



Carver Academy

19200 Ely Avenue • Cerritos, CA 90703 • (562) 229-7840 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



ABC Unified School District

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**Assistant Superintendent,
Human Resources**

A Message from the Principal

Carver Academy is known throughout L.A. county for its outstanding Schoolwide Enrichment Clusters Program. Recognizing that all learners are unique, learning experiences must take into account the abilities, interest, and learning style of individual students. Twice a year during the six week cluster, students spend one hour a week exploring a topic of interest with the assistance of knowledgeable community members. Along with gaining in-depth insight into a particular topic, students begin to take responsibility and interest in their own learning. The regular curriculum is supported, expanded and enhanced by children participating in enrichment activities and bringing their enthusiasm into the classroom setting. Student and cluster leaders communicate what they have accomplished at a schoolwide celebration to culminate the Enrichment Clusters Program. These educational opportunities, supported by an excellent teaching staff, create a first rate educational opportunity that is both challenging and enjoyable for Carver Academy students. Our school has received accolades from the California Business for Education Excellence (CBEE) Star School in Math and Science, Title 1 Academic Achievement Award, California Gold Ribbon, California Distinguished School, the California School Boards' Golden Bell, the New and Emerging Magnet School Award and the California Business for Education Excellence (CBEE) Star School. Also, a team of our fifth grade students competed and won the Science Olympics at the Los Angeles County Office of Education, where dozens of teams from districts throughout the county competed to take home the title.

Carver Academy is located in the city of Cerritos and serves 639 students in grades preschool through sixth. Our calendar is based on a traditional school year from August to June. We are dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Carver Academy is a school community where the highest expectations are maintained. All available resources are utilized to enable students to become life-long learners who possess the ability to achieve their utmost potential. We promote a safe, nurturing, and stimulating environment that invites students to actively participate in educational opportunities. Carver provides a welcoming atmosphere in which parents and community members are encouraged to become immersed in our students' educational endeavors. Individual academic and social needs of staff and students are met, creating a desirable environment where all participants are successful.

We believe there are character traits that our students must learn to be members of the Carver Community and to achieve continual academic success. Our students know that Carver CARES! Carver Cubs are Compassionate, have A Positive Attitude, are Respectful, Enthusiastic and always Strive for Excellence.

Mission Statement

As effective worldwide communicators, Carver Academy students will be critical thinkers and inquisitive learners, with a sense of personal commitment to action and service. Our staff will provide preschool through sixth grade students with rich learning experiences in a nurturing and challenging academic environment.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	88
Grade 2	85
Grade 3	81
Grade 4	76
Grade 5	97
Grade 6	78
Total Enrollment	618

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	13.8
American Indian or Alaska Native	0.6
Asian	16.3
Filipino	14.9
Hispanic or Latino	44.8
Native Hawaiian or Pacific Islander	0.2
White	5.8
Two or More Races	2.8
Socioeconomically Disadvantaged	46.3
English Learners	14.2
Students with Disabilities	10.4
Foster Youth	0.2
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Carver Academy	17-18	18-19	19-20
With Full Credential	24	24	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for ABC Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	23
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Carver Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Types of Services Funded

The total district expenditures for all school sites for FY 2018-19 was \$238,852,566.89- The district spent \$8,145.82 per student. 61.89 cents of every dollar went to teacher salaries and 15.84 cents was spent for administration. The remainder 22.27 was for district support (instructional assistants, books, materials, supplies, equipment, student support staff, curriculum support, transportation, maintenance and operations of school buildings, grounds maintenance).

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 McGrawHill: HM Reading: ELA/ELD:McGrawHill Reading, Wonders, A Reading/Language Arts Program. K-6 McGrawHill: ELA:Maravillas, (Spanish) Reading Intervention: Reading Wonderworks Reading Intensive Intervention: The Sonday System The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	K-6 Pearson: enVision Math, CA Common Core The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K-5 Macmillan/McGraw Hill: California Science Gr. 6 Pearson/Prentice Hall: Focus on Earth Science Gr 6: SCIENCE: STEMscopes: STEMscopedia 6th Grade, CA Edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	K-5 Scott Foresman: History-Social Science California(Kinder:Learn & work; Grade 1- Time & Place; Grade 2: Then & Now; Grade 3:Our Communities; Grade 4: Our California; Grade 5: Our nation Gr. 6 McDougal Littell: World History: Ancient Civilizations The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	K-6: Glencoe/McGraw Hill: Health: Teen health, Course 1 K-3: Health Wave, Inc: Health Promotion Wave 4-5:Harcourt Brace: Healthy You Series The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at this school. Custodial Supervisors perform regular site inspections. ABC Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 05/04/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed
Interior: Interior Surfaces	Fair	None needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None needed
Electrical: Electrical	Good	None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	None needed

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	None needed
Structural: Structural Damage, Roofs	Good	None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed
Overall Rating	Good	All the above areas were repaired and/or addressed. Overall condition of the school can be described as good.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	70	70	66	66	50	50
Math	66	66	54	55	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.8	20.0	41.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The school safety plan includes procedures for the following emergencies: fire, earthquake, school disturbance, severe weather, emergency evacuation, and emergency release. Carver students participate in monthly fire drills, two annual earthquake drills, and one lockdown drill per trimester/quarter.

Carver Academy's Safety Plan is available for review in the school office.

Our School's Safety Plan was reviewed and modified August 2019.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	323	320	99.07	70.31
Male	155	152	98.06	69.08
Female	168	168	100.00	71.43
Black or African American	45	45	100.00	53.33
American Indian or Alaska Native	--	--	--	--
Asian	50	48	96.00	85.42
Filipino	45	44	97.78	84.09
Hispanic or Latino	150	150	100.00	66.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	63.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	158	158	100.00	60.13
English Learners	60	57	95.00	61.40
Students with Disabilities	28	28	100.00	50.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	323	323	100.00	65.94
Male	155	155	100.00	67.74
Female	168	168	100.00	64.29
Black or African American	45	45	100.00	51.11
American Indian or Alaska Native	--	--	--	--
Asian	50	50	100.00	82.00
Filipino	45	45	100.00	82.22
Hispanic or Latino	150	150	100.00	57.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	72.73
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	158	158	100.00	53.16
English Learners	60	60	100.00	56.67
Students with Disabilities	28	28	100.00	39.29
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents and community members are very supportive of the educational program at Carver Academy. Staff members and parents participate on various committees that make decisions regarding the priorities and directions of the educational plan to ensure instructional programs are consistent with student's needs and comply with ABC's LCAP Goals.

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

- Facilitate Enrichment Clusters
- Volunteering in and out of the classrooms
- PTA
- School Site Council
- GATE Parent Advisory Committee
- English Language Advisory Committee
- Title 1 Advisory Committee
- LCAP Advisory Committee
- Family Nights
- Parent Inservices
- Student Study Teams
- Book Fair

The School Site Council, consisting of school staff, parents, and community members, is a governing body that meets regularly to discuss and evaluate programs at the school in relation to student achievement. Additionally, they act as a liaison between the community and the school. Carver's PTA supports educational programs with generous monetary donations.

Parent and community volunteers assist teachers, office staff and serve as facilitators in our Magnet Enrichment Cluster program.

Community Partnerships:

The school works in conjunction with the City of Cerritos Senior Center to enhance students' education, and social and emotional growth. The students participate monthly in activities based on grade level curriculum such as nutrition, physical education and sensitivity to aging. Additionally, the seniors serve as book buddies and pen pals which provides extra practice for students in reading and writing. The highlight of our partnership is the sixth grade vs. Seniors softball game. Students gain an appreciation and understanding for older adults when they see seniors up to 81 years of age successfully competing in the game.

The Cerritos Performing Arts Center offers students the opportunity to attend and participate in theatrical performances. Activities are chosen that correlate with grade level curriculum. Teachers are afforded Staff Development in order to incorporate additional lessons within the classroom.

Numerous programs are enriched by the generous contributions to Carver Academy from the following organizations:

- Artesia Historical Society
- Box Tops for Education
- Carver PTA
- ABC Education Foundation
- Lifetouch
- McDonalds

For additional information about opportunities for parent involvement at Carver Academy, please contact Principal Deborah Berlyn at (562) 229-7840.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.6	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.9	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	4		23	1	4		23		5	
1	26		3		28		3		25		3	
2	26		3		26		3		25		4	
3	28		3		24		3		27		3	
4	29		2		30		3		32		2	
5	30		4		30		2		30		3	
6	26	1	3		27	1	4		24	1	3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		8	8

Our teachers actively seek opportunities for professional growth to provide effective instruction with the focus on student learning. Staff development is based on the assessed needs of the school personnel. Staff members work collaboratively to determine the school's needs and take direction from District and State requirements when establishing professional development goals for the school year. Schoolwide training focus areas include Common Core State Standards in both language arts and mathematics, Swun mathematics, English Language Development, GATE, technology, using data to drive instruction and effective strategies for behavior management. Staff members build teaching skills and concepts by participating in many site supported coaching sessions and workshops throughout the year and by sharing their experiences and knowledge with colleagues.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,310	\$51,374
Mid-Range Teacher Salary	\$76,353	\$80,151
Highest Teacher Salary	\$103,681	\$100,143
Average Principal Salary (ES)	\$126,865	\$126,896
Average Principal Salary (MS)	\$126,865	\$133,668
Average Principal Salary (HS)	\$145,416	\$143,746
Superintendent Salary	\$243,357	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5835	389.15	5445.52	81620
District	N/A	N/A	6155	\$82,836.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.2	1.2
School Site/ State	-30.3	2.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.