

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 19200 East Ely Street
(If address is P.O. Box, also include street address.)

City Cerritos State CA Zip Code+4 (9 digits total) 90703-7157

County Los Angeles

Telephone (562) 229-7840 Fax (562) 402-8678

Web site/URL <https://www.carveres.us/> E-mail deborah.berlyn@abcusd.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. Gina Zietlow E-mail gina.zietlow@abcusd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name ABC Unified Tel. (562) 926-5566

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. Brad Beach
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

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

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

PART II - DEMOGRAPHIC DATA

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

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

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

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

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

☐ Urban (city or town)
☒ Suburban
☐ Rural

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

Grade	# of Students
PreK	26
K	66
1	68
2	75
3	71
4	80
5	69
6	72
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	527

*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):
- 0.3 % American Indian or Alaska Native
 - 34.7 % Asian
 - 10.1 % Black or African American
 - 42.9 % Hispanic or Latino
 - 0.9 % Native Hawaiian or Other Pacific Islander
 - 4.9 % White
 - 6.2 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 36%

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

Due to the Covid-19 health guidelines that were in place at the time, many of our students and families were concerned about returning to school. In order to support our students, we established the Carver Online Independent Studies Program (OISP) in conjunction with in-person learning at Carver Elementary School. This new program allowed our students the flexibility to continue their learning either in an online or in- person setting. Students were allowed to move seamlessly between Carver OISP and their home school as needed. Therefore, due to the pandemic and fluidity of our online school, our mobility rate was higher than 15%.

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	109
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	211
(3) Total of all transferred students [sum of rows (1) and (2)]	320
(4) Total number of students in the school as of October 1, 2021	899
(5) Total transferred students in row (3) divided by total students in row (4)	0.36
(6) Amount in row (5) multiplied by 100	36

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

Spanish, Tigrinya, Vietnamese, Arabic, Mandarin, Telugu, Korean, Indonesian, Tagalog, Tamil, Gujarati, Bengali, Cantonese, Portuguese, Khmer, Burmese, German, Hindi, Chaozhou (Chaochow), Nepali, Sinhala:Sinhalese, Hmong, Japanese

English Language Learners (ELL) in the school: 12 %

63 Total number ELL

7. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 278

8. Students receiving special education services with an IEP: 9 %
Total number of students served 50

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

<u>12</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>45</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 5

10. Number of years the principal has been in the position at this school: 15

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

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	98%	98%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes ☐ No ☒

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

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

As effective worldwide communicators, Carver Elementary students will be critical thinkers and inquisitive learners, with a sense of personal commitment to action and service. Carver Elementary's faculty and support staff will provide transitional kindergarten through sixth grade students with rich learning experiences in a rigorous academic and social environment.

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

Student and Parent/Guardian Handbook (p.16)

<https://4.files.edl.io/c8cd/08/12/21/151147-26b78e57-51c3-4ba1-962a-9fa38a6357b3.pdf>

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

Carver Elementary is a Communication Arts Magnet school in ABC Unified School District in Los Angeles County. Our student enrollment is comprised of a third from our attendance area, another third from within our district, and one third from outside of the district. Students, who live within ABC Unified School District, must apply through Schools of Choice during the month of January and are notified of their school placement on March 1st. Students from outside of the district must provide an interdistrict transfer permit with their school application in order to attend Carver Academy.

PART III – SCHOOL OVERVIEW

Carver Elementary (CES) is the highest performing Title I school of the 11 in ABCUSD, drawing from the most affluent area of Cerritos and an economically disadvantaged area of Artesia. Due to CES' reputation for serving our diverse demographics, a number of our students travel up to 53 miles one way per day to attend our school.

Diversity is prevalent on our campus as there are over 23 languages spoken by our students and staff. Furthermore, the demographics of our attendance area allows students residing in multi-million dollar homes to be seated next to students without permanent housing and those in foster care. Hispanic/Latinos (42.9%) are the largest subgroup followed by Asians (34.7%), and African Americans (10.1%) respectively. Of our full-time teachers, 24% are male, far exceeding the district average for elementary schools.

Since being awarded the Federal Magnet Grant in 2004, CES has received various recognitions: New and Emerging Magnet School, California Distinguished School (2012, 2020), Golden Bell, Gold Ribbon (2016), Title 1 Achievement Award, California Business Association Award, and STEM Distinguished Achievement in Math or Science. CES has been committed to innovating, reflecting, and constantly striving to meet the needs of our students.

In 2012, we adopted SWUN Math, breaking with the district adoption, due to SWUN's systematic lesson design and explicit approach. This ongoing drive to meet the needs of all our students in every subgroup propelled us to the top five math performing schools in the district, rivaling our non-Title 1 peers as measured by the CAASPP.

We have established an integrated, school-wide system for common assessments, which makes our data accessible and transparent. Data drives our decisions, professional development, and focus for equity in teaching. The Principal and Intervention Specialist continue to support teachers with data analysis, measurement, collection, and entry.

Why put so much time, money, and effort into streamlining data for reading, writing, and math across all of the grade levels despite the pushback we have had to negotiate? Common assessments allow for objective comparison of student learning; transparent data makes us educational partners, accountable to our students and each other. We started this journey to determine the efficacy of what we were doing, to monitor growth, areas of improvement, and areas of stagnation in reading, writing, and math. The data informed our instruction and response to intervention.

Prior to the pandemic, the Principal and leadership team sought an innovative, proven intervention system to address reading deficits that continued to grow. In 2020, our team chose the program, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), and started training and implementation in 2021. Our numbers indicated a need for intensive intervention across all grade levels. After extensive training, teachers and intervention staff are servicing students from grades K-6 for 30 minutes a day, five days a week with flexible groupings based on data.

In alignment with the needs revealed by the data, we transformed our weekly staff meeting time to staff professional development. Our ELPAC data indicated the need for better English fluency in the classroom and for the ELPAC assessment. Our EL students were not progressing in the writing domain; therefore, professional development in writing was provided during our staff development to train all staff members about the English Language Learners roadmap, to analyze each domain of the ELPAC with explicit examples, and provide collaboration time to understand ELPAC scoring.

In addition to our transformative journey with data, our Enrichment Cluster Magnet is a truly innovative approach to engaging students and facilitators in student-driven, real-world learning experiences, based on the research of Joseph Renzulli, a leader and pioneer in gifted education. Grouped by interest, students explore enrichment activities ranging from jewelry design to rockets, sports to rock bands, foreign language to dance. Clusters are scheduled during the school day over six weeks twice a year, involving all students,

staff, and members of our community—parents, district personnel, board members, retired teachers, and former CES students. The School-Wide Enrichment Model (SEM) focuses on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences constructed around students' interests, learning styles, and preferred modes of expression. We proudly blazed a trail for other district schools to adopt this SEM model. We have remained true to the spirit and goal of a fully implemented Enrichment Model.

Our Mental Health Professional (MHP), Masters of Social Work intern (MSWI), and Spanish bilingual Parent Liaison work tirelessly to provide vital services for the physical, mental, and emotional health of our marginalized population, keeping them connected to the wider community.

In all these ways, CES aims to realize the potential of all our students. We strive to fulfill our motto: C (Compassion), A (A Positive Attitude), R (Respect), E (Enthusiasm for Learning), and S (Strive for Excellence).

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Standardizing explicit instruction across all classrooms and grade levels to ensure student learning is equitable access and justice for what all students deserve. Carver Elementary (CES) teaches the common core standards for K-6, which are divided into Reading, Writing, Speaking and Listening, and Language that define what students are expected to learn by the end of each grade, and we do this, informed by data to meet students where they are and raise them to where they need to be.

Our curricular approach is always: What do we know about how students learn, and what does this mean for how we teach? CES have streamlined all reading and writing assessments at every grade level in order to have comparable data that will effectively support curriculum instruction and teacher collaboration. At the beginning of the year, all students are assessed with Star Early Literacy (TK-1) or Star Reading (1-6), which is a computer adapted reading test along with the Wonders Placement and Diagnostic tests on letter naming fluency, sight word fluency, phonological awareness, phonemic awareness, listening comprehension, reading comprehension, meta-comprehension (what readers do before, during, and after reading), oral reading fluency, and spelling inventory. Additionally, students in grades 1-6 demonstrate their entry level writing skills on a narrative writing performance task.

These collections of assessments provide the teachers access to their students' knowledge in order to plan systematic and explicit instruction on the ELA standards, Tier 1 and 2 intervention in the classroom, and formative assessments to monitor student retention.

Phonics, high frequency words, spelling, and morphology instruction are taught in the primary and upper grades to build strong foundational reading skills and language comprehension (affixes and roots). Because CES implements a reading program called Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), teachers implement the direct teaching, multi-sensory instructional strategies, repetitive practice of the skills, and intentional, immediate corrective feedback throughout all lesson activities in whole group and small group instruction across all subject areas.

Students ultimately learn with their visual and auditory processors. Therefore, the front walls in the classroom are intentionally organized with the reading, language, and writing standards, visual models, written procedural steps, and learning tools to aid the students in understanding abstract concepts such as cause and effect, author's point of view, and drawing conclusions.

Students are taught to reflect and question the content as they go through the reading. Thus, they are able to draw authentic conclusions about the reading because this approach is fully vesting students in the text. This focus on metacognition explicitly teaches the thinking that is necessary for understanding text.

We have implemented a systematic writing program focusing on the development and function of language. Generative grammar within the program allows for an understanding of the structural framework of language to better communicate in thinking and writing. All students, and especially EL and RFEP students, have made tremendous progress from our writing focus. Writing and reading work hand in hand, and understanding reading cannot come without writing.

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

The California Common Core Framework for math in all grade levels is the bedrock of what we teach; TK/K starts with counting and cardinality, and the main domains of math connecting all grade levels are Number and Operations in Base Ten, Operations and Algebraic Thinking, Geometry, and Measurement and Data. From our research into the science of reading and learning theory, we understand that children need explicit, repetitive instruction that incorporates time for both practice and articulation of learning. Because

of our commitment to a core instructional approach that supports all learners, we use SWUN math over the district adopted curriculum.

We address foundational algorithms with Beyond the Basic Facts (BTBF). Teachers explicitly teach the math facts appropriate to each grade level for the mastery of foundations that support all algorithms in math. We use Problem of the Day (POD) to spiral review of concepts that need more practice and support based on our formative assessments.

Not only have we streamlined our approach for explicit instruction with consistent peer to peer collaboration, our walls are an extension of our teaching with anchor charts for reference and support. These are clearly charted and visually accessible.

Our lesson design clearly defines the objective with students writing key words from the objective for reflection; shows the I do, We do, You do model explicitly utilized to understand the content; gives students opportunities to speak to each other about the problems, check on their work, rework their problems with differing answers; and models ways to show reasoning through work. We emphasize the need to articulate thinking, support thinking with evidence, and to write and verbalize a clear explanation of their understanding and justification for the math algorithms.

We make lessons highly interactive to have students reflect on their learning, and thereby, support better retention of information.

Beginning of the year diagnostics are the baseline for where students start the school year. We use formative quizzes– BTBF, POD, and the Final Check for Understanding– to monitor student progress within the lesson delivery. Our unit tests are also used to build our POD's. We use trimester diagnostics and an analysis worksheet to pinpoint areas of greater need and reteaching. Trimester pretests are used to help differentiate instruction, and Cumulative Benchmark Assessments to measure both retention and growth, serving as our final summative assessment at the end of each trimester.

We use our assessments as living documents that guide our approach to all students: continued classroom support, placement into small groups for one-to-one support, Tier 2 intervention after school, or further assessments. Our objective is for all students to learn, not to just cover the curriculum.

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

We teach the California Next Generation Science Standards (CA NGSS): science and engineering practices, disciplinary concepts, and crosscutting designs. Our instructional approach is inquiry based to foster analysis, critical thinking, and engagement. The sense of discovery about the natural world by analyzing the phenomena around us helps students to connect their learning to real world situations and make their learning relevant.

This inquiry approach aligns well with McGraw Hill Inspire Science for K - 5th grade and StemScopes for 6th grade.

We begin the modules (units) with an opener to establish the baseline of student knowledge. In every lesson, we use inquiry activities to explore and connect key concepts. To this, students have projects that incorporate the ideas presented in the module, and are done incrementally as the lessons progress.

We begin with a phenomenon (Engage), setting the tone of inquiry with a short video or picture. We focus on inquiry with a hands-on Inquiry Activity (Explore) that demonstrates scientific concepts and crosscutting concepts. We explicitly teach specific information (Explain) in the text with additional resources for vocabulary and key terms. The textbooks are used to summarize, synthesize, and answer specific questions throughout the reading.

Here as well, collaboration and opportunities to share their understanding of the ideas presented are key features to help students internalize their learning. Structuring our lessons around the need to group

engagement fosters opportunities for communicating, clarifying, understanding, and clearly honing knowledge for writing.

Lesson quizzes serve as formative assessments to guide the teaching, and module assessments serve as summative assessments. Teachers use sample tests mimicking the California Science Test (CAST) as a way to help students acclimate and familiarize themselves to the CAST format. These sample tests also challenge students to apply their thinking to real world situations and are powerful tools for teaching.

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

The California Framework for Social Studies gives both content standards for each grade level and the Historical and Social Analysis Skills of Chronological and Spatial Thinking; Research, Evidence, and Point of View; and Historical Interpretation.

The following themes are taught respectively from K–6th: Learning and Working Now and Long Ago; A Child’s Place in Time and Space; People Who Make a Difference; Continuity and Change; California: A Changing State; United States History and Geography: Making a New Nation; World History and Geography: Ancient Civilizations.

Our instructional approach focuses on inquiry based learning to pique curiosity, sharpen questioning skills, develop analytical thinking, and construct an understanding of the past that informs the present. We present big questions for every lesson along with the lesson objective. The question shifts thinking to a problem solving mindset that also gives purpose to the learning. Inquiry projects that are completed incrementally through worksheets and activities as the lessons unfold also give students a purposeful way to apply the content standards.

Teachers further engage students with online learning games as well as online assessments. Each chapter has online interactive exploration for students, further supported by worksheets for the activities. Lesson checks and lesson reviews help students to recall the main ideas in the section, and the lesson quiz helps teachers track students' understanding and progress in order to guide the teaching.

Text structures such as compare and contrast, problem solution, sequence, cause and effect, and main idea and details are important cross curricular skills throughout the lessons. Focusing on these skills supports ELA as well.

In 4th and 5th grades, immersive historical experiences with Gold Rush and Colonial Day, which involves period dress and activities such as square dance, Virginia Reel dance, panning for “gold”, metal tapping, butter churning, candle dipping, etc. are students’ fondest memories.

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

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

We are engaging our TK students’ social and academic needs with our Ready to Advance curriculum, which provides for an integrated approach in all curricular areas. Play is integrated into every aspect of the curriculum by giving students opportunities for exploration and social interaction. Tactile experiences and movements, total physical response (TPR), reinforce ELA print and sound concepts through song, dance, and art activities. Objects are constantly used to promote the understanding of cardinality, more, and less.

Recesses, both structured and free play, are opportunities for teaching and learning about social skills with others, taking turns, learning to wait, speaking respectfully to one another. The teacher models appropriate behaviors with students and encourages appropriate behaviors through reteaching and praise.

Family involvement is also a key feature of our TK program. Students work with families for presentations

about family traditions and foods, activities and celebrations. Families send in special treats during all holidays, and the communal sharing of these special foods create a celebratory spirit. Families get involved in reading day, taking time from work to share in special reading activities at school.

The teacher monitors student progress through informal and formal assessments, which are done one on one and heavily emphasize language development. The assessments that are utilized in the TK classroom are aligned with the kindergarten assessments to ensure that the students have a strong foundational base for academic learning.

Our TK program gets students ready to enter Kindergarten by supporting their early literacy goals through play, social interactions, and developing an understanding of group dynamics. Students are building the foundations of self control and self awareness in order to navigate all the interactions which will be the cornerstone of their success throughout their academic careers.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

When taking a tour of the campus, it is apparent that the teachers integrate the visual arts into grade level curriculum on a regular basis. Throughout our classrooms, the teachers have displayed student art projects, which relate to lessons and grade level curriculum. During writing time, the primary grade teachers utilize art as brainstorming to give students ideas on what they should write. This enables the teacher to confirm the students' comprehension about the topic.

Prior to Covid, we brought Meet the Masters to the school to teach about artists and their specific techniques. The teachers have embraced art, remaining loyal to enhancing students' learning of the Masters. During our School-wide Enrichment Clusters, many of our classes revolve around the area of the arts. The students learn many forms of dance, photography, music, and singing to name a few of topics. One of our most popular classes is our Carver Rock Band, which teaches students to play instruments and vocals without prior knowledge. Fourth through sixth grade students are able to participate in our band program. They learn an instrument of their choice and participate in performances throughout the year even having the opportunity to play with secondary band students.

2b. Physical education/health/nutrition

All teachers provide students with 100 minutes of PE weekly per California Ed Code. Along with our PE curriculum teaching movement to develop muscles, coordination, and healthy habits, we have implemented and have been using Healthy Indoor Play Healthy Outdoor Play (HIP/HOP) since 2013 to ensure fair and inclusive play for all.

The program emphasizes the teaching of common rules for games, procedures to work through disagreements within games, and a uniform code of conduct for fair play. Like the mind, bodies need explicit instruction and practice. Teachers directly teach students coordination skills, movement, and strategies that support their development and growth.

By explicitly teaching children the games that are played at their recesses and practicing them, CES is able to promote access and inclusion for all students at every grade level. We have stopped students from arbitrarily making their own rules to the disadvantage of others and to prevent strife.

Grades 4-6 can also join our track and field team to compete in the district track meet in spring. Practice begins during student PE time and extends to after school time. Preparations for the track meet motivates students, making PE time purposeful and engaging.

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

2d. Technology/library/media

All TK-6 students have their own computers. Every classroom is equipped with multimedia presentation tools and teacher laptops.

CES uses Google Education Suite along with Pear Deck, Kami, Flipgrid, and Nearpod. Teachers utilize online educational sites such as ReadWorks, Khan Academy, and Prodigy to name a few. All curricular materials are available online and offer online student practice and assessments, a core feature of our school-wide data tracking.

Teachers present lessons using Google slides that engage students with integrated features such as music and videos. In the classroom, students learn age appropriate computer skills starting with the basics of computer care, basic troubleshooting, and keyboarding practice. These skills build with increasing complexity as students begin to use technology to transform their learning. By upper grades, students use their devices to create and apply their understanding through Spreadsheets, presentations with Google Slides, or even iMovie.

The cross curricular use of these tools has been crucial for the development of students' college and career readiness skills. Investing in one-to-one devices started well before the pandemic, but CES' investment in the technology has been a key feature of how well we weathered the storm of the pandemic.

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

Enrichment Clusters, our magnet school focus, based on the School-Wide Enrichment Model (SEM, Renzulli, 1977; Renzulli & Reis, 1985, 1997, 2014), serves as an enrichment program for all students. Grouped by interest across grade levels (TK&K; 1&2; 3&4; 5&6, including students in special education classes), staff, parents, volunteers, and students facilitate 6 classes twice a year. Students have studied robotics, rocket science, music performance, music composition, French, Spanish, dance, medical response, paper crafts, silk screening, jewelry design, cooking, and sports just to name a few.

Clusters have enriched the experiences of all our students, creating excitement for school, learning opportunities above and beyond the curriculum that promote student interest and learning style. In fact, after learning skills to create items such as jewelry, slime, origami, duct tape crafts, etc., many students sell their goods at our yearly Carver Kids' Craft Faire. Our parents and community members have given positive feedback, and we have had volunteers who have been with us for years.

Since its inception, we have tracked growth in our attendance rates and our school population. Our positive, dynamic school climate has led to greater levels of student engagement and achievement on all standardized tests.

3. Academic Supports

3a. Students performing below grade level:

We are committed to making all our students competent readers. Based on initial, comprehensive diagnostics, we group students across grade levels. From grades 1–6, we support students with 30 minutes of instruction daily with SIPPS, which provides direct, detailed instruction, practice and review to teach core patterns of letter and sounds to support reading. The program also provides for sight word recognition and practice, spelling through sound recognition and sight word memory, and reading fluency and comprehension support.

For students in need of intervention, there is no replacement for explicit instruction and constant, daily practice. We use SIPPS to advance students with great success. Students are assessed every five lessons to gauge growth, and as they progress, they graduate to more complex levels until they test out.

In addition to reading, we have after school math intervention class, Mathletes, Monday to Thursday for 45 minutes. The diagnostic assessment guides the topics that are retaught and practiced in class. We monitor student growth through post assessments, which inform our decision to proceed or provide further reteaching.

These Tier 2 interventions are used to determine the next steps for students who are not responding to the intensive support. The Student Study Team (SST), made up of the parents/guardians, classroom teacher, administrator, Resource Specialist, and the school psychologist, is the next step for students not responding to Tier 2 intervention. Here we assess all the data and interventions done to date and determine if testing for underlying learning issues is warranted.

We have put systematic protocols in place to address all students in need of additional support. We've committed CES to educating all our students with the support they need.

3b. Students performing above grade level:

In grades 4-6, students in the top 10% of math performance participate in Math Olympiad, an international competition program whose objectives are to foster out-of-the-box problem solving-skills, develop mathematical flexibility, creativity, and ingenuity.

Students meet for an hour after school weekly. During these meetings, students are presented with math problems that challenge them to think outside the box. They may work singly or in groups to discuss and solve the problems. These answers are presented with discussion, which is so important in opening minds to the different approaches to problem solving that they may not have considered.

Monthly timed tests calculated by the program determine placement on the contest, both individually and as a team.

Junior Great Books is a program focused on an inquiry-based approach to learning through high quality literature with different facets for interpretation. For students in grades 3-6, the high quality literature provided in the program helps students by generating ideas, giving evidence, and responding to each other. We use this program because the stories offer rich, vivid writing, support multiple interpretations and thought-provoking discussions, as well as presenting a diversity of settings, genres, and writing styles.

Teachers take the children through two readings, the first to acclimate students to the story and the second through the lens of a core question to take notes and delve deeper into the text. The students are taught about the need for textual evidence for a position they take, and all arguments are sustained by textual evidence. Divergent viewpoints are encouraged as long as there is textual evidence.

These discussions hone student ideas about their position on the core question to prepare them for writing about the text with textual support.

3c. Students with disabilities:

Students with IEP's (Individualized Education Plan) receive support from the Resource Specialist and/or speech and language specialist depending on their IEP's. These pull-out supports may be anywhere from 2 to 5 times a week for 30 minutes or more. Specialists work with students individually or in small groups of no more than three students to offer remediation based on their goals. Students with 504 plans have necessary accommodations within the classroom to support their learning.

Many of these students are also receiving support in SIPPS and Mathletes as well. Our data shows that students with IEP's are responding to SWUN math. The structured presentation, clear steps for progression, and the built in student interaction are helping students with learning disabilities to better understand math.

Academically, students with disabilities are getting a triple dose of the core curriculum, within the NBRS 2023

classroom, from their resource specialist, and in small group interventions with SIPPS and Mathletes. The data is showing good growth for a significant number of our students with disabilities. It is helping them make good progress toward their IEP goals and grade level standards.

Added to this, our Enrichment Cluster Program connects these students to CES by offering them a self selected, authentic outlet for their creativity. The SEM engages students in pursuits that may be non-academic, further enlarging the scope of what is offered at CES.

3d. English Language Learners:

During our staff professional development, we discussed the importance of 30 minutes a day, five days a week ELD instruction. To align with the CA ELD standards, the district has adopted the Wonders for English Learners program, which uses a 5-day week plan to align and enhance the Wonders ELA curriculum. Students are grouped into Emerging, Expanding, and Bridging, based on their ELD level. The 5-day week plan focuses on building students' reading, listening, writing, and speaking skills to improve their academic and social language skills. The ELD lessons connect with the ELA lessons, so students are exposed to the same texts, themes, vocabulary, and reading skills numerous times throughout the instruction, but with built in scaffolding. This helps to reinforce the ELA topics. Additionally, teachers are systematically and explicitly teaching writing and reading skills during ELD time. For core subjects, teachers continue to provide visuals, sentence frames, vocabulary walls, anchor charts, and manipulatives as resources for English Learners to access during a lesson.

The Wonders for English Learners program has weekly progress monitoring and unit assessments. The progress monitoring assesses written and oral production. The unit tests monitor students' language development in reading, writing, speaking, and listening skills based on the concepts taught during ELA and ELD instruction. In addition, teachers frequently use informal assessments throughout the week to monitor student learning during ELD time and during other core subjects.

Furthermore, about 58% of our ELs receive an additional 30 minutes a day, five days a week support in our SIPPS reading intervention program. All Emerging, level 1, students use Imagine Learning 30 minutes a day, five days a week. Imagine Learning is a personalized learning program via an online platform to help accelerate literacy skills and English Language Development.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Students are why we are here at school, and keeping students engaged is a top priority for CES. True engagement is interconnected and not possible without the engagement of all educational partners. In addition to the SEM Clusters, we have various awareness weeks with dress up activities—Kindness, Red Ribbon, Reading. Students love coming in PJ's or with crazy hair and socks.

We celebrate achievement academically and socially with our monthly Carver CARES Awards, acknowledging and motivating students in front of their peers and family.

Our Mental Health Professional (MHP) and Masters of Social Work Intern (MSWI) teach children to make friends, make positive choices, and cope with challenges. We provide social-emotional support through weekly lessons using the Second Step program in all classrooms.

Healthy-Indoor-Play/Healthy-Outdoor-Play (HIP/HOP) keeps all students engaged during recess by keeping everyone aligned with the rules and expectations while teaching the skills to participate in the games. All activities are open and approachable with clear rules posted by the sites.

Teachers use technology to offer several engagement activities related to the classwork—online gamified practice, interactive lessons through Nearpod, and collaborative group work.

Every spring, our Fun Run focuses attention on healthy physical activities where all students traverse a themed track with music, decorated arches, and obstacle courses. We have even made our fall fundraiser a celebration of students that culminates in The Day of Awesomeness: an all day event filled with giant inflatables for a plethora of healthy play.

Students are given opportunities to help with activities that support the school community—making announcements, putting together holiday grams (school fundraisers), making posters to advertise activities within the school, and even leading clusters. Some cluster modules had up to 40% of 4-6th graders lead Clusters.

At the yearly Carver Kids' Craft Faire, students use their creativity and expertise to create crafts for sale to the community. Students learn about total sales vs. net profit, creating attractive displays, and planning for an event. Students learn about the market economy and the excitement that comes from making money.

Our family nights have become legendary, attracting our wider community around the school, former students and even families from other schools. We offer an array of free crafts, popcorn, snow cones, cotton candy, face painting, balloon animals, etc. because the focus is on building community and enjoyment and not raising funds.

CES constantly strives to engage students in all facets of the school community.

2. Engaging Families and Community:

We connect with families with digital applications such as Parent Square, Aeries Communications, Remind, email, Class Dojo, and fliers to cover all levels of technological proficiencies. We welcome everyone!

We engage families in their children's academic progress by helping them gain a comprehensive understanding of their children's academic growth throughout the years using the students' performance data from all of their grade levels. We have offered writing, reading, and math training nights for parents to understand the standards and support their children. Our families attend our monthly award assembly to celebrate their children's achievements and/or growth. CES' balanced approach to recognizing the difference between academic achievement and academic growth goes back to equity for all learners, and our

families remind us how appreciative they are.

The PTA Membership Drive, School Site Council, English Learner Parent Night, and Back to School Night events encourage families and community members to participate, creating pathways for voicing their input for our school goals. This educational partnership builds strong core values for our school community, and our stakeholders have a vested interest in the well being of our students. High school volunteers and staff from Cerritos Parks and Recreation dedicate their time year after year in joining our families and school staff to provide the best experiences for our students and families at family nights.

We partner with Cerritos Senior Center to provide unique intergenerational programs for our TK-6th graders. Ranging from horticultural science for our younger students to sensitivity to aging for the older students, this program involves senior citizens teaching students important interpersonal skills.

Our current and past families and community members continue to commit their valuable time to leading and supporting our Enrichment Clusters that take place twice a year. Because of the high volume of volunteer facilitators, they contribute anywhere from 20 to 30 additional Enrichment Clusters that are highly requested by the students in grades TK-6. At Carver's Enrichment Cluster Celebration presentation, our facilitators' hard work and dedication are acknowledged in front of 520 students and over 150 attendees, comprised of our families, school board members, city council members, and the greater community.

The Carver community celebrates our many volunteers with a lovely Volunteer Tea Ceremony, put on by our entire staff as a potluck from us to our families. This celebration has been growing year after year.

3. Creating Professional Culture:

We support a professional culture through the implementation of systems and protocols to address the needs of our community. Efficacy in what we do and striving to achieve as professionals drive the tireless efforts of our staff. We have gathered here for a common purpose, the success of our students, both social-emotional and academic, and we are the professionals to meet this challenge.

We use common assessments and record all data for ELA, math, interventions, and attendance on a school-wide, transparent spreadsheet. All of our decisions are data driven, data informed. We are keeping ourselves accountable to each other, and ultimately, the students in our stewardship.

We've transformed staff meetings to staff professional development based on the needs revealed in our school wide data. Our professional development has trained teachers on the analysis of data, using data to inform teaching, PBIS supports and practices to address behavioral needs, ELD student support, understanding ELD scoring, and far more. Our staff development meaningfully supports classroom practices, and our commitment to continued professional growth is a pivotal part of creating that professionalism at CES.

To this professional culture, we also build camaraderie by creating practices, activities, and events to engage with each other as a staff. The principal and staff share glows (shout outs) about their colleagues at the start of every staff PD. We take time to acknowledge each other because we understand the importance of praising the hard work of educating our students.

We constantly support each other and the school by coming out for family nights on our own time. CES has had consistent support from staff, and our families have made many comments about being so heartened to see so many teachers at our evening events. We support each other by showing up to our district sponsored Math Bee, Spelling Bee, Track and Field Meet, and band performances.

Our Social Committee plans themed potlucks, gatherings for holidays, mystery gift exchanges, and social outings (to name some events) to build that camaraderie.

Our work is difficult, challenging, and even frustrating at times, but it is the professionalism that we build at school that binds us in solidarity toward our ultimate goal.

4. School Leadership:

At CES, we believe in creating a school community that values inclusion and equitable access to learning as student achievement and growth are our main focus. Our leadership team, primarily led by the principal and intervention specialist, has been continuously building teacher capacity and nurturing a collective vision to keep all educational partners motivated in creating high expectations and driving student achievement.

In building leadership capacity, teachers have led many weekly staff professional development. Teachers have led staff training in data analysis and interpretation, English Learner's Roadmap, ELPAC Task Types, and writing instruction to name just a few topics. Teachers share their collective knowledge and practices in the classroom that have impacted academic focus and achievement. After implementation of the practices, teachers reflect and plan with their colleagues during weekly collaboration time.

Our leadership team, consisting of teachers from both primary and upper grades, has been transformed to better serve our students with each staff member heading different areas such as EL curriculum and testing, state testing coordinator, ELA intervention, and math intervention. As new abilities develop from leading, our teachers feel valued and included in the decision-making process for setting school goals for student achievement. Thus, the leadership team is constantly changing to reflect a successful development of capacity building at CES.

We are empowering our entire staff to use our own data record tracking system to drive their classroom instruction in order to monitor effective student learning and to celebrate student success. Importantly, our data system aligns all common assessments to support CES' and the District's academic achievement goals. This allows for objective comparison and for all educational partners to collaboratively choose programs, implement resources, and reform policies that will benefit all stakeholders at CES. Therefore, the principal and staff take turns recognizing positive impacts on the school, on the students, and on our families at our professional staff developments, PTA meetings, and School Site Council meetings. These actions continue to inspire the school community to support the school in closing the achievement gaps in the classrooms.

5. Culturally Responsive Teaching and Learning:

Our goals of inclusion and equitable access continue in how we interact with our diverse community of learners. We celebrate this diversity throughout the year when we teach about the contributions of various groups in our country, especially during cultural heritage months such as Black History Month, Hispanic Heritage Month, Asian American Pacific Islander Month, Women's History Month, etc. Although we emphasize the contributions of the different members during particular months more, we are sure to relate these contributions to our social studies curriculum in order to show that it is truly American History.

Our PE specialist works on team building activities throughout his time with the students in addition to PE skills. Games that rely on teamwork are a constant staple of PE time, teaching students the essential skills of group work. We know that cooperative, collaborative learning is an essential part of many cultures, and we want to encourage learning that best supports the core values of our many cultures on campus.

CES works in partnership with the cities of Artesia and Cerritos to provide essential supplies such as backpacks and school supplies and holiday foods during November and December for our neediest families. Our MHP and MSWI work tirelessly to support families in need within our school with counseling services for students. They help to connect families to community resources. They follow up with many families to keep them connected to school, showing them that they belong and have a welcoming place here.

Our MHP and MSWI support teachers with social emotional lessons to help students articulate and practice ways of coping with stress and challenges. These lessons empower children to honor their own feelings and those of others, fostering greater tolerance and respect for those who are different, and building understanding for others.

We limit our fundraising efforts to better serve our community by offering many free activities during our family nights. Understanding and responding to the culture of our campus has built a sense of community,

resulting in ever growing attendance at our events. We are proud of our sensitivity to the community we serve, and continue to work toward inclusion in everything we do.

PART VI - STRATEGY FOR EXCELLENCE

Rising to the challenges that the pandemic placed on schools to address student deficits, we could see that it was impossible to truly service students without understanding their needs. Putting in systematic structures for data has aligned our staff toward the single overarching goal of student achievement and has fundamentally reorganized how our teachers work, keeping us accountable to our students and each other. We are all connected by the data and collectively responsible for the growth of all our students.

CES' comprehensive data system has been the key to driving our success in closing the achievement gap for all our students, most impressively our sub groups. We have adopted common assessments for all our grade levels, organized on school-wide spreadsheets, making it transparent and accessible online to all stakeholders. Instructor autonomy within the classroom is a powerful aspect of teaching; therefore, the data systems we have set in place work to help all staff reflect on effective practices together, determine the steps going forward, and make informed decisions about schoolwide goals.

Data informs our decisions and practices, guiding the focus of our classroom and small group instructions, determining placements and exits from intervention supports, as well as opening our collective eyes to the needs within the classroom. We have worked to streamline our teaching practices and fully utilize the available resources, anchor charts, and learning tools in order to build the foundations of knowledge that all students will have as they progress through CES. In this way, we are providing equitable access to learning for all students regardless of the experiences or lack of experiences students bring to the classroom as a Title I school.

When analyzing our student and schoolwide data, we not only look at the growth of each student, but how attendance plays a part in their achievement. We work closely with families to get their children to school. We give incentives, including prizes, for perfect attendance each trimester. We celebrate attendance as an achievement in and of itself.

We are committed to supporting all of our students academically. Our data analysis includes present levels and longitudinal growth for each student. We constantly monitor student performance to assess the efficacy of what we do; we work to support students both within the school day and outside of school hours. By utilizing data, we bring equity for all students by ensuring the best course of instruction.