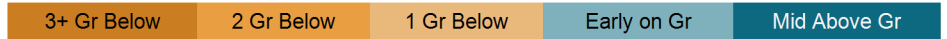
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	86	8	37	26	29	
			2	86	6	22	19	53	
			3	85	1	16	18	65	
	Teacher	Ahrens, S	1	30	7	33	30	30	
			2	30	3	20	20	57	
			3	30	3	7	20	70	
		Chin, J	1	29	10	38	21	31	
			2	29	10	31	14	45	
			3	29		31	17	52	
		Rudd, V	1	27	7	44	22	26	
			2	27	4	15	19	63	
			3	27		11	15	74	
	Ethnicity	African American	1	5		20	20	60	
			2	5		20		80	
			3	5		20		80	
		Asian	1	9		56	11	33	
			2	9		11	33	56	
			3	9			22	78	
		Filipino	1	1				100	
			2	1				100	
			3	1				100	
		Hispanic	1	24	21	46	21	13	
			2	24	17	21	33	29	
			3	24	4	29	21	46	
		White	1	26		31	35	35	
			2	26		27	8	65	
			3	26		12	15	73	
	Other	1	21	10	33	29	29		
		2	21	5	24	14	57		
		3	20		15	20	65		

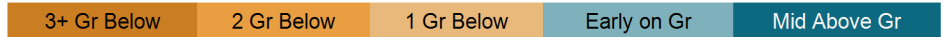
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	45	7	36	29	29	
			2	45	4	24	18	53	
			3	45		20	13	67	
		Male	1	41	10	39	22	29	
			2	41		7	20	20	54
			3	40		3	13	23	63
	Special Populations	Low SES	1	20	25	50	5	20	
			2	20		20	25	15	40
			3	21		5	38	5	52
		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	6	50	33	17		
			2	5		20	20	40	20
			3	6		17	33	17	33
Spec Ed. Speech/RSP	1	3	33	33	33				
	2	3				67	33		
	3	3				33	67		
GATE/Excel	1	18				39	61		
	2	18					100		
	3	18					100		

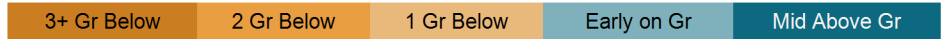
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	88	2	13	24	32	30
			2	85	6	15	28	51	
			3	88	3	8	32	57	
	Teacher	Herrera-Gonzalez, A	1	29	3	10	38	31	17
			2	29	10	14	28	48	
			3	29	7	7	28	59	
		Ruiz, P	1	28	4	18	18	29	32
			2	28	4	14	29	54	
			3	28	4	4	36	57	
		Schwenzfeier, D	1	29	10	14	34	41	
			2	30	3	20	30	47	
			3	30	10	33	57		
	Ethnicity	African American	1	10	10	10	40	20	20
			2	9	22	33	22	22	
			3	9	11	22	44	22	
		Asian	1	7	29	43	29		
			2	7	14	43	43		
			3	7	43	57			
		Filipino	1	3	33	67			
			2	3	100				
			3	3	100				
		Hispanic	1	23	4	22	35	22	17
			2	21	5	38	19	38	
			3	22	5	14	36	45	
	White	1	32	16	9	31	44		
		2	31	6	3	29	61		
		3	33	3	6	21	70		
Other	1	13	31	54	15				
	2	14	43	57					
	3	14	43	57					

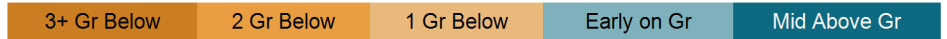
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	39	5	13	28	21	33
			2	40	8	18	25	50	
			3	41	7	10	27	56	
		Male	1	49	12	20	41	27	
			2	45	4	13	31	51	
			3	47	6	36	57		
	Special Populations	Low SES	1	22	9	18	27	18	27
			2	22	14	36	18	32	
			3	22	9	9	50	32	
		ELL	1	1	100				
			2	1	100				
			3	1	100				
		RFEP	1	2				100	
			2	2				50	50
			3	2				50	50
		EL + RFEP	1	3		33		67	
			2	3		33	33	33	
			3	3		33	33	33	
		Special Ed.	1	9	11	56	22	11	
			2	8	25	50	25		
			3	8	25	25	50		
		Spec Ed. Speech/RSP	1	9	11	56	22	11	
			2	8	25	50	25		
			3	8	25	25	50		
		Homeless	1	2	50	50			
			2	1	100				
			3	2	100				
GATE/Excel	1	20			25	75			
	2	20			10	90			
	3	20			5	95			

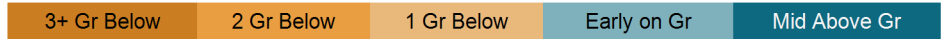
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	78	5	10	31	26	28	
			2	79	3	5	32	14	47	
			3	81	5	4	21	21	49	
	Teacher	Garvey, E		1	21		24		29	48
				2	21		10	10	81	
				3	21		5		95	
		Hajek, T		1	24	8	25	38	13	17
				2	25	8	8	52	4	28
				3	26	15	4	38	23	19
		Mitchell-Caston, M		1	34	6	6	32	32	24
				2	34	9		29	24	38
				3	34	6	18		32	44
	Ethnicity	African American		1	3		33		67	
				2	3		33		67	
				3	3		33		67	
		Asian		1	5		60		20	20
				2	6		33		33	33
				3	6				33	67
		Filipino		1	2	100				
				2	2		50		50	
				3	2		50		50	
		Hispanic		1	21	10	24	38	19	10
				2	21	10	5	57	14	14
				3	22	18	5	36	14	27
		White		1	33	3	6	30	27	33
				2	33	6	24	15	55	
				3	34	3	18		29	50
Other		1	14		7	7	29	57		
		2	14		7	7	7	79		
		3	14		7	7	7	79		

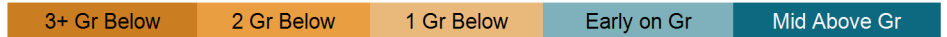
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	39	5	18	23	23	31
			2	40	8	33	5	55	
			3	41	5	7	22	24	41
		Male	1	39	5	3	38	28	26
			2	39	5	3	31	23	38
			3	40	5	20	18	58	
	Special Populations	Low SES	1	21	10	19	29	29	14
			2	22	5	5	32	23	36
			3	22	5	9	23	14	50
		RFEP	1	1					100
			2	2		50		50	
			3	2				50	50
		EL + RFEP	1	1					100
			2	2		50		50	
			3	2				50	50
		Special Ed.	1	12	33	25	42		
			2	12	17	17	58	8	
			3	12	17	17	58	8	
		Spec Ed. Speech/RSP	1	10	40	20	40		
			2	10	20	20	60		
			3	10	20	20	60		
GATE/Excel	1	29			17	24	59		
	2	30			7	13	80		
	3	30			3	7	90		

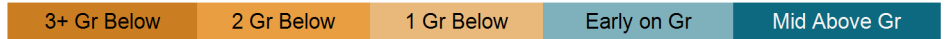
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 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	72	3	18	36	18	25
			2	78	4	13	15	37	31
			3	77	1	9	21	23	45
	Teacher	Cyrs, M	1	34	9	15	38	18	21
			2	34	6	12	15	35	32
			3	34	3	15	12	24	47
		Garvey, E	1	12	8	33	25	33	
			2	12	8	17	33	42	
			3	12	17	17	67		
		Sohl-Dawson, S	1	33	27	39	12	21	
			2	33	3	15	21	36	24
			3	33	9	33	24	33	
	Ethnicity	African American	1	3	33	33	33		
			2	5	20	60	20		
			3	6	33	67			
		Asian	1	3	33	33	33		
			2	3	67	33			
			3	3	67	33			
		Filipino	1	2	100				
			2	3	33	67			
			3	3	100				
		Hispanic	1	28	7	18	46	14	14
			2	29	3	17	10	41	28
			3	28	4	18	25	18	36
	White	1	23	30	35	13	22		
		2	24	8	17	17	29	29	
		3	23	4	30	30	35		
Other	1	13	8	23	31	38			
	2	14	7	29	29	36			
	3	14	7	29	64				

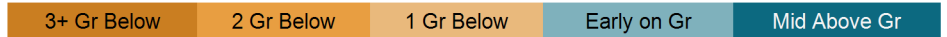
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Carver 2024-2025 Grade 5



**Legend**

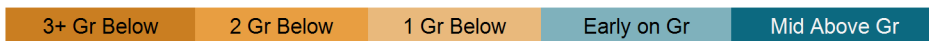


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	Gender	Female	1	36	22	36	17	25		
			2	37		19	16	32	32	
			3	37		11	19	19	51	
		Male	1	36	6	14	36	19	25	
			2	41		7	7	15	41	29
			3	40		3	8	23	28	40
	Special Populations	Low SES	1	19	37	37	11	16		
			2	22		27	14	36	23	
			3	22	9	41	14	36		
		RFEP	1	2	100					
			2	2				50	50	
			3	1					100	
		EL + RFEP	1	2	100					
			2	2				50	50	
			3	1					100	
		Special Ed.	1	11	18	55	18	9		
			2	13	23	38	23	8	8	
			3	12	8	33	33	25		
		Spec Ed. Speech/RSP	1	9	22	67	11			
			2	11	27	45	18	9		
			3	10	10	40	40	10		
		Homeless	1	1					100	
			2	1					100	
			3	1					100	
GATE/Excel	1	34		3	26	24	47			
	2	35			9	34	57			
	3	36			8	22	69			

# i-Ready Math Overall Relative Placement School Data by Subgroup Carver 2024-2025



**Legend**



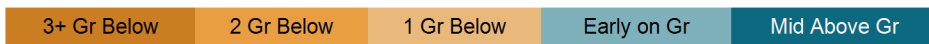
Category	Diagnostic Window	# Students	Percent by Category					
<b>All Students</b>	423	3	423	24	24	25	44	
<b>Grade</b>	Gr. 01	3	90	2	34	20	43	
	Gr. 02	3	86	5	17	29	49	
	Gr. 03	3	88	2	2	31	19	45
	Gr. 04	3	81	5	6	21	20	48
	Gr. 05	3	78	5	6	15	40	33
<b>Ethnicity</b>	African American	3	31	3	6	32	32	26
	Asian	3	30		20	20	60	
	Hispanic	3	128	4	9	40	16	31
	White	3	147		23	16	34	44
	Other	3	73		1	12	22	64
<b>Gender</b>	Female	3	203	3	6	24	28	38
	Male	3	220		1	2	24	23
<b>Special Populations</b>	Low SES	3	111	5	11	32	20	32
	Special Ed.	3	45	18	18	38	16	11
	Spec Ed. Speech/RSP	3	37	22	16	43	5	14
	GATE/Excel	3	104				2	21

The percentages may not equal 100% due to rounding.

# i-Ready Reading Overall Relative Placement School Data by Subgroup Carver 2024-2025



### Legend



Category	Diagnostic Window	# Students	Percent by Category					
<b>All Students</b>	424	3	424	14	18	22	54	
<b>Grade</b>	Gr. 01	3	90	4	24	17	54	
	Gr. 02	3	86	1	16	17	65	
	Gr. 03	3	88	3	8	32	57	
	Gr. 04	3	81	5	4	21	49	
	Gr. 05	3	79	1	10	22	44	
<b>Ethnicity</b>	African American	3	31	6	32	13	48	
	Asian	3	30	7	37	57		
	Hispanic	3	128	4	8	26	20	42
	White	3	147	3	18	22	56	
	Other	3	74	3	5	23	69	
<b>Gender</b>	Female	3	204	6	18	20	54	
	Male	3	220	1	3	18	24	54
<b>Special Populations</b>	Low SES	3	112	9	30	19	41	
	Special Ed.	3	46	7	22	46	20	7
	Spec Ed. Speech/RSP	3	38	8	24	47	16	5
	GATE/Excel	3	104	4	11	86		

The percentages may not equal 100% due to rounding.



# ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Carver

## Site Level Overall Performance Level Summary



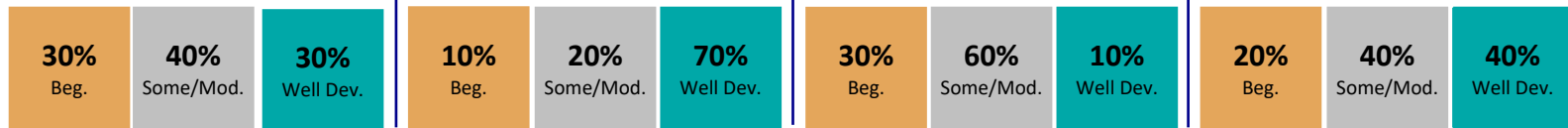
## Site Level Domain Performance Level Summary

Listening

Speaking

Reading

Writing



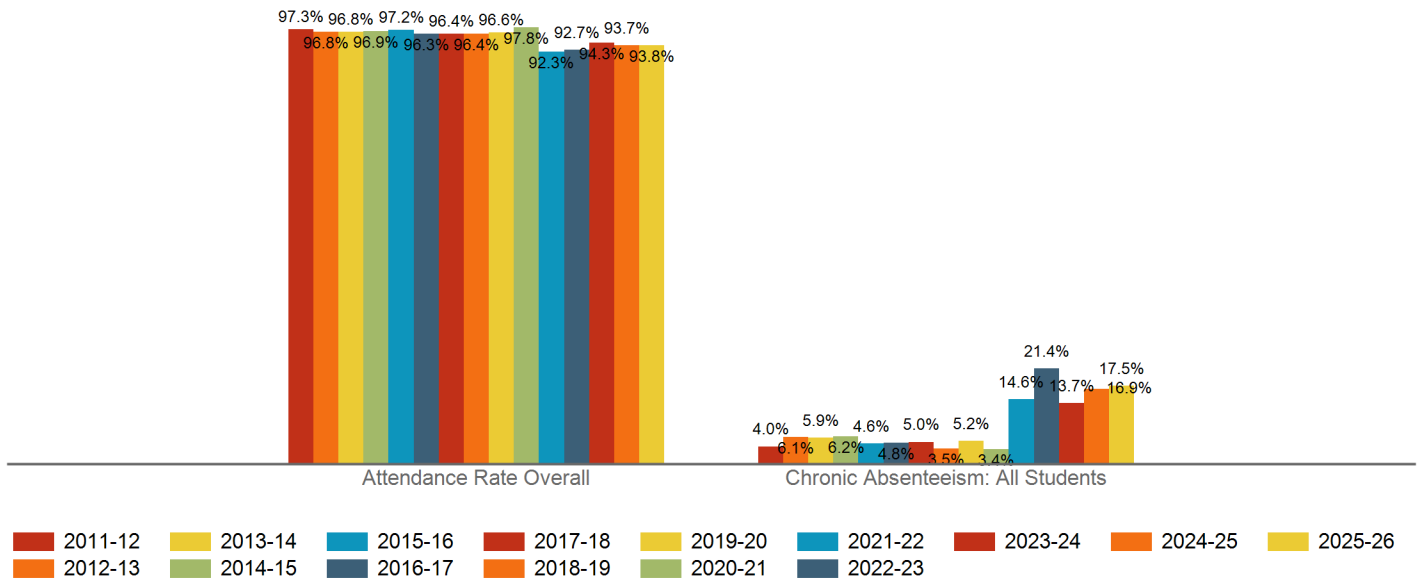
## Grade Level Performance Summary (Overall and by Domain)

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
<b>00</b>	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	0%	100%
<b>01</b>	25%	50%	25%	0%	75%	25%	0%	25%	25%	50%	50%	50%	0%	25%	25%	50%
<b>02</b>	0%	0%	100%	0%	0%	0%	100%	0%	0%	100%	100%	0%	0%	0%	100%	0%
<b>03</b>	0%	50%	50%	0%	0%	50%	50%	0%	0%	100%	0%	100%	0%	50%	50%	0%
<b>05</b>	0%	0%	50%	50%	0%	50%	50%	0%	0%	100%	0%	50%	50%	0%	50%	50%

# Attendance/Chronic Absenteeism Rate

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>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:</p> <p><b>Enhance Support for Students with Disabilities:</b> 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.</p> <p><b>Strengthen Sense of Belonging for African American and Mixed-Race Students:</b> 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.</p> <p><b>Promote Equity and Representation:</b> 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.</p> <p><b>Empower Student Voice:</b> 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.</p> <p><b>Celebrate and Leverage Successes:</b> 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.</p> <p><b>Monitor and Evaluate Progress:</b> 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.</p> <p><b>Measurable Goals</b></p> <p><b>Sense of Belonging:</b> 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%).</p> <p><b>Equity for Black/African American Students:</b> 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.</p>

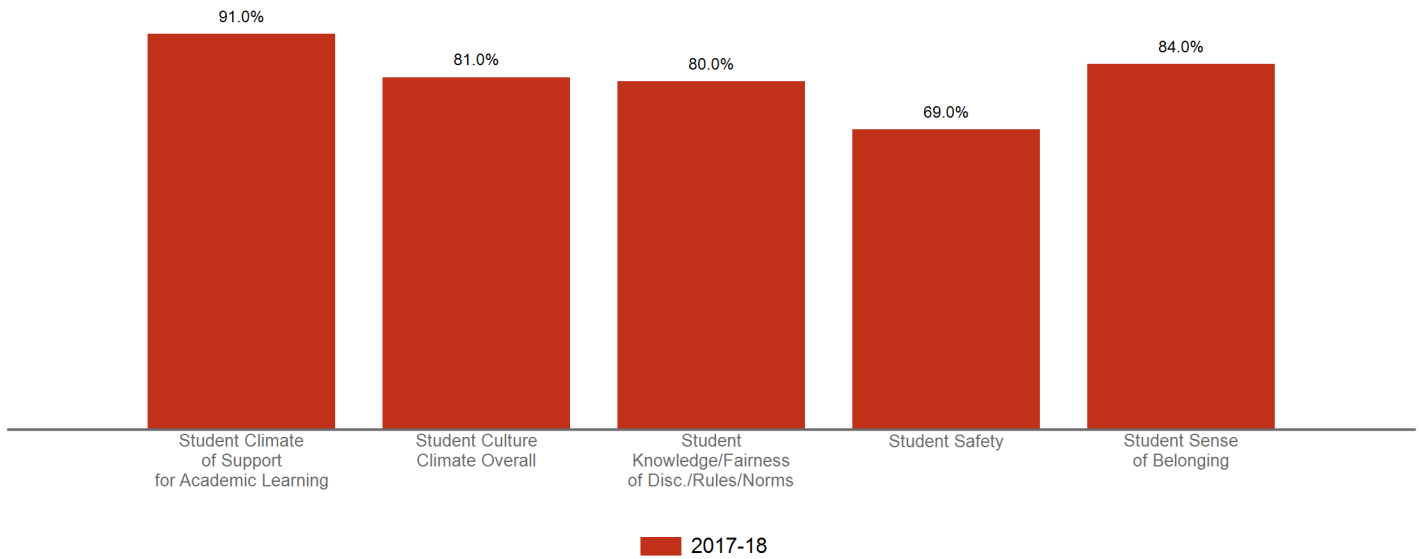


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Supplemental funding of a Senior Health Assistant to fund additional hours per day as needed. Senior Health Assistant will focus to improve student achievement by decreasing absenteeism rates due to medical concerns, and increase student 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.		Senior Health Assistant
Total			

# Culture-Climate Survey (Student-Staff)

School Year: 24-25

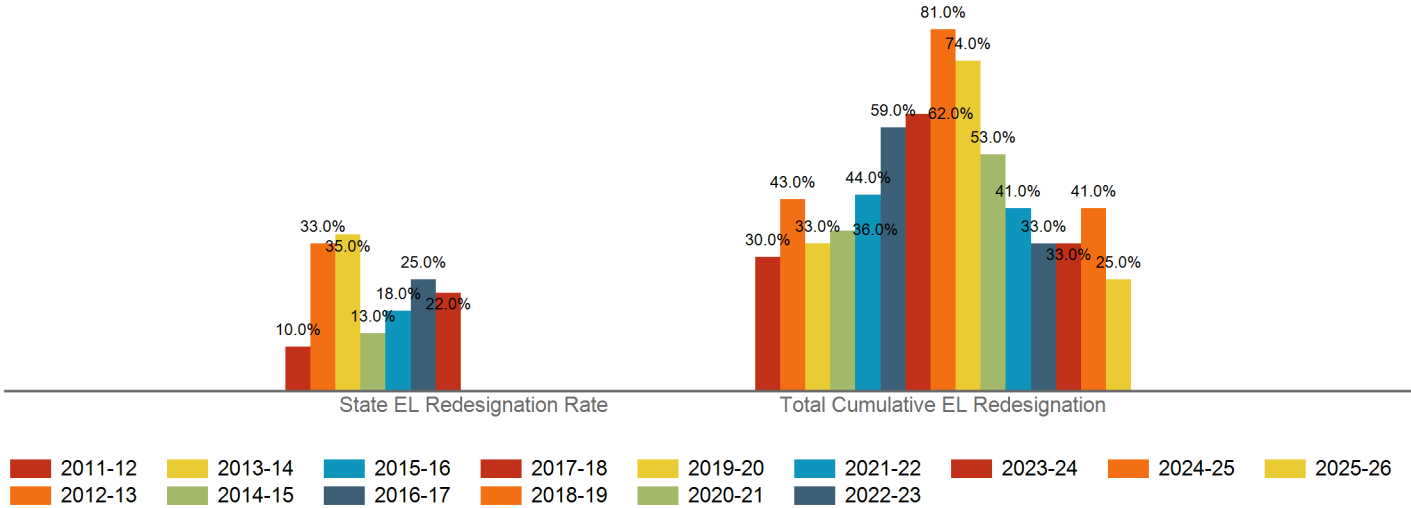
Goals	
Area	Description
Culture/Climate Goals	<p>Based on the findings from the CORE Survey, Carver Elementary is setting the following goals to address identified areas of need and to build on existing strengths:</p> <p><b>Enhance Support for Students with Disabilities:</b> Develop targeted strategies 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.</p> <p><b>Strengthen Sense of Belonging for African American and Mixed-Race Students:</b> 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.</p> <p><b>Promote Equity and Representation:</b> 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.</p> <p><b>Empower Student Voice:</b> 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.</p> <p><b>Celebrate and Leverage Successes:</b> 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.</p> <p><b>Monitor and Evaluate Progress:</b> 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.</p> <p><b>Measurable Goals</b></p> <p><b>Sense of Belonging:</b> 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%).</p> <p><b>Equity for Black/African American Students:</b> 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.</p>



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

# EL Reclassification

School Year: 24-25



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	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)		Teacher Hourly P Schedule
Total			

# Elementary Reading - FRSA

School Year: 24-25

Goals	
Area	Description
<p>ELA Goals</p>	<p>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.</p> <p><b>K-2 FRSA Goals</b> 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.</p> <p><b>K-2 I-Ready Goals</b> 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.</p> <p><b>SBAC Goals for Grades 3-5</b> 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.</p> <p><b>Growth Goals for SBAC (Grades 4-5)</b> 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.</p> <p><b>I-Ready Goals for Grades 3-5</b> 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.</p> <p><b>Grade-Level Highlights and Targets</b></p> <p>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.</p> <p><b>Commitment to Growth and Equity</b> 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.</p> <p><b>Equity Focused Goals: Hispanic SubGroup/Cohort Lens</b></p> <p>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:</p>

# Elementary Reading - FRSA

School Year: 24-25

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:

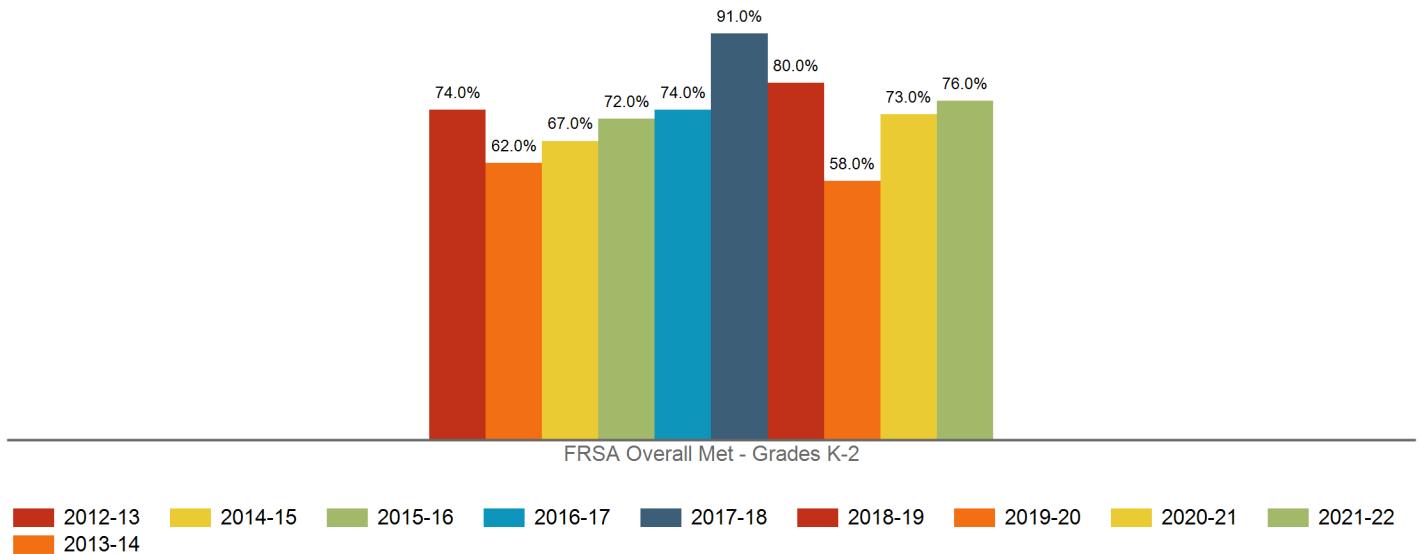
By the end of the 2024-2025 school year, increase the percentage of Hispanic students in the 2023-24 4th-grade cohort meeting or exceeding standards in ELA from 60% to 70%. Build on their progress with strategies such as peer modeling, scaffolded writing assignments, and targeted support in critical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



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	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)		Teacher Hourly P Schedule
4	Substitute Teacher - Full Day to assist with 1:1 Assessments and 1:1 Data Chats with Administrator		Substitute teacher full day
Total			

Goals	
Area	Description
<p>ELA Goals</p>	<p>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.</p> <p><b>K-2 FRSA Goals</b> 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%. 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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.</p> <p><b>Commitment to Growth and Equity</b> 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. 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# SBAC ELA

School Year: 24-25

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:

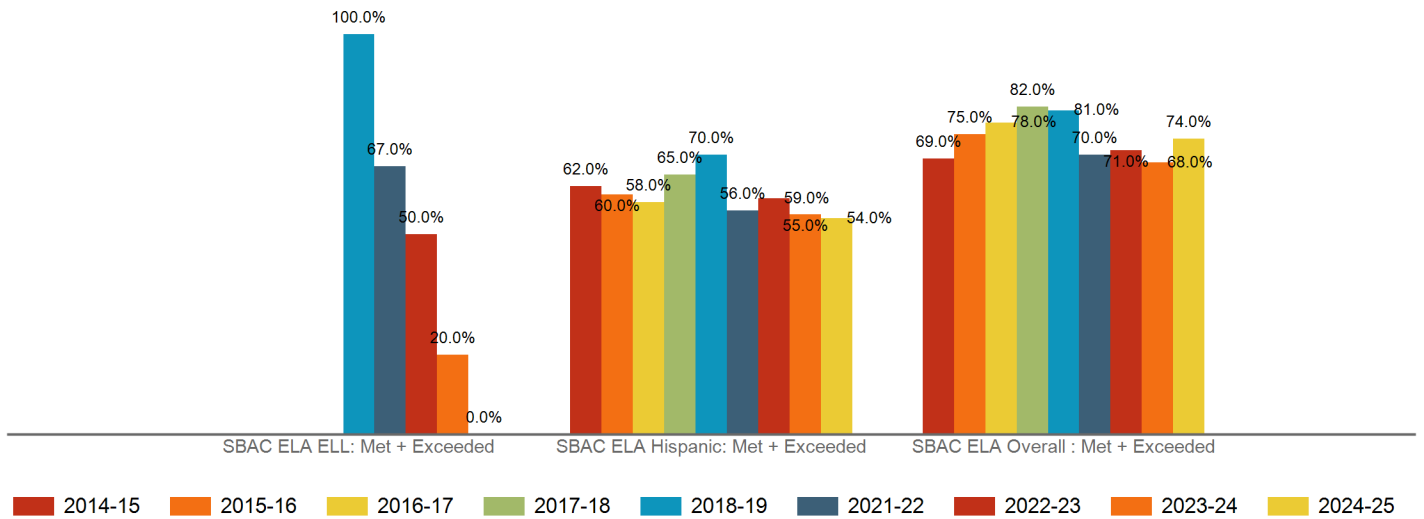
By the end of the 2024-2025 school year, increase the percentage of Hispanic students in the 2023-24 4th-grade cohort meeting or exceeding standards in ELA from 60% to 70%. Build on their progress with strategies such as peer modeling, scaffolded writing assignments, and targeted support in critical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



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	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)		Teacher Hourly P Schedule
Total			

# All Students

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	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.	\$5,710	
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.	\$77,494	
3	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)	\$5,092	Teacher Hourly P Schedule
4	Substitute Teacher - Full Day to assist with 1:1 Assessments and 1:1 Data Chats with Administrator	\$3,247	
Total		<b>\$91,543</b>	

# English Learners

School Year: 24-25

<b>Budgeted Items</b>			
<b>Line Number</b>	<b>Description</b>	<b>Cost</b>	<b>Personnel Summary</b>
1	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.	\$5,710	
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.	\$77,494	
3	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)	\$5,092	Teacher Hourly P Schedule
4	Substitute Teacher - Full Day to assist with 1:1 Assessments and 1:1 Data Chats with Administrator	\$3,247	
<b>Total</b>		<b>\$91,543</b>	

<b>Budgeted Items</b>			
<b>Line Number</b>	<b>Description</b>	<b>Cost</b>	<b>Personnel Summary</b>
1	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.	\$5,710	
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.	\$77,494	
3	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)	\$5,092	Teacher Hourly P Schedule
4	Substitute Teacher - Full Day to assist with 1:1 Assessments and 1:1 Data Chats with Administrator	\$3,247	
<b>Total</b>		<b>\$91,543</b>	



**George Washington Carver Elementary School**  
*A California Distinguished School*  
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Long Beach, CA 90808  
Phone: (562) 420-2697  
Fax: (562) 420-7868

## Carver Home School Compact Grades TK-5 2025-2026

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

- Promote daily attendance by keeping absences/tardies to a minimum.
- Send my child to school on time and ready to learn.
- Send my child to school appropriately dressed.
- 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 \_\_\_\_\_



## 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

### **2025-2026 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 12/9/2025 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 12/15/2025 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

12/9/2025

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*