

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name K. L. Carver Elementary School
(As it should appear in the official records)

School Mailing Address 3100 Huntington Drive
(If address is P.O. Box, also include street address.)

City San Marino State CA Zip Code+4 (9 digits total) 91108-2702

County Los Angeles

Telephone (626) 299-7080 Fax (626) 299-7086

Web site/URL http://www.carverschool.us E-mail mlin@smusd.us

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* Dr. Jeff Wilson E-mail jwilson@smusd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Marino Unified School District Tel. (626) 299-7000

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 Mr. C. Joseph Chang
(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, write N/A in the space.*

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 2020 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 includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
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. 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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	4	4
K	56	50	106
1	45	49	94
2	49	43	92
3	52	46	98
4	53	47	100
5	63	53	116
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	318	292	610

*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 % American Indian or Alaska Native
 - 63 % Asian
 - 2 % Black or African American
 - 4 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 18 % White
 - 12 % 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 2018 - 2019 school year: 10%

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, 2018 until the end of the 2018-2019 school year	48
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	58
(4) Total number of students in the school as of October 1, 2018	599
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Mandarin, Cantonese, Japanese, Koren, Spanish

English Language Learners (ELL) in the school: 16 %
100 Total number ELL

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

Total number students who qualify: 42

8. Students receiving special education services: 11 %

65 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>12</u> Autism | <u>2</u> Multiple Disabilities |
| <u>3</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>11</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>31</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. 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 25:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **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 2019.

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%

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

Yes X No

If yes, select the year in which your school received the award. 2005

15. In a couple of sentences, provide the school’s mission or vision statement.

Create a collaborative environment that fosters lifelong learning for all children, inspires students to reach their highest potential, and empowers them to achieve their goals.

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

PART III - SUMMARY

K.L. Carver Elementary School is in San Marino, which is east of Los Angeles, near the San Gabriel Mountains. What was once the home of the Gabrielino Indians, and later became the Henry E. Huntington Ranch, has evolved into a neighborhood of single-family homes, clustered around the Huntington Library and a beautiful community park. Carver School opened in its present location in 1952 and is one of two elementary schools in the district, which also includes one middle and one high school. The schools in the San Marino Unified School District (SMUSD) are an integral part of a community that provides ongoing support in terms of volunteer service and financial commitment.

Carver School is known as the “Carver Family.” We embrace cultural diversity and pride ourselves on the caring relationships we develop with our students and their families in this close-knit community. The Carver faculty provides a welcoming, nurturing environment designed to enable our 600 students to be successful learners. Innovative and creative teaching and learning occur in an environment where positive attitudes, behavior, and high academic standards are expected, reinforced, and achieved. Parent involvement is exemplary, as evidenced by the tens of thousands of hours volunteered by PTA and families every year. Student activities are academically focused and enhanced with enriching opportunities in each school day. State content standards are taught in creative ways. Most importantly, our children thrive at Carver School and are motivated to learn!

We have been very successful in implementing the Common Core State Standards, as evidenced by our state test scores. Disaggregated data show Carver children to be high achievers overall and for all subgroups. When accounting for every child, we find that relatively few children fall below academic proficiency. For those children, we employ a concerted team approach of personalized attention. We believe our success is due in large part to Carver’s culture of strong academics and learning, the close rapport among students and teachers, and the strong relationship between teachers and families. Our district supports class size reduction of average 24 students in grades K-3, and classes range from 24-29 students in grades 4 and 5. As our teachers have implemented a standards-based, aligned-curriculum, our students are gaining ground each day at school. We are so proud of our students and teachers!

Our mission is to create a collaborative environment that fosters lifelong learning for all children, inspires students to reach their highest potential, and empowers them to achieve their goals. The Carver student becomes a highly literate individual who is an effective writer and communicator, critical thinker, and problem solver who can combine these skills with technological expertise to attain personal goals in a culturally diverse world.

In 2018 Carver School received the California Distinguished School Award for the third time since its founding. Schools that applied were eligible based on their performance and progress on the state indicators as described on the California School Dashboard. Indicators include test scores, suspension rates, and English learner progress. California Distinguished Schools represent examples of not just excellent teaching, learning, and collaborating, but also highly successful school climate efforts, ranging from real-time conflict resolution to positive behavior intervention. The previous two times Carver was recognized as a Distinguished School were in 1987 and 2014.

With respect to the other public elementary schools in San Marino Unified School District, Carver School has twice the number of students with disabilities, 50% more English Learners, and twice the number of students qualifying for Free or Reduced Lunches. Carver School engages students through Universal Design for Learning in all areas of learning to promote academic, socio-emotional, and cultural learning. Carver students are purposeful and motivated learners because of a caring staff and a very supportive PTA. Carver Students are resourceful and knowledgeable learners and are provided multiple options and multiple ways of learning. As strategic and goal-directed learners, Carver students have many options to demonstrate and express their knowledge.

In 2005 our school was awarded the prestigious National Blue Ribbon Award under the No Child Left Behind Act, which honors K-12 public and private schools that are academically superior or have

demonstrated dramatic gains in student achievements. This recognition has served our school and community in continuing to promote a spirit and tradition of excellence that support the school climate and culture, professional development and capacity, school leadership philosophy, and family and community engagement. With the state's transition to the Common Core State Standards, student achievements continue to reflect the exceptional education our Carver students enjoy.

We treasure our uniqueness. Dozens of our faculty and staff have personally attended, or their children have attended or are currently attending SMUSD schools. The combined history and stability of our dedicated staff comprise the key ingredients of the Carver Family culture, described by one parent as “warm-firm-fuzzies.” Our teachers integrate respect and care into every part of their day, with a focus to empower students.

What distinguishes our school is the balance of academics, character-building, age-appropriate activities, and personalized attention.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

The overall approach at Carver School is in the way we engage students in all areas of learning to promote academic, socio-emotional, and cultural learning. Carver students are purposeful and motivated learners because of caring staff and a very supportive PTA. Carver Students are resourceful and knowledgeable learners and are provided multiple options and multiple ways of learning. As strategic and goal-directed learners, Carver students have many options to demonstrate and express their knowledge. Students who are struggling have access to multi-tiered system of supports (MTSS). Core instruction is differentiated with an abundance of enrichment programs such as science, technology, engineering, and math (STEM), art, music, and educational assemblies. Targeted remedial interventions and supports are provided in the classroom with consultation from specialists. Students who qualify for special education receive intensive remedial interventions and supports in the least restrictive learning environments. Teachers work in collaboration teams and have grade-level planning days four times each year. Collective efficacy and capacity are sustained through weekly professional development and team meetings. The Carver PTA is an integral part of the solution in advocating for and funding a variety of enrichment programs that benefit all students in all grade levels. Parents understand the importance of appropriate parental involvement and support. The principal speaks at multiple parent meetings throughout the year: Coffee with the Principal, PTA Leadership, PTA Executive Board, PTA Association, and PTA Newcomer meetings. The importance of the school-home relationship is analogous to teacher-student relationships. These positive relationships are aligned to the school's mission and promote an environment in which all students may operate in his/her optimal levels.

1b. Reading/English language arts

In kindergarten through grade two, students make great strides in learning how to read or foundational skills. These skills include developing print concepts, phonological awareness, phonics, and word recognition, and increasing reading fluency. Classrooms are engaging, allowing children to move and explore, participate in hands-on activities, and learn how to interact with teachers and classmates.

For the lower grade levels, anchor text reading instruction challenges students well beyond their first encounter. A special three-part routine guides students to grasp big ideas, then analyze short passages, and finally undertake independent close reading.

Tier I, II, and III interventions are used to reinforce skills, scaffold instruction, and teach key foundational skills. There is also strategic language support for English learners, which provides integrated support and scaffolds for every lesson, plus five days of additional instruction to develop language skills, all enabling ELs to engage with core instruction. Teachers conduct comprehensive assessments (including weekly tests, benchmark assessments, and unit tests) gives teachers the tools they need to monitor student progress. The online dashboard gives teachers visibility into the progress of their class, providing the insights they need to develop customized lesson plans.

In grades three through five, students are becoming more sophisticated writers and speakers. These skills include engaging in research projects that question what they read and hear, taking information and putting it into their own words, and creating written pieces that follow a structure geared toward a writing purpose (e.g., a narrative story, an informational report, or an opinion text). Classrooms allow children to explore new topics using books, videos, and technology and participate in interactive, collaborative activities with teachers and classmates. Students in the upper grade levels are encouraged to read to expand their knowledge in areas of personal interest or new research topics. They begin to develop analytical skills, going beyond stating explicit information from the text to learning how to draw inferences and how to summarize what they read.

The upper grade level teachers use the adopted ELA materials to develop content knowledge as students listen to multiple complex texts. Teachers also engage students as they analyze texts and identify text evidence while annotating. Teachers may use whole-group texts, small-group texts, Poetry Out Loud, and Sing, Swim & Learn, which engages students with songs that introduce the topic and enhance vocabulary development.

Teachers use Explicit and Systematic Phonics Instruction with purposeful scope and sequence and spiral review with repetition cycle. Teachers frequently apply to real reading and writing experiences, using built-in differentiation for efficient use of instructional time. Word Study book provides additional authentic reading practice and connected text.

Targeted intervention resources are used to support opportunity gaps. Teachers use quick checks to inform exit/entry placement. Teachers also address specific skills tied to assessments and instruction is scaffolded for the student to on-grade-level expectations. Students are provided instruction on how to state, build, clarify, and evaluate an idea from text sets. Oral language development opportunities engage students in relevant discussions. ELD support is also included in every mini lesson.

1c. Mathematics

In kindergarten through grade two, student learning focuses on the concepts and skills for addition and subtraction with a special emphasis on place value. Students learn different strategies for addition and subtraction and apply them to solving a variety of problems. Students develop conceptual understandings about addition and subtraction that form the building blocks for later grades. They gain the skills to be able to explain why a procedure works and why an answer is correct. Students also learn to calculate quickly and accurately. In thinking like mathematicians, students apply mathematics to solve real-world problems, be resourceful, reason about numbers, and explain and defend their answers.

In grades three through five, student learning focuses on the concepts and skills for multiplication and division of whole numbers and understanding fractions. Students learn strategies for using multiplication and division to solve problems. Students also learn to add, subtract, multiply, and divide fractions using various strategies. They will be able to explain why a procedure works and why an answer is correct.

The California Common Core State Standards for Mathematics are based on three major principles: focus, coherence, and rigor. There are two types of standards—the Standards for Mathematical Practice and Standards for Mathematical Content—that together define the mathematics students need to understand, know, and be able to do at each grade level.

In each grade level, teachers engage in scope and sequence, standards correlations, professional development, and differentiation with their students. Assessments for learning are formative and provide students feedback. Students keep a math journal and make use of manipulatives and activity cards.

Math pedagogy revolves around opportunities for students to share their reasoning and problem-solving strategies. Students are given multiple opportunities to think through problems and explain their answers, making connections between concepts and procedures while fostering a positive disposition toward mathematics.

Math instruction in a true spiral curriculum, in which both learning and practice are spread over time rather than concentrated in shorter periods. Content is revisited repeatedly over months and across grades. Math games also allow students to build fluency and develop strategic thinking skills.

Teachers work with small groups formed according to students' needs, allowing for support and attention where it is needed. Teachers work with students to develop their ability to reason, communicate, and solve problems, and fostering productive dispositions in students.

Teachers also create a differentiated classroom that is a rich learning environment, which provides students

with multiple avenues for acquiring content, making sense of ideas, developing skills, and demonstrating what they know.

1d. Science

At Carver School, we believe that learning science depends not only on the accumulation of facts and concepts but also on the development of an identity as a competent learner of science with motivation and interest to learn more. Such identity formation is valuable not only for the small number of students who, over the course of a lifetime, will come to view themselves as scientists or engineers, but also for the great majority of students who do not follow these professional paths. Science learning in school leads to citizens with the confidence, ability, and inclination to continue learning about issues, scientific and otherwise, that affect their lives and communities.

Achieving this vision for all our students requires that they build toward science mastery through repeated opportunities for meaningful, engaging, and successful learning experiences. To provide those experiences, we implement the California Next Generation Science Standards (CA NGSS). Science is more than a disconnected sequence of facts, it requires an understanding of the process of science, the fundamental ideas within each discipline of science, and certain underlying themes that are common to all the sciences.

Students achieve the vision of the CA NGSS when they live up to the statement placed at the beginning of the list of standards: “Students who demonstrate understanding can...” This statement requires that students know more than how to select the right answer. Instead, students are able to support their answer through the science and engineering practices or to apply their knowledge through those practices to new problem situations.

To help students meet these expectations, progressive and coherent integration of the three dimensions of science learning needs to occur throughout curriculum design, instruction, and assessment of students.

In addition to regular formative assessments, which involves grading students’ scientific journals, students in 5th Grade are assessed on the California Science Test each year. Assessment results inform professional development and changes to instruction.

1e. Social studies/history/civic learning and engagement

At Carver School, we combine many of the disciplinary skills that history and the related social sciences emphasize. Teachers deliver social studies and organize them into specific subject areas as part of an “Inquiry Arc.” This focus on inquiry builds upon the latest scholarship in educational research and promotes the development of skills necessary for an engaged citizenry. We believe that students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life.

We also believe that historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global.

Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Students might begin with key events or individuals introduced by the teacher or identified by educational leaders at the state level, and then investigate them further. Developing historical knowledge in connection with historical

investigations not only helps students remember the content better because it has meaning, but also allows students to become better thinkers.

Students are assessed authentically with direct observations of student performance using grade-level rubrics on projects, presentations, and performances. Recently, during COVID distance learning, our 4th grade social science projects were showcased by the Los Angeles Times. Here is the link.
<https://www.latimes.com/california/story/2020-04-29/california-virtual-trip-vacation-4th-graders-projects>

1f. For secondary schools:

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

The Carver Pre-School Program is available only to students with disabilities. We work closely with the Regional Center and qualify students when they turn three to provide early academic support and services. The program is part of the local Special Education Local Plan Area, with students from 13 other districts able to participate. Most students are bused to and from Carver School.

2. Other Curriculum Areas:

In addition to STEM and Library pull-outs, the enrichment programs at Carver School also includes art and music. As a public school in the State of California, art and music are not separately funded or funded by the General Fund. All teachers hold multiple subjects credentials and are expected to teach all these areas. Although our teachers are all Highly Qualified and have multiple subjects credentialing, K. L. Carver School has specialists for art and music serving to co-teach with classroom teachers.

K. L. Carver School believes that all students have a desire, right, and ability to learn, therefore, we must offer opportunities for all learners. The school serves students from varied backgrounds and with previous experiences and knowledge, skills and abilities, perspectives, and beliefs. Art and music education celebrates these diversities and differences. Moreover, art and music instruction need to support students' unique voices, expressions, and learning types so they can examine and explore their own learning process and others' viewpoints through visual and musical literacy. We believe that art and music education should also provide students opportunities to investigate meanings and values that emerge from both individual and collaborative work. Outcomes can vary based on each student's own strength and message, but the variance can provide avenues for expression of each student's unique voice.

Teachers provide student-centered art making opportunities for all learners at each grade and proficiency level. Art and music education demonstrates, reflects, and promotes a diverse, inclusive breadth of cultures, and are equitably accessible to all students while providing multiple opportunities to create, present, respond, and connect to the world. This demonstration takes place when Carver School offers both quantity and quality art and music instruction to ensure that every student is receiving an equitable, sequential, comprehensive, standards-based art and music education.

At Carver School, all students, General Education and Special Education students receive Art and Music Education daily in their classrooms and weekly with the Art and Music specialists who co-teach with the classroom teachers. Separate Art and Music labs are stocked with donated materials and instruments. A schedule of parent volunteers routinely serve to support the needs of these labs.

The arts are integrated to all the core subjects. Teachers are provided time to collaborate, develop and refine lessons that span multiple-subject domains. We believe that the multifaceted nature of integrated teaching requires teachers have the necessary knowledge, skills, planning time, strategies for accommodations or modifications as needed, and resources for planning and implementation of effective arts integration. Arts integration instructional design crosses disciplinary boundaries and as such requires thoughtful selection of the corresponding standards to be addressed, choosing the effective integration approach, and clearly identified intended learning goals.

Instructional units and lessons are carefully planned to ensure that students can access standards-based

integrated instruction. Teachers use Universal Design for Learning principles and guidelines that support and accommodate the diversity and variability of learners. For students to understand the “why,” “what,” and “how” of standards-based integrated learning, instruction needs to provide students with opportunities to make connections from one discipline to another. Much effort and attention is placed to align standards, essential questions, and enduring understandings to support students in making connections. Teachers spend time planning integrated instruction work with other educators in other grade levels and in other schools. Structured co-planning time is made available in allow for teachers to collaborate.

The assessment of student learning is done authentically. Students become artistically and musically literate by creating artworks or works of music, responding to artworks or music, presenting artworks or performing in front of an audience, and connecting to artworks and music. The California The assessments are part of the learning process with a focus not so much on the final art or music products, but on the actual processes in which students engage in arts as creative individuals.

Students' access to Art and Music education at minimum allows students to become increasingly fluent in Art and Music as they engage in the creative practices and profit from opportunities to present and respond to artworks and music. Students connect, synthesize, and combine knowledge of the arts and personal experiences to discipline practice in ways that deepen their understanding of the world as inquisitive self-motivated lifelong learners.

3. Academic Supports:

3a. Students performing below grade level

Carver School uses multi-level prevention system that provides access to increasingly intense levels of instruction and interventions. Students are identified through universal screening and multiple measures of assessments. Intervention programs incorporate progress monitoring to allow for keeping track of the effectiveness of the supports provided to students. Decision-making is based on data at all levels of MTSS implementation and at all levels of instruction.

Carver School provides comprehensive support to students with a prevention-oriented approach that links assessment and instruction, which inform educators' decisions about how best to teach students. In implementing MTSS, one of the goals is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

Teachers provide a rigorous prevention system for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Carver School uses more than one intervention within each given level of prevention.

In tier-I, educators provide high quality core instruction that meets the needs of most students. In tier-II, educators provide evidence-based interventions of moderate intensity that addresses the learning or behavioral challenges of most at-risk students. Small group programs with pull-out and push-in services are used at Carver School. In tier-III, educators provide individualized interventions of increased intensity for students who show minimal response to Tier-II interventions.

Carver School tailors instruction, interventions, and assessments to meet the diverse and individual needs of various student populations. Most of Carver School's teachers have master's degrees and many live in the community. Teachers give up their planning periods, the lunch periods, and stay after school to provide intervention support to students. The upper-grade level teams have universal access time designated for English language arts and mathematics. Students who perform below grade levels receive MTSS supports and interventions. The teacher receives support from the grade-level team as well as from the school counselor and site administration.

3b. Students performing above grade level

Carver School offers a wide variety of pull-out enrichment programs during the school day. Students enjoy STEM, art, music, and library in addition to the core curriculum. Carver School also offers extra-curricular programs such as Band, Orchestra, Choir, Computer Science, and Robotics. Services provided align with how giftedness is defined and gifted students are grouped together for instruction in their areas of talent. The services are also constructed so that there is a continuum of services to meet the broad range of needs of individual gifted students.

Carver School believes that it is important that gifted students receive grouped instruction where they can interact and learn alongside peers of similar ability. This is manifested in mainstream classrooms through regular teacher-structured group work and in separate classes. For gifted students, Carver School equally considers service delivery and programmatic instruction that provide meaningful learning gains, which typically involves complex and advanced content delivered at an appropriate pace.

Carver School also hosts an after school, Chinese School program on campus. We believe that gifted students are a part of the special population of students. Differentiating instruction for depth and complexity as well as providing enrichment and extra-curricular activities allow Carver School to reach all of its students. Instruction and learning experiences are clearly differentiated to focus on higher order thinking. Teachers attend to teaching of communication, collaboration, research, critical thinking, problem solving and provide an appropriate pace of instruction for gifted students. Student use technology for creating content, learning content, and communicating content with assessments aligned to curriculum goals. Teachers use pre-assessment to determine individual instructional plans. Teachers also embark on continuing professional development in the area that would benefit gifted students. All components of the high-ability enrichment programs are periodically reviewed by the principal, the faculty, and parents and the results are used for continuing program improvement.

3c. Special education

Carver School believes that students with disabilities should and must have access to the least restrictive learning environment. A few years ago, Carver School did away with Resource Specialist Program (RSP) and Special Day Class (SDC) programs and created a Blended Program to support students with diverse disabilities, multiple levels of disabilities, and multiple curricula and supports. All students with disabilities are assigned a general education teacher in addition to having a case carrier special education teacher. With inclusion, Carver School has seen a precipitous drop in the number of students requiring special education restrictions. For behavioral supports, Carver School introduced Positive Behavioral Interventions and Supports (PBIS) four years ago. The implementation of other means of corrections through positive behavioral interventions has yielded some positive results and broadened access to students with behavioral disabilities.

3d. ELLs, if a special program or intervention is offered

Carver School implements the English Language Development (ELD) program two ways: Integrated and Designated. Integrated ELD, is provided to ELs throughout the school day and across all subjects by all teachers of ELs. All Carver School teachers are Crosscultural, Language, and Academic Development (CLAD) credentialed, allowing all teachers to teach ELD. Teachers use the California ELD Standards in tandem with the California Common Core State Standards for ELA and Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English. Grades K and 1 at Carver School primarily use Integrated ELD.

Designated ELD is provided by an ELD teacher during a protected time during the regular school day. The designated ELD teacher uses the California ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English. Students in grades 2-5 and who score in the Limited and Basic levels of the English Language Proficiency Assessments for California (ELPAC) Summative assessments generally participate in Designated ELD.

Carver School understands that English Learners face an additional challenge in developing literacy in English since they must develop oral proficiency in English, including depth and breadth of vocabulary, at the same time that they are learning to read and write. In addition to the full-time ELD teacher, a full-time ELD aide provides classroom push-in support to all ELs.

For math, Carver School integrates ELD with math content instruction. Teachers utilize the math curriculum, which includes tasks that are complex, real-world problems to encourage language-rich discourse and problem-solving to help students gain skills in more than just mathematics. Carver School leverages EL's backgrounds, cultures, and home languages as assets for math learning. Moreover, ELs at Carver School receive equitable access to rigorous academic programs with the appropriate supports as mentioned above.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

Carver School has 65 students with disabilities, almost 11% of the overall student population. The school provides special education and related services to students with other health impairments, autism spectrum disorders, emotional disturbances, speech language impairments, visual impairments, deaf and hard of hearing, orthopedic impairments, intellectual disability, specific learning disability, and multiple disabilities. The school has a full-time Occupational Therapist, two Speech and Language Pathologists and a Speech-Language Pathologist Aide, a full-time School Psychologist, an Adaptive PE teacher, a full-time Counselor, and three Special Education Teachers. The preschool program is self-contained serving students starting age 3. The goal of the preschool program is to provide early supports and services. All students exiting preschool enter transitional kindergarten or kindergarten in a blended specialized academic instruction program that maximizes mainstreaming and inclusion. Similar to the ELD program, Carver School believes that every child has the ability to learn.

Depending on the level of disability, mainstreamed students with disabilities are held to the same standards as typically developing students to afford the least restrictive learning environment. Students requiring more services are provided inclusion opportunities where they are included in the regular classroom and receive support through comprehensive programming.

Carver School also believes that general education students having special needs classmates can benefit their development in many ways. Mainstreaming and inclusion prepares non-disabled students for the real world by teaching them about diversity and helping them develop empathy. The practice of mainstreaming provides typically developing students with opportunities to form meaningful relationships with students with special needs. Non-disabled students can also benefit from mainstreaming in peer-tutoring, in which teaching or helping a child with special needs would allow non-disabled students to practice certain skills and gives non-disabled students increased exposure to the subject. Carver School also has 5th grade non-disabled students help preschool disabled students.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Carver School engages, motivates, and provides students with a positive environment that supports their academic, social, and emotional

growth through a positive school climate for teachers, staff, students and parents. We believe that student motivation, engagement, and achievement are at the core of our our collective efforts to integrate literacy and learning across the content area supported by literacy interventions. To do this, Carver School heavily uses data from multiple measures to make decisions that support teachers to improve instruction. Faculty and parents collaborate with school administration to implement action plans that align with the School Plan and the District's Local Control Accountability Plan. Resources are allocated and teacher and staff capacity is built to provide agency to those who are closest to students and make the biggest impact to student engagement, motivation and achievement.

Carver School also implements Positive Behavioral Interventions and Supports (PBIS), an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS is part of MTSS, with practices and systems that establish a foundation of regular, proactive support while preventing unwanted behaviors. Carver School provides these universal supports to all students, school-wide as spearheaded by a full-time counselor who pushes in to classrooms to provide direct classroom instruction.

Carver teachers do not just teach. They work hard to devise learning activities that increases students' energy and drive to engage, learn, work effectively, and achieve their potential at school. In turn, students enjoy coming to school and most do very well academically. Carver students are motivated by and engaged in learning and tend to perform considerably higher academically and are well-behaved. Carver teachers also motivate student effort by generating positive emotions through extrinsic and intrinsic motivators. Students are respected as individuals and their unique individual backgrounds are celebrated and highly valued. Teachers also project high confidence in students' abilities to do well through a positive, proactive, and solutions-focused mindset to foster student motivation and engagement.

Most importantly, Carver teachers enjoy teaching, which presents an affective feel towards students. There is a positive, healthy school climate in which teachers are valued and appreciated. There is ample growth opportunities and supportive collaboration. There is an understanding that giving one's time is the most important and most precious gift to another person. Carver teachers signed up to give their time because they want to and because they chose to as the highest form of human kindness as appreciated by their principal and the community of parents.

2. Engaging Families and Community:

The strategies Carver School has found most successful in working with family and community members for student success and school improvement can be visualized in a spiral that starts with innovation and some luck with staffing. As important as it is to hire the right staff, Carver School constantly experiments and innovates. Carver families have a wealth of knowledge, expertise and ideas. The school frequently surveys families for their thoughts and ideas. The principal holds formal meetings and informal coffee chats with parents and guardians to hear concerns and gather ideas that serve as seeds of program and instructional innovation. Innovation and incremental changes to staffing through professional development and an occasional new hire when directed in the upward fashion generates more innovation and better programs for students.

To sustain this upward momentum, Carver School has like all organizations has a story to tell. The school's story can be seen in the walls of the auditorium and the hallway in the Front Office containing banners and plaques of student names dating back decades. Parents, guardians, teachers and staff who were former students of Carver School enjoy browsing through the many square footage of names and converse about

their special feelings about Carver School.

Parents and guardians have ample opportunities to participate in leadership roles. The School Site Council consists of 50% parents and guardians and is the elected body that oversees the school's budget, School Plan, and holds the collective responsibility for student achievement. The English Learner Advisory Committee (ELAC) is also an elected body consisting of 100% parents and guardians of EL students. The ELAC examines student achievements and challenges and works closely to refine the ELD program at Carver School.

Carver School also has an active PTA consisting of over 30 Big Board members and 15 Executive Board members. The principal has weekly meetings with the top leadership and monthly meetings with the Executive Board in addition to monthly PTA Association meetings and almost daily interactions with various committees (5th Grade Activities, Ice Cream Social, Volunteer Fair, New Family Orientation, Science Fair, Family Picnic, Allocations, Room Reps, Yearbook, Staff Appreciations, and etc.).

Carver School is an idea and so is the idea of parent involvement and volunteerism. Underlying this idea is the feeling of being valued and appreciated. Parents and guardians are appreciated by teachers and staff, teachers and staff are appreciated by parents and guardians. Students undoubtedly benefit when the adults are aligned and willingly work towards the same outcome.

3. Creating Professional Culture:

Carver School creates an environment where teachers feel valued and supported. Along with the positive spiral mentioned in the previous section, the professional culture at Carver School is a collegial one of respect and caring. Humility and compassion are modeled and valued. Professional development get-togethers start with a compassion meditation to "exercise the compassion muscles" and activities that involve breathing as facilitated by the principal. School-wide assemblies also involve compassion meditations and breathing activities. There is an expectation to be supportive and kind, flexible and giving.

Teachers model giving time and energy. The outcome is seen in students' willingness to organize (5th Grade) and donate to local food banks and orphanages. Parents donate time and energy to volunteer in classrooms, labs, and at the school.

No matter the professional development, the focus is always on building character by valuing the individual. New teachers and staff members are indoctrinated in a culture that cherishes one's strengths and talents. Mistakes are OK, especially when innovating. The principal models life-long learning by taking courses and attending workshops outside of the work day. Anyone who participates in an outside learning is encouraged to share out to benefit the entire staff.

Classified and support employees are treated as equals, always invited to attend faculty meetings and contribute their thoughts and ideas. Professional development opportunities are also extended to classified employees.

In addition to the PTA's Teacher and Staff Appreciation Committee, the School has a Social Committee of faculty and staff that handles wedding showers, baby showers, retirements, happy and sad news. A separate committee of teachers and staff, the School-Wide Events Committee, builds school spirit by planning events such as the Halloween Parade, Dr. Seuss Day, Crazy Hair Day, Twin Day, etc. The Safety and Wellness Committee organizes staff workshops to prepare the school for critical incident events. The Safety Committee receive training from experts and deliver the training to all teachers and staff.

Last year, the Safety Committee simulated multiple active shooter drills after school throughout the year in different locations of the school campus to train and prepare employees and parents. The school also plan and executed multiple "critical incident" drills that are age appropriate to each grade level of students to prepare students for an active shooter situation. Teachers and staff take pride and ownership of their work and profession. They take pride and ownership of the staff lounge look and feel, making it look like and feel like home. Flag Ceremonies organized by teachers unite the school in patriotism. Holiday programs

organized by teachers and parents showcase the musical talents of our students, celebrating students. Teachers serve in these and many other leadership roles and their input is always appreciated and heard.

4. School Leadership:

The leadership philosophy of Carver School is that of service. Although the structure of the school is hierarchical, headed by the principal, teachers, staff and parents are placed in leadership roles and responsibilities. The principal bears the burden of accountability to all stakeholders by ensuring that the work and learning climate at the school is positive, healthy, and safe, the success of which is measured in student achievement and motivation to engage and learn.

There are too many teachers, staff, parents and guardians who volunteer to take on leadership roles and responsibilities and go above and beyond the "pay grade" because they are empowered to make a difference. The school does not encourage the use of the words "that is above my pay grade" because the belief is that educators cannot be in it just for the money as there are so many other industries that pay so much more. Also, the idea that something is above one's pay grade suggests a lack of empowerment. Therefore, words matter, especially in how people feel within the organization.

The irony is that when people are empowered with responsibilities, they stop complaining and become part of the solution. The structure of the school is based on leadership's understanding and appreciation for individual strengths and talents. Titles matter to only meet the bare minimum requirements in people's duties. The belief is in people's aspirations to seek purpose, especially when they see the promise in children. Adeptly tapping into individual strengths and talents takes a great deal of time invested in getting to know people. Education is a field in which it is all about people. Differences in people are made through people. The work involved is about making a difference in the lives of others, children and adults. That difference in adults is to promote meaningful responsibilities that allow people to feel purpose and joy in the work that they do. No school can pay these leaders enough for the genuine day-to-day efforts that they put in driven by what they feel in their heart for children and for their colleagues. Work is not labor when it is driven by purpose as supported by a culture of excellence modeled by the principal.

The Carver PTA is very generous because the parents see the excellence in the teachers and staff and the outcomes in the students. Carver staff is very supportive of site administration because there is a genuine alignment of understanding where all voices get heard and all ideas are appreciated. Site administration's focus on serving all students through the unique and frequently appreciated strengths and talents of individual staff members allows for plentiful opportunities for sustaining a collective feeling of gratitude for the diversity in the talents found in the school's employed and volunteer human resources.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has been the most instrumental to the school's success is in the perpetuation of a positive work and learning environment for Carver's stellar teachers and staff, which is ultimately felt by students and parents. This practice is rooted in allowing for innovation (it is OK to make mistakes) and careful hiring and retention of talent.

Carver School is a school where the staff feels safe, safe to make mistakes. Students feel safe, safe from bullying and being treated poorly by adults. The staff feels they are appreciated and can focus on students' best interests. Students and families feel the school has their best interest. Multiple surveys indicate this both quantitatively and qualitatively. The underlying theme is that Carver School is a caring and nurturing school for not only students, but adults as well.

Carver School is not just a campus or a place, it is an idea. It is an idea where people feel welcomed, valued and appreciated. The school frequently hosts character education and kindness weeks and holds character education at par if not above academic education.

During this COVID-19 Stay-At-Home, the idea of Carver School continued over distance education. Every week for three months, Carver Pioneer Spirit activities would start on Monday as Gratitude Day, Tuesday as Kindness Day, Wednesday as Challenge Day, Thursday as Creativity, and Friday as Mindfulness. Students and staff feel together in spirit despite separated by distance. Even though the school was not designed for online teaching and learning, online student participation was over 90% with parents showing great appreciation and willingness to have their students connect with their teachers and put in the dedication as co-teachers at home. Teachers diligently made multiple attempts with multiple ways of reaching all their students every day, five days each week. The school provided open channels of communication and are responsive to families within 24 hours.

The variable that is difficult to predict but have a major impact a school's success is staffing. Staff recruitment and retention is a key ingredient to the school's success in perpetuating a positive work and learning environment. The principal has kept about 20% of the teachers and staff he has hired during his time at Carver and kept only the ones that were an excellent fit to the idea of Carver School. The other 80% did not make tenure and were let go. This is a painful, but necessary process that must be done courageously and compassionately. Courage is needed to evaluate, coach, support, train, and communicate with struggling teachers and staff members. Compassion is needed when individuals are not a good fit for the organization and all efforts are made to help the individuals grow and finally move on to areas where their strengths might lie. It takes time and the principal is accountable to not only this year's students but many generations of students in the future through the quality of the teachers and staff that he hires, coaches, fires, and retains.