

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [X] Charter [] Magnet [] Choice

Name of Principal Mr. Demian Barnett
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Peabody Charter School
(As it should appear in the official records)

School Mailing Address 3018 Calle Noguera
(If address is P.O. Box, also include street address.)

City Santa Barbara State CA Zip Code+4 (9 digits total) 93105-2848

County Santa Barbara

Telephone (805) 563-1172 Fax (805) 569-7012

Web site/URL http://www.peabodycharter.org E-mail demian.barnett@peabodycharter.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date

(Principal's Signature)

Name of Superintendent* Mr. Demian Barnett E-mail demian.barnett@peabodycharter.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Santa Barbara Unified Tel. (805) 963-4338

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Amanda Craig
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
0 Middle/Junior high schools
0 High schools
0 K-12 schools
- 1 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	20
K	104
1	110
2	106
3	108
4	112
5	107
6	98
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	765

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.1 % American Indian or Alaska Native
 - 3.4 % Asian
 - 0.4 % Black or African American
 - 48.1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 43.3 % White
 - 4.7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 5%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1, 2021	737
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Vietnamese, Filipino, Italian, Russian, Chinese, Arabic, Ilocano

English Language Learners (ELL) in the school: 14 %
107 Total number ELL

7. Students eligible for free/reduced-priced meals: 47 %

Total number students who qualify: 360

8. Students receiving special education services with an IEP: 10 %
Total number of students served 79

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>15</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>10</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>18</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>34</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 4 %
Total number of students served: 28

10. Number of years the principal has been in the position at this school: 11

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	33
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	20
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	17
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Peabody Charter School strives to be innovative in developing academic excellence and the full potential and well-being of each student.

17. Provide a URL link to the school's nondiscrimination policy.

<http://www.peabodycharter.org/sites/default/files/School%20District/PCS%20BP-5145.3-Nondiscrimination-Harassment.pdf>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

One of the many unique features of Peabody Charter School is that it has always retained its original attendance boundary prior to converting to a charter. As a charter, Peabody is not a school of choice, nor are students "chosen" to attend. Instead, PCS is the "home school" for the families that live within that attendance boundary. If a student lives in our attendance boundary, they come to Peabody as long as there is room (we have a current hard cap of 776). If there are any other additional spaces after accepting students from our attendance boundary, Peabody uses a simple lottery system to let in transfer students. Our attendance area and fair lottery are actually one of Peabody's strengths. Peabody's student population accurately reflects the racial and socioeconomic demographics of Santa Barbara as a whole, and Peabody proudly serves just about every type of student.

PART III – SCHOOL OVERVIEW

Over thirty years ago, a radical idea called "charter schools" became a public school reality in California. The state passed its charter law in 1992; and, in 1993 Peabody Charter School (PCS) became one of the first charter schools in the state. Out of the current 1300+ charter schools in California, Peabody has charter number twenty-one.

That remarkable time was 30 years ago, but Peabody's place in Santa Barbara's history began long before that. Built in 1927 as Peabody Elementary, Peabody is situated on Santa Barbara's north side on a piece of land sold to the Santa Barbara Unified School District for \$5 by the Frederick Forrest Peabody family. From its simple beginnings that included five classrooms, a dentist's office, and a three-room hospital, Peabody has steadily expanded to its current 34-classroom campus. The campus includes an auditorium and stage, cafeteria/kitchen, expansive fields/play areas, and state of the art Pinner Family Exploration Center which houses a science laboratory, a stunning library, and our effective intervention center.

One of the many unique features of Peabody Charter School (PCS) is that it has always retained its original attendance boundary. As a charter, Peabody is not a school of choice. Instead, PCS is the "home school" for the families that live within that attendance boundary. This is actually one of Peabody's strengths. Peabody's student population accurately reflects the racial and socioeconomic demographics of Santa Barbara as a whole. Peabody proudly serves a diverse body of students.

Peabody has implemented several key strategies used within the school that has encouraged and challenged not only our students to develop their full potential but our staff as well. That work began with the question, "How can Peabody end the historically predictive academic outcomes of certain racial and socio-economic subgroups?" Work on this question has led to growth in several areas. Three initiatives we would highlight here include the development of a school-wide "learner profile" that outlines what all students leaving Peabody should know and be able to do; deeply grounding our literacy instruction deeply into the science of reading; and, utilizing the strength of project-based learning to allow students to develop not only academic skills but the integral skills outlined in the learner profile.

Peabody engaged each facet of its community in creating what we call the learner profile. Co-created with teachers, parents, local education experts from our local universities, administrators, and local politicians, the learner profile outlines the ten skills and dispositions. The Peabody community felt these skills and dispositions were essential and necessary for students to maximize their opportunities in the secondary schools and reduce the achievement gap between subgroups. The skills listed aren't revolutionary, but they were actively chosen by our community. When the document was presented, ownership was (and remains) high. Using the learner profile as a guiding document, we then asked what instructional approaches would help us ensure that students developed these skills.

After looking at quantitative and qualitative data from several sources, one area that Peabody saw as an opportunity was to improve literacy instruction. In order for students to maximize opportunities that allowed them to develop the skills and dispositions on the learner profile, they first had to be proficient readers. This led to the development of a rigorous and coherent system of providing professional development for teachers in the science of reading. In addition, we built a robust multi-tiered system of support that includes classroom instruction, intervention, and special education. The professional development included a two-year course titled "Language Essentials for Teachers of Reading and Spelling." The course provides Peabody teachers with the skills to truly embody the Maya Angela quote, "Do the best you can until you know better. Then, when you know better, do better." "Know better, do better" is fast becoming an axiom at Peabody. While this work continues, Peabody is beginning to see extremely positive results across our various demographic groups. The gap between various subgroups is closing.

To promote students development of the non-academic skills on our profile, such as communication, collaboration, community, etc, we have invested in our teacher's ability to offer project-based learning (PBL) experiences that allow students to delve deeply into topics of high interest. This PBL work also provides multiple entry points where students can bring various strengths to bear in order to complete their

work. This allows students to see their skills and talents as assets rather than predominantly working on tasks that emphasize what they don't know or their deficits. These asset-based approaches help students improve their academic skills and nurture a positive scholastic identity that will serve them well in the future.

By keeping equity at the forefront, Peabody Charter is committed to providing an education worth having. We take a holistic approach, including academics, social-emotional learning, nutrition, health and fitness, and community service. Only a few of those programs are outlined here, but it is the interconnectedness of all this work, plus the exceptional commitment on the part of the staff and the administration, that has allowed Peabody to serve students well become the highest-performing elementary school in Santa Barbara, and be designated as a 2023 California Distinguished School.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Peabody's English language arts curriculum is aligned with California State Standards and emphasizes the development of foundational skills, such as phonics, fluency, and comprehension. The school uses a variety of instructional strategies, including small-group instruction, whole-group instruction, and instructional rotations. Students in the lower grades are encouraged to strengthen their word decoding skills in preparation for a content-based approach in the upper grades. Once students have mastered the foundational skills of reading, instruction shifts to foster deep language comprehension skills, writing to various genres, and strong spelling skills.

At the beginning of the 2022-2023 school year, our classroom teachers, kindergarten through third grade, special education teachers, and all of our intervention teachers started a professional development course called LETRS (Language Essentials for Teaching Reading and Spelling). Peabody embarked on this professional development in order to create a school-wide shared understanding of the research and best practices for teaching reading. Our upper-grade teachers will also complete part of this training during the 2024-2025 school year so that our entire organization will have a shared vocabulary and knowledge base around appropriate literacy practices.

The adopted English language arts core curriculum at Peabody Charter is Wonders by McGraw-Hill. The Wonders curriculum is a comprehensive reading program. The program is designed to support the development of reading and language arts skills in students from kindergarten through sixth grade. Wonders is aligned with state standards and focuses on building foundational skills, developing fluency, and promoting comprehension. Teachers use unit assessments included in the Wonders curriculum to monitor student growth. In addition, Kindergarten and first-grade teachers use Heggerty Phonemic Awareness curriculum to supplement Wonders and the assessments that accompany the program. It provides a systematic approach to developing phonemic awareness skills for our youngest students. Lastly, Peabody has also included Amplify's Skills Readers to bolster our access to decodable reading materials for our Kindergarten, first-grade, and second-grade students.

Assessment is an important part of the English language arts curriculum at Peabody Charter School. The school uses a variety of formative and summative assessments to monitor students' progress and identify areas where they may need additional support. Peabody has incorporated a universal screener for all students to help identify students that need additional instructional support in English language arts that is given at the beginning of each school year. In addition, the school uses diagnostic assessments to identify specific reading difficulties and develop targeted interventions.

School-wide, Peabody Charter School uses the Renaissance STAR assessment system and data from kindergarten through 6th grade to monitor student progress. There are five designated assessment windows per year when all teachers administer these assessments. This data is then analyzed to help inform instructional next steps at the classroom level. It is also used at the school level to track trends and progress. In addition, Peabody uses DIBELS 8th Edition to measure Oral Reading Fluency across first through sixth grade to monitor fluency and accuracy.

Peabody Charter School strongly emphasizes the science of reading, using evidence-based practices to support each student's development of reading skills. The school's reading program includes various materials and resources, including leveled readers, decodable books, and online resources. Lexia Core 5 is used in classrooms to provide additional reading practice and support.

1b. Mathematics curriculum content, instruction, and assessment:

To address learning standards at Peabody Charter School, teachers use a variety of instructional strategies and materials that align with the standards. For mathematics, Peabody Charter School uses the Bridges curriculum, developed by the Math Learning Center. The curriculum is designed to provide students with a deep understanding of mathematical concepts and develop their problem-solving skills. The curriculum is aligned with state and national learning standards and provides teachers with a variety of resources, including lesson plans, activities, and assessments. Bridges is a kindergarten through 5th-grade curriculum. Peabody Charter School uses the CPM Math curriculum in the 6th grade in order to align with the curriculum and practices that our local Junior High Schools are using. In addition, classrooms utilize Dreambox math to support students' developing mathematical skills.

Formative assessments are used throughout the instructional process to provide ongoing feedback to students and teachers about student learning. These assessments are designed to identify areas of strength and weakness and help teachers adjust their instruction to meet the needs of individual students. Teachers use a variety of formative assessments, including observation, questioning, quizzes, and exit tickets. Summative assessments are used at the end of a unit or grading period to measure student mastery of the learning standards. One type of summative assessment is the end-of-unit assessments included within the Bridges curriculum. Classroom teachers use these end-of-unit assessments to evaluate student mastery of the material presented. Once results have been evaluated, teachers meet with students to review concepts that are unclear and support students in acquiring mastery. Another type of summative assessment used is the Interim CAASPP (California Assessment of Student Performance and Progress) assessments which provide prescriptive feedback on concept mastery at the student level.

On a school-wide level, Peabody Charter School uses the STAR Math assessments as a summative assessment for mathematics. The STAR Math assessments are computer-adaptive tests that adjust to the student's performance level and provide a measure of proficiency for each student. Teachers use the data from these assessments to identify areas of strength and weakness for individual students and to adjust their instruction for future units.

The data from both formative and summative assessments are analyzed by teachers and administrators to identify student learning trends and develop strategies for improving student performance. Teachers meet regularly to review student data and discuss instructional strategies to address areas of weakness.

Overall, Peabody Charter School uses a comprehensive approach to address learning standards, using various instructional strategies and assessments to ensure that students are making progress and meeting grade-level expectations. The Bridges curriculum, formative assessments, STAR Math assessments, and data analysis are all essential components of the school's mathematics instruction and assessment approach.

1c. Science curriculum content, instruction, and assessment:

Peabody Charter School chose the Foss (Full Option Science System) Curriculum for our science instruction for several reasons. The Foss Curriculum is a hands-on, inquiry-based program that emphasizes active engagement in the learning process. This approach aligns with the school's overall instructional philosophy, which emphasizes student-centered learning and critical thinking skills.

One key advantage of the Foss Curriculum is that it incorporates the Next Generation Science Standards (NGSS), a set of national standards for science education. This ensures that students learn the skills and concepts they will need to succeed in science at higher grade levels and beyond. The NGSS also emphasizes the importance of cross-disciplinary learning, which helps students to see the connections between different areas of science and to develop a more integrated understanding of the subject.

Another advantage of the Foss Curriculum is that it provides a structured framework for assessment. The program includes various assessment tools, including formative assessments, summative assessments, and performance-based assessments. This allows teachers to track student progress and identify areas where students need additional support.

In addition to the Foss Curriculum, Peabody Charter School uses a variety of general instructional

approaches in our science instruction. These include hands-on activities, inquiry-based learning, and project-based learning. The school also emphasizes the importance of collaboration and communication skills, which are essential for success in science and in many other fields.

Assessment is an important part of the science instruction at Peabody Charter School. In addition to the assessments included in the Foss Curriculum, teachers use various other tools to assess student learning. These include observations, student reflections, and assessments of student work products. Teachers also provide regular feedback to students to help them improve their understanding of science concepts and skills.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Peabody Charter School chose to adopt a cross-disciplinary approach to our social studies curriculum in order to provide a more holistic view of the subject matter. The social studies topics align with the California State Standards and provide meaningful and engaging lessons for students. This approach helps students to see the interconnectedness of different topics and how they relate to each other. By drawing connections between various disciplines, such as history, geography, economics, and politics, students are able to gain a more comprehensive understanding of the world around them.

Additionally, Peabody Charter School chose to incorporate Project Based Learning (PBL) and Visible Thinking Strategies (VTS) as general instructional approaches to enhance student engagement and learning outcomes. PBL allows students to work on projects that are relevant to their interests, giving them a sense of ownership over their learning. This approach also encourages collaboration, critical thinking, and problem-solving skills. VTS is a teaching methodology that encourages students to think deeply about a topic or concept by asking open-ended questions and fostering dialogue. This approach helps students to develop their own ideas and perspectives, as well as improve their communication skills.

Lastly, Peabody Charter School uses the California Common Core State Standards (CCSS) as a guide to ensure that its social studies curriculum aligns with the expectations set forth by the state. This ensures that students are prepared for state assessments and are meeting the necessary benchmarks for their grade level. Additionally, assessments are used to monitor student progress and provide feedback for teachers to adjust their instruction accordingly.

In conclusion, Peabody Charter School chose a cross-disciplinary approach to its social studies curriculum, incorporating PBL and VTS as general instructional approaches and using CCSS to ensure alignment and assessment. These approaches help to create a more engaging and meaningful learning experience for students while also preparing them for future academic and professional endeavors.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

This was the first year that our school offered transitional kindergarten (TK) to students that turned five by February. TK is a play-based developmental program that focuses on social-emotional skills and school readiness. In addition, academic content is introduced to build a foundation for kindergarten skills. TK offers academic instruction in language arts, math, science, English language development, and social studies.

The core curricula in language arts, Zoo Phonics and Heggerty, are also used in kindergarten classrooms. The core curriculum in math, Bridges, is used in grades kindergarten through five. Bridges offers an age-appropriate introduction to the math skills that students will learn and practice in kindergarten. Zoo Phonics is a fun and easy way for students to learn letters and sounds, and Heggerty teaches phonemic awareness skills. Along with these programs, students learn and practice these skills and science and social studies through books and hands-on, play-based activities. Students are also introduced to various artists as well as

participate in multiple author studies throughout the year.

The most important curriculum in the TK classroom is the social-emotional curriculum, Second Step. This provides students with skills and knowledge that will help them succeed in all areas of the school. Students learn skills like how to be a good listener, how to focus, fair ways to play, how to identify emotions, and how to help themselves deal with things like anger or waiting. During play, students get ample practice to practice these skills along with things like negotiation with peers, how to solve problems or identify when they need the help of an adult, and how to be a part of the classroom and school community. Through observation and informal assessment, we see students develop an academic foundation and, more importantly, function successfully in the larger school environment.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Peabody Charter School believes in a whole-child approach to education. Academic growth is an integral part of our program, but other elective areas of study are equally important. In order to facilitate an opportunity for students to access a well-rounded education, we have a slightly longer school day that exceeds state minimums and is longer than other local schools. All Peabody Charter students are allowed to participate in a 30-minute drama class every week, which focuses on building presentation skills, stage presence, collaboration, and dramatic expression. We have partnered with a local drama school, InterACT, to provide us with an instructor who leads our drama program. In addition, 4th-6th grade students have the opportunity to enroll in a weekly after-school program that InterACT leads so that students have access to additional drama opportunities.

Also, all students participate in a 30-minute movement class weekly. Students practice dancing with rhythm, following choreography, stage presence, and innovation within this class. While learning these skills, they are also practicing character skills that we focus on at Peabody, such as creativity, collaboration, healthy lifestyles, and a sense of community and belonging.

Finally, we have a robust ceramics program that all students have access to throughout the year. Every classroom has three six-week rotations in “The Splash Zone,” our ceramics center, where they create ceramic projects based on core literature, historical time periods, or in celebration of an upcoming holiday. They take the project from its infancy through the creative process and the final glazing and finishing touches. These creations are put on display at our annual Academic Showcase in May.

2b. Physical education/health/nutrition

Peabody’s Physical Education (PE) program is truly one of the best. As part of the culture here at Peabody, the entire grade level participates in PE at the same time. Each grade level has approximately 100 students, and that grade level has three PE classes each week for 45-minutes each session. We have an incredible credentialed PE teacher who has built the program and two PE assistants that support every class. The curriculum focuses on weekly running goals, ball skills, lateral movement, jumping, and so much more. While the core focus is on physical skills, much of the learning that comes from PE class connects back to our Learner Profile. Students are always asked to reflect on actions and ask, “Is it respectful? Am I being responsible?”. Collaboration and communication skills are essential in all areas but become incredibly important when playing a game with a large group of peers.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Our library is a safe space for students to explore new books, experience a weekly story from our librarian, or find a quiet place to read during lunch. Approximately 20 years ago, parents from our community came together to raise money to build a permanent library that inspired students to love to read. The end result is a gorgeous building with wood paneling, beautiful bookcases, and a reading nook complete with a fireplace. Our school librarian meets with every classroom on campus every other week for 20-30 minutes at a time. During that session, she will read a new book to classes that may support the topic of social studies or science in the classroom or may focus on a specific author. In addition, students have the opportunity to check out a few new books to take home from our school library.

At Peabody, all students have access to technology as needed. For our youngest scholars: TK, kindergarten, and first grade, students have access to Ipads in the classroom to support academic growth by using educational apps. All students in second grade through sixth-grade have one-to-one Chromebooks available in the classrooms to access Google Classroom and assignments posted by their teachers. All classrooms are provided with a TV and an Apple TV to project needed information.

2e. Any other interesting or innovative curriculum programs you would like to share

For over twenty years, the Peabody cafeteria has been creating healthy meals that kids love. Peabody's cafeteria is something special and was one of the first cafeterias to prove that school lunches could be cooked daily from scratch. On any given day, you'll smell whole grain bread or pizza dough rising, see fresh local produce being prepped, and hear scratch-made sauces and soups sizzling. Our student's health is our top priority, which is why we cook our meals from scratch. It is our goal to teach our students life-long lessons about health and show them that healthy choices actually taste really good!

Another of our signature programs is the enormous garden here at Peabody. Our school occupies an entire school block, and one side of that block is lined by our garden. We have some incredible volunteers who facilitate the upkeep of the garden and assist students in planting. While all students have access to the garden, it is a special privilege for our sixth graders to have lunch in the garden and plant-specific plots. The garden is woven throughout the curriculum in sixth grade and is a source of pride for the entire school.

Lastly, we have a partnership with Wilderness Youth Project (WYP) of Santa Barbara. Every week they take half of our 5th graders out into various wild areas to build leadership skills, a connection to the Earth, and so much more. WYP programs provide fun, adventure, and learning outdoors. While half of the class is out exploring, the remaining students have specialized learning time in smaller groups with their classroom teachers.

3. Academic Supports

3a. Students performing below grade level:

Peabody Charter has a robust system of intervention support for students who are performing below grade level. We have a coherent set of assessments that allow us to understand the strengths and weaknesses of each student and prescribe appropriate instruction. To address students struggling with literacy, a universal screener is given to all students at the beginning of each school year to determine who may need further assessment. From those results, students are flagged for diagnostic assessment, which may include a phonics assessment, phonemic awareness screener, spelling screener, and an oral reading fluency assessment. Once the data is compiled, our intervention team, which consists of one credentialed teacher per grade level and three additional intervention teachers, sorts students into small groups according to their instructional needs. We have small group instruction with our grade level Teacher Tutors with a group size of 4-5 students, 3-4 times a week. This is our Tier 2 support. In addition, we have our Tier 2.5 support, which consists of three general education intervention teachers who work with students who need more intensive support. They meet with students in a group size of three students, five days a week for 45 minutes per session. All students are routinely assessed with observational data as well as ongoing diagnostic and progress monitoring. Classroom teachers are provided with a progress report on each student receiving intervention three times a year, and intervention groups are fluid based on student progress and need.

To address students who need further support in mathematics, classroom teachers work with small groups of students to hone individual concepts that students may be struggling with. In addition, our grade-level teacher tutors meet with small groups of students during the math portion of the day to reinforce and reteach concepts for students who are performing below grade level or to provide instruction in a smaller group format. End-of-unit assessments, observation, CAASPP interim assessments, and basic fact tests help teachers tailor instruction to meet the diverse and individual needs of each student. All of these supports help close the achievement gap between various student populations.

3b. Students performing above grade level:

To support students performing above grade level, we use various opportunities and teaching methods to stimulate student growth. Project Based Learning is implemented across grade levels and provides an on-ramp for all students to have access to higher-order thinking and complex reasoning. Students can extend their thinking and work to their highest potential when provided with rich project-based learning opportunities. Also, Visible Thinking strategies are used throughout the school and provide a scaffold for deep thought and observation. A thinking routine is a set of questions or a brief sequence of steps used to scaffold and support student thinking. Project Zero researchers designed thinking routines to deepen students' thinking and to help make that thinking "visible." (<https://pz.harvard.edu/thinking-routines>). Routines are practiced within a grade level and then passed on to the following grade-level team. In addition, we have a Math Superbowl Team that practices once a week throughout the school year and is composed of fourth through sixth-grade students. This team goes on to compete with other elementary school teams throughout Santa Barbara County. Lastly, our school hosts a yearly Spelling Bee, and the top two winners go on to compete in the County Spelling Bee.

3c. Students with disabilities:

Our students with disabilities are an integral part of our student population at Peabody Charter. Students who receive services are provided appropriate services, including goal-based academic instruction, speech/language, occupational therapy, and adaptive physical education by our Resource Specialists and/or certificated staff throughout the school day. Some students are additionally supported by a para-educator. Recently, our Resource Specialist teachers have completed training in regard to literacy. Resource Specialists have completed Lindamood-Bell Seeing Stars training and are incorporating it into their daily instruction when appropriate. In addition, our special education staff is currently completing LETRS (Language Essentials of Teaching Reading and Spelling) in order to solidify their knowledge of the process of reading. Our team meets weekly to debrief about upcoming Individualized Education Program (IEP) meetings and to provide continued professional support and conversation. In addition, we have a program to support students with moderate to severe disabilities on our campus. Our amazing team creates a safe and supportive environment to meet the individual needs of all learners. We are consistently working to disrupt historical patterns of achievement for students with disabilities and are actively working to close the achievement gap.

3d. English Language Learners:

Supporting our English language learners (EL) is one of our top priorities. Fourteen percent of our population are Emerging Multilingual students, and we have many programs to support their development. As a school, we have embraced two cultural goals that are the driving force of our decision-making. One of those goals is: To strengthen EL students' complex academic outputs (learning products) that include complex language abilities and demonstrating critical thinking through writing.

Bilingualism is a strength and asset, and we communicate this sentiment through our actions and messaging. We have an ELD (English Language Development) Coordinator/Bilingual Family Liaison who coordinates all of our ELPAC (English Language Proficiency Assessments for California) testing and supports our newcomers. The Liaison also serves as a link to our families who are hesitant to interact with the public school system. Our Liaison also conducts an ELPAC chat with all English language learners prior to ELPAC testing to review previous scores and to set goals for the upcoming school year and ELPAC test. In addition, all of our classroom teachers provide designated ELD instruction daily during our protected

English Language Instruction Block and group students with similar language needs. Teachers use the CA English Language Roadmap to guide instruction and deliberately practice all four areas; listening, speaking, writing, and reading and use informal assessment and observation to monitor growth. All of these programs and supports result in Peabody Charter having one of the highest reclassification rates in the county. According to the CA Dashboard, in 2022, 69.7% of our English Learners are making progress toward English language proficiency. Another program worth mentioning is our PACE program. The Peabody Afterschool Class for Enrichment is offered to all 4th-6th grade students who are designated as Bilingual Students. The group meets once a week for the entire school year and focuses on the following topics; bilingualism as a superpower, an enrichment mindset, a growth mindset, and creating community. Three classroom teachers from 4th, 5th, and 6th grades lead this program, and Peabody is communicating with these actions that we value and support our English Language Learners.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Peabody staff believe deeply that, first and foremost, a school must be a happy place for students. While this can sound at first like a cliché, Peabody takes this belief seriously. If a school isn't a place that students want to attend, it doesn't matter how rigorous the math program is or how many science experiments students can conduct. Peabody engages, motivates, and provides students with a positive environment by first building relationships. This includes relationships with teachers but also with support staff such as the custodial team, the front office, the nurse, or the cafeteria staff. Peabody strives to ensure that students know and feel that there are adults at the school that care about them. This is the first effort toward making Peabody a happy place.

Peabody staff knows that students need to have positive peer relationships as well. To accomplish this, teachers actively use a responsive classroom approach that takes time out of each day to establish routines that build community. One such routine is morning meetings. Students meet not only to learn more about their peers, but also to work on essential social skills like how to include others, how to share, and how to accurately name their feelings so that they can use their words appropriately. The Peabody administration also employs a restorative approach when dealing with inevitable conflicts. This allows situations to be resolved in ways that strengthen the community and keep students feeling like they belong to a school that cares about them.

By providing enriching experiences both in and out of the classroom, Peabody tries to ensure that students have something to look forward to each week. For some, math might be what they look forward to, but for others, it might be physical education class or drama. Peabody believes that all students need opportunities to not only learn new things and be challenged, but also to participate in activities where they get to show their strengths. By providing a wide range of opportunities within the school day, Peabody supports each student's academic, social, and emotional growth.

2. Engaging Families and Community:

A core value of Peabody Charter is parent and community involvement. While not required, all parents at Peabody are encouraged to engage with the school via various volunteer opportunities. These opportunities range from essential but low-profile activities, such as helping take care of the gardens, to essential but high-profile activities, such as becoming the president of the school's Board of Directors. There are countless opportunities between these extremes as well. Parents can volunteer in the classroom, help on field trips, work in the cafeteria, run school-wide fundraisers, and more. Peabody signals to parents regularly that they are welcome on campus and are also needed. The Peabody cafeteria even provides a fresh-cooked lunch for parents for a nominal fee, allowing busy parents to come and have lunch with their child(ren) and friends during their lunch break. Peabody knows and helps parents understand better that when students see the adults in their lives actively engaged in their school and physically present on campus, they learn that the school is an important place.

Beyond being a volunteer, Peabody also provides parents with several ways to provide invaluable input to the school and develop their own leadership skills. These opportunities include being a member of the School Site Council (SSC), the Parent, Teacher, Staff Organization (PTSO), or as a member of the English-Learner Advisory Council (ELAC), which Peabody calls Podemos, or as a member of the Peabody Foundation, or as a member of the Board of Directors. These opportunities provide parents with opportunities to contribute their time and expertise to the school and perhaps develop leadership skills that they can use here at Peabody and beyond. For example, a parent might first help run a fundraiser, which leads to becoming PTSO president and applying to become a member of the Board of Directors. By providing opportunities for parents to develop and show leadership, Peabody is helping to strengthen the school-parent connection.

Having pathways to leadership is particularly important in helping Peabody achieve its goal of having parent

leaders who reflect the school's diversity. To do this, we provide opportunities and encouragement for parents who might not initially see themselves as leaders. As Peabody actively encourages, supports, and consciously seeks engagement and leadership from all corners of the community, the school is beginning to see that diversity is reflected within the internal organizations that help Peabody function at its current high level.

3. Creating Professional Culture:

Peabody creates an environment where teachers feel valued and supported in several ways. Peabody's independence as a charter school means that teachers get to have an active role in shaping their own work. This is accomplished by providing authentic opportunities for input about the work that the school engages in. This input is provided through their contributions to important campus-wide committees. At Peabody, there is a Leadership Committee with a representative from every grade level that meets directly with the principal to work on key initiatives such as policies (i.e., the homework policy) and procedures (i.e., the report card). Similarly, there is a Technology and Assessment Committee that coordinates the integration and use of technology, as well as the formative and summative assessment schedules. There is also an equity and ELD committee that focuses on initiatives that move the school forward on our equity and language goals.

Another important way in which teachers are valued and supported is through ongoing professional development. As a school, we have tried our best to reduce initiative fatigue by maintaining our focus on important school-wide aspects for several years. As much as possible, Peabody avoids the "one and done" mode of professional development in favor of a sustained, multi-year approach that allows the learning to deepen and become a part of our everyday practice. For example, our latest effort around literacy includes an initial two-year professional development cycle that provides all teachers with the gold standard in literacy instruction. Many of Peabody's teachers have remarked that this professional development experience, deeply rooted in the science of reading, is the class that they all wished they had had in their credential programs. This PD will be followed up with ongoing coaching, new materials, and sustained, guided conversations about how Peabody implements the teachers' new learning strategies.

Other areas of professional development that have received similar attention include English language development instruction, project-based learning (PBL), and the teaching of mindfulness techniques for self-regulation.

By providing opportunities for teachers and administrators to work together for the betterment of the students served, Peabody has been able to enlarge the capacity of the staff, allowing the school to provide exceptional instruction and social-emotional support. It has also built a strong culture of collaboration among teachers. While there is built-in collaboration time for all teachers during the week, almost all teachers also meet regularly during the lunch period and/or after school. This collaborative spirit is a norm here at Peabody, and as teachers retire and new teachers are brought on, the new teachers quickly adopt this norm of working together.

4. School Leadership:

While many schools and districts are seeing rapid turnover of their leadership staff, Peabody has had only three principals in thirty years. This stability is part of Peabody's overall success, and it speaks to the high level of commitment on behalf of the administrative team.

The current administration is composed of three administrators. The Superintendent/Principal, an Assistant Principal, and a Director of Student Services comprise the current administration. This team is supported by veteran office staff as well. The philosophy of the current administration is grounded in the understanding that the classroom is the most important place, and what happens in that space on a daily basis is the focus of their efforts. An example of this support can be drawn from the previously discussed work around literacy. As teachers learn more about the most effective way to teach reading, that work is then supported by the assistant principal, who meets with grade levels regularly and coaches teachers as they begin to implement their new skills.

The assistant principal also coordinates the intervention team that comprises a key component of Peabody's multi-tiered system of support (MTSS). Her regular meetings, training, data collection, and review have helped create a system that is coherent and supportive of students who need extra support. This coherence is a key element of what is successful at Peabody. As the school moves collectively and with purpose toward a clear goal, we are seeing student achievement rise and achievement gaps close.

The superintendent/principal not only works closely with teachers and support staff but also works closely with the Board of Directors to ensure that the resources needed to best support the needs of teachers are available and documented through approved school-wide plans such as the Local Control Action Plan (LCAP) and Single School Plan for Student Achievement (SSPSA). By ensuring that the school's limited resources are targeted on actions that support student achievement, Peabody has seen consistently improving results.

The Director of Student Services supports all students through her coordinated efforts around restorative approaches to student discipline, as well as her support for all students who have IEPs or 504 plans. In collaboration with the assistant principal, the director of student services helps to align the work that the special education team is doing with the work happening within the MTSS system as a whole. Again, this alignment, and the coherence that comes with it, is beginning to have a positive impact on student achievement across subgroups.

5. Culturally Responsive Teaching and Learning:

Peabody Charter is deeply committed to providing a welcoming environment that is culturally sensitive and responsive. As a school community, teachers, staff, and parents meet regularly to examine processes and procedures that may exist as barriers to academic achievement.

Since 2019, we have had a staff committee focused on Equity and Inclusion with a lens specifically supporting our Emerging Multilingual Learners (EML). This has included partnering with the national organization, Ensemble Learning, as well as the Santa Barbara County of Education, to improve the experience of EMLs and their families, enhance our EL program, and increase the growth of family involvement and communication. Out of the work, this committee generated two specific goals for culture and academic achievement:

Cultural Goal: EML students and families will report that their language and culture are valued and reflected in the school environment.

Achievement Goal: To strengthen EL students' complex academic outputs (learning products) that include complex language abilities and demonstrating critical thinking through writing.

PART VI - STRATEGY FOR EXCELLENCE

As an educational organization, alignment and coherence are the essential components of success. So often, programs and initiatives operate in silos within the public school system and can pull in different directions or, worse, inadvertently work against each other. In order to accelerate our growth, Peabody Charter has been streamlining our Multi-Tiered Systems of Support (MTSS) to create a coherent academic and supportive behavioral system.

“Coherence is a shared depth of understanding about the purpose and nature of the work in the minds and actions individually and especially collectively” (Coherence, Fullan, and Quinn, p.16).

Peabody Charter adopted an inside-out approach by starting this work in 2021 when we reorganized and reimagined our intervention system. Prior to this work, each grade level had a credentialed Teacher Tutor to provide small-group support to struggling students. In order to streamline this system, we first began with professional development for all Teacher Tutors around the science of reading and appropriate intervention instruction around literacy. A master schedule was created for the entire school, creating a designated and protected English Language Instruction block for both lower elementary (TK-3rd grades) and upper elementary (4th-6th grades). Three additional interventionists were hired to provide intensive reading instruction across all grade levels to support students that demonstrate the greatest need. A consistent intervention curriculum was incorporated, and coaching was provided to all ten intervention teachers.

A clearly defined assessment protocol was put into place, starting with a universal screener that was given to all students at the beginning of the year. After the universal screener is complete, that data is used to determine which students will need the diagnostic assessment. All of this information is used to create our intervention groups and decide who needs Tier 2 intervention and who needs Tier 2.5. The only difference between the two tiers is frequency, duration, and group size. The addition of Tier 2.5 intervention allowed Peabody to provide students with intensive literacy instruction so that we can monitor a student’s response to intervention. All of these efforts have resulted in huge academic gains for our struggling readers and a reduction in referrals for special education evaluation. In 2022, our CAASPP ELA scores improved by 7% from our last assessment in 2018, even after two years of COVID disruption.

At this point in time, our entire staff is receiving some type of training regarding appropriate literacy development and instruction. Our organization and its goals are in alignment with our daily actions, and our decisions are based on what is best for our students. As Maya Angelou once said, “When you know better, you do better,” and that is our driving force. We wholeheartedly believe that our strength is in our coherence and unity.