

U.S. Department of Education
2022 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 Ms. Clara Lee
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Harold William Kolb School
(As it should appear in the official records)

School Mailing Address 3150 Palermo Way
(If address is P.O. Box, also include street address.)

City Dublin State CA Zip Code+4 (9 digits total) 94568-7326

County Alameda County

Telephone (925) 551-4000 Fax (925) 479-0124

Web site/URL https://kes.dublinusd.org/ E-mail leeclara@dublinusd.org

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* Chris Funk E-mail FunkChris@dublinusd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dublin Unified School District Tel. (925) 828-2551

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 Daniel Cherrier
(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 2021 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 2016 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: 2017, 2018, 2019, 2020 or 2021.
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 (2021-2022) 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):
- 8 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 12 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, 2021 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 Males	# of Females	Grade Total
PreK	0	0	0
K	82	78	160
1	45	51	96
2	54	42	96
3	52	59	111
4	61	46	107
5	65	57	122
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	359	333	692

*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
 - 78.5 % Asian
 - 1.3 % Black or African American
 - 4 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 9.8 % White
 - 6.3 % 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 2020 - 2021 school year: 9%

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, 2020 until the end of the 2020-2021 school year	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	62
(4) Total number of students in the school as of October 1, 2020	729
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

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

Vietnamese, Cantonese, Korean, Tagalog, Portuguese, Mandarin, Japanese, Arabic, Farsi, French, Hindi, Indonesian, Punjabi, Russian, Turkish, Urdu, Ukrainian, Gujarati, Mixteco, Bengali, Telugu, Tamil, Marathi, Kannada, Other

English Language Learners (ELL) in the school: 7 %
48 Total number ELL

7. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 22

8. Students receiving special education services with an IEP or 504: 5 %
36 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>7</u> Autism | <u>13</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>4</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>21</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</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. 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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	29
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
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 24:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	99%	98%	97%	97%	97%
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 2021.

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 No

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

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

Kolb's mission is to provide a safe and positive learning environment in order to maximize student achievement in Mind, Body, and Spirit through exemplary educational practices. We are committed to ensuring that all students are successful by nurturing their social emotional well-being and development of character, as they achieve their fullest academic potential.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<http://www.gamutonline.net/district/dublin/DisplayPolicy/587663/5>

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

PART III – SCHOOL OVERVIEW

Kolb Elementary School was founded in 2011 in the rolling hills of the East Bay suburb of Dublin, bordered by wine country to the east, and in close proximity to San Francisco and Silicon Valley. Dublin, which is located off of both 580 and 680 freeways, make it ideal for commuting employees, with many of the residents working in high tech-related fields. Dublin Unified School District is one of the most rapidly growing school districts in California, having nearly doubled in enrollment in the past 10 years to 12,900 students in 2021. Demographically, Dublin also experienced a rapid shift from a largely white majority to an Asian American majority in the past couple of decades. Although statistically Asians are categorized together, they are not homogenous, as they come from many different countries and backgrounds. Since Kolb is in a newer community, families have the unique opportunity to create school traditions and culture that truly represents the attending students.

As a relatively new school, Kolb has had to build ties with the Dublin community. As many of the residents are from abroad, concepts about the role of the school, administrators, and teachers, often differ from expectations of staff. Families need time to acclimate and learn the school's expectations, while leaders actively recruit and encourage family participation. Staff also need occasional guidance around global cultural norms to increase empathy when working with Kolb families. To help nurture the mutual exchange of ideas and understanding among our community members, administrators use multiple opportunities to educate parents, raise different points of view, and question implicit biases as issues arise.

In addition to aligning norms and expectations to support our Kolb families, staff have diligently created systems that address the needs of our students proactively, rather than the “wait to fail” method. In the past couple of years, our Coordination of Services Team (COST), led by administrators, psychologist, and team of specialists, have implemented a system for student referrals to address academic, socio-emotional, and behavioral concerns. Academic interventions are provided in class as well as by a Reading Specialist. Socio-emotional/behavioral interventions are addressed by the counselor in small groups or one-to-one by the psychologist. COST also recommends intervention strategies to support students in the classroom. In cases where outside resources are needed a Success Team (SST) meeting is arranged with parents and teacher.

Building and maintaining strong connections with parents is important at any school, and Kolb’s Parent Faculty Club (PFC) plays a critical role. The impact of Kolb’s PFC is a well-rounded educational experience full of joyful lifetime memories. Our eight PFC Board members and team of 120-150 volunteers, organize events, lead programs, and serve as room parents. Some of our most successful PFC activities include: Run Club, Art in Action, Breakfast Book Club, and Junior Achievement. Volunteers also organize special family nights and run numerous fundraisers with all proceeds supporting students and staff. By participating in PFC, our families strengthen community ties as they build meaningful school experiences together.

During distance learning, the sudden shift to online schooling required massive technology upgrades, creating profound changes in instructional delivery. Schools scrambled to meet the increased need for internet access, one-to-one technology, and teacher professional development. The unprecedented changes shifted the school’s top priority from academics to meeting the social emotional needs of students and staff alike. All work paradigms and structures had to be redesigned to meet the constantly evolving COVID landscape.

The silver lining for teachers however, was realizing that the best way to navigate this new reality was to rely heavily on collaboration. They worked closely, leveraging social media, networking with colleagues across the country, as educators completely reinvented education to address the new challenges of engaging students online. Teachers had to live their mantra of being “lifelong learners” daily, to redesign all that they once knew about teaching. Admittedly, there was some learning loss for students, as they could not interact and socialize as before. However, students quickly learned to navigate online resources. In many ways, Distance Learning propelled education into the 21st century instead of lagging behind as it has done for so long.

Kolb has emerged from the pandemic's challenges better than ever, and our commitment to provide a well-rounded education that allows each student to "soar" has evolved. Our staff collaborates continuously as a Professional Learning Community (PLC) to identify what students need to learn, monitor student progress, and respond quickly to individual needs. We strive to continually improve our instructional practices, so that every child may succeed in an ever changing world.

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:

Kolb strives to meet the needs of all students, academically, socially, and emotionally. Kolb meets students at their current level and supports them to achieve their full potential. This year, we focused on the mental and social-emotional wellbeing of our students returning to in-person learning, in order to ensure that all students would successfully interact with peers, staff, and their community. Our shared mission is, “To provide a safe and positive learning environment that will maximize student achievement in Mind, Body, and Spirit through exemplary educational practices.” We are committed to all students exemplifying good citizenship and positive character, while achieving academic proficiency.

Kolb is proud to support student learning with technology. Classes are configured with an HDTV, teacher laptop, document camera, DVD player, iPads (Kinder), classroom Chromebook sets, and shared carts. Kolb students are skilled at using online resources, while teachers are proficient at adapting curricula to interactive online formats. This shift required extensive professional learning to move from traditional textbooks to learning through video, interactive documents, and online resources. This is truly an exciting time, when classrooms are finally in position to use real-time learning tools with real-world applications. Teachers now create content on YouTube, network nationally with colleagues, and engage students through technology. Distance learning caused teachers to reinvent ways to connect with students, create ripe conditions for interdependent collaboration as they discovered and shared online resources. Students, meanwhile, learned the importance of digital citizenship.

With the return to in-person learning, teachers continue to leverage the resources and tools they used during distance learning to engage students. In addition, close collaboration led to more impactful outcomes as daily small group instruction, COST meetings and professional development (PD) were focused on providing the current needs of our students as they adjusted to new norms of in person learning.

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

Kolb uses a variety of English Language Arts (ELA) curricula, which are approved by the District, to teach the California State Standards. For reading and writing, we use standards-based adopted curriculum, Benchmark Advanced, core literature, Writer’s Workshop and Guided Language Acquisition Design (GLAD) to provide a well-rounded ELA program. In Developmental Kindergarten (DK) and Kindergarten, teachers collaborate to design appropriate curriculum, with a focus on developing fine motor skills, phonemic awareness and social skills.

In Kindergarten, teachers collaborate to provide literacy foundations in learning centers, an online curriculum, and small intervention focus groups that meet after the school day. The Kinder team uses daily social emotional lessons that they collectively videotaped during distance learning to guide students in their peer interactions.

In 1st through 5th grades, the adopted ELA curriculum uses a spiral approach to build upon the same themes throughout the grades. The ELA curriculum embeds social studies and science so that literacy skills are taught across content areas. This helps students make real-life connections as they explore topics such as technology and government. Teachers use core literature to explore multi-cultural literature representing diversity in culture and ability. To monitor student progress and guide instruction, data from common formative assessments and trimester summative assessments (STAR Reading), are collected and analyzed. This data is used to plan classroom small group interventions, and schedule Student Success Team (SST) or Coordination of Services Team (COST) to collaboratively provide students with support or enrichment as needed.

Teachers use Writer’s Workshop to teach narrative, informational, and argumentative writing. Writing is practiced in various formats, allowing students to use technology to present learning, such as Flipgrid, Seesaw, and Google Slides. Writing, informal and formal, is a strength throughout Kolb. Ongoing Writer’s Workshops mean that students always have a choice in what to work on, as they revisit the Writing Process frequently. Kolb teachers celebrate student writing by prominently displaying it in every classroom and holding publishing parties.

Guided Language Acquisition Design (GLAD) has proven to be a very successful instructional strategy to increase comprehension and student interaction for our English Learners as well as exceptional students. GLAD brings student agency to the forefront, as students learn to monitor and evaluate their work; access complex content through multiple modalities (visual, auditory and kinesthetic); and, are given scaffolding through cooperative learning modes. Kolb has been the District training site for GLAD, with a certified trainer on staff, who provides coaching and demo lessons.

To address speaking and listening standards, Kolb students are skilled at Oral Language Presentation (OLP) to allow them to “show what they know.” OLP (which is assigned several times a year in grades 1-5) synthesizes many ELA standards as students research, write on, and then present their work to their classmates. Students often use technology to present their research and frequently give a demonstration of something they have learned. To further enforce speaking and listening standards, appropriate academic dialogue is modeled from 1st grade on, where sentence frames and starters are used to practice and model academic dialogue as students are asked to pair-share responses to questions. ELA standards are embedded in other content areas as skills are reinforced throughout the instructional day.

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

At Kolb, the State Standards-aligned District adopted math curriculum (K-5) is supplemented by online math programs to provide intervention and enrichment opportunities for all students. STAR Math is a schoolwide assessment administered each trimester to monitor progress, and plan instruction and intervention. Small group instruction is a critical instructional component for students who are not on grade level. Common formative assessment data are used during teacher collaborations to form intervention groups, where teachers focus on students requiring reteaching or enrichment for students who have already mastered the standard. At certain grade levels, students are shared during Response to Intervention (RTI), to allow one teacher to focus on intensive intervention, while other students work on project-based learning, or math challenges. Students requiring more conceptual foundations may also work on an adaptive online program to supplement in school learning.

Teachers also supplement the curriculum by having students work in centers using math games, which helps students practice cooperative learning skills while honing their mathematical knowledge. Aside from math software, teachers may also incorporate technology by having students record their solutions while explaining their answers, as teachers assess students' depth of understanding. During math lessons, students build mathematical models, use different approaches to problem-solving, and explain their reasoning. Functional math skills, such as reading tables and graphs, are embedded into other content areas as well, providing teachers multiple opportunities to make real world connections with math. Many teachers use a token economy to give students incentive to practice their basic math skills. A culminating project, such as building a city out of graph paper, helps students to solidify and apply concepts of surface area and volume.

Number Talks are also used frequently across grade levels to build number sense and a deeper conceptual understanding of numbers and operations. Students practice critiquing one another (with guidance from their teacher) as they explain their mathematical thinking, in small groups or partners. The constant exposure and connection to real life problems helps students to develop critical thinking skills that translate to successfully solving problems in multiple ways, as they hone their mathematical practices to persist, attend to precision, and evaluate solutions.

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

Currently, we are in a transition year to a new Next Generation Science Standards (NGSS) aligned curriculum and Mystery Science, an online program that enhances students' connections of science to real world problems as well as Science, Technology, Engineering, Math (STEM) labs in the classroom. The new science adoption is focused on hands-on experimentation which supports the scientific inquiry process. Students examine data from multiple sources from which they draw conclusions, evaluate results, and synthesize their learning. In the past, we have also invited various educational organizations to conduct on-campus science-based field trips, including an environmental awareness assembly, Mad Science, squid dissections for our 4th grade students, as well as Astronomy Night with high powered telescopes to identify planets and constellations. Many of our students have also participated in Destination Imagination, a STEAM-based competition resulting in placement at the regional level. Kolb student participants have had the opportunity to work in student-led, hands-on teams in order to collaborate in science, technology, engineering, arts and mathematics. Kolb also has a strong tradition of holding an annual science fair, which was put on hold during COVID.

At Kolb, teachers emphasize the importance of hands-on activities for students, and often utilize Donors Choose as a means to fund such things as electrical circuit kits, microscopes, and other science equipment to enhance their grade-level developed curriculum for Science. Field trips for real world connections are a big part of Kolb students' science education. We plan field trips such as to Lawrence Livermore Lab, Outdoor Education (science camp) in the Santa Cruz mountains, and child friendly science museums in San Francisco.

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

Social Studies is an integral part of the adopted ELA curriculum as well as in the grade level core literature selections, so teachers have used theme-based curriculum as a springboard to provide extension learning opportunities for students to explore social studies, such as communities, history, natural resources, and government. Teachers address social studies standards by having students do project-based learning assignments. Teachers often collaborate to provide a grade-level wide assignment so that students can showcase their work to one another. Some examples of past collaborations include a "Heritage Museum," "Living Museum," and "Walk through the American Revolution."

Historical fiction core literature books are used to provide students with perspective and context for their learning, especially from a student centered lens.

In the intermediate grades, teachers provide "simulations" or scenarios, where students have the opportunity to re-enact the situations and decisions that people in history have encountered. For example, in 5th grade, students are assigned jobs that are reflective of the American Revolution period; use their salaries to buy goods or barter; and vote on the Stamp Act. In 4th grade, students simulate problems the forty-niners may have encountered during the Gold Rush. In culmination of these simulations, students are able to empathize with historical figures to imagine their thought processes or situational reactions, and this broadens students' understanding of how important the political and environmental issues were to the livelihood of the American people of that time.

This year has been a combination of virtual and in person field trips. Teachers work hard to provide students with many live experiences to connect them to social studies themes, such as going to Sacramento, a visit from the Mayor of Dublin, and touring the local heritage museum and nearby California mission. Throughout the year, students are encouraged to understand current social studies and cultural themes by exploring their own heritage and cultures. Assignments include interviewing family members, and sharing their culture with their peers by bringing artifacts and writing about their family traditions. Many classrooms make good use of student friendly news curriculum, to explore and discuss current events and issues that impact our community.

1f. For secondary schools:

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

2. Other Curriculum Areas:

As students returned to in-person school this year, Kolb prioritized physical education (PE) as a key factor in our student's overall health and well-being. Students participate in one to two PE classes every week with credentialed PE teachers. During these classes, students develop muscular strength and flexibility and gross motor skills, and participate in developmentally appropriate activities. During PE, students prepare for more rigorous physical activity by developing stamina through running. As they learn skills which can translate into extracurricular sports, students enjoy non-competitive games which are inclusive of students of all abilities.

All Kolb students attend weekly music classes, where the goal is to help students further their musical skills while creating joy through music. Music allows students to explore many ways to express themselves such as singing; playing instruments; exploring familiar and unfamiliar cultures through song, dance, history; music creation and improvisation; and, movement to and influenced by music. Students will learn about the main elements of music including pitch, rhythm, expression, and be able to apply these as skills to familiar, unfamiliar music. Primary classes perform, create, respond, and connect music through many units including singing, instrument skills, movement/dance, and guided music creation. Kolb has a wide variety of available materials and instruments including an Orff instrumentarium, class set of ukuleles, recorders, various classroom instruments, and drums. Students enjoy exploring a variety of ethno-musical pieces as well as instruments from other countries. The music teacher also incorporates technology as students learn to compose simple melodies of their own.

Beginning band is offered to students starting in the 4th grade, where students can learn to play a wind, stringed, or percussion instrument with a culminating performance with all the other school groups in the district. Classes are offered twice weekly during the school day as students learn foundational musical skills to prepare them for award winning ensembles in middle and high school.

All students attend library each week, where our media tech reads aloud to the class and each child may check out one to two books per week.

All students are learning to develop positive character traits through one of our social emotional curricula, Kimochis (DK (Developmental Kindergarten)-3rd grades) or Zones of Regulation (4th-5th grades). Students are recognized through Class Dojo points, classroom rewards, and Exemplary Character blue tickets at school. Kolb holds monthly character award assemblies, where students who exemplified the character trait of the month, such as "responsibility," are given tickets that are collected and placed into a lottery. Each month, our counselor draws a ticket from each grade level to recognize a student who did something that portrayed that character trait. Students are then invited to have Pizza with the Principals.

3. Academic Supports

3a. Students performing below grade level:

At Kolb, we systematically provide support for our students who are not meeting grade level standards in reading and math. At Tier 1, we work hard to provide a robust and sound instructional program by using adopted curriculum, core literature, and supplemental online programs for all students. In order to address students' different learning modalities teachers incorporate GLAD strategies. For students who need additional instructional support, we implement school wide Response to Intervention (RTI) where teachers work more closely with students in small groups. At Tier 2, teachers reteach students in small groups, or identify students for more intensive review with the Intervention Teacher in a pull-out model. Grade levels collaborate to facilitate this process by sharing successful strategies as well as sharing students during a dedicated RTI time in grades 1-3. At Tier 3, where students requiring more foundational instruction, the Intervention Teacher provides specialized intervention curriculum focused on foundational skills.

This year, we have also put into place a Targeted Afterschool Intervention program, where students who are below grade level participate in very small, intensive groups of two to five students twice a week after school. Students who read just slightly below grade level attend afterschool intervention group of six to eight students to enhance reading and comprehension skills by utilizing high interest leveled texts. We also have one-on-one tutoring available for our students needing further support. When creating these groups, we were mindful of placing students with teachers who could connect with students on a personal basis. The Afterschool Intervention teachers are trained and mentored by two staff consulting teachers, to ensure a high quality instructional program.

In addition to academic support, the Coordination of Services Team (COST) continuously monitors student behavior which impedes learning to potential. COST collaborates with specialists, administrators, and teachers to provide additional intervention strategies, involve counseling, or move to a higher level of support from community resources, when needed.

3b. Students performing above grade level:

Enrichment opportunities abound at Kolb in a variety of ways. In the classroom, and teachers always provide different ways for students to incorporate their interests and abilities into school assignments. One unique way that Kolb classrooms allow students to nurture their natural abilities is through Oral Language Presentations (OLP). For an OLP, students research and prepare to deliver a presentation on a topic of their choice, and two other topics that are selected by the teacher throughout the course of the year. The OLPs are required of all students several times a year and fulfill the standards of research, listening, and speaking. Students most often incorporate technology in their presentation as they present their topic in front of the class. After the presentation, students then have a question and answer session where students must speak spontaneously to show their knowledge and mastery of the topic.

When students perform above grade level in a pre-assessment, such as math, teachers will adjust their instruction to accelerate the learning and either spend more or less time in any given content area. In addition, all students may participate in District sponsored annual Gifted and Talented Education (GATE) presentations, where submissions can include original work in music, art, writing, or a video presentation. Kolb also hosts an annual Science Fair, and various art and writing contests throughout the year, which are submitted to community based organizations.

Outside of the classroom, students have often participated in Math Olympiad, Destination Imagination, and classes provided by our partnership with Dublin Partners In Education, a nonprofit that provides supplemental arts and academic programs. In addition, many enrichment opportunities are afforded all students through our active Parent Faculty Club (PFC) sponsored clubs and events which are detailed below.

3c. Special education:

In Special Education, our identified students receive services based on their Individualized Educational Program (IEP). Students are integrated into the general education classrooms and benefit from pull-out as well as push-in services, in the areas of Speech and Language, academic support, and when indicated, adaptive PE or Occupational Therapy. The services are provided by a part-time Speech Pathologist, Resource teacher and 2 resource instructional aides.

Kolb also houses the Tri Valley SELPA's (Special Education Local Plan Area) Counseling Enriched (CE) Special Day Class (SDC), which provides more intensive support for students with significant behavioral and mental health needs. In the CE SDC class, students are provided with weekly one-on-one, group, and family counseling. In addition, there are two full-time instructional aides and a part-time mental health clinician (MHC) who is on site almost every day. All CE students mainstream with their peers during PE, music, library, lunch, and recess. Students who are ready to mainstream into the general education class are given opportunities in the student's areas of strength. They are slowly transitioned into a mainstream setting with support and accommodations as needed. Further support is provided by visits from a behaviorist, weekly CE meetings, and monthly collaboration across districts with similar programs.

Special Education Teachers and Specialists collaborate with the grade level teams to align curriculum, determine appropriate accommodations, and ensure the effective use of reinforcement and behavioral strategies for targeted skills and IEP goals. In addition, members of our Special Education team may participate on our Coordination of Services Team (COST) which works systematically to identify students' needs and to provide intervention strategies in the classroom and additional support for academics as well as social-emotional and behavioral needs.

3d. English Language Learners, if a special program or intervention is offered:

Our English Learner (EL) Specialist is on site two to three days per week, providing support in testing English Learners, delivering instruction for newcomers, and providing resources and support for the classroom teachers and families. She is a certified GLAD Trainer and collaborates to provide best teaching practices and scaffolding in multiple modalities to help our limited English Learners access content. She provides professional development in the classroom through demo lessons and peer coaching, school-wide and at the District level. Kolb supplements the adopted curricula with an online adaptive ELA program to help English Learners acquire foundational English skills at an accelerated pace.

Our site English Learner Advisory Committee (ELAC) represents approximately 52 families of English learners who speak at least 25 different languages at home. This committee meets three times a year to discuss identification, assessment, reclassification and progress monitoring for our English learners. We have two parent representatives from our site ELAC who represent Kolb at the District level. DELAC (District English Learner Advisory Committee) also meets three times a year to provide parents information on the LCAP (Local Control and Accountability Plan), teacher training, and curriculum specifically designed for English learners.

In Dublin, a special award to celebrate biliterate students is offered to 5th graders, called "Pathway to Biliteracy." This is a chance for students to explore and expand their view and understanding of biliteracy. This began in 2018 so 5th graders would be inspired to continue strengthening their knowledge about their heritage culture and language, as they are introduced to other world languages in middle school. It also was developed to give students a preview into the State of California's 2030 goal of bilingualism and Seal of Biliteracy for all California graduating seniors. Kolb has had the distinction of having several languages represented at this special event, including Russian, French, and Mandarin.

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

In Dublin, the homeless and migrant population of students is not highly visible, as most families who may qualify, live with family members in permanent housing. However, when we discover that a student is in this category, we monitor them through COST and provide opportunities for them to receive services and items such as backpacks, clothing, and school supplies through Dublin's Student Services Team at the District Office. We also use home visitations to check on the well-being of students, and partner with Dublin Police when necessary for support, and ensure that students are not food insecure on weekends by providing additional food or meals. We approach our students from a nurturing stance, bringing in outside community based resources when appropriate. At Kolb, we also make sure to communicate with other Dublin schools if older siblings are present, to coordinate our support.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

While teachers are proficient at analyzing academic data to inform instruction, prioritizing student mental health and well-being, was probably the greatest shift for teachers because of the issues that arose during distance learning (DL). It was clear that we needed systems of support, and not just the reliance on individuals, such as the counselor, to meet all the needs of our many students. Implementing a robust tier 1-foundation for social emotional learning was critical to engage all students and help them acclimate to in-person school.

Professional development was required to equip staff to meet the social emotional learning students needed, so staff were trained on trauma Informed practices, social-emotional curricula, creating classroom community, and social emotional regulation. Kolb committed to implementing social emotional lessons, community meetings, social contracts, and greeting each child by name. Staff were also trained in instructional strategies for students who have disabilities (ADHD (Attention Deficit/Hyperactivity Disorder), autism, and dyslexia).

Academically, most of our students stayed on course during DL, but those who did not, participated in daily small group intervention. These students improved significantly when teachers focused on connecting with each student. The focus on student relationships gave teachers permission to slow down academics, resulting in better student participation and achievement. Targeted afterschool small group instruction is provided for students below grade level.

COST and SST meetings and follow-ups are essential in providing timely and systematic support. When students struggle with personal circumstances (for example family separations, anxiety, or adjusting to a new country) short-term counseling is available. Community resources for further support are also provided when needed.

Kolb is proud to have a full-time counselor who teaches students strategies and skills in emotional regulation and appropriate social interaction with character building lessons. For students with more intensive social challenges, our counselor conducts weekly "Friendship Groups" where identified students meet during lunch recess. Friendship Groups practice and learn how to interact in social situations that are presented through a social story or in role play.

Students are recognized for exemplifying a focus monthly character trait at schoolwide assemblies which were held both virtually and in person. Student Council members also helped to build school-wide community by selecting monthly spirit day themes, rallying support for the Dublin parade, making posters that support appropriate behavior, and facilitating games during recess. Empowering students with the skills they need and opportunities to develop leadership outside of the classroom have all contributed to strengthening student engagement.

2. Engaging Families and Community:

Strong family engagement is at the heart of Kolb's many successes. Although COVID protocols limited normal interaction with our community, we continued to meet with families through Zoom for all the PFC, IEP, SST, and parent conference meetings. The school and individual teachers ensured open communication with parents through online platforms such as Canvas Learning Management System and Google Classroom. Social media has been used to communicate effectively with families providing them with a window to what is going on inside our walls. Classroom teachers also use online tools to give parents real time feedback and give students positive reinforcement. Individual teachers lead community connection projects, including disability awareness, by coordinating events such as a Wheelchair Assembly and Fundraiser, and various drives in partnership with community organizations (such as food, toys, shoes, and pajamas).

Our Parent Faculty Club (PFC) is a critical partner in our community relationships. Our PFC is comprised of eight Board members and a team of 120-150 volunteers who organize various events, activities, programs, and serve as room parents. Run Club, Art in Action, Breakfast Book Club, and Junior Achievement are a few of our most successful ventures. Volunteers also organize annual family nights such as a Family Dance, Astronomy Night, and Movie Nights. The PFC runs numerous fundraisers such as the annual Spring Carnival and monthly dine-outs. All proceeds go directly to support students. The library receives funds annually to purchase books reflecting students' current interests. PFC also partners with Kolb during community events, such as the Dublin Parade. Through these many events, our families gain a sense of connection and community. Furthermore, many of our families who were not educated as a child in the United States, get to participate in their children's school experience as they also learn about the culture of Dublin schools. PFC participation continues to be strong, even though parents are not physically present on campus.

New for the 2021-22 school year, was the launch of our Parent Academy, an opportunity for parents to receive resources and information around some common concerns such as "Making Friends," and "Lack of Focus." Parents are also introduced to formal assessments, such as state wide testing (CAASPP California Assessment of Student Performance and Progress), GATE (Gifted and Talented Education) and ELPAC (English Language Proficiency Assessments for California) information. Informal coffee talks with the parents are also held as Principals in the Park and on Zoom.

Dublin Partners in Education (DPIE) offers classes that are created by certificated teachers, which include coding, writing, chess, art, and yoga. DPIE provides enrichment for all students on Kolb's campus, for the convenience of families. Since DPIE operates as a non-profit organization, they also give back part of their proceeds to the school as a donation. These donations have provided for equipment upgrades, technology and scholarships for Outdoor Education.

3. Creating Professional Culture:

The constant transitions from distance learning to hybrid instruction to in person school, have created unprecedented teaching conditions, where teachers have had to constantly reinvent their instruction to meet the current need. Not only was learning disrupted in unpredictable ways, physical and mental health needs were also unprecedented. Teaching became hostile territory at times, as teachers had to rebuild education from ground zero.

In order to navigate this unfamiliar terrain, we realized that professional development was paramount to success. Teachers were deluged with formal PD opportunities, but more importantly, they were given agency (paid) to seek PD that was most relevant to their current work. License was given to purchase digital tools (such as Pear Deck) that facilitated interactive online classwork, and teachers relied on their professional networks as they recreated curriculum. Teachers' collective capacity grew immeasurably when they made important curricular decisions collaboratively.

The guiding principles for how Kolb staff work stem from Professional Learning Community (PLC) collaboration. During bi-weekly collaborations, teams analyze student data, create common formative assessments, identify students for reteaching and reassessing, and plan instructional strategies to implement selected, focused standards. As a PLC, Kolb strives to continuously improve our instructional practices. That includes attending professional development conferences and courses outside of the District and bringing that learning back to our colleagues. Teachers share their learning by providing staff development during meetings and PD days, peer coaching, and informally during collaboration. Furthermore, reading articles by renowned educational authors, is often a part of our meetings. This year's readings include: acceleration of learning strategies from Rebound (Fisher, Frey, and Hattie) and excerpts from Visible Learning (Hattie), while Leadership has read chapters from John Hattie's 10 Mind Frames. Teams generously share lessons they have planned or videotaped and collaborate on best instructional strategies and intervention. Teachers use common formative assessment data to determine small groups for intensive intervention or enrichment, as students are shared across classrooms. The RTI small groups are adjusted every four to six weeks based on data and identified skills and needs.

While many of the strategies were not new to Kolb, the level to which collaboration and shared learning occurred was unprecedented. No one in this new educational landscape had the upper hand, and everyone was a novice. One impact of COVID was to create stronger collegial bonds as teachers shared the burden of forging new pathways together. The extreme stress staff experienced however, did have its downfalls. For staff who requested it, mental health support was provided for all staff through contracted community based counselors. Wellness and self-care was a constant topic and staff were given time to connect and celebrate accomplishments at all meetings.

4. School Leadership:

Kolb's administrators are both experienced site leaders, with over a decade of shared experience. The administrators' approach is to build teacher capacity by creating effective teams, guiding collaboration, providing relevant professional development, and shared decision making. This approach has resulted in empowering teachers to share ideas both formally and informally and understand that their voice is valued when seeking to improve the school. Furthermore, both the principal and assistant principal collaborate weekly, with other administrators in districtwide PLC teams to build professional efficacy and continuously improve practices.

Kolb strongly believes in shared leadership, decision-making, and shared learning. For teachers, formal avenues of leadership include participation as grade level lead on the Instructional Leadership Team (ILT), Coordination of Services Team (COST), and School Site Council (SSC). Each grade level is represented by a lead teacher at the ILT meetings which are held once or twice a month. During that time, vertical articulation, school wide initiatives, implementation of District priorities, feedback for the Single Plan for Student Achievement, School Safety Plan, and immediate school site priorities are all topics of collaboration. Grade level leads are encouraged to attend the Professional Learning Community Institute to guide their understanding of true collaboration. The focus of the bi-weekly collaborations are based on the four guiding PLC pillars: 1. Guaranteed and viable curriculum, 2. Assessment, 3. Reteaching and RTI, and 4. Enrichment.

At Kolb, teachers acknowledge the expertise of their colleagues networking their resources to build collective teacher efficacy. Teachers exercise their leadership skills by participating in school committees, providing peer coaching and leading a staff meeting PD. Staff meetings topics have included: understanding disabilities, accelerated learning practices (Hattie), vertical articulation, small group guided reading, GLAD, and social emotional curriculum. When staff teach staff, teachers are able to effectively implement ideas, are quick to use each other as resources and thereby improve their instructional practice more consistently than when an outside expert provides training.

5. Culturally Responsive Teaching and Learning:

Kolb teachers are aware that our student's cultural and ability diversity impact their learning. In order to make learning accessible for our diverse student population, teachers use Whole Brain Teaching strategies and GLAD throughout their instruction. Both of these compilations of best teaching practices, help students to engage actively with learning in a variety of scaffolded ways. In Whole Brain Teaching, teachers make sure that students are paying attention through kinesthetic and verbal responses and take ownership for their learning. GLAD instruction takes these whole brain strategies even further as students actively chant, interact with content through pictorials, monitor their academic behavior, attend to what others are saying, and practice academic dialogue, and learn in partners and small groups before working independently. GLAD strategies are instrumental in developing student agency and accountability for their learning, while creating highly interactive lessons across curricula.

Teachers at every grade level include instruction on books that represent the students in the classroom either during a read aloud or class book, where students can explore themes of diversity, inclusion. and develop cultural awareness. Teachers are careful to select literature that reflect the students in their classrooms as well as provide windows for students to consider students who may be different in other ways, such as ability. Books such as Save me a Seat featuring a South Asian American character and Wonder featuring a student with a disability, are examples of titles in our classrooms.

On a practical level, students from our CE SDC class are mainstreamed into classrooms, providing opportunities for students to learn about people with disabilities and practice strategies for positive peer interaction. This model of students learning from each other is highly effective and engaging, often involving the entire family. In 3rd grade, students have created a Living Heritage Museum, sharing family artifacts and histories. Schoolwide, classrooms celebrate multicultural holidays through student presentations and activities from different countries. Students also dress in traditional costumes during multicultural spirit day. During Black History Month, we introduced and celebrated a different famous African American each day during schoolwide morning announcements.

Celebrating diversity extends beyond the classroom as our PFC sponsors a multicultural talent show, where many students opt to showcase their heritage culture in performances that are videotaped and shared with all families.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

If we had to select one strategy that is the cornerstone of Kolb's success, it is simply, collaboration as a Professional Learning Community (PLC). Collaboration between classroom teachers, parents, and staff, is what leads to the best decisions for the needs of our students. We practice collaboration in every aspect of our work. On a daily basis, close collaboration between the administrators and staff is required for the smooth operation of the school. For example, when staffing challenges were overwhelming, grade level teams collaborated to seek solutions, such as covering a class during a prep period or distributing the students. When a class had to quarantine, teachers collaborated to share online instructional materials. Teachers have become masters of collaboration due to the COVID lockdown situation which redefined our reality. They quickly learned that teamwork was the key to learning new systems efficiently, and that division of work when planning was essential to prevent burn-out, as teachers reinvented instruction at every level. Since Kolb staff deeply understand that we are stronger collectively than individually, most important decisions are a shared responsibility between the Instructional Leadership Team and administrators, with input from all educational partners. Parent input is solicited through the PFC, School Site Council (SSC) meetings, and informal parent coffees. Even during Distance Learning, parental input was gathered through surveys to inform decision-making.

To support effective collaboration, our school engages in shared learning. During leadership and staff meetings, research-based strategies, articles and books are read together as part of our practice as a Professional Learning Community. Staff meetings are a time to acknowledge celebrations, connect, and collaborate on how to improve our school's practices. Due to the focus on mental health and wellness, meetings were a time to focus on self-care for staff as well. An important aspect of our teamwork during this difficult time, was to take care of one another. What we learned about well-being to help our students, we also applied to staff, including time to connect, small celebrations, moments to pause and practice self-care, mindfulness and gratitude.

No one educational partner is deemed more or less valuable than another. We respect every member of the Kolb community, whether they are classified or certificated, and whether their job is to keep our students safe during lunch, counsel students or keep our campus clean. Kolb is truly a positive place to work, as we rise to meet any challenge together.