

Santa Ana Unified School District
Single Plan for Student Achievement
Summary
2015-16



George Washington Carver Elementary School

Superintendent
Rick Miller, Ph.D.

Board of Education

John Palacio – Board President • Rob Richardson–Vice President
Valerie Amezcua – Clerk • José Alfredo Hernández, J.D. – Member • Cecilia “Ceci” Iglesias – Member

**George Washington Carver Elementary School
Vision Statement**

Carver Elementary School is a welcoming and committed learning environment where all students will be motivated, and enthusiastic about learning, and prepared to meet or approach grade level standards. Teachers will work collaboratively and have the necessary resources to offer a clean and safe learning environment. Competent and caring staff will welcome parent involvement. There will be a mutual trust and respect between the district, the community and our school, where input will be valued as an integral part of decision-making.

**George Washington Carver Elementary School
Mission Statement**

The mission of Carver Elementary School is to achieve our vision and master the state standards. Together we will create a safe environment, which fosters the development of responsible, caring students, critical thinkers, and lifelong learners in pursuit of personal excellence, adapting to the challenges of the future.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	185	180	174
1	177	175	172
2	126	166	170
3	144	125	159

Percent Actual Attendance

2012-13	2013-14	2014-15
96.88	96.93	97.28

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	0 (0%)	0 (0.0%)
Asian	0 (0%)	2 (0.3%)
Pacific Islander	0 (0%)	0 (0.0%)
Filipino	0 (0%)	0 (0.0%)
Hispanic or Latino	641 (99.23%)	668 (99.0%)
African American	0 (0%)	0 (0.0%)
White (not Hispanic)	2 (0.31%)	4 (0.6%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	646	675

Student Achievement Goals

Goal I: Vision and Standards: High Expectations, Culture and Leadership

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: All stakeholders, which includes, students, staff, parents, and the community will follow a clear vision for Carver Elementary school that includes a welcoming and committed learning environment where all students will be motivated and enthusiastic about learning. Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century. There will be a mutual trust and respect between district, community, and school where all stakeholders' input will be valued and an integral part of decision making to increase student achievement in the 2015-16 school year.

Moving toward the district goal of college readiness in Language Arts and Mathematics, Carver will continue to implement and refine strategic schooling strategies. Student data will drive instruction and we will continuously monitor students and celebrate for potential academic strengths as well as exceptional behaviors.

- The staff will collaborate regarding student progress and effective teaching strategies. Meetings will be collaboratively planned and led by principal, assistant principal, and TOSA.
- TOSA will attend monthly meetings to obtain data regarding student achievement and support the school's core goals and mission by providing support to students and staff. TOSA will attend meetings to obtain information regarding the implementation of district and state assessments.
- Teachers will pull data from Illuminate and will analyze MAP, Benchmark, ADEPT, CELDT, DIBELS and other assessment results in collaborative teams and with administrators. These results will be used to provide equitable student access to a rigorous, standards-based, instructional program that includes, but is not limited to high-quality instruction, standards-aligned instructional materials, academic supports, and technology based resources. Full implementation of the new CA State Standards and assessments.
- Administrators will conduct frequent classroom walk-throughs reflecting purposeful instruction.
- Using data from Illuminate, teachers will conduct data chats with students and parents to discuss MAP, Benchmark, ADEPT, CELDT and DIBELS results.
- Implement progress monitoring (growth) assessments for all academic programs. Engage professional learning opportunities to promote a growth mindset. Support the review of grading practices and establishing of common criteria.
- The California Common Core State Standards will be posted and presented to students at both the outset and close of the lesson.
- Continue to implement district approved curriculum and provide for instructional supplies to support the curriculum. Teachers will turn in weekly lesson plans that reflect standards based instruction.
- Teachers, parents and students will work collaboratively to support student learning and ensure access for low-income pupils to the core instructional program by increasing early literacy and reading intervention programs.

Extend Learning Opportunities will be offered in the area of Language Arts to support student learning and assist students in reaching proficiency.

- As funding allows, students will have the opportunity to extend their learning after school and/or on Saturdays through Engage 360, as well as through tutoring and summer school.
- Students who are performing below proficient in English Language Arts will be provided additional academic support in small groups and one on one instruction during Open court workshop time, after school or before school.
- As funding allows, an intervention teacher will be utilized to provide support and interventions for students working below grade level in Language Arts.
- In addition to services provided to low income students, students receiving special education services will receive services such as, but not limited to, services and supports as listed in Individualized Educational Plans (IEPs) for additional students above 2015-2016 baseline numbers.

Students will have access to technology in the classroom and in the computer lab in order to support student achievement.

- Students in grades K-3 will visit the computer lab once a week, at minimum, to work on the ST Math program. K-2 classrooms will also utilize iPads in the classroom to work on ST Math and 3rd grade will utilize laptops/chromebooks in the classroom on a weekly

basis. This software program is created by the Mind Institute and designed to increase student engagement and achievement. Students will also have access to this program on the classroom programs as well as the home school connection. Incentives will be given to students who are making gains in order to promote student achievement.

- Students will visit the computer lab, as well as use the class computers to assess their reading comprehension through the Accelerated Reader (AR) program. The AR program focuses on reading comprehension, providing immediate feedback to the students. In addition it helps with student fluency. Incentives will be given to students who participate in the AR program in order to promote student achievement.
- Students will have access to the computer lab and to computers in the classroom in order to complete reports, power points, typing skill programs, intervention programs and other activities designed by the teacher. Students will use this opportunity to increase their computer skills knowledge base and create computer based projects for the classroom to promote student achievement.
- Teacher will utilize document cameras, projectors, smart boards and laptops to enhance classroom instruction.

School wide Staff Development and Collaboration will be utilized in order to increase student achievement and help foster a community of support committed to providing students and teachers with a motivating and enthusiastic learning environment.

- Staff will attend training for the California Common Core State Standards in order to support administration of the state standards and prepare for the MAP and SBAC assessment. This training will also serve to increase student engagement and achievement. All 2nd and 3rd grade teachers will be trained on Accelerated Reader, a software based program designed to increase student achievement in the area of reading comprehension. 2nd and 3rd grade teacher will analyze data from Accelerated Reader (AR) to help guide instruction in Language Arts. Results obtained from AR will help determine students areas of need so that teachers can utilize data to reteach target areas and improve the achievement gap. Teachers will be updated weekly with student progress in order to pinpoint areas of student need.
- Teachers will attend meetings throughout the year with Mind Institute staff members to discuss progress and ways to enhance classroom strategies with the Mind Institute software. TK-3 teachers will analyze data from the Mind Institute and use this information to guide instruction. Results obtained from the Mind Institute will aide in pinpointing areas of need so that teachers can improve student achievement through re-teaching strategies and small group instruction. All TK-3 teachers will be trained on an as needed basis by the Mind Institute on a software program designed to increase student engagement and achievement.
- Teachers will meet twice a month to collaborate on assessment results. Teachers will analyze SBAC, District MAP Benchmarks, ADEPT, CELDT, DIBELS and other assessments to pinpoint areas of need. Results will then be used to guide daily instruction.
- Staff development will be offered in various areas throughout the school year to help our school maintain student achievement. As needed, staff will be trained in Common Core, AR, ST Math, SIOP, GLAD Strategies, computer based programs, etc..
- Grade level action plans will be completed based on MAP/Benchmark exams. Individual action plans will be completed based on DIBELS and MAP/Benchmark data. Additional assessments will be completed based on individual student needs.

Carver will foster a healthy environment for all students that will develop physical, social and emotional development of children in a structured and safe setting.

- Carver will utilize the program Playworks to provide students with safe and inclusive opportunities for learning and maintaining a healthy lifestyle. This program will facilitate healthy, inclusive play that engages all students during recess and physical education time. Playworks supports learning through healthy play and reduces bullying by increasing physical activity while reinforcing positive behavior. In accordance with PBIS, students will learn to create a safe and respectful school environment by developing standard agreements for behavior. Playworks will also teach conflict resolution techniques that will nurture safety and positive communication throughout the campus.

Carver will develop cultural and artistic awareness among students to enhance their world view and ignite their passion for learning

- Students will be exposed to a variety of visual and performing arts. They will participate in classroom performances, complete art projects and be exposed to a variety of professional performances in order to enhance their understanding of how the arts can help them develop cultural and artistic awareness.

Goal IIa: Reading Across the Curriculum

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Carver Elementary School students will reach, at minimum, proficiency in reading grade level standards. Carver students will develop critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy various works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life.

Reading and Language Arts instruction will align strategies and materials with content standards using the district adopted Open Court Reading Program and intervention strategies. All data will be discussed with parents and students. Students will have equitable access to a high quality curricular and instructional program.

- Carver's highly qualified staff utilizes the District adopted Open Court Reading Program aligning instruction to grade level standards to ensure the full administration of the California State Standards
 - Grade level curriculum guides will be followed
 - Grade level meetings will take place once a month for discussion of student data and instruction
 - MAP and benchmark assessments will be administered, data analyzed, interventions, such as RtI, Six Minute Solutions, PALS, DIBELS, etc., and instructional strategies will be planned based on data
- Teacher release days will be provided for Dibels release days in order to provide instructional support.
- Curriculum will be made accessible to all students through the use of instructional strategies such as GLAD, Thinking Maps, Focused Approach, SIOP, etc.
- Teachers will communicate progress to parents through Mid trimester progress reports, report cards, parent/teacher conferences, Academic Improvements Plans and Student Success Team meetings
- Teachers and student will have "test chats" after each MAP assessment.
- Students will use the Accelerated Reader Program to increase their literacy skills. They will read library books, personal books and Open Court Reading stories to enhance their reading skills and take quizzes online to determine their comprehension level.
- TOSA will collaborate with classroom teachers to provide support and interventions for students below grade level
- The special education staff will work in conjunction with grade level teachers to provide mainstreaming and collaboration in order to support the needs of special education students as outlined in their IEP's.

Extended learning opportunities will be offered before, during and after school.

- Engage 360 - After school program will provide students with enrichment, homework assistance and reading intervention using Making Connections curriculum and any other academic based intervention programs available. Enrichment will include art, dance, character education, etc. Teachers will collaborate with TOSA/administration to identify students needing intervention in ELA before, during and after school.
- As funding allows, an intervention teacher/aide will be utilized to provide support and interventions for students working below grade level in Language Arts.
- Grade level action plans will be completed based on DIBELS and MAP/Benchmark exams. Individual action plans will be completed based on DIBELS and MAP/Benchmark data. Additional assessments will be completed based on individual student needs.

Students will have increased access to technology to better assist them in closing the achievement gap.

- All classrooms have access to the internet and word processing. Students in kindergarten through grade 2 have access to work on Smarty Ants and 3rd grade has access to work on Lexia, computer based literacy programs.
 - Teachers will use United Streaming and other web based sites to help build background
 - All teachers will use document camera, smart boards and projectors to enhance classroom instruction
 - Students in grades 1-3 will have access on a daily basis to computers to access the AR program. This program will assist students in obtaining their academic goal of proficiency in Language Arts.
 - 100% of students will have access to technology at school.
 - 40% of students will have access to technology at home.

On going staff development and professional collaboration will be offered to teachers and staff.

- On going training will be provided in order to promote the successful administration of the California State Standards. Teachers will meet on an as needed basis to collaborate on student achievement and develop plans to reduce the achievement gap. Teachers will meet twice monthly to discuss develop and monitor action plans.
- Teachers will begin to employ the best strategies from the California State Standards in their classrooms and ILT, staff meeting and other collaborative venues.
- The library hours will be extended before and after school so that parents and students have more access to literacy on a daily basis.

Ongoing access to the school library and books will serve to enhance the fundamental skills of reading comprehension and support literacy

- Carver is partnering with RIF (Reading is Fundamental) to promote and motivate reading among our students and families. Children will receive a free book of their own choosing and are encouraged to share it with their families. Students will also be able to take AR tests with their free books.

Goal IIb: Writing Across the Curriculum

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Carver students will develop the skills to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. In addition, Carver students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

The district adopted Open Court writing program will be utilized to align curriculum to the state standards. The writing program will also be enhanced through the use of the Write from the Beginning program as well as other standards based writing strategies.

- Carver staff will implement the District adopted Open Court writing program aligning instruction to grade level standards which will provide students with access to high quality, rigorous instruction and ensure full administration of the California State Standards and assessments.
- Carver staff will enhance writing strategies utilizing the Write From the Beginning Program.
- Students will be assessed 3 times per year using Benchmark District assessments and rubrics.
- Teachers and students will discuss rubrics so that students may self monitor progress. Teachers will analyze student writing to make decisions about best practices and next steps to increase student achievement in writing.
- Teachers will integrate strategies from GLAD, GATE, Write From the Beginning, Thinking Maps, SIOP and Focused Approach to scaffold and make curriculum accessible to all.
- Students will peer edit to encourage self monitoring and enable to students to elaborate on their own work.
- Teachers and students will have "chats" to discuss ways to improve writing skills and discuss the use of a rubric to monitor progress.
- Carver will have a designated writing block to ensure that all students are receiving guided instruction and independent writing time using the district writing curriculum and Write From the Beginning as a supplemental tool.

Extended learning opportunities will be made available to students through additional workshop time.

- Students performing below proficient in writing will receive additional academic support in small groups and one on one instruction during workshop time.
- Teacher will provide extended writing opportunities by way of journaling, content area writing and field trips.

Students will have increased access to technology to enhance their writing strategies.

- Students will have access to computers and iPads to research and type papers and reports. 40% of students will have access to technology at home and at school
Students will learn how to safely traverse the internet to gather information and thus enhance their researching skills. Teachers will use document cameras, smart boards and projectors to enhance instruction and writing lessons.

Staff development and professional collaboration will be provided as needed in order to develop an environment of teamwork and dedication to student learning and to keep staff abreast of current strategies designed to increase student achievement.

- Staff will collaborate on writing through grade level meetings to analyze data, identify strategies and interventions to improve student writing. Staff will attend District writing trainings in order to gain professional development that will help promote the successful administration of the California State Standards.
- District curriculum specialists will provide writing training 3 times per year.

Goal IIc: English Language Development

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal:

Carver students will advance along the continuum of English language development levels. English learners at all levels will engage in intellectually challenging literacy and disciplinary literacy tasks. They will develop language to use in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts,

expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

District adopted assessments, materials and intervention strategies will be used to align instruction with content standards and ensure access to the core instructional program provided by highly qualified teachers.

- All students will be assigned to ELD groups based on their CELDT and/or ADEPT assessment proficiency level. An ELD block will be in place where all students receive systematic ELD instruction at their proficiency level for a minimum of 30 minutes daily.
- Using ADEPT, students will be assessed and those who demonstrate proficiency at their level will advance to the next proficiency level of ELD instruction.
- Teachers will utilize strategies from Focused Approach, Frontloading and English Learner Support Guide from Open Court to make the Open Court language arts program more accessible. This will ensure that access to the core instructional program is fully implemented in accordance with the California State Standards and assessments.
- Teachers will use the Open Court Intervention Guide to differentiate instruction. Teachers will utilize the Open Court EL Guide to promote peer discussions using sentence frames.
- Students will monitor each other's progress through oral discussions.

Extended learning opportunities for ELD will be offered during workshop and after school.

- Students not making sufficient growth in ELD will receive additional academic support in small groups and one on one instruction during workshop time. K-3rd grade students will have access to the after school program for homework assistance and academic support.
- Students will be provided more frequent opportunities to develop their speaking skills in English outside the traditional classroom format by participating in the Engage 360 after school program.

Use of technology will be available to enhance the learning of content standards.

- Students will use computers both in the classroom and in the computer lab equipped with Internet access to aid student learning of the content standards
- Utilize web based technology to enhance ELD instruction
- Teachers will utilize their laptops, document cameras, smart boards and projectors to enhance ELD lessons

Staff development and professional collaboration will be utilized to analyze ELD data and design strategies to increase language development.

- At grade level meetings, teachers will analyze student ELD performance data and plan lessons, strategies and interventions based on student needs.
- Use CELDT blueprints and Released Test questions for instructional planning.
- Based on school and teacher needs, staff will attend additional staff development trainings to promote the successful administration of the California State standards.

Goal IIId: Mathematics

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Carver students will demonstrate mathematics grade level proficiency through the use of rigorous curriculum and instruction as well as conceptual understanding, procedural skill and fluency, and the ability to apply mathematics. Students will develop college readiness skills through the use of problem solving, developing abstract, analytic thinking skills; learning to deal effectively and comfortably with variables and equations; and using mathematical notation to model situations.

Alignment of instruction, strategies and materials with content standards will occur through the use of the district adopted Houghton Mifflin curriculum and intervention programs and strategies. Parents and students will be informed of progress and achievement on a regular basis.

- Carver staff utilizes the District adopted Houghton Mifflin (TK - 3rd) aligning instruction to grade level standards and full administration of the California State Standards and assessments. Grade level pacing guides will be followed. Grade level meetings will take place twice per month for discussion of student data and instruction.

- The special education staff will work in conjunction with grade level teachers to provide mainstreaming and collaboration in order to support the needs of special education students as outlined in their IEP's.
- MAP/Benchmark, chapter and unit assessments will be administered, data analyzed, interventions and instructional strategies will be planned based on data.
- Curriculum will be made accessible to all students through the use of intervention materials and manipulatives for hands on learning to support the core curriculum.
- In grades TK-3 a supplemental software program provided by the Mind Institute will be utilized to increase student achievement and pinpoint areas of need.
- Student data will be monitored using the district website, Illuminate, to ensure that students are making progress and maintaining academic success. Teachers and student will have "test chats" after each MAP/Benchmark assessment.

Extended learning opportunities in mathematics will be offered in a small group setting and after school and at home.

- Engage 360 – After school program will provide students with enrichment, homework assistance and math intervention using Making Connections curriculum. Students in the Engage 360 program will have additional access to the Mind Institute Program for additional intervention. Teachers will analyze student progress on all assessments and students below proficiency will receive additional small group or one on one instruction from the teacher
- The Engage 360 (ST Math) will enhance the District core mathematics program. Students will be able to access the ST Math program at home using the home school connection

40% of students will have an increased access to technology at school as well as at home.

- Students will use computers both in the classroom and computer lab equipped with Internet access to aid student learning of the content standards. Students will utilize MIND Institute's ST Math program twice weekly to help develop temporal and spatial reasoning. Access to the Mind Institute software program will also be available to students at home through a home school connection link for additional practice.
- Teachers will utilize document cameras, smart boards and projectors to maximize teaching instruction and improve academic success for all students.

Staff Development will be provided on an as needed basis. Staff will also utilize professional collaboration to enhance student achievement.

- In grade level meetings, teachers will analyze on-going student performance and collaboratively develop lessons and instructional strategies that will increase student achievement in mathematics. Based on school and teacher needs, staff will attend additional staff development trainings
- On an as needed basis, teachers will participate in MIND Institute's training to increase ST Math program skills

Goal III: Parent and Community: Partnerships for Student Learners

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: At Carver, parents and the community are an integral part of our students' academic achievement. Communication will take place on a regular basis between school staff, students, parents and the community to promote the Common Core standards and academic growth in the 2015-2016 school year. All stakeholders will be involved in the decision making process. The school will seek partnerships with local agencies and businesses in order to support our students, parents and community.

Building on parenting strengths

Monthly parent meetings will focus on how to increase student achievement in the area of Reading. Teachers will inform parents of student expectations and academic progress through various avenues of communication.

- Parents will be informed of student progress in reading through progress reports, report cards and reading incentive programs, such as trimester assemblies to celebrate students attaining academic success. Prizes will also be awarded to students achieving their reading goals through Accelerated Reader. In addition, parents will be invited to Back to School Night, Open House and Parent/Teacher conferences.
- Parents will be notified at parent meetings and by newsletter of the benefits to both themselves and their children in the area of reading. Child care will be provided during meetings to enable parents the opportunity to attend. As funding allows, parents will be offered the opportunity to enroll their child(ren) in tutoring for reading.
- Include parents and community in academic award recognition programs in the area of reading.

- Parents will avail themselves of multiple opportunities to participate in their child(ren)'s education with a special reading emphasis at home. Parents will be given the opportunity to monitor their child(ren)'s reading progress through the home school connection of Accelerated Reader.

Communicating effectively

Parents will be involved in helping their children to improve in Mathematics.

- Parents will be trained by staff to assist their children in mathematics practice and on how to review homework with their children.
- Parents are expected to attend report card conferences where mathematics progress will be discussed and focused approaches for improvement, if needed, will be shared with parents.
- Parents will utilize the ST Math home school connection to enhance their child's progression toward proficiency in mathematics.

Organizing opportunities for volunteering

Parents will assist in improving their child's progress toward promotion and graduation.

- Schedule regular SST meetings, Attendance Incentive Program, & Academic Incentive Program
- Bilingual monthly parent meetings will be offered in the mornings and evenings to accommodate parents' schedules. Parents will be informed of MAP/Benchmark results and other student achievements through progress reports, AIP's, report cards and teacher parent conferences.
- Parents will be informed of incentives, such as Beat the Bell, Carver Blue Tickets for behavior, and attendance and academic certificates that are available to students throughout the year.
- Clearly communicate, in English as well as the student's home language, that all parents are welcomed and are expected to attend Back to School Night, Open House and Parent/Teacher conferences.
- A bilingual monthly newsletter will be sent home to inform parent of school activities and school news.
- Grade level parent meetings will be held to discuss standards, curriculum, expectations and MAP/Benchmark results. Resource staff will contribute to presentation topics.
- Use of Parentlink telephone system, newsletters, bulletins and marquee to inform families of meeting dates and times. Contact and schedule community guest speakers. Student progress will be communicated to parents on a regular basis through Progress reports, AIP's, SST's and Report Cards.
- Parents will be informed of student expectations at monthly parent meetings. Translation at all meetings

Learning at home

Carver will offer a variety of opportunities for families to strengthen family involvement and participate in community events.

- Parents will become knowledgeable in a variety of areas through learning modules. These areas include the new California State Standards, Parent Involvement, Standardized Tests, Academic Programs, and Using Technology and Online Resources. As funding allows, parents will be able to attend conferences such as CAFE with the administrators to learn how to effectively support the EL population. Once a month teachers will send home Nutrition Network flyers focused on a specific food within the food group for parents to read and discuss with their children. Once a month teachers will serve a specific food to their students and discuss the benefits of healthy eating habits. Once a month parents will attend classes offered by Nutrition Network in order to further their knowledge concerning healthy eating habits and foster a healthy eating environment for their families
- School Site Council members will discuss district and school issues affecting school environment, student academic progress, abudget/funding and curriculum. All parents will be encouraged to attend SSC meetings.
- The Title I informational meetings will address national, state, district, and school events, policies and issues. Monthly PTO meetings will be held to inform parents, as well as receive input from parents concerning ongoing events at the school site.
- Monthly English Learner Advisory Committee meetings will provide representation for English Learners and shared decision making in programs. Monthly School Site Council meetings will provide representation for all students and shared decision making in programs, funding and staffing decisions.
- As funding allows, additional activity supervisors will be hired to provide a safe, clean and nurturing environment.
- ESL classes will be offered to all parents.

Involving in decision making

Students and staff will work in a healthy, safe and secure environment that supports learning.

- Positive Behavior Interventions and Supports (PBIS) strategies will be used throughout the school to promote a safe and healthy environment. Using the California School Parent Survey (CSPS) and the California School Climate Survey (CSCS), Carver will strive for a 10% decrease in the number of parents and staff who disagree/strongly disagree that school is safe for students.
- Parents will participate in an annual school satisfaction survey.
- Staff will attend PBIS training throughout the year.
- Playworks will be utilized to promote PBIS strategies and ensure that students are playing in a safe and healthy environment which will support a welcoming and productive school environment. Parents will be invited to Playworks functions and be informed of the

strategies being used on campus to promote a safe and healthy environment.

Collaborating with the community

Carver collaborates with the community and partners with businesses in order to enhance student learning.

- English Learners Acquisition Committee(ELAC) and School Site Council (SSC) meet regularly throughout the year to discuss programs and services that benefit students. These meetings are open to community members and their input helps to enhance student learning.
- Reading is Fundamental (RIF) partners with Carver to increase literacy. RIF offers free books to Carver students to support reading at an independent reading level. When children have books readily available to them, they are motivated and empowered to read even more than what is required, helping improve overall outcomes and success in school.
- Horace Mann Insurance partners with Carver to provide incentives for students with perfect attendance. Perfect Attendance Spells Success (PASS) programs help address the impact attendance rates have on student performance. They get students excited about going to school by rewarding prizes – such as a bike or an iPod – in a drawing at the end of a specified period.
- Big Smiles partners with Carver to provide Dental hygiene to Carver students. Partnering with Big Smiles helps to bridge the gap between providers and the children who need them most. School-based dental services are provided in a safe and compassionate manner with the same standard of care patients receive in a traditional office setting.
- Carver partners with Shoes That Fit to provide a new pair of shoes to Carver students in need. Shoes That Fit helps kids improve their self-esteem by providing them with much-needed new shoes so that they can go to school in comfort and with dignity and focus on their studies rather than their circumstances.

Building relationships

Carver offers classes and trainings to parents in order to foster a relationship that will help enhance parent participation and family wellness.

- Carver offers Zumba classes to parents to encourage healthy habits and regular exercise.
- Carver is offering Raising Highly Capable Kids classes. The goal of Raising Highly Capable Kids is to equip parents with some helpful insight and tools that will assist them to raise kids that are healthy, caring and responsible. Raising Highly Capable Kids is a 13-week curriculum that is based on the Search Institute’s 40 Developmental Assets.

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
Substitutes for professional development	1000-1999: Certificated Personnel Salaries	Title I, Part A	11,900.00
Extra duty for tutoring in the area of reading, and activity supervisors for safety	2000-2999: Classified Personnel Salaries	Title I, Part A	5,500.00
Employee Benefits for certificated personnel	3000-3999: Employee Benefits	Title I, Part A	2,720.26
Materials for Reading, Writing, Math, ELD and Technology	4000-4999: Books And Supplies	Title I, Part A	64,165.35
Playworks consultant fee to support PBIS and safety	5000-5999: Services And Other Operating Expenditures	Title I, Part A	25,000.00
Playworks and Reading is Fundamental to support PBIS, safety and reading	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	14,795.00
Notifications, letters and handouts	5900: Communications	Title I, Part A	2,630.11
Total			126,710.72