

HOW WILL YOU ENGAGE THE WORLD?



**GEORGE WASHINGTON CARVER SCHOOL OF ARTS AND
SCIENCE
SELF-STUDY REPORT**

**10101 Systems Parkway
Sacramento, CA 95827**

Sacramento City Unified School District

March 25, 26 & 27, 2019

George Washington Carver School of Arts and Science

Sacramento City Unified School District

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

- 1. The involvement and collaboration of all staff and other stakeholders to support student achievement**
- 2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards**
- 3. The analysis of data about students and student achievement**
- 4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria**
- 5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.**

In the Spring of 2018, the faculty began to engage with the self-study process. As we are such a small staff, we worked collaboratively on each of the categories. During every weekly faculty meeting we addressed some aspect of the self study. Teachers worked in small groups addressing various elements. Additionally, the Parent Guild (PTO) participated in a variety of ways including a review of the Mid-Cycle report. The Parent Guild created a parent survey and continues to seek input from the parent community.

In August during our pre-service work, the faculty further engaged in the self-study process. One important review was to consider the Core Principles of Waldorf Education from the Alliance of Public Waldorf Education. We are committed to weaving these Core Principles into our WASC Self-Study to address not only our Focus on Learning, but also our commitment to

being a Waldorf school. All teachers worked in small groups to address the school's ability to express one Core Principle. This has proven a bigger task than anticipated, though we are committed to continuing the reflection and implementation.

Over the course of the last couple years we have worked to clarify and measure what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards. We developed a robust and authentic protocol for student review of learning, or Defense of Learning, over their four years. This is a bi-annual four-year review process that incorporates Waldorf Student Learner Outcomes with the Graduate Profile Outcomes in an individual and personal reflective review of each students' learning. We continue to refine and perfect this process.

Throughout the school year, all staff has worked collaboratively during our faculty meetings to analyze various data sets about students and student achievement. We are a small group of teachers, so we addressed and reviewed each of the categories together. Through this process we have identified new areas for growth which are reflected within each category and in the Action Plan.

Our charter was most recently renewed in 2017 and that process has supported our work toward our current self-study by providing current and relevant data through the assurances of meeting district and state accountability measures, and by meeting district requirements for SPSA and LCAP.

Staff has focused on school growth and program development as a way to improve recruitment and retention. In conjunction with the Parent Guild, strategies are in place to collect data from parents and students to determine barriers to attendance. Remedies are being undertaken to address these issues. Enrollment and retention is the main area of focus in our strategic planning.



Camera Obscura photography

GEORGE WASHINGTON CARVER SCHOOL OF ARTS AND SCIENCE

CHAPTER ONE: PROGRESS REPORT

Chapter I: Progress Report

The Visiting Committee of the 2013 visit left us 16 critical areas for follow up. We worked diligently to address these by bundling similar areas. The 2016 Visiting Committee reorganized the recommendations based on their visit and presented five new areas for follow-up. As a full faculty we worked to understand them.

1. Assessment – Confirm annually that internal qualitative measures of assessment (such as portfolio, Main Lesson, and integrated projects) calibrate with District and State measures of student and program performance. In order to calibrate with external measures including subject area standards, internal consistency must first be established and maintained.

Reviewing this area for follow-up, we concluded that our qualitative measures (lesson books, Main Lesson, Portfolio Review) are the ways we implement our Waldorf program. They are designed as learning experiences that foster personal development. They are meant to extend our work beyond state and district measures, not align with it. They are designed to address the Waldorf Core Principals. Our students complete qualitative assessments in addition to district and state adopted assessments (benchmarks, SAT, CAASPP, CAST, AP).

2. Data – Collect and utilize both formative and summative assessment data to drive research-based instructional strategies. Utilize District resources including the student information system and data analysis software to support these efforts.

There have been significant changes in state and district measures for accountability since our 2013 self-study. The new superintendent has been developing new district wide measures focusing on UC a-g course completion for all students. His team has developed a new database called the Performance and Targeted Action Index (PTAI) to monitor all student progress in a number of areas including a-g course enrollment, EL redesignation, passing Math and ELA classes, and graduation. There is also a new tool for Early Identification and Intervention System (EIS). These databases track all students in a variety of ways. Administration and staff are being trained to effectively utilize these information systems and data analysis software to support our use of data to drive instructional strategies.

3. Math – The math performance of students continues to be a challenge at Carver. In order to address this area of concern, the Carver community should clarify what math outcomes they seek and then formalize strategies to intervene if those outcomes are not fulfilled both by the student body as a whole and by individual students.

The math team has been working with a district math coach since the 2016-2017 school year. Additionally the team worked with Waldorf master teacher, Jamie York, and attended two weekend workshops in the 2017-2018 school year. With these supports, the math team has worked to clarify the math outcomes they expect for each school year. Teachers are consistent in offering tutoring before and after school. Students who fail have access to summer school and a “zero” period credit recovery class. Despite these interventions and support, math scores have not increased. Math performance continues to be an area of improvement at Carver.

4. Documentation - Formalize and annually review the success of the processes for informing all stakeholders of the full range of opportunities, both academic and extra-curricular, and ensuring access to these opportunities. These processes must serve to do more than merely document strategies but must drive school operations and formalize measures of efficacy.

We have been working since the spring of 2018 with stakeholders to redesign our school website to provide clear communication about the range of academic and extra-curricular opportunities. We also have hired a college adviser who works actively to enroll students in ACE (college) classes as we are expanding these offerings. Attendance for grade-level field trips and enrollment in ACE classes is high. After school opportunities are few, but enrollment has been strong in Music (20 students), 916 Ink (25 students), Intramural Sports (20), SAT and AP prep classes (30) indicating that communication and access to opportunities is effective. Despite these efforts, parents continue to report that they are unaware of the academic, college preparation and extra-curricular activities the school offers.

5. Documentation - Formalize and annually review the success of the processes for monitoring student success across a range of metrics and the strategies used to address specific student needs. These processes must serve to do more than merely document strategies but must drive interventions and formalize measures of efficacy.

The new PTAI has been designed to formally and regularly review student achievement across a range of metrics. This database measures a wide variety of metrics-- EL redesignation, on track for graduation, and a-g coursework. This system enables us to intervene with students who need credit recovery for graduation and a-g completion. The District provides us with a “zero” period credit recovery class and Accelerated Education online classes. The new EIIS was introduced in December 2018 to provide early detection and drive intervention through a variety of possible support providers. The EIIS focuses primarily on attendance and grades.



Day of Courage Dragon composed of students resolutions

GEORGE WASHINGTON CARVER SCHOOL OF ARTS AND SCIENCE

CHAPTER TWO:

Student/Community Profile and Supporting Data and Findings

Chapter II: Student/Community Profile and Supporting Data and Findings

- **School performance indicators as organized by the Local Control Funding Formula's (LCFF) "Eight State Priorities" rubrics and local measures**
- **Examination of perceptual data, such as surveys**
- **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**

Historical Background

In September 2008, George Washington Carver School of Arts and Science opened its doors. The small, innovative high school was to be the first public Waldorf high school. To achieve this goal, the school opened with facilities, faculty and students from America's Choice, another small high school which had closed. Through a dramatic and challenging transition, the new program school quickly turned around a failing high school. Teachers, staff and students built a thriving community where everyone loves learning, where students and teachers engage in meaningful learning together, and where creativity and innovation are daily practices. George Washington Carver School of Arts and Science (Carver) offers an innovative, creative high school education. It was born out of a 100-year-old international education system currently boasting 1000+ schools worldwide on nearly every continent celebrating its 100th year.

Carver was founded upon the spirit of innovation of creativity as the first public Waldorf high school in the US. It was incumbent upon the first teachers and principal to courageously implement Waldorf methods and principles in order to reform a failing program they inherited. Then they committed to work and continue to experiment, innovate and implement the Waldorf core principles into the high school. Operating within SCUSD, the staff could not rely on traditional or German models of Waldorf high school education. They committed to understanding the spirit of Waldorf education in order to best implement it within the confines of SCUSD and the collective bargaining units therein. As employees and a school within SCUSD we mark our success as a Waldorf school as having had the influence to transform education beyond our school and affect sweeping changes across all schools and departments within the entire school district. Based on the superintendent's understanding and [study of Alice Birney K-8](#) and Carver, he added a third Waldorf K-8 school, AM Winn in an underserved neighborhood near Carver to support the K-12 pathway. The superintendent saw elements of Waldorf that all children could benefit from. School gardens, fruit trees, salad bars, social emotional learning and restorative justice practices were added to all schools. He wanted all SCUSD teachers to have access to Waldorf training and funded WEST (Waldorf Education Seminar for Teachers now in its seventh year!) for any teachers interested in using Waldorf methods in the classroom. This transformational influence on education is at the very heart of Waldorf education--a true reform effort. Carver has had to innovate to marry traditional expressions of Waldorf with the school district policies.

Each year since 2008, the faculty has engaged in group study of Rudolf Steiner and has worked to implement a program that aligns with a traditional Waldorf education. The school offers an advisory period as a way to enable teachers to follow a particular grade level group through all four years. We developed two four-week inter-sessions at the end of each semester to allow for

the traditional Main Lesson period, a period of two hours first thing in the morning for deeper and more intensive study. Examples of these Main Lessons are: Revolutions and History through Art (ninth); Poetics and Meso-American History (tenth); Projective Geometry and Arab Culture (eleventh) and Senior Play and History of Consciousness (twelfth). We regularly and seasonally celebrate various festivals. We say that Nature is our textbook, and have a modest garden and orchard where students work to grow food.

Vision and Mission

Our vision is that all our students, regardless of background, will graduate from George Washington Carver School of Arts and Science with the option of going to college and master the skills and knowledge necessary for them to be successful. Our vision is that as students learn about the world, they will come to know themselves.

To achieve this vision, we will engage all students in developing 21st Century skills—critical thinking and creative problem solving skills—in an integrated and rigorous college-preparatory curriculum that combines the arts and environmental stewardship. Ultimately, through the course of four years at Carver, each student will find his/her own unique path towards becoming intelligent, self-confident, and socially responsible individuals. Our students will have the skills and knowledge to address the question: **how will you engage the world?**

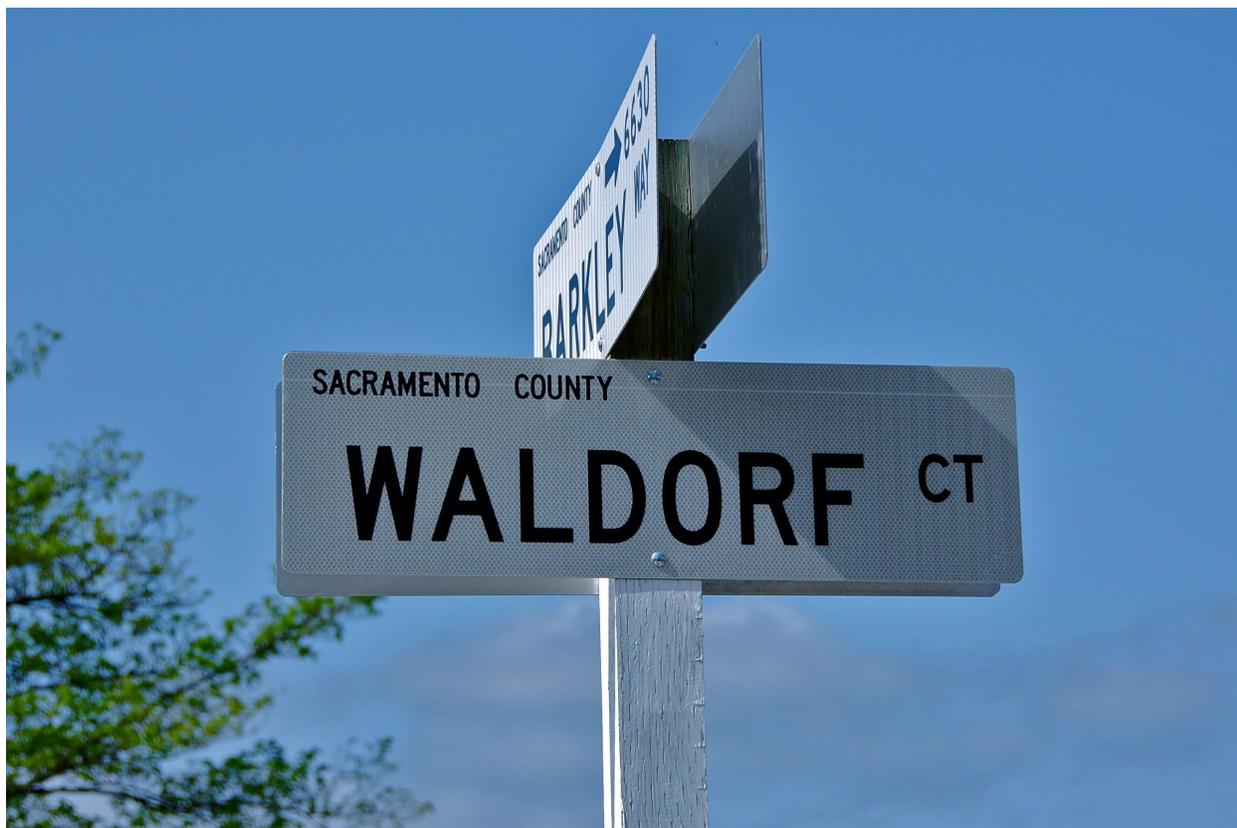
History of Accomplishments

Since George Washington Carver School of Arts and Science merged with America's Choice, we submitted a material revision of the charter to the Board of Education in October 2008. The material revisions removed the America's Choice curriculum and embedded a Waldorf curriculum.

- Carver earned a full six-year Western Association of Schools and Colleges (WASC) accreditation from June 2013 to June 2019.
- Carver successfully renewed the charter in 2017.
- Our Linked Learning Pathway is Social and Environmental Justice, SaEJ, and earned the Silver Linked Learning Certification in February 2018.
- Carver is the recipient of the Civic Action Award and also the Action Civics grant from SCOE.
- Teachers collaborated to develop an authentic Waldorf assessment and review of learning.
- Teachers developed our Graduate Profile and a Portfolio Review-Defense of Learning system
- Teachers have led international trips to Costa Rica, Nicaragua, Italy, Greece, and Japan.
- Carver has received \$22,000 in grants from the City of Rancho Cordova for our music program, assemblies and field trips.
- Recognizing the importance of personal and professional development, Carver supports the staff by providing a number of opportunities for Waldorf Teacher training including:
 - All teachers completed the Waldorf Education Seminar for Teachers – WEST—over 200 hours of Waldorf teacher training

- High School Teacher Training Certification coursework for all faculty every summer at Rudolf Steiner College
- Summer Institute for all faculty and staff integrating Waldorf methods into the Linked Learning pathway
- Ongoing weekly study of Waldorf education.

We have met our School Single Plan for Student Achievement goals of 100% student completion of a student main lesson book portfolio, 100% student participation in a presentation at an all school assembly. 100 % of students speak poetry out loud in class. 100% of students present individually to one or more classes. 100% of students are in an artistic activity on a daily basis.



School Programs

At Carver, our mission is to implement Waldorf methods as our best teaching practices. Teaching and learning is a process that engages the head (the intellect and academic content), the heart (students must feel excited and in relationship to what they are learning), and hands (students transform what they have learned and how they felt about it into a product). We integrate creativity, critical thinking and creative problem solving in all our lessons. Students write across the curriculum and engage in discussion of ideas, theories and findings in all their subjects.

Each day students and teachers greet each other with a handshake. Class begins with a poem, verse or song. Teachers engage students in an active review of the previous day's class, refreshing the memory and rebuilding the subject. The teacher delivers new material in an artistic

way through imagery, or storytelling, which activates the visual memory. The lesson offers students opportunities to activate their thinking, their feeling and the lesson ends with students doing—turning their new knowledge into an essay, illustration, research or math problem. Every lesson is three-fold in this way with artistic, reflective and active work by every student. We train our teachers so that they practice teaching as an art form—reading the class and individual students before them; masters of their subject matter and State Standards; expertly weaving in creativity, discussion, and critical thinking through the lesson.

Learning also happens at Carver through integrated units throughout the year. Physics and art, history and English, individually and in small groups, our projects lead to school wide festivals in which our entire community celebrates learning. One example of such project begins at the beginning of each school year. Over 100 student and teacher volunteers meet at Discovery Park for the Great American River Clean-Up Day. Students scour the parkway and river bank for garbage. The school community gathers at the end of September with third graders from Alice Birney and AM Winn Waldorf schools to learn about the environmental impact of our trash. Students pledge to reduce waste. Volunteers slay the dragon, a symbolic promise to reduce personal waste. We sing, we enjoy the art, we play energy saving games, all in honor of art and physics. This project was recorded by KVIE, The American Graduate: Keeping California Kids in School (<http://vids.kvie.org/video/2161560877>).

Carver's small environment allows each teacher to forge strong bonds between students and families, and instills a sense that each student is valued and cared for in this uniquely rich setting.

Social and Environmental Justice at Carver

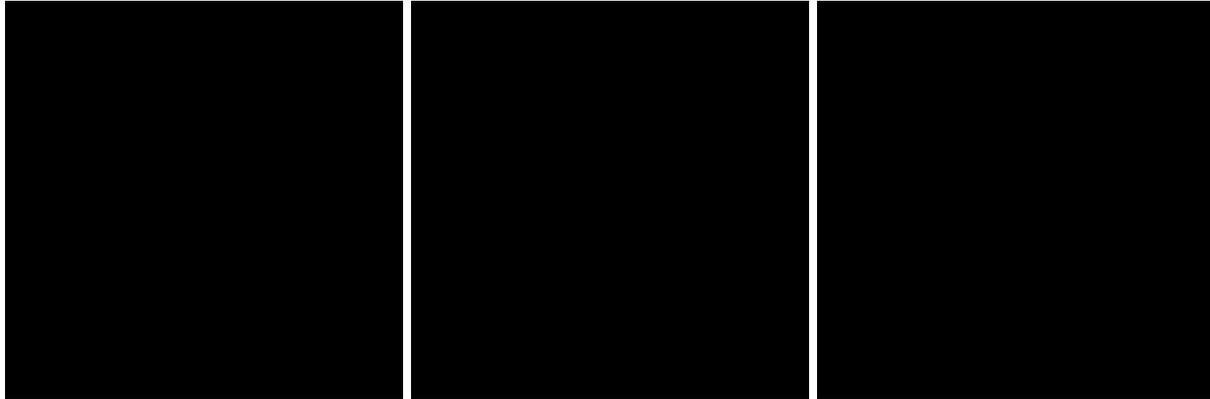
At Carver, classroom instruction provokes analysis and critical thinking skills. Government, history, economics, law, literature and democracy are vital subjects to laying the foundation for civic learning and may also contribute to young people's tendency to engage in civics and political discourse.

Discussion of Current Events and Controversial Issues incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives. Engaging students in civil dialogue about controversial issues provides opportunities to foster character and civic virtue—important civic dispositions that are the habits of the heart and mind conducive to the healthy functioning of the democratic system. Examples include civility, open-mindedness, compromise, and toleration of diversity, all of which are prerequisites of a civic life in which the American people can work out the meanings of their democratic principles and values.

Our mission and vision of teaching for social justice is illustrated powerfully in this paragraph from Peterson and Kuashiro.

“Teaching for social justice and using an anti-bias/anti-oppressive curriculum is a political act. As teachers most of us are taught that we are to leave politics and social inequalities out of the classroom. In doing this we teach our students that the status quo is okay and that it is okay to not have opinions or to just be neutral. In being neutral or not teaching about social inequalities marginalized voices are silenced, issues are not named, and controversies are not addressed. This does not teach our students to critically look at or analyze the dominant culture or to question knowledge, expertise, or authority and who and where it comes from. In anti-bias, anti-

oppressive, and social justice education a teacher encourages students to recognize the many forms of oppression and inequalities that live in our world today. By teaching about intersectionality when it comes to race, class, gender, sexual orientation, physical and mental abilities and many other social factors, teachers are able to define privilege and who has it and awaken students to who are marginalized, why, and that being defined by dominant societal beliefs such as capitalism and patriarchy” (Kuashiro, 2002). Anti-bias, anti-oppressive and social justice curriculums aim to challenge oppression found within our world today, but also within the classroom and critically analyzing the powers that keep systemic oppression in place and asking the questions “Whose voices? Which stories? What meanings? Who benefits? Why?” (Peterson 1994 p. 40).



Core Principles of Waldorf Education

Core Core Principle 1. Image of the Human Being:

Public Waldorf education is founded on a coherent image of the developing human being.

At Carver we see each human being as a unique individual who brings specific gifts, creative potential, and intentions to this life. We address multiple aspects of the developing child including the physical, emotional, intellectual, social, cultural, moral, and spiritual. Through this, each child is helped to integrate into a maturing whole, able to determine a unique path through life.

Rudolf Steiner’s educational insights are seen as a primary, but not exclusive, source of guidance for an understanding of the image of the human being. At Carver we study works by Steiner and other Waldorf sources to inform our work. All teachers have been trained through WEST. Seventy-Two percent of the teachers hold certificates of teacher training from an accredited Waldorf teacher training centers.

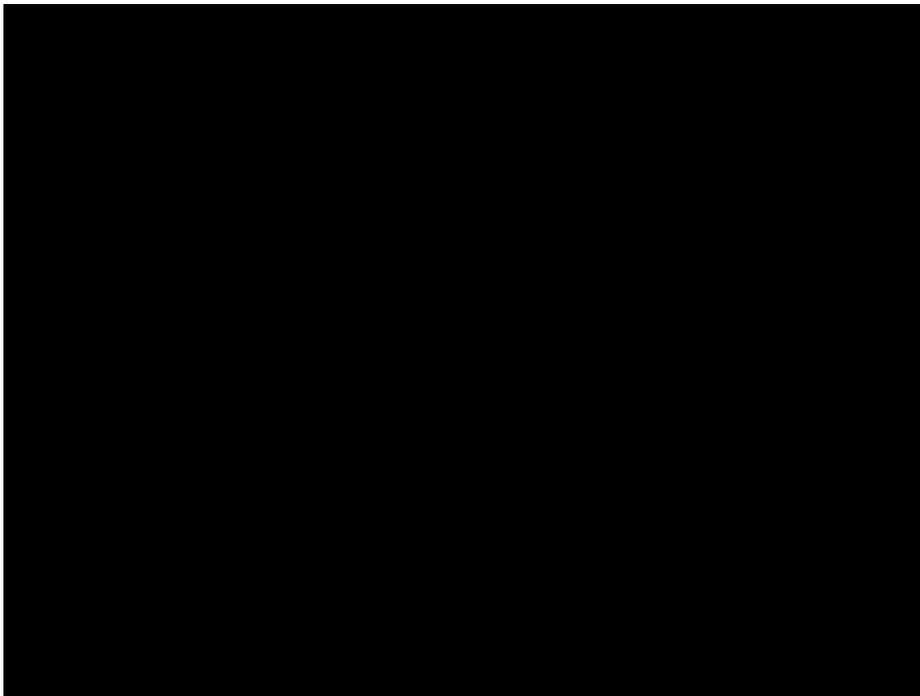
Core Principale 2. Child Development:

An understanding of child development guides all aspects of the educational program, to the greatest extent possible within established legal mandates.

Human development proceeds in approximate 7-year phases. Each phase has characteristic physical, emotional, and cognitive dimensions and a primary learning orientation. At Carver we address the first half of the 14-21 cycle, the development of the intellect. The curriculum is outlined below.

At Carver we strive to implement the Waldorf educational program, including the curriculum, teaching methodologies, and assessment methods, work with this understanding of human development to address the needs of the individual and the class in order to support comprehensive learning and healthy, balanced development.

Our developmental perspective informs how state and federal mandates, including curriculum sequence, standardized testing, and college and career readiness, are met.



Great American River Clean Up-- Community Service Cleaning the River Parkway in the neighborhood

Instructional Rhythms

There are daily rhythms that help promote healthy lives: rhythms of eating, resting, activity and cognition. With this in mind, the Carver schedule will provide a balance of activities, classes and breaks to promote attention and participation. Because understanding is reached by many roads, our subjects are explored through a variety of pedagogical methods, often combining discussion, art, experimentation and active research and involving the intellectual, social/emotional, and physical realms—the head, heart, and hands.

The Waldorf Approach to the Curriculum

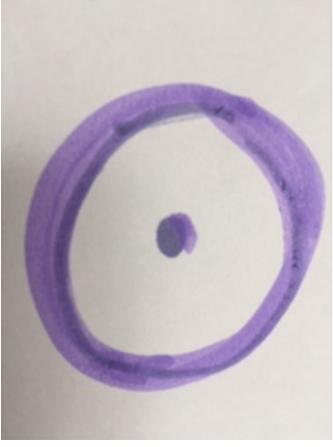
Year	Developmental Theme
Ninth Grade	Polarities
<p>Educate the <i>powers of observation</i> through a study of <i>polarities</i>.</p> 	<p>As young people enter high school in the ninth grade, their lives are full of contrast and tension. They are transitioning intellectually, emotionally, and physically from childhood to adulthood. They are both bound by their physical changes and liberated by their new ability to think conceptually. Many adolescents feel a conflict between the desire for affiliation and a sense of alienation. Our objective is to reflect these polarities in their educational experience. Students’ experiences of inner polarities provoked by these changes are reflected back to them in the carefully chosen school curriculum.</p> <ul style="list-style-type: none"> • For example: In science students study the polarity of heat and cold; in geography, the collision of plate tectonics; in history, the conflicts of the revolutions of Russia, France, and the United States; in the history of the theater, tragedy and comedy; in art, black and white drawing, calligraphy and print making. • Students are challenged to exercise powers of exact observation: in the sciences, to describe and draw precisely what happened in the experiments and demonstrations; in the humanities, to recount clearly a sequence of events or the nature of a character without getting lost in the confusion of details. • The objective is to train exact powers of observation and recollection so that the students can experience the steadiness of their own thinking in the often-confusing world of adolescence around them.

Grade	Developmental Theme
Tenth Grade	Process

<p>Educate the powers of comparison and contrast through a study of processes</p> 	<p>By tenth grade, adolescents are actively seeking equilibrium and order. The curriculum explores equilibrium through the study of balance in natural and social phenomena. Students are expected to develop and utilize powers of comparison. These comparisons help bring order to chaos, balance to opposition and acceptance of differences. From order and balance, a new awareness can arise.</p> <ul style="list-style-type: none"> • Students experience: in chemistry, the principles of acids and bases; in social studies, cultural similarities and differences and the development of civilization; in art, creating a vessel from plant material or clay . These reveal the possibility of equilibrium arising out of the balancing of extremes. • Students are called upon to exercise powers of comparison, weighing contrary phenomena to determine their value and significance and their origin. • Students discover that in the balancing of opposites, new forms can arise, whether in clouds and tides or new chemical compounds. <p>The objective is to help students find their own balance by discovering the process of balance in natural and human phenomena. This can prompt the curiosity to explore the origins of things.</p>
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Grade	Developmental Theme
Eleventh Grade	Analysis: The Quest for Identity
<p>Educate the powers of analysis through individualized study.</p> 	<p>The personal experience of juniors is a search for identity and independence. They have formed a new vision of themselves out of chaos, and in the eleventh grade, are ready to journey into the unknown. The curriculum delves further into purely abstract concepts in order to strengthen the student’s independent analysis and abstract theorizing. New depths in the inner life of thoughts, feelings and deeds arise. Existential questions may come. Each student feels called to find his or her own path in life.</p> <ul style="list-style-type: none"> • Students investigate the invisible through subjects that draw them into areas not accessible to the senses. This requires developing a new confidence in abstract thinking. • In literature, this journey is captured in the study of memoir and the American Transcendentalists. In projective geometry, the meeting point of parallel lines at infinity can be thought, but never reached in the world of the senses. <p>The objective is to strengthen analytical and abstract thinking: Why are things this way? Why did the events of history take this course? Even deeper questions—those of destiny, purpose in life, and social responsibility—also find their way into the classroom.</p>

Grade	Developmental Theme
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Twelfth Grade	Synthesis: Myself Within the Community
<p data-bbox="212 264 526 443">Educate the <i>powers of synthesis</i> through <i>integration</i> of all previous learning.</p> 	<p data-bbox="553 264 1481 327">Senior year recapitulates and synthesizes the themes of the high school, as well as the Waldorf-inspired grades' curriculum.</p> <ul data-bbox="602 365 1464 596" style="list-style-type: none"> • Students examine the relationship of humanity with the world. Studying the British Romantics, they live with the thoughts of great writers who have questioned people's place in the world. • Subjects synthesize many themes: World History, Environmental Science and Senior Essay. Assignments call upon the students to synthesize disparate disciplines. The senior play is the ultimate social and artistic synthesis of literature and history. <p data-bbox="553 632 1382 695">The objective of senior year is the synthesis of the K-12 education and preparation for the next stage in learning.</p>

Learning Environment

Students at Carver learn in a variety of settings, including natural environments, gardens, and in the community. Primary instruction will occur on site—in classrooms, [the garden](#), and outdoor spaces designed for instructional purposes.

The Carver campus spaces promote a healthy physical and emotional experience. In recognition of the positive psychological and physiological effects of day lighting, Carver uses as much natural lighting as possible. Our goal is to create aesthetically engaging and beautiful spaces that will provoke imagination and learning. This provides a subtle but pervasive message that the work being undertaken is important, as are all members of the school community—students, faculty, staff, volunteers and parents.

The structural environment of Carver is used to enhance learning about the environment and about sustainability. We provide recycling programs, organic gardening, and waste reduction and conservation programs to help students learn. In the design of Carver's campus, attention is paid to the simplicity, beauty and vitality of both indoor and outdoor spaces.

Students have many opportunities to experience and learn about the natural world through [gardening](#), outdoor excursions, field trips, caretaking of the campus and through community-based internships and service learning projects. We teach sustainability across the curriculum and provide experiential learning opportunities to deepen student knowledge. Students are able to study solar energy production, and learn from our own ventures in the use and production of solar energy. In mathematics students can concentrate on such diverse issues as how to calculate global warming, carbon footprints and the efficiencies of various technologies; and all science classes can benefit from a study of how to measure and assess changes occurring in the natural world. The school provides students with direct experiences of sustainability in all of its dimensions—environmental, agricultural, economic, social and personal.

Computer technology is available to all students while on campus. Teachers schedule computer time for the whole class using one of the two computer carts and one ipad cart. Each cart has 30 laptops or ipads. Every teacher has a MacBook Air laptop purchased in January 2016. With these three carts we have a 3:1 student to computer device ratio.

Other materials and resources include: three full science laboratories; a professional Access Sacramento cable TV studio which all eleventh graders utilize; a black box theater which allows student to produce full plays with lighting and sound tech as well as stage building and acting; a dark room for traditional photography development; a full music studio with a wide variety of acoustic and electronic instruments and equipment to create a full recording studio—thanks to a generous donation from the City of Rancho Cordova.



Core Principle 3. Social Change Through Education:

Public Waldorf education exists to serve both the individual and society.

At Carver we seek to offer the most supportive conditions possible for the development of each student’s unique capacities and for engendering the following qualities to work towards positive social change:

- o A harmonious relationship between thinking, feeling, and willing;
- o Self-awareness and social competence;
- o Developmentally appropriate, academically informed, independent thinking;
- o The initiative and confidence necessary to transform intentions into realities; and
- o An interest in the world, with active respect and a feeling of responsibility for oneself, one’s community, and the environment.

Such individuals will be able to participate meaningfully in society.

Experiential Education

Carver believes learning occurs best when the student finds personal meaning and purpose in the lesson through hands-on experience and place-based education. Experiential education involves direct interaction with the learning environment to address practical, social, personal or research problems. Place-based education focuses on the unique history, environment, agriculture, culture, economy, literature and art in Sacramento County and the river delta.

Students learn through experimentation and making mistakes; they derive knowledge based on their experiences; they develop relationships while working with other students. Because experiential education involves physical and behavioral as well as intellectual dimensions, learning takes place in the whole body—head, heart, and hands. In the words of Waldorf educator Henry Barnes, “When children relate what they learn to their own experience, they are interested and alive, and what they learn becomes their own.”

On the Carver campus, experiential learning will occur in every class. The art of Waldorf teaching brings the subject matter to life through wide-ranging experiences that are recorded individually and artistically by students in their main lesson books and class portfolios. Through their work in classrooms, laboratories, [gardens](#), art studios, performance spaces and sports fields, students experience firsthand the profound satisfaction of their thinking, planning, hypothesizing, experimentation and expression.



High school education is enriched when students are engaged beyond the walls of the traditional classroom. Internships, service learning, field trips and excursions that take students out into their community and the natural environment will provide such enriching opportunities.

Using the environment as a context for learning takes students out of the classroom and into school gardens, searching for aquatic life in the wetlands, hiking through forests, digging in the soil and sketching native wildlife.

Field trips take students to museums, theatre, historical sites, government centers, commerce centers, farms, factories and natural areas. Researchers have documented the cognitive and affective benefits of field trips, including increased motivation for learning, a more positive attitude toward science and environmental concepts, and the acquisition of knowledge and skills.

Community partners, organizations and the natural resources of Sacramento County provide a special richness and expanded classroom for students. Students at Carver engage in team and individual internships and service learning opportunities. These experiences are cooperative rather than competitive and thus promote practical life and career skills, teamwork and community involvement.

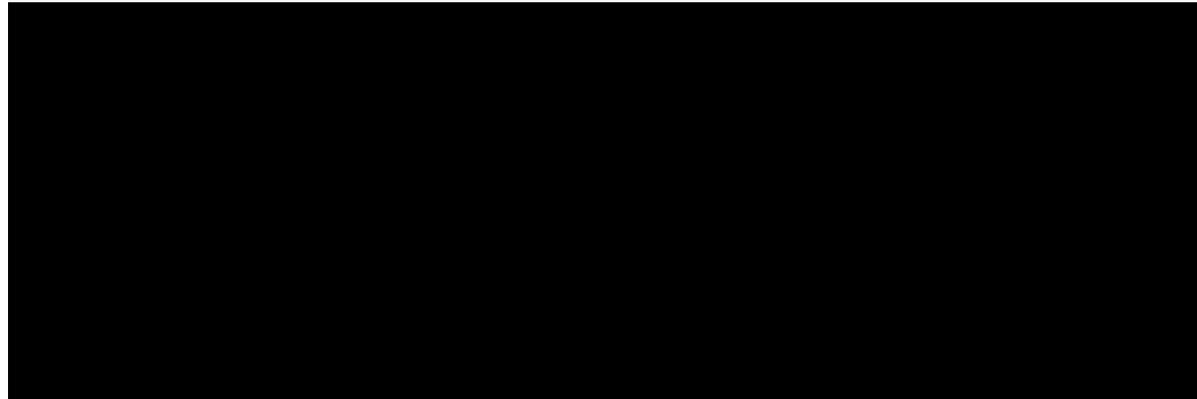
Core Principle 4. Human Relationships:

Public Waldorf Schools foster a culture of healthy relationships.

Enduring relationships -- and the time needed to develop them -- are central to Public Waldorf education and its implementation at Carver. The teacher works with each student and class as a whole to support relationship-based learning.

Healthy working relationships with parents, colleagues, and all stakeholders are essential to the well being of the student, class, and school community. Everyone benefits from a community life that includes festivals, events, adult education, study, and volunteer activities.

Public Waldorf education encourages collaboration in schools, within the Alliance for Public Waldorf Education, among all schools working out of a developmental approach, in conjunction with the broader field of education.



Focus on Relationship

In small schools, students build meaningful relationships with teachers, parents, peers and their community. Students learn best from a faculty of experienced, exemplary and inspiring teachers who are dedicated to helping students reach their fullest potential and embark on lives of conscience and consequence. Throughout the adolescent stage of development, young people are seeking truth. Authority is no longer taken for granted. Teens seek teachers who embody their ideals of truthfulness, thoughtfulness, self-possession, consideration and confidence. At this age they must find connection with a mentor who shows a mastery of self and subject matter: someone worthy of emulation. A teacher who is seen as striving towards self-discipline will attain the respect and attention of her students. We will have a sponsor teacher who works with

each cohort of 32 students over the four years, communicates with each student and family on a regular basis, and coordinates relationship-building activities such as meetings, events and trips.

Parents

As teenagers develop a stronger sense of self and autonomy they have a need to build a new kind of relationship with their parents. While teens are seeking more freedom, the road to autonomy is a steady climb of increased responsibility. They need to see examples of how adults move in the world, and more importantly, in the immediate community. Carver will support the development of these relationships by creating opportunities for parents to participate fully, meaningfully and purposefully in the life of the school.

Peers

From the student perspective, the most prominent and important relationships in high school are those with their peers. Research has shown that positive peer relationships enhance a sense of belonging, improve student behavior in school and increase retention rates. Therefore, the Carver curriculum will have a strong social-emotional component with a focus on building strong peer relationships. Through experiences that promote acceptance of difference and diversity, students will find a sense of social safety that allows for authentic self-expression.

Carver believes that education is an enterprise undertaken by an entire community—a further opportunity for place-based learning. Thus we take seriously the complex set of relationships that emerge through participation in this learning environment. This means that all of the interaction, conversation and exchange of ideas that occurs as a student works with peers, faculty, staff, parents and community members are significant elements of that young person’s education. Students who are encouraged to work interactively and to share their questions and ideas learn the value of shared accomplishment. Students who are led into conversation and action with their community have an understanding of how they can make a difference in the positive development of society.



Carver enjoys close partnership with its sister schools in SCUSD, Alice Birney and A.M. Winn public Waldorf eK-8, which is three blocks from Carver. In addition to sharing a music teacher, students frequently take field trips to support classroom activities, share in festivals, and to share curriculum presentations. Since 2018, Carver has hosted the national Alliance for Public

Waldorf Education Conference for about 300 teachers from public Waldorf schools around the country.

Core Principle 5. Access and Diversity:

Public Waldorf Schools work to increase diversity and access to all sectors of society.

Public Waldorf schools respond to unique demands and cultures in a wide range of locations in order to provide maximum access to a diverse range of students. Schools work towards ensuring that students do not experience discrimination in admission, retention, or participation.

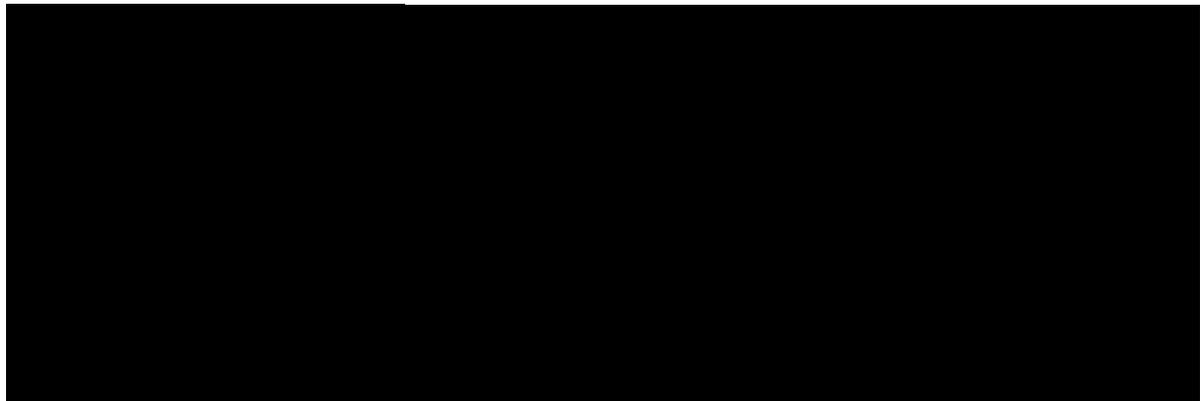
Public Waldorf schools and teachers have the responsibility to creatively address the developmental needs of the students with the most inclusive possible approaches for all learners.

The Public Waldorf program and curriculum is developed by the school to reflect its student population.

Additional Supports for Targeted Students

One of the primary benefits of a small school is the ability for the teachers to make a personal connection with each of the students and understand the students' needs. Each student that enrolls in Carver is an individual; with his/her own learning style, experiences, interests and goals. In balance with this diversity, Carver believes that all students have in common the ability to succeed. The staff at Carver attempts to meet all students where they are and help them to build upon their strengths with the goal of preparing lifelong learners who choose to inhabit the world with intention and purpose.

Ongoing formal and informal assessment through both teacher observation and student self-evaluation and reflection indicates the need for further evaluation so that every student is both successful and challenged in their high school career. Parent involvement plays an integral role in supporting the learning goals set by the teacher and student.



Support for Students Performing Below/Above Grade Level

Academically high-achieving students

Academically gifted students are encouraged to move forward at their own pace, and delve deeper into course topics of personal interest. We counsel students to enroll at the local community colleges, AP Classes, and the ACE program through Sacramento State University. Students can take up to 18 units at Carver and earn CSU credit. These classes include US History, English 12, Environmental Science, Government and Spanish 3. Through these schools and programs, our students can enroll in and take college level classes, creating a college transcript and earning college credit. We offer two AP classes—AP Studio Art and AP Calculus. We also offer two AP prep courses and testing in AP US History and AP English Literature and Composition. We offer international travel opportunities in the summer and also two month exchanges during the schools year. Students have the opportunity to participate in Student Government.



Academically low-achieving students

Students not achieving at expected levels are supported through the SST process and RTI processes. Class activities are structured to work especially with differences in learning styles and abilities, in particular by using multiple learning modalities and group projects. There is evidence that Waldorf education can be especially effective with low achieving students. Students have opportunities to engage artistically with their academic content which serves as a scaffolding and introduction to the more rigorous academic content. We offer a modified schedule for those for whom it is supportive. Teachers have the opportunity for training in specialized methods for meeting the needs of those who struggle with academics for their varying reasons. Other supports for low-achieving students include: advisory, hands on projects, college visits, before, lunchtime and after school tutoring.

Plan for English Learners

Carver meets all applicable legal requirements for English Learners relative to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirement. Carver implements policies to effectuate proper placement, evaluation, and communication regarding Els and the rights of parents and students.

Carver uses the ELPAC (English Language Proficiency Assessments for California) to create and modify differentiated instruction programs for English Learners. Students are assessed annually following SCUSD support and guidelines. Teachers work together and with parents to provide appropriate instruction for these students. Carver supports these efforts through training in English Language Development for teachers and the translation of school documents and meetings for parents.

English Learners and Core Instruction

Carver provides instruction to support English Language Learners in developing the skills needed to meet state standards. All teachers at Carver possess the appropriate CLAD, BCLAD, or SDAI certification as required by SCUSD. Teachers with CLAD, BCLAD, and/or SDAI certifications share additional strategies for teaching EL students and can assist with adapting class materials for EL instruction.

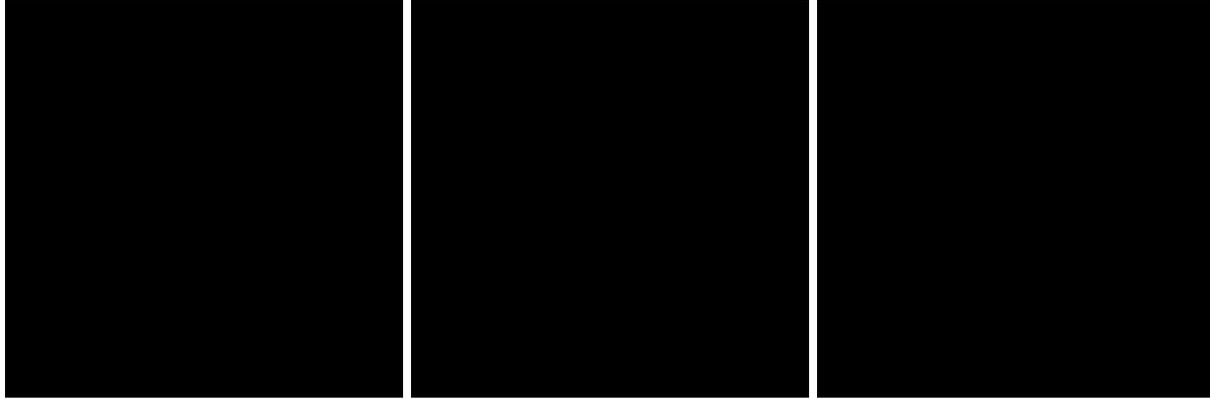
The Waldorf oral lesson delivery offers almost continuous opportunities to hear and speak English. The non-competitive and artistically creative school environment supports the student when trying to communicate in a new language. Waldorf methods offer opportunities for students to see visually the content of the lesson which supports EL development. Each EL student has a specific written plan of English language support, which will be developed by the teacher, the student and the parents.

Carver follows all ELPAC assessment timelines to ensure students receive proper instruction. Students' progress is measured annually through ELPAC assessment and reclassification when students meet English proficiency. Carver notifies all parents of its responsibility for ELPAC assessment and of ELPAC results within thirty days of receiving results from the district office.

To support English Language Learners, Carver:

- Assesses students annually;
- Reclassifies ELL students when they achieve English proficiency;
- Provides high quality professional development in ELL strategies for teachers;
- Fosters parent and community involvement to support ELL developments;
- Notifies parents annually of their student's progress.

In the Carver inclusion (immersion) model, EL students have access to core curriculum with support from an additional classroom teacher. The goal is for EL students to gain full access to the grade-level curriculum as soon as possible. All Carver students, including EL students, receive instruction using methods proven to be effective for developing English proficiency. Students are taught academic language explicitly and this language will be fully embedded in the culture of the school so that it is reinforced in every classroom regardless of the subject area. Vocabulary building exercises will be incorporated into all classes so that students learn academic vocabulary in a content-specific context, making it meaningful and relevant.



Accountability and Evaluation of the EL Program

Carver currently tracks students longitudinally throughout the high school grades to determine if there is significant variation in the academic achievement of students who were once classified EL and non-EL students as measured by standardized assessments and non-standardized assessments. In conjunction with SCUSD Carver tracks how many students are reclassified as EL and the number of instructional years it takes for this declassification to occur.

Number of Reclassified Students

Year	# reclassified students
2017-2018	42
2016-2017	45
2015-2016	42
2014-2015	25

Home Language Survey

The Home Language Survey (HLS) is administered for all students upon enrollment into Carver.

Plan for Special Education, Section 504 of the Rehabilitation Act and Americans with Disabilities Act

Carver complies with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). Carver staff work directly with the SCUSD Special Education Department

As a dependent charter, Carver is a SCUSD school and receives Special Education services from the district, which is Carver’s SELPA. Carver complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures. Carver and SCUSD are responsible for its compliance with Section 504 and the

ADA. The facilities to be utilized by the school shall be accessible for all students with disabilities as required by law.

SCUSD Special Education personnel assist Carver in providing Special Education services: referrals, assessment, instruction, and due process. SCUSD allocates actual costs of the Special Education at Carver. Carver is fiscally responsible for an annual encroachment fee to the district (see budget projections).

Student Interventions

Carver provides a comprehensive student intervention program. Interventions begin with the classroom teachers, who are responsible for the ongoing assessment of student progress. Classroom teachers are also responsible for the identification, based on multiple measurements, of students requiring additional support.

The first line of intervention is typically specific accommodations for the student within the classroom instructional setting. Classroom teachers may also provide students with additional one-to-one support or small group instruction as needed. When additional interventions are deemed necessary, the teacher shall refer students to the school's Student Success Team (SST). The SST is composed of classroom teachers, support staff, and administrator(s). In addition, parents of referred students, and sometimes students themselves, are invited to attend and participate at SST meetings. SST members conduct a complete review of the student's cumulative file along with current observations and assessments in order to determine the appropriateness and type of additional interventions. Generally within two to three months, a follow-up SST meeting is held to assess the effectiveness of the interventions and to adjust the accommodations accordingly.

IDEA

Carver provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of SCUSD, which shall include but not be limited to identification; assessment; IEP development, implementation, and review; and provision of a full continuum of placement options to ensure each identified student is offered a free appropriate public education (FAPE) in the least restrictive environment. Carver has two and a half FTEs dedicated to Resource Specialists, each carrying a 28:1 ratio of students with IEPs to teacher. RSP teachers each conduct two pull-out classes by grade level to support organization and homework completion. Teachers and instructional aide also push in to classes for additional student support.

Carver follows SCUSD policies and procedures, and utilizes SCUSD forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records.

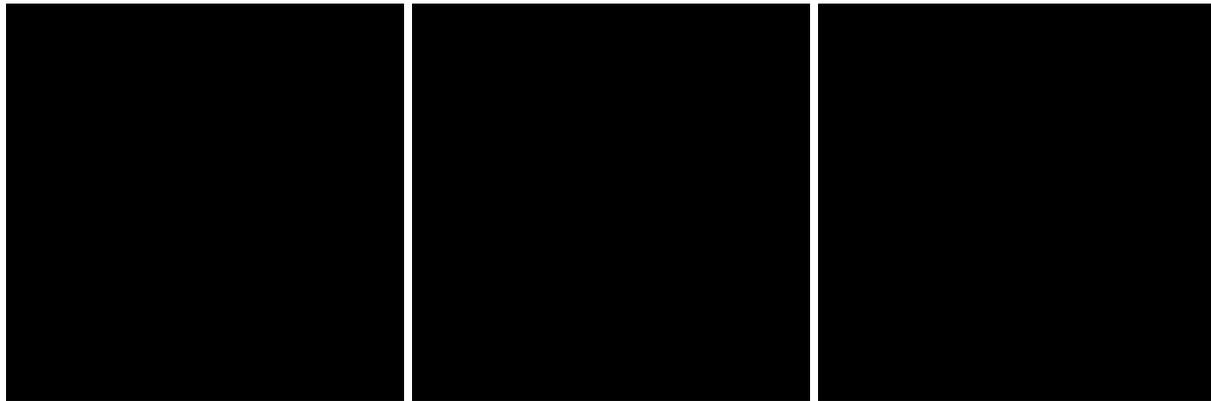
Section 504 of the Rehabilitation Act/ADA

Carver recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or

otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school. A 504 team is assembled by the principal and includes the parent/guardian, the student (where appropriate) and teachers. The 504 team reviews the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student is found by the 504 team to have a disability under Section 504, the 504 team determines what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (FAPE).

Carver participates in the National School Lunch program in full partnership with SCUSD. Our cafeteria serves free breakfast to all students and a hot lunch. The program is part of SCUSD Nutrition Services department.



Student Diversity

In addition to having a high percentage of students with learning disabilities, we also have a high number of students excelling in AP and ACE courses. Carver is also home to a strong and safe community for students exploring their gender identity. In 2011 a tenth grade student enrolled at Carver and reported that he would be using the boys' bathrooms, even though his record showed he was female. His request prompted a district-wide review of LGBTQ policies. It was revealed that the district was out of federal compliance because it didn't have a Board policy protecting the LGBTQ population. Because this student felt safe, seen and heard at Carver, he took action to make change. The student went on to found Carver's GSA (Gender Sexuality Alliance) which is the strongest, largest, and longest running club on campus. The year the student graduated from Carver, the SCUSD Board of Education finally adopted the LGBTQ policies.

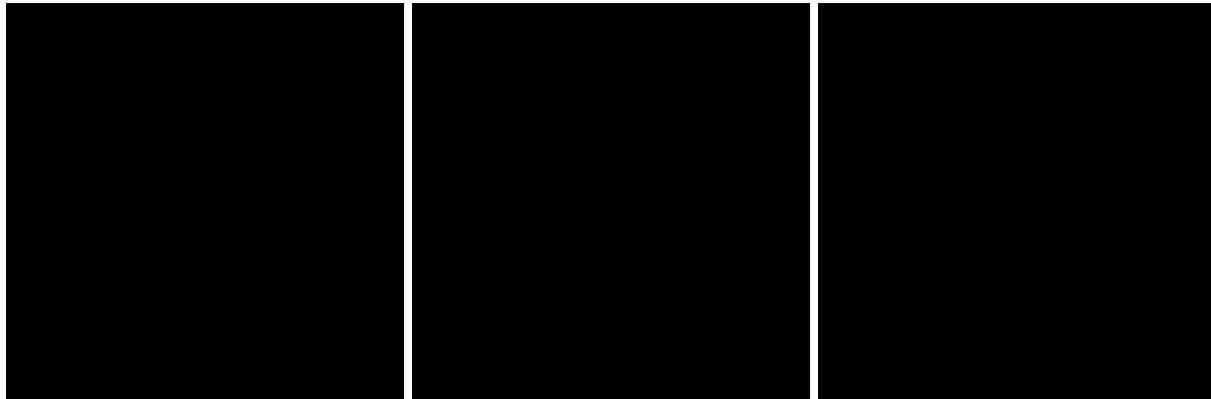
The demographics of Carver students is reflective of the Rosemont/Lincoln Village neighborhood in which the school is located. While 60% of our students are white, about 30% of these are of Russian and Ukrainian background and are English language learners.

Core Principle 6. Collaborative Leadership:

School leadership is conducted through shared responsibilities within established legal structures.

Faculty, staff, administration and boards of a Public Waldorf school collaborate to guide and lead the school with input from stakeholder groups. To the greatest extent possible, decisions related to the educational program are the responsibility of those faculty and staff with knowledge and experience of Rudolf Steiner’s educational insights.

Governance and internal administration are implemented in a manner that cultivates active collaboration, supportive relationships, effective leadership, consequential action, and accountability. A Public Waldorf school is committed to studying and deepening its understanding of best practices of governance appropriate to its stage of organizational development.



Core Principle 7. Schools as Learning Communities:

Public Waldorf schools cultivate a love of lifelong learning and self-knowledge.

Public Waldorf education emphasizes continuous engagement in learning and self-reflective practices that support ongoing improvement. At the individual and classroom level, teachers reflect regularly on their observations of the students and of the educational process. Essential aspects of school-wide work and professional development include self-reflection, peer review, faculty and individual study, artistic activity, and research.

Rudolf Steiner is a primary, but not exclusive, source of guidance for developing an active inner, meditative life and an understanding of the dynamics within society.

Public Waldorf schools encourage all community members to engage in active and ongoing ways to enhance their capacities as human beings through self-reflection and conscious social engagement.

Eight State Priorities Data and Analysis

[Ed Data](#) is a resource of for review

Analysis of State Priority #1 - Basic Services

Carver meets all the basic services articulated in Priority #1, including appropriate teacher credentialing, student access to standards-aligned curriculum, and well maintained facilities.

Priority #1 - Basic Services Data	2018/2019	2017/2018	2016/2017
Rate teachers are appropriately assigned and fully credentialed	100%	100%	100%
Pupil access to standards aligned instructional materials	100%	100%	100%
Facilities maintained in good repair	Good	Good	Good

Analysis of State Priority #2 - Implementation of State Standards

Carver implements academic content and performance standards adopted by SCUSD and the state board for all pupils in all content areas, including English learners. Implementation of CSCS was supported by SCUSD which provided Math and ELA training four times per year. For the past three years SCUSD has provided Math and ELA coaches to work on understanding and implementing the state standards. Carver sent math teachers to two Math professional development trainings. 100% of English learners have access to a broad course of study that includes all of the subject areas. 98% of EL students become English proficient after three years of enrollment at the school. EL students receive all standard instruction in the English language, with modified supports, as needed. Finally, the school works to ensure that there are staff members on campus who either speak the language of EL students or who have additional or supplementary certifications to support English development.

Analysis of State Priority #3 - Parental Involvement Aligns with Core Principle 6

Carver engages in efforts to seek parent input in decision-making, promotion of parent participation in programs for unduplicated pupils and special needs groups, so that at least 90% of parents attend or are involved in at least two activities per school year. Parents are an integral part of their students' academic success. Carver sends out weekly newsletter with opportunities for parent participation. Carver conducts an annual survey of its families. Promotion of parental participation remains an ongoing goal at Carver, and this is emphasized through regular monthly Parent Guild meetings, New Parent Orientation, Academic and College Information Nights, as

well as the process to engage stakeholders during the WASC self-study process and the LCAP process.

Analysis of State Priority #4 - Pupil Achievement

According to CAASPP results, pupil achievement is declining. However the number of students earning ACE CSU college credit is growing. The percentage of students meeting UC and CSU requirements decreased last year, though currently 95% of Carver students are on track with a-g requirements. 100% of students are enrolled in UC a-g approved courses which meet admissions requirements. All students course pathway is aligned to UC a-g admissions requirements. Despite declining test scores, certain subgroups outperform their counterparts throughout the district, namely EL, SPED and Latinos. 100% of eligible students will enroll in college preparatory math like EPA, Integrated math 3, Pre-Calculus or AP Calculus

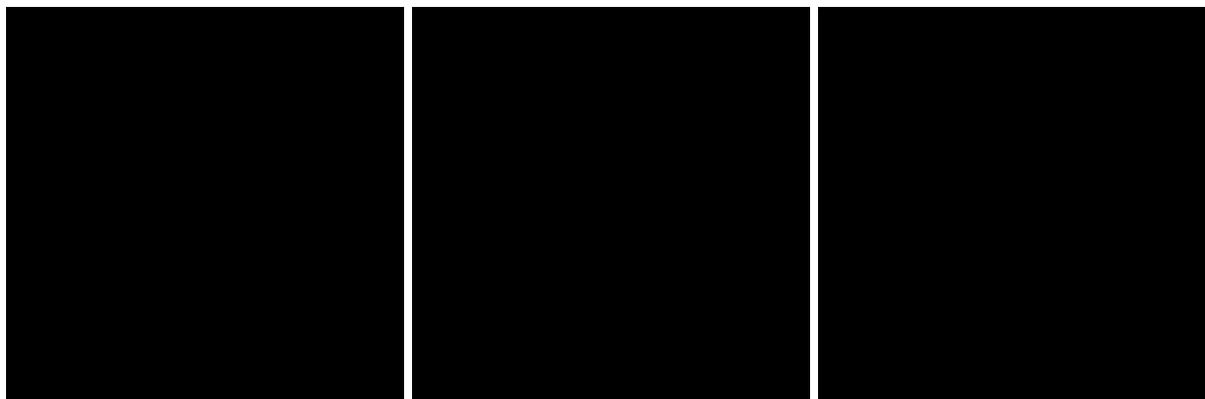
Analysis of State Priority #5 - Pupil Engagement

Attendance rates at Carver over the two-year period have fallen slightly from 97.5% to 92%. Chronic absenteeism has not been a major problem, with rates 0.05%, 0.05%, and 0.06% The high school dropout rate over the two year period is at 0%. The graduation rate last year dropped to 88.9% from 96.8%. The decline in graduation rate may be due in part to three SDC students who remained at Carver for a 5th year in high school. All are scheduled to graduate within five years.

Analysis of State Priority #6— School Climate

The pupil suspension rate at Carver spiked in the 2017-2018 school year from 3.1% to 8.5% though has been low over the previous three-year period covered by the data. Last year we confiscated knives from four students. An SDC student brought a gun to campus. The principal and SDC teacher successfully searched and seized the handgun and turned over the case to the local police department. There have been no expulsions in the history of the school. Carver prefers not to suspend, rather offering consequences as a form of restitution such as community service, or reflective research as opposed to missed time in class. Family surveys and other stakeholder feedback indicate a positive impression of school climate at Carver over all three years covered by the data. While the staff and administration strive to maintain this positive and safe climate, this perception may also reflect the fact that families have chosen to enroll at Carver based upon what they have learned about the school’s culture.

Priority #6 - School Climate	2018/19	2017/18	2016/17
Student Suspension	8.5%	3.1%	%
Student Expulsion	0%	0%	0%
Other local measures - staff/parent survey Positive ranking	Good	Good	Good



Analysis of State Priority #7- Course Access

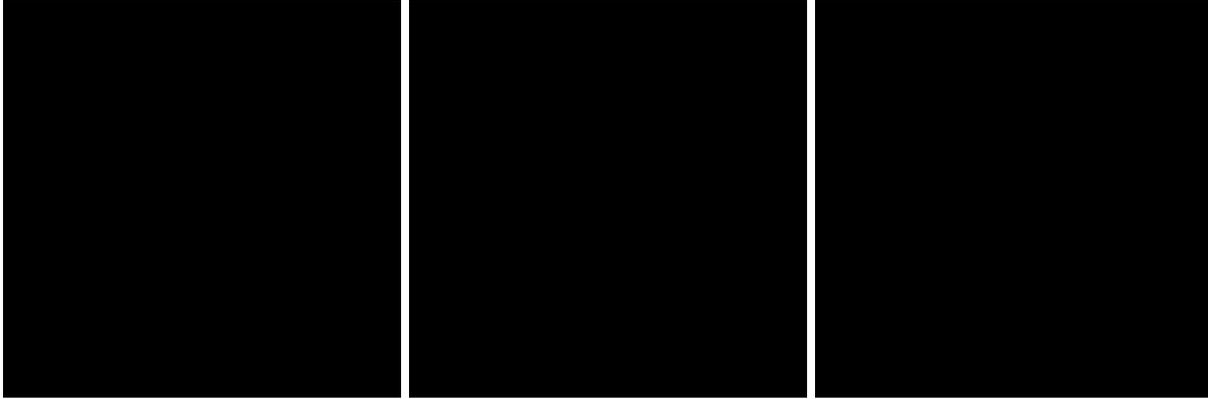
All Carver students have access to high school graduation courses. 98% are on track for a-g coursework. 34% meet the a-g requirements earning a C or higher in their coursework. All students in grades 9-12 have access to English, mathematics, social sciences, science, visual and performing arts, foreign language, health, physical education, and other as prescribed by the SCUSD Board of Education. All students participate in the Linked Learning Career Pathway of Social and Environmental Justice.

Analysis of State Priority #8 - Other Pupil Outcomes

All students enroll in four years of English. All 12th graders can enroll in and earn ACE credit in 12th grade English. All English classes are enhanced with dramatic opportunities. Students enroll in math classes all four years, as appropriate meeting IEP accommodations. AP Calculus is offered to 11th or 12th graders who pass Pre-Calculus. Students enroll in Social Science classes all four years. All 11th and 12th graders can enroll in and earn ACE credit in 11th grade US History and 12th grade Government. In addition, Carver will ensure that all students participate in a Humanities main lesson at least once a year. Students enroll in Science classes all four years, as appropriate meeting IEP accommodations. All 12th graders can enroll in and earn ACE credit in 12th grade Environmental Science. All students will have access to a visual and performing arts curriculum which may include music, art, theater, and/or other art classes. All of students will have access to physical education to meet at least the state mandated number of minutes for two years.

Summary of Student Interviews

Students reported they are generally happy with the teaching and their learning. They said that teachers really care if students are learning. They said learning was fun and that what they are learning makes them a better person. Students main concerns were for lack of counseling and a nurse. They expressed concerns about the lack of electives and our reduced drama program. Students shared a number of classroom assignments and activities that helped them learn. They felt they gain knowledge and that they know they are learning because at home they can't stop talking about class. One student said that he can see his work evolving and improving over time. Students reported how much they love the main lesson intersession.



Summary of Parent Surveys and Interviews

Overall, parents surveyed reported satisfaction with their experience at Carver. Seventy-four percent of parents said they felt valued as a parent or guardian at the school. Nearly 90% of parents reported that the school’s facilities are well maintained and 82% reported that the school is a safe place for their student. Fewer parents, 68% said their student felt respected and 56% said that rules were applied fairly to all students.

One parent said that Carver was the first school where my child’s “name, pronouns and fundamental self are completely respected.” Another parent said that “students were not treated with equity. They are expected to think and feel the same was as adults.”

However, 75% of parents felt that teachers used holistic grading using more than tests for grading. But only 69% said they thought students were taking an academic program that preps them for life after high school and 71% felt the teachers set high standards. Parents commented that “teachers are helpful and actually follow the IEP accommodations.” Other parents comment that they were unsure about the rigor of the curriculum with few AP offerings. Yet 74% thought their student was prepared to be a productive member of society after graduation.

Sixty-one percent of parents said that teachers promptly returned emails and calls while 82% said the principal was responsive to returning calls and arranging meetings. Parents report that communication is not consistent.

Parents felt they were encouraged to participate in the school and felt there were many opportunities to do so.

Found on Carver’s Facebook Page



Today I received a letter in a self addressed envelope in my son's handwriting at my home.

With his permission I opened it as he is a freshman away at college.

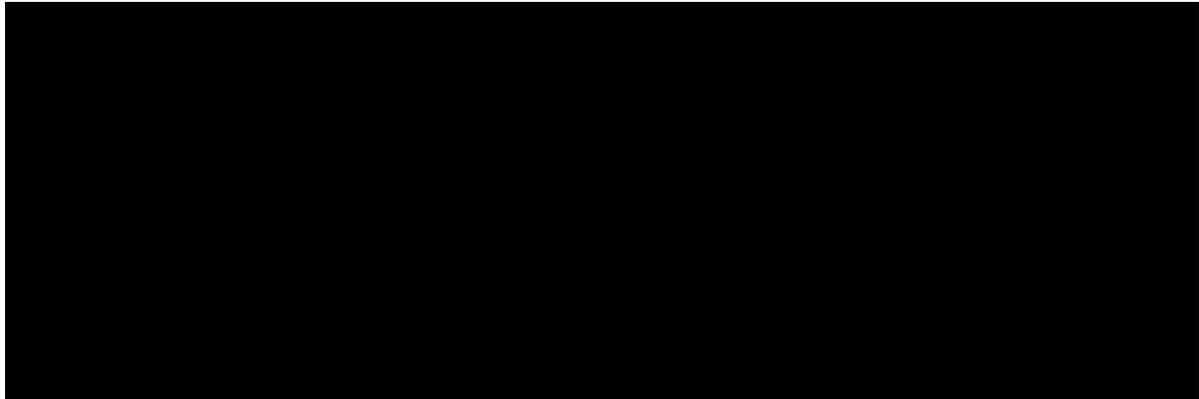
Turns out he wrote a letter to himself 4 years ago (it was an assignment).

What a beautiful gift to be able to read and have him read what he wrote to himself from the past.

Not every school does this kind of thing. Carver kept this letter safe for 4 years and then actually took the time to mail it.

I am so grateful for not only the education he received during his time there, but what he has brought into the present and will bring into the future.

Thank you to everyone at Carver. Know that your efforts do not go unnoticed.



Total Enrollment

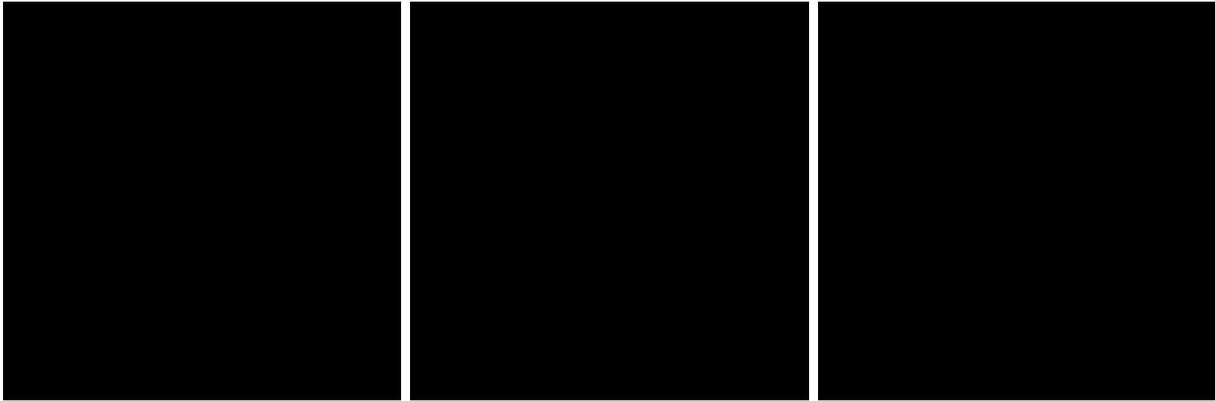
	2018-19	2018-19	2017-18	2017-18	2017-18	2016-17	2016-17	2015-16	2015-16
<i><u>Student Population</u></i>	<i><u>Site: #</u></i>	<i><u>Site: %</u></i>	<i><u>District: #</u></i>	<i><u>Site: #</u></i>	<i><u>Site: %</u></i>	<i><u>Site: #</u></i>	<i><u>Site: %</u></i>	<i><u>Site: #</u></i>	<i><u>Site %</u></i>
Total Enrollment	131 F 116 M 249	53 F 47M 100	40,854	137 F 113 M 252	52 F 48 M 100	297	100	163 F 150 M 315	52 F 48 M 100
English Learner	11	4	7,752	12	4.4	10	3.4	6	1.9
Students with Disabilities	49	20	5,973	54	19.9	46	5.5	57	18.1

Socioeconomically Disadvantaged	119	47.7	29,147	129	51	125	42.1	160	50.8
Foster Youth	2	>1	207	3	47.4	1	.3	1	.3
Homeless Youth	0	0	319	0	0	1	.3	1	.3
African American	11	4	5,751	17	6	20	6.7	32	10.2
American Indian or Alaska Native	1	>1	216	1	>1	*	*	*	*
Asian	8	3	7,274	9	3.5	11	3.7	7	2.2
Filipino			618	1	>1	*		1	.3
Hispanic or Latino	60	24	15,964	49	20	58	19.5	67	21.3
Pacific Islander	1	>1	907	1	>1	*	*	1	.3
White	151	60	7,332	163	64	191	64	188	59.7
Two or More Races	17	6	2,785	14	5	17	5.7	19	6

Retention Rate = 81%

One of our main concerns is enrollment and retention. We have dropped significantly since 2015-2016. We have considered this issue seriously over time. One factor is that students who choose to attend Carver are opting out of a large comprehensive mainstream type program, and many have attended home school. These students are more likely to opt into an independent study program or another non-traditional path if Carver isn't a good fit.

	Class of 2022	Class of 2021	Class of 2020	Class of 2019	TOTAL
2016-2017			87	86	
2017-2018		81	81	68	230
2018-2019	83	71	64	52	187
	9th	10th	11th	12th	
		-10	-23	-34	81%



CAASPP Results for 11th graders

CAASPP results have decreased as our enrollment has decreased. However, subgroups like EL, SPED, Economically Disadvantaged, Female and Latino students are performing significantly higher than their counterparts in the district.

<u><i>SBAC ELA</i></u>	% Standard Met/Exceeded 2014-15	% Standard Met/Exceeded 2015-16	% Standard Met/Exceeded 2016-17	% Standard Met/Exceeded 2017-18	District % Standard Met/Exceeded 2017-18
- Site	70	68	59.72	48.13	40.03
- African American	*	*		*	21.77
- American Indian or Alaska Native				*	30.58
- Asian				*	47.86
- Filipino				*	60.15
- Hispanic or Latino		67		42	31.4

- Pacific Islander				*	21.92
- White	84	74		54.2	63.12
- Two or More Races				*	49.36
- Male				*	35.04
- Female				54.8	45.31
- English Learner				39.1	8.02
- Reclassified-Fluent English Proficiency (RFEP)				50	57.59
- Students with Disabilities		20		18.1	15.15
- Economically Disadvantaged	62	72		45	30.64

CAASPP Math Results

In Math, Latinos, Males and Students with Disabilities are performing better in Math than their counterparts in the district. Yet overall 11th grade students are not performing in math at district levels

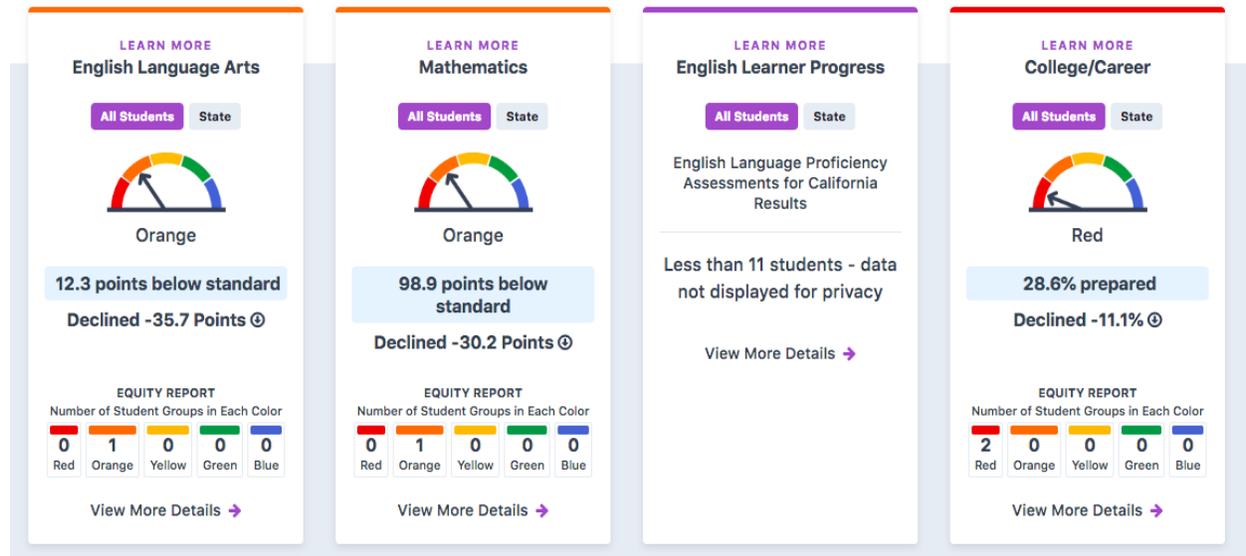
<u>SBAC Math</u>	% Standard Met/Exceeded 2014-15	% Standard Met/Exceeded 2015-16	% Standard Met/Exceeded 2016-17	% Standard Met/Exceeded 2017-18	District % Standard Met/Exceeded 2017-18
- Site	20	30	18	17	31.98
- African American				*	13.42
- American Indian or Alaska Native				*	23.33
- Asian				*	42.09
- Filipino				*	47.74
- Hispanic or Latino		31		42	23.37
- Pacific Islander				*	16
- White	18	35		42	52.79
- Two or More Races				*	41.85
- Male				42	32.09
- Female				20	31.87
- English Learner				*	9.36
- Reclassified-Fluent English Proficiency (RFEP)				51	42.3
- Students with Disabilities				18.1	12.84
- Economically Disadvantaged		31		10	23.61

Number of students in focused programs

Program	Course	Student enrollment
----------------	---------------	---------------------------

AP Courses	Honors Pre Calc Calculus AB AP Art	18 15 22
AP Exams only	AP US History AP Composition and Grammar AP Chinese	7 6 1
ACE each semester earns 3 units of CSUS credit	2 semesters--US History 2 semesters--English 12 Environmental Science Government	22 29 23 20
A-G on-track	on track 9-12 on track 12th	89% 43.75%
Online Credit Recovery		18
RSP	9th Grade 10th Grade 11th Grade 12th Grade school total	23 (30%) 11 (18%) 6 (10%) 9 (21%) 49 or 20%

California School Dashboard

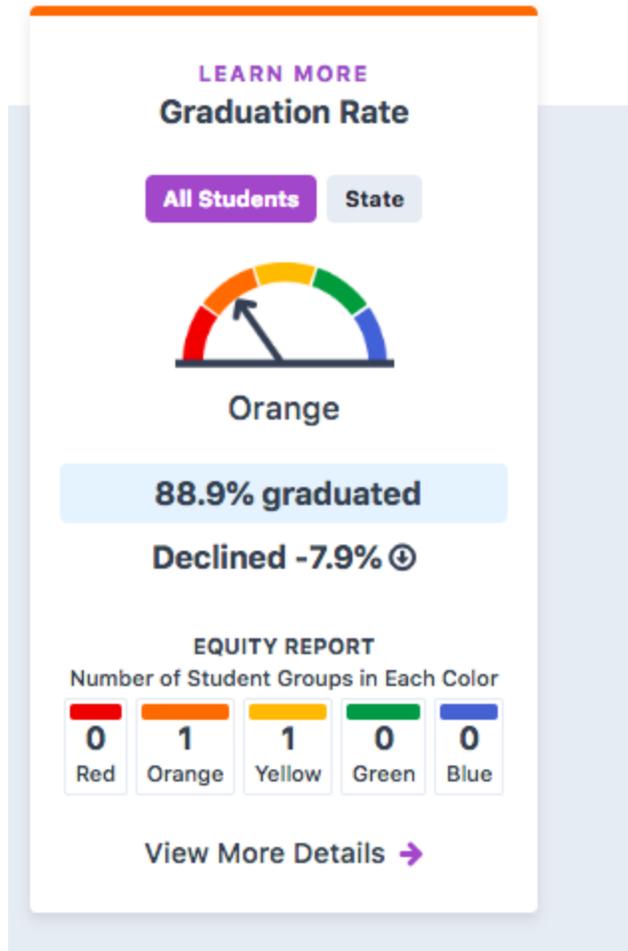


Academic Achievement

Test scores have dropped. As a small school with few test takers, our numbers are volatile, changing dramatically each year depending on the cohort. Additionally, there are so few students in each subgroup, those numbers aren't reported out. The Class of 2019, juniors who took the SBAC in 2018 had a high percentage of special education students, twice as many as the other classes. Nonetheless, these students are scoring higher than their counterparts throughout the district. Our EL learners are fewer than 11 students, however they are scoring very well on SBAC (see chart on page 34).

Carver coursework aligns with the UC a-g course requirements, and all students are expected to take four years of social science, English, math and laboratory sciences, in addition to two years of Spanish, at least one year of VPA and electives, exceeding the UC a-g requirements. However, there are students who do not take more than the graduation requirements for math and science due to credit recovery or special education accommodations, for example.

Despite these underwhelming CAASPP results, 100% of our 9th and 10th graders take the PSAT and 100% of the 11th graders take the School Day SAT. We offer a free prep class before the exam. Seventy-five percent of seniors apply to a four year college including the CSU's and UC campuses. Ninety percent of our graduates go on to attend two or four year colleges.

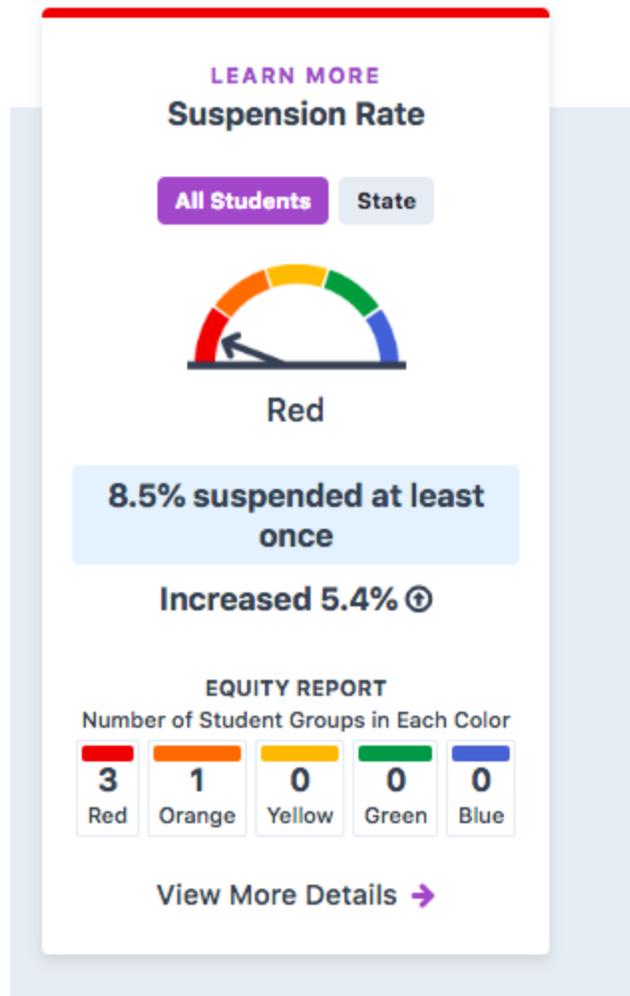


Graduation Rates

Carver’s graduation rate dropped from 98% to 88.9% in 2018. Last year there were three SDC students who stayed on for a 5th year of high school. One student completed graduation requirements in October. The other two students will graduate in the spring of 2019. All three will walk in June 2019 to honor earning their diplomas with the Class of 2019. These three special education students’ completion of high school is a success, although it is recorded by the state as a failure to graduate in four years.

Graduation Rate Comparison

	2017		2018	
	SPED	ALL	SPED	ALL
CA	66.1%		61.9%	83.5%
SCUSD	57.7%	86.6%	61.9%	85.9%
Carver	71.4%	84.3%	84.6%	84.6%



Suspension Rate

At Carver, we have witnessed an increase of uncivil and illegal behaviors that have resulted in higher than usual suspension rates. The Suspension Rate grew from 3.3% to 8.5% between 2017 and 2018. Last year we confiscated knives from four different students, three of those qualified for special education. Sadly, we also confiscated a gun from a student who was a member of the Special Day Class. This was an extraordinary and extremely dangerous situation that was handled by the principal and SDC teacher with textbook precision and safety. In the past two years we have seen an increase in hate speech as graffiti and doodling. Students have reported an increase in racial slurs and name calling. Additionally we have seen an increase in vaping on campus. To address these issues and to improve school climate, we are developing a “See Something, Say Something” program in conjunction with the Sandy Hook Promise. Students are encouraged to report situations that are dangerous or inappropriate for adult intervention and support. We are working with Pro Youth and Families to develop a Marijuana Summit to educate students about new laws and also the effects marijuana plays on mental health, homelessness, academic success, and other impacts.

Analysis of Findings

Enrollment and retention are a grave concern to the school. Enrollment is the single factor that will enable the school to grow and continue to meet the costs of the program. Declining enrollment and increased costs has led to the reduction of programs including drama, resource support for struggling students, gardening, a third science and math teacher. Despite this, Carver offers extended learning through ACE and Advanced Placement.

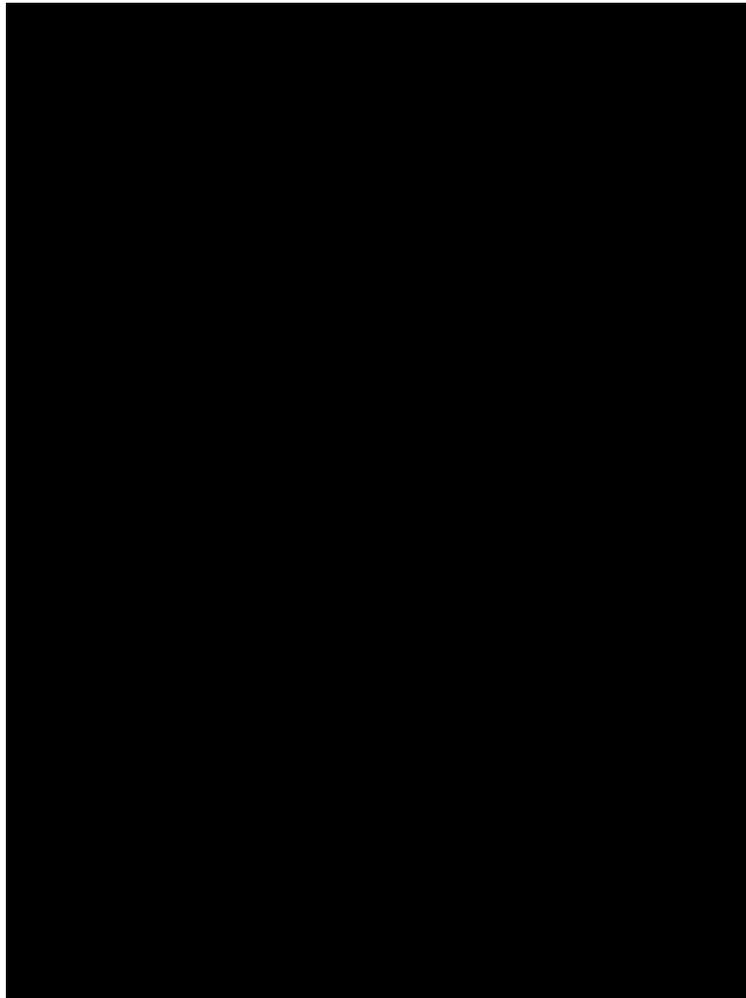
CAASPP scores are not improving despite weekly interventions in math and schoolwide. As a small school, the grade level cohorts are very different from each other. A higher percentage of SPED or EL students can strongly affect schoolwide outcomes.

Despite low CAASPP scores, Carver's students take advantage of the extended learning through AP classes and exams, ACE college credit opportunities. Nearly 90% of the student body is on track for meeting a-g requirements.

Carver's Waldorf program attracts a diverse student body and a higher than average number of students with disabilities, mental health concerns like anxiety and depression. We describe our population as gifted at-risk. These students are prone to absences and disenrolling for an even more alternative school environment.

Some sub-groups are performing better than district counterparts-- hispanic, special education and EL students which is born out in research from the Scope study at Stanford.

Students and families report satisfaction with the small school climate at Carver. Of note is the close supportive relationship between staff and students. Students feel supported social-emotionally. They report that teachers really care that they are learning. The older students value their access to the college counselor for one-to-one counseling and advising. However, about 15% of families attend the college and curriculum information sessions. We have seen an increase in the numbers of students attending local community colleges due to the free tuition and overall lower cost of attendance. All students report that they are matriculating a semester ahead of their counterparts due to the ACE program.



**GEORGE WASHINGTON CARVER SCHOOL OF ARTS AND
SCIENCE**

CHAPTER THREE: SELF-STUDY FINDINGS

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

1. **A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

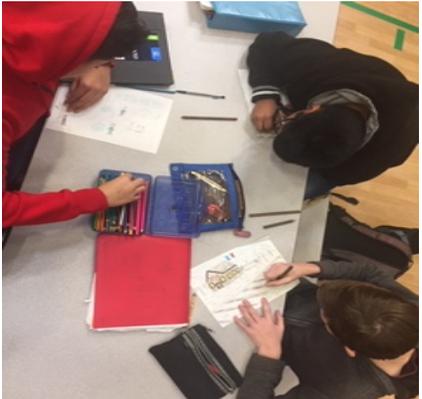
A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>Carver has clearly stated an effective vision and mission statements which are based on current research, our knowledge of Waldorf methods, and our community profile data.</p>	<p>Core Principles of Waldorf Education Stanford SCOPE study of Waldorf Education Bell Ringing Graduate Profile Portfolio review</p>
<p>Carver was chartered as public Waldorf high school in SCUSD. The Vision and Mission reflect this mandate. Our Vision and Mission are reflected in our Graduate Profile Outcomes.</p>	
<p>We strive to implement and embody the Alliance of Public Waldorf Education Core Principles</p>	
<p>Stanford's SCOPE center research supports the efficacy of Waldorf methods in the public school.</p>	
<p>All School Verse-- Bell Ringing-- is recited regularly as a whole school and in individual classes. Elements of the verse are embedded in the Graduate Profile</p>	

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

2. **A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Over the course of the years the faculty and principal have effectively developed processes by which we can refine our statements for our school practices and we have effectively been able to engage representatives from the school, district, business and community.</p> <p>The staff worked closely with the Linked Learning Department to revise and update our Schoolwide learner outcomes (Graduate profile).</p> <p>Students review their work and self-reflect bi-annually as part of the Portfolio Review process which culminates in a four year review.</p> <p>We are currently partnering with the Alliance of Public Waldorf Education to pilot the Steps to Membership which has allowed us the opportunity to review our Core principals, vision and mission.</p>	<p>Graduate Profile</p> <p>Portfolio Review</p> <p>Faculty meeting notes</p> 

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The school effectively ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and learner outcomes.</p> <p>Carver's mission and vision are strong and well articulated. Based on surveys parents and students understand the vision and mission as a public Waldorf school. It is often the reason</p>	<p>Parent Survey 17-18</p> <p>Parent Survey 18-19</p> <p>Student Survey</p>

they attend Carver.

The college preparatory curriculum combined with the social and environmental justice theme embeds our vision and mission into the entire school program.

Carver effectively uses social media and a school newsletter to inform the wider community, parents and students to highlight student involvement in the community, events at school, etc.

Back to School Night and Open House are two ways that parents are informed of and experience our commitment to Waldorf methodologies and practices.



[Facebook Page](#)
[Newsletters](#)

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings

Carver is a charter school, though we reside as a SCUSD school ultimately governed by the elected SCUSD Board of Trustees. Carver presents their charter, every five years to the SCUSD Board of education for renewal.

Carver enjoys support from the Board Member who oversees our area.

SCUSD is home to two Waldorf K-8 schools to provide a feeder pattern to Carver, which is part of their long term strategic plan for school reform. Students come to Carver

Supporting Evidence

[APR for 2018](#)
[Carver’s Charter](#)
[SCUSD Board of Education](#)

**Students from Waldorf
Feeder Schools**

students from all of the ten regional SCUSD, charter and private Waldorf schools. We are projecting increasing numbers from feeders to enroll as Am Winn grows.

SCUSD monitors, engages, and supports Carver as an SCUSD school.

Major decisions regarding curriculum and programs are reviewed, discussed and created by teachers during summer intensives and through the year in weekly faculty meetings.

Implementation of district policies are carried out through a system of administration that includes the superintendent, site principal, teachers, and classified staff. The governing board and central administration is organized and involved in all aspects and activities in the district. Through site administration and staff, district policies and procedures help shape and guide classroom practices.

2019-2010	#	%
incoming 9th	30	37%
9th	21	28%
10th	14	22%
11th	32	50%
12th	21	50%

Governing Board and Stakeholder Involvement

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.2. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school’s governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
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In a highly effective manner Carver communicates opportunities for parents to join and participate in in the Parent Guild which which has input on school wide programs and happenings.

Carver has a robust community of stakeholders engaged in various aspects of the school’s governance. Carver has a Parent Guild as the school site council. These meetings are attended by two student representatives, community members and parents. In surveys and interviews, parents report a high

- [Parent Survey](#)
- [Annual Performance Review \(APR\)](#)
- [Single Plan for Student Achievement \(SPSA\)](#)

level of engagement.

Parents attend district ELAC and LCAP meetings at the district office.

Carver parents actively participate in the school community through the Parent Guild Organization which acts as the School Site Council. In conjunction with school administrations, the Guild determines projects and programs that they can support financially. The Parent Guild conducts a number of fundraisers. They host the annual Chili cook-off for funding of main lesson and of chalk boards and other items needed. See Carver Hub broadcast for December 2017 at time 4.27 at the link to the right.

We have a loose Advisory Board that supports our college and career pathway.

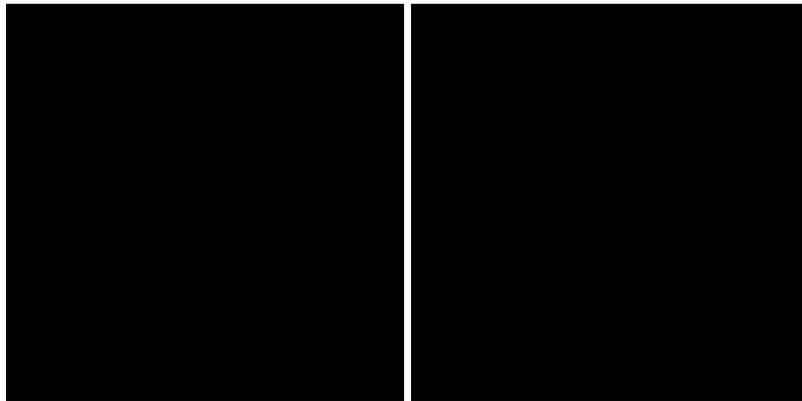
Through regular Governing Board meetings, district and site data is reviewed with the governing board. The principal also reports to the superintendent and other governing cabinet members on the progress of the site towards goals outlined in the Single Site Plan as well as the LCAP. These conversations include information regarding the evolving culture and climate of students and professionals at the site as it relates to Board meeting agenda/emails the district goal of improving student connectedness to school. Through such meetings the governing board and district administration provide additional input for the continued alignment of the site vision, mission and Graduate Profile with district goals.

[Parent Guild Agendas](#)

Videos from Carver Hub:

[Carver Hub on Chili Cook Off and Student Employment](#)

[Main Lesson Showcase](#)



Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: Evaluate the degree to which the school leadership ensures understanding and use of the

district's Uniform Complaint Procedures. (Priority 1).

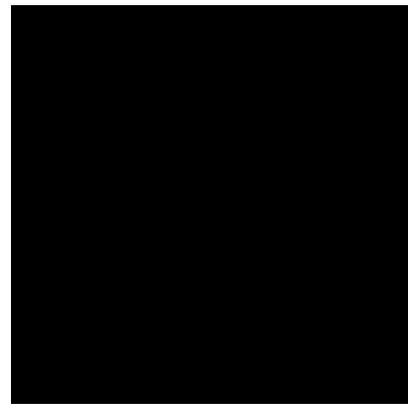
Findings	Supporting Evidence
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District office oversees our Uniform Complaint Procedure. Carver follows the district's uniform complaint procedures when addressing complaints alleging unlawful discrimination, harassment, intimidation, and/or bullying regarding or based on actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, mental or physical disability, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or in any program or activity that receives or benefits from state financial assistance.

Uniform complaint procedures are available to all stakeholders through posts on the district website. Staff are introduced to the uniform complaint procedures prior to the start of the school year during staff development time. In addition, the procedures are posted on site in the front office and classrooms. Board meeting dates, agendas, and minutes are posted and shared with all district personnel.

The Board encourages the early, informal resolution of complaints at the site level whenever possible. The program or site administrator should serve as an intermediary to resolve concerns whenever possible.

[Uniform Complaint Procedures](#)



A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
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Carver uses a collaborative leadership model in weekly faculty meetings and in monthly parent meetings to review

[Faculty meeting agendas and minutes](#)

student achievement.

There is room for improvement reviewing more data regularly such as PSAT, SAT, AP results as well as CAASPP results. However, we do offer four meetings each year with the college adviser to inform parents about the College Board assessments and college planning.

[Parent guild agendas and minutes](#)

Test results



Teachers meet weekly to discuss student progress

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>Carver is supported and overseen by the SCUSD State and Federal programs office and the Charter Oversight office. SCUSD mandates that the analysis of student achievement and the CA Dashboard are incorporated in the SPSA.</p>	<p>Principal Meeting Agendas SPSA LCAP</p>

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.

Findings

Carver is highly effective in collaborative decision making and self-reflection to support student learning.

Faculty, staff, administration and boards of Carver collaborate to guide and lead the school with input from stakeholder groups. To the greatest extent possible, decisions related to the educational program are the responsibility of those faculty and staff .

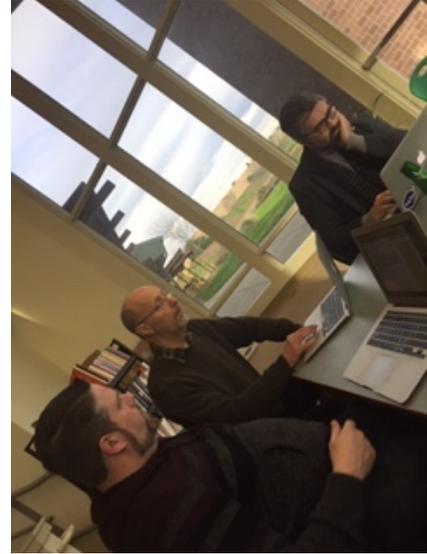
Governance and internal administration are implemented in a manner that cultivates active collaboration, supportive relationships, effective leadership, consequential action, and accountability. (Core Principle 6)

Staff meets for a week in August and every Thursday. Major decisions about curriculum, schedule, innovations, budget are presented and reviewed by teacher and principal.

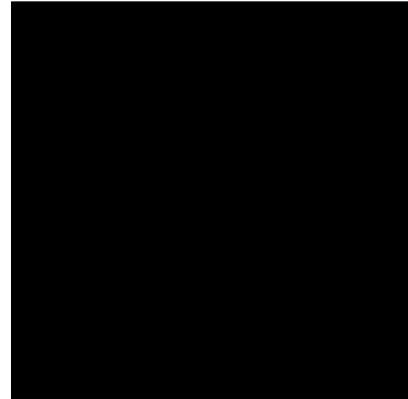
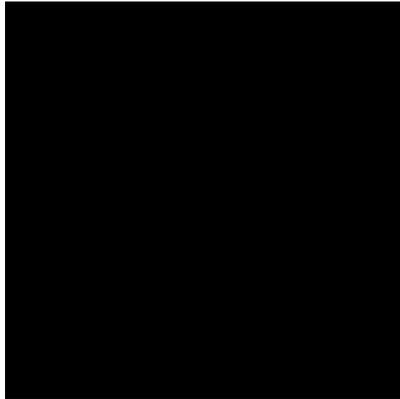
Supporting Evidence

[Meeting agendas and minutes](#)

Staff interviews



Faculty meet weekly for collaborative time



Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.

Findings

Carver has effective structures for internal communication,

Supporting Evidence

[Newsletters](#)

planning and conflict resolution. Through the office email, Infinite campus, weekly newsletters and Facebook posts, the school informs the community with notices and reminders about attendance, events, and special opportunities. The weekly electronic newsletter is sent to the Carver community, alumni and friends of the school.

62% of parents report satisfaction with school /home communication.

61% report that teachers are responsive to parent communication.

82% report that the principal returns calls promptly.

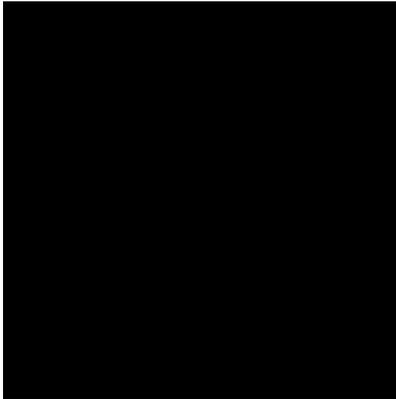
Some parents report that this communication could be better coordinated.

[Parent survey 2017-18](#)

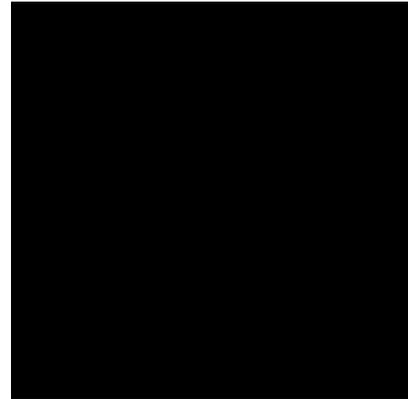
[Parent Survey 18-19](#)



Parent Guild Meeting



Carver recognized by State Assembly



Principal with U.S. Congressman Dr. Ami Bera and SCUSD Board Trustee Christina Pritchett

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>SCUSD Human Resources department manages our hiring process. SCUSD HR mandates ad offers new teachers orientation. At Carver we conduct our own summer intensives for new teacher orientation.</p> <p>All applicants for job openings are screened by HR analysts in SCUSD. Qualified applicants are referred to Carver for interviewing following the CBA interviewing and hiring regulations.</p>	<p>APR Human Resources</p>

Defining and Understanding Practices/Relationships

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.2. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>As SCUSD school we utilize the SCUSD District policies and procedures. We have a faculty handbook as well. As a small school we have an effective and high level of communication between administrator and staff.</p> <p>The SCTA teachers contract is the clearest and most effective written policy which guides our daily work.</p> <p>Curriculum pacing guides are developed and provided to teachers by SCUSD academic office.</p>	<p>SCUSD Staff Resources</p> <p>SCTA CBA</p> <p>SCUSD Academic Office</p>

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
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Carver has been highly effective in offering Waldorf training and other professional development to teachers.

Through SCUSD funding the three public Waldorf schools are able to administer a two year Waldorf training for all new teachers (WEST). This training is mandated for all teachers working in the public Waldorf schools. The PE Teacher earned certification in Spacial Dynamics. The Physics teacher is completing certification in Biography work.

All Carver teachers can attend the Alliance for Public Waldorf Education Conference in February.

SCUSD provides Common Core math and ELA coaching throughout the year at Carver.

An Educator Effective Grant from the State enabled us to hire two Waldorf mentor coaches for ELA and Spanish in Spring and Fall 2018. These mentors supported teachers' effectiveness in increasing rigor, meeting diverse learners and enhancing Waldorf methods.

SCUSD Acadmic Office offers many professional development opportunities.

All Carver teachers have had three trainings in Gender Health as related to gender non-conforming students.

These professional development opportunities have not been effective in increasing CAASPP scores or graduation rates. However, they have been effective in maintaining a culture of support for diverse, gifted, at-risk students as reported in student and parent surveys.

These PD opportunities have been successful in improving teaching and learning at Carver as evidenced by a strong culture of acceptance for the LGBTQ community, gifted at-risk, SPED students, and fostering a deep culture of social and environmental justice.

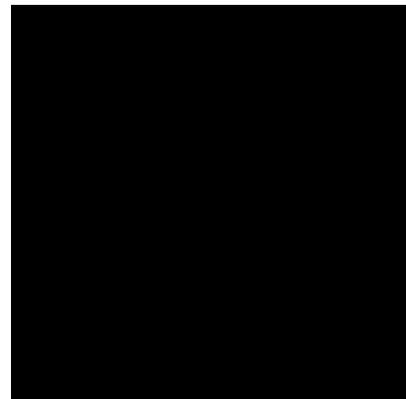
Per Core Principle 3: Carvers offer the most supportive conditions possible for the development of each student's unique capacities and for engendering work towards positive social change.

[WEST summer schedule](#)

[Alliance Teachers Conference](#)

[SCUSD Professional Learning Calendar](#)

[Parent Survey](#)



Student painted stone-- a gift to the principal

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings

Carver is required to implement and follow the SCUSD and [SCTA contract](#) approved evaluation process. The school is effective and compliant in following the process.

The [evaluation process](#) at Carver follows SCUSD collective bargaining agreement: pre-evaluation conference, two evaluations (one unannounced walkthrough and one formal lesson observation) every other year. A detailed evaluation is written up and a post-evaluation conference is scheduled for debriefing of findings. The evaluation process as a tool to promote professional growth is seen to be generally effective.

When a teacher does not meet expectations, that teacher is instructed in areas in which improvements need to be made to become a more effective teacher through a collaboratively created work plan.

New teachers work with their induction support provider to improve.

After five years of successful evaluations meeting or exceeding the standards teachers and principal can agree to a holistic teacher directed evaluation process, creating and experimenting with a lesson plan.

After ten years of successful evaluations meeting or exceeding the standards teachers and principal can agree to a five year hiatus of evaluation.

Carver administration and teachers have used all these forms of evaluation.

Supporting Evidence



Ms Cook wins SCUSD Teacher of the Year



Ms. Ghiorso teaching English

Evaluation



Ms. Schroeder teaching archery

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Carver is staffed to enable us to offer the a-g curriculum and to meet the SPSA and LCAP.</p> <p>Carver's budget was severely impacted for the 2018-2019 school year. We made severe cuts due to significantly rising costs.</p> <p>Low enrollment and increased costs have severely impacted the 2019-2020 budget and program. The school is struggling to implement a full a-g program and to fully integrate the arts.</p> <p>Drama, gardening, music and digital arts are not funded.</p>	<p>Master schedule</p> <p>Budget</p>

Practices

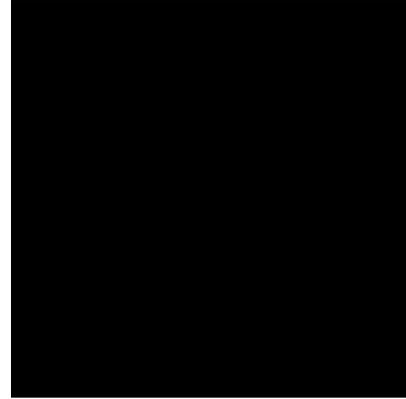
A5.2. Indicator: There are district practices and processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>Carver uses the SCUSD budgeting, auditing, and business practices.</p> <p>Carver operates budget decisions under the framework of the district accounting system. Each categorical area is issued a</p>	<p>Audit results</p> <p>Budget request forms</p>

budget number and funds are allocated to this number according to needs, numbers of departments/programs served, and program costs. All accounts are tracked on an encumbered/unencumbered basis.

Site and district staff monitors each account according to area/type. Requisitions are used to request any spending through purchase orders. Equipment, supplies, transportation, substitutes, and other categorical needs are assigned numeric codes within the budget number. All spending goes through Budgeting and Finance departments and is approved by district administration. Regular auditing of our ASB accounts are conducted by our district's Internal Auditor and external consultants.



ASB funds support Field Day in June

Facilities

A5.3. Indicator: The school’s facilities are adequate to meet the students’ learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
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Carver campus completely and comfortably the houses an excellent learning environment, meeting health and safety of all community members.

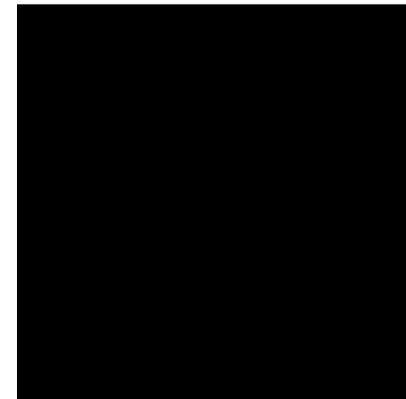
Carver enjoys the newest campus in SCUSD enabling us to maintain a learning environment that meets the educational, health and safety needs of students. teachers have a Safety Plan in their classrooms that give explicit instructions for all types of drills and emergencies.

District Facilities department is responsible for the maintenance and landscaping which is minimal. Some students report that more should be done to enhance the “curb appeal.” Moving to a more central location is another suggestion from students and parents.

At Carver, the learning environment meets the educational, health, and safety needs of students. Various fire, earthquake and evacuation protocols and drills are implemented to ensure the safety of students in the event of a catastrophic event.

[Site Map](#)

Safety Plan in Rapid Responder



Bells and Whistles on Opening Day 2018 with a Fire Alarm.

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<p>Carver has effectively utilized available funding to provide adequate instructional materials and equipment. SCUSD provides support for technology and software.</p> <p>Carver received substantial funding for Common Core Implementation to purchase two laptop computer carts and new Integrated Math 1, 2, and 3 textbooks.</p> <p>Carver is effective in maintaining textbooks, purchasing new materials as needed and as budget allows.</p>	Budget

Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
<p>Carver has been very effective in providing nurturing and ongoing professional development for our highly qualified staff. Every summer Carver faculty meets for a three to five day retreat. These include movement, trainings in Waldorf development, artistic and biographic work. This is also an opportunity for discussion, planning, and implementation of new programs and activities.</p>	<p>Agenda for Summer Intensives</p> <p>WEST calendar</p> <p>WEST fliers</p> <p>Alliance Conference</p>

WEST-- Waldorf Education Seminar for Teachers is available to all teachers. It is required for any new teacher hired by Carver. The program includes academic study of Rudolf Steiner and principles of Waldorf education, along with practice in movement, artistic activities, and singing.

Grant funding provided monthly in depth Waldorf Professional Development in the 2017-2018 school year-- including art classes for all teachers.

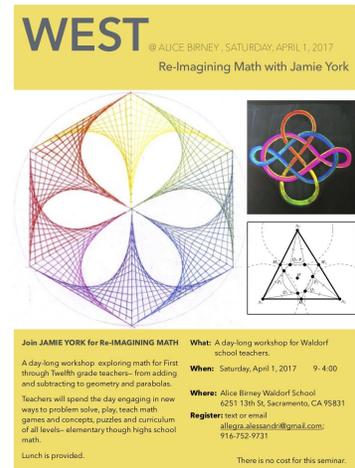
All teachers can attend at no cost the national Alliance for

Public Waldorf Education Conference in February. For the last three years the conference has been held at Carver campus and has offered teachers a chance to network with teachers from feeder schools and to learn about other programs.

From time to time, when funds are available, specialist Waldorf teacher trainers have come to work with the faculty as a whole, to mentor individual teachers, and observing classrooms in order to offer recommendations for improvement.

Several teachers have received some training at Rudolf Steiner College in order to better understand the Waldorf curriculum.

Every week the faculty meets with the principal for study of literature about Waldorf methods or the philosophy underlying the education system. Often teachers will read a longer work by Rudolf Steiner (*Study of Man and Philosophy of Freedom*).



WEST
@ALICE BIRNEY, SATURDAY, APRIL 1, 2017
Re-Imagining Math with Jamie York

Join **JAMIE YORK** for **Re-IMAGINING MATH**

A day-long workshop, exploring math for First through Twelfth grade teachers— from adding and subtracting to geometry and parabolas. Teachers will spend the day engaging in new ways to problem solve, play, teach math, games and concepts, puzzles and curriculum of all levels— elementary through high school math. Lunch is provided.

What: A day-long workshop for Waldorf school teachers.
When: Saturday, April 1, 2017 9-4:00
Where: Alice Birney Waldorf School, 6231 13th St, Sacramento, CA 95831
Register: text or email: allegia.alexander@gmail.com, 916-752-9731

There is no cost for this seminar.



WEST Waldorf Education Seminar for Teachers
Summer Retreat with Jack Petrash



June 20-22, 2016 9:00 to 4:30

Jack is master Waldorf teacher and the author of *Understanding Waldorf Education: Teaching from the Inside Out*. Join Jack for exciting discussions about inspiring our educational practices. Jack will be joined by Laura Embrey—form drawing, Alice Stamm—rhythmic and Jane Marks—painting.

All public school teachers are invited to join this rejuvenating and inspiring workshop at GW Carver high school. Be inspired to integrate art-filled, active learning practices in the classroom from a master Waldorf teacher. 837 916-228-2751, 10001 Systems Parkway, Sacramento 95827

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: Evaluate the effectiveness of these processes.

Findings **Supporting Evidence**

Carver's LCAP and site resources are overseen by SCUSD. The processes have been very effective. However, due to huge budget increases and low enrollment Carver's long range plan is designed to build enrollment.

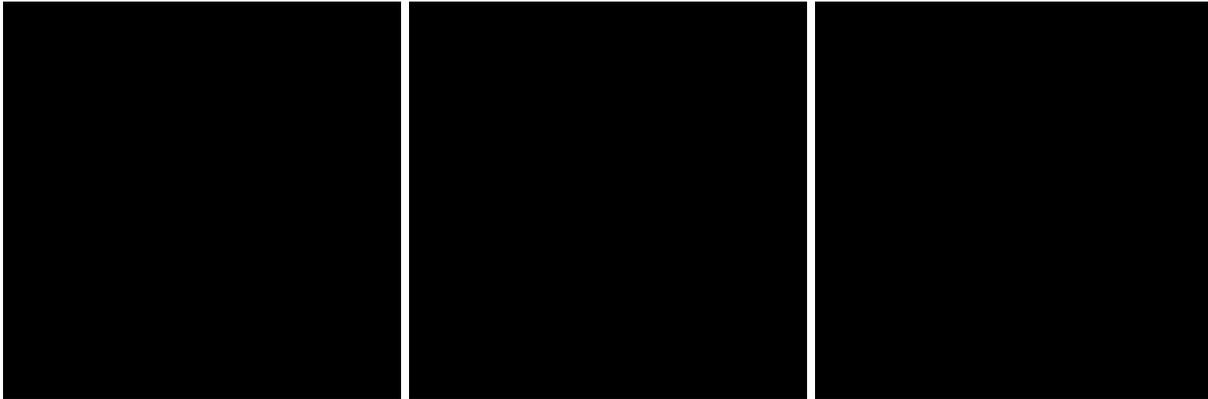
Carver plans LCAP spending with the input of several stakeholder meetings, however with budget restrictions

Budget

[Strategic Planning Committee agendas and minutes](#)

spending is limited to funding essential personnel without any discretionary spending.

Spending priorities are based on our SPSA addressing our targeted areas for growth. We review previous fiscal allocations to determine program effectiveness and make future decisions.



A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
<p>All budgeting and long range planning is directed and reviewed by SCUSD Financial Office.</p> <p>Due to severe budgetary restrictions, the Central Office is taking up strategic planning and preparation for the coming school year.</p>	<p>Budget Projection</p>

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
<p>All accounting and audits are controlled by SCUSD. The SCUSD internal auditor reviews attendance, ASB account and Carver’s instructional minutes every year.</p>	<p>Auditor report</p>

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school’s processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
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SCUSD oversees all fiscal policy and procedures.
 Due to declining enrollment and increased costs, district office is reviewing financial planning and support of our program.

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
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Budgeting is overseen by SCUSD budget office.
 Faculty and staff give input to budget as it pertains to programs and curriculum.

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
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Carver is required to adhere to SCUSD compensation packages for each bargaining unit. All employees at Carver belong to SCTA, UPE or SEIU.
 The compensation is excellent.

[SCUSD salary schedules](#)

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
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SCUSD prohibits “recruitment” events in the middle schools which severely impacts the school’s visibility.
 SCUSD sponsored a new website to update our very old site. The new site is easy to update, and is still in process of developing

[Carver website](#)
[SCUSD specialty programs](#)
[Outreach Calendar](#)

High school marketing is housed in SCUSD enrollment center

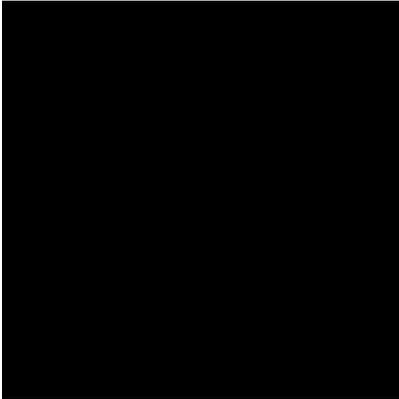
A range of marketing strategies is employed. The school sends out postcards to all 8th graders in SCUSD and all households within nearby zip codes to advertise the school.

School attends a variety of Community events for visibility.

Despite heroic efforts, the school has not been as effective as needed to grow enrollment. Parents conducted surveys and interviews and determined that Carver’s location and lack of after school program are deterrents to enrolling at Carver.

The Parent Guild is working with Administration to develop after school activities as well as a carpool app to connect families and support transportation to school.

Another hindrance is that Carver is closer to Middle Schools in the neighboring school district. Educating families about the Carver option is difficult.



Carver attends Kids Day in the Park

Informing the Public and Appropriate Authorities

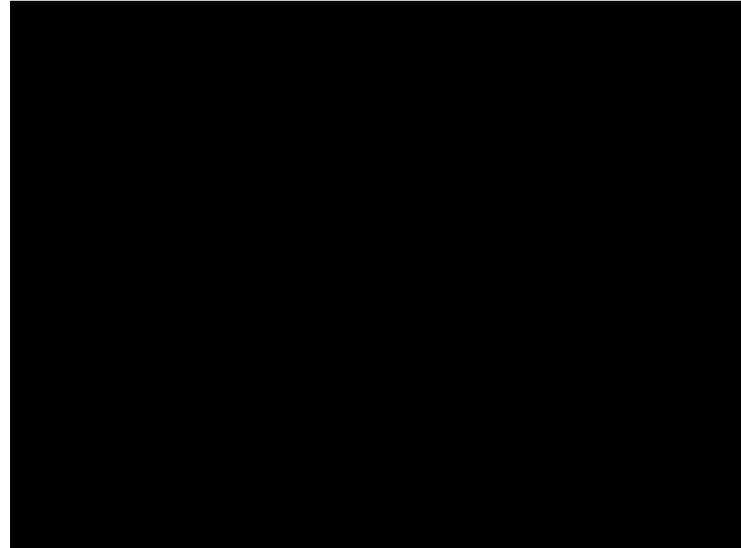
A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
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SCUSD effectively informs the public and governmental authorities about the financial needs of the organization through district processes. As a dependent Charter, our finances and budgeting are generated through the district office based on ADA, LCFF and Title 1.

Interviews with District Administrators



ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical student learning needs)

As a dependent charter, Carver enjoys substantial support from the district in terms of budget, human resources, accounting, purchasing, facilities. Legal and governmental accountability is implemented at Carver through SCUSD policies and procedures. However, the school is also restricted by its ability to recruit students within the district and outside the district.

As a dependent charter, Carver has often enjoyed independent financial and staffing flexibility. However, as the budget grows more constrained, Carver is more dependent on the district for support. This year's budget and financial situation remain undetermined (1/29/19)

Prioritize the areas of strength and growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

The vision and mission are clear and purposeful. Governance, leadership, staff and resources all align to upport the Waldorf mission within the framework of a large school district and employee contracts. Parents and students value Waldorf education as it is expressed at Carver.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

Carver needs to become more visible in the community and increase enrollment in order to continue meeting budget demands.

Carver's program is severely impacted by low enrollment and increasing costs. Meeting program needs with current budget projections is unlikely without SCUSD intervention and support.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
<p>Carver is highly effective at implementing and innovating Waldorf education in the public sector. The school's curriculum is rooted in current and relevant research. In many ways the research is finally catching up to our Waldorf model.</p>	<p><u>SCOPE report from Stanford University 2015: Growing a Waldorf Inspired Approach in a Public School District</u></p>
<p>Within the budget constraints Carver has reduced some of the Waldorf electives (handwork, yoga, gardening, woodworking, photography, black and white drawing). In spite of these reductions we still have mainlesson a main component of Waldorf Education.</p>	<p><u>Learning Policy Institute 2018: Educating the Whole Child: Improving School Climate to Support Student Success</u></p>
<p>The Common Core State Standards are reflective of the critical thinking developed through the Carver curriculum and the use of text to support ideas.</p>	<p><u>Common Core State Standards</u></p>



Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards, meet or exceed graduation requirements, and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings

Carver is effective at providing A-G approved courses including nine total AP and ACE courses. When it comes to career-readiness Carver is somewhat effective at meeting work based learning standards. We have been awarded silver status from the Linked Learning Alliance and have a burgeoning Public Service Pathway in development between our community partners at Folsom Lake College and the County of Sacramento.

Carver’s social and environmental pathway is fully UC a-g approved. We require our students to meet this course work pathway. (Exceptions are made for our students who qualify for Special Education support.)

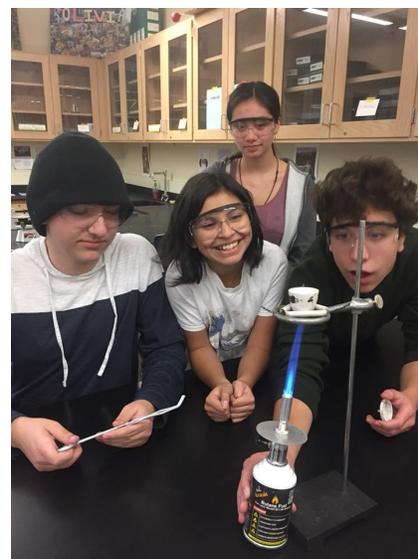
Some classes qualify students to earn Sacramento State University credit and graduate with up to 21 units of college credit.

Students are able to effectively express college opportunities in dual enrollment, what it is and how to enroll.

Supporting Evidence

[UC a-g approved course list](#)

[ACE Course approved by Sac State](#)



[Carver Hub video](#)

Congruence with Student Learner Outcomes and Standards

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings

There is strong congruence between what is taught at Carver and the Schoolwide learner outcomes (Graduate Profile), our social and environmental justice pathway, and our college and career readiness standards. Our Schoolwide learner outcomes and our Graduate profile link all our work at Carver. Our Morning Verse, Bell Ringing, is an articulation of our learner outcomes as well. Our program is embedded in the Core Principles of Waldorf education.

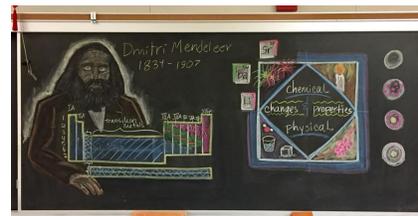
The Carver experience truly embodies the motto: How will you engage the world?

Supporting Evidence

[Defense of Learning Portfolio Review](#)

[Bell Ringing Verse](#)

[Core Principles of Public Waldorf Education](#)

**Integration Among Disciplines**

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and career technical programs.*

Findings

We do not have any CTE programs on campus at this time. Our Digital Arts teacher has applied for a CTE credential, which will allow our Access Sacramento Hub course to be a CTE course in Documentary Film and Broadcast Media

As a Social and Environmental Justice school we see ourselves as developing Citizens who can answer the question: How will you engage the world?

The themes of social and environmental justice are woven throughout the curriculum.

We are working with Folsom Lake college to develop a partnership whereby our students will be able to earn a Public Service certification from FLC.

Many core curricular classes integrate industry guest speakers and college program recruiters. (Art: Various local artist, art college recruiters) The video at left shows a field trip to FIDM and to one of the many field trips to CSUS to see shows as a school.

Art show at a professional gallery (MACC Art Center)

Supporting Evidence

[Curriculum](#)

[Master schedule](#)

[Lesson Portfolios on display](#)

[Student work](#)

[Defense of Learning Portfolio](#)



[Guest Speakers](#)

Art Gallery Show

Three Carver Hub Broadcasts:

[Spring Planting and Field](#)

Our Access Sacramento TV studio effectively integrates our school program with the technical, career based broadcast studio. The links to the right have two documentaries that were aired on Access Sacramento Channel 17, our local public Access TV

[Trip review](#)

[Students on gun violence](#)

[TED talker and Waldorf educator Jack Petrash visits Carver](#)

Community Resources and Articulation and Follow-up Studies

B1.5. Indicator: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings

Carver is highly effective articulating with partners especially the local University and Community Colleges. Carver partners with with Sacramento State University through the ACE program to offer 6 semester courses or 18 units of CSUS college credit for \$34/semester. Carver graduates report that they matriculate with advanced standing in college with up to 18 units of college credit.

Through our physics course and Environmental Justice pathway, students visit the Los Rios Clean Diesel program at Mather, participate in different projects within the program like body shop, welding, painting. Students learn about their dual enrollment program. Four students have enrolled the program.

In Physics every student participated in the Electric Car Project working with Sacramento EV Club, CSUS, SMUD, CA Energy Commission, Air Resources Board to design an ultra safe and ultra clean car. Community Partners assist students throughout the project and act as shareholders in a mock Stock Holders meeting where community partners help select the car that “goes into production” for the Phoenix Motor Company

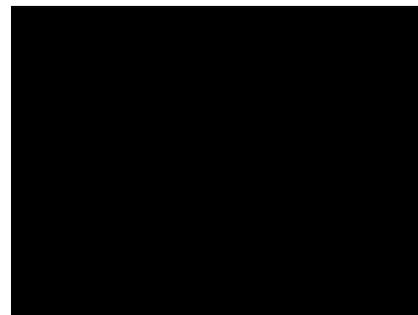
Carver is the Access Sacramento cable TV hub for the Rancho Cordova neighborhood. We provide free speech opportunities for community members in the area by providing a TV studio staffed by trained students to produce content for Access

Supporting Evidence

[Interviews with graduates](#)

[List of Community Partners](#)

[Carver video](#)



Ms Jenks on a Bed of Nails

Carver Hub Videos:

[Mather RC fliers at 12.17](#)

[Garden and Black Art of Dance](#)

[Carverhub December](#)

Sacramento. We are responsible for one hour of broadcast content per month. Broadcasts can be found on the Carverhub youtube channel. The channel has over 80 videos including those that were broadcast on public television. Community members who have used the studio are It Takes a Lincoln Village, Rancho Murietta Golden Eagles, Mather RC Fliers, Meristem (through a student project), City of Rancho Cordova, and Mills Station Arts and Culture Center (MAACC). Students have an opportunity to get certified in camera and studio skills through Access Sacramento and intern at Access Sacramento at the large studio.

We partner regularly with the City of Rancho Cordova and the City of Sacramento. Students can apply for Summer at City Hall, internships, and job shadowing opportunities. All 12th graders visited Rancho City Hall for a mock City Council meeting and also met employees in various departments to learn about summer work opportunities and internships.

We are currently developing a pathway in Public Service with Folsom Lake College through CCAP and dual enrollment—in development. For Youth in Government Day, all 10th graders spent a day learning about Sacramento County government and the wide variety of services. Students visited all the shops at the Branch Center including Fleet, maintenance, Facilities and Traffic. All 11th graders visited the Juvenile Courthouse and spent the day learning about the variety of careers in the courthouse. We meet with 15 employees in different careers.

Based on interviews with Carver graduates who are recently graduated from college or in college Carver is effective in preparing students for college and career. Feedback from filmed alumni interviews reveals that our programs are meaningful to students. Students report that they learned creative problem solving through a wide range of activities like Socratic seminars, senior play. They report they appreciate the exposure to topics developing a wide range of interest giving them a desire to learn more when they went to college.

In August, Carver began a highly effective partnership with Youth Forward, an organization working to develop solutions to improve the health, education and wellbeing of children and youth. Two Youth Forward Community Organizers to educate and engage our 12th graders to become empowered to play a critical role in social change.

Carver is partnering with Pro-Youth and Families to offer a day long teen health summit called Marijuana 360. This day

[broadcast](#)

[Interviews for Carver 10th Anniversary documentary](#)



Sac County Supervisor- Don Nottoli

[Presentation of research at the Linked Learning Conference](#)

**see Breakout Session #32:
[Partnerships that Work](#)**

(March 8, 2019) will focus on new marijuana laws and marijuana's impact on mental health, college and career, homelessness, etc. We will hear about the program's effectiveness during the WASC visit.

Youth Forward

Pro Youth and Families

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings

As a small high school with a single pathway, students are scheduled into classes to meet Carver's social and environmental pathway, which is fully UC a-g approved. We require our students to meet this course work pathway. (Exceptions are made for our students who qualify for Special Education support.)

Due to our small size and recent staff reductions due to budget increases, we offer few electives.

All our electives meet the UC-a-g requirements. For example, environmental science, pre-Calculus and AP Calculus are considered electives. Yet they are also part of our a-g pathway.

The school provides grade level field trips annually to colleges and career opportunities. All students attend; field trips are not optional.

Through Access TV studio students can earn certification for employment.

Students learned about entry level career opportunities in city and county government.

We have a part time college adviser who organizes college field trips and college applications. She delivers four information evenings each year on college admissions and financial aid.

In English students learn interview skills in several units--including orientation, the Migration Project, Ancestry project.

Students learn video production in the Digital Arts class. Students practice these skills throughout the curriculum such as the Ad assignment in History the Virus skit in Biology.

The Watershed Project in Environmental Science requires

Supporting Evidence

[Master schedule](#)

[Sample transcript](#)

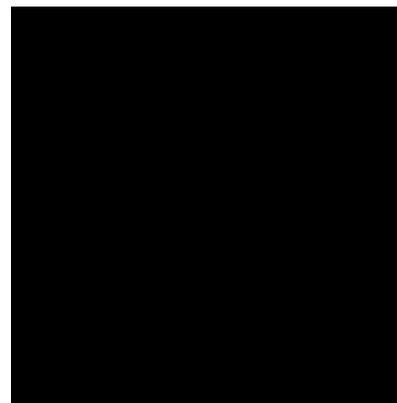
[Performance and Targeted Academic Intervention database \(PTAI\)](#)

[A-G tracking database](#)



College Tour of UC Merced for 11th Grade

[Access Sacramento Certification](#)

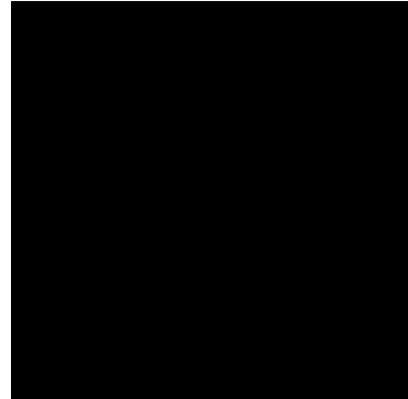


students identify a problem and a solution within the local watershed. Students write a grant and submit it to SLEWS- Student and Landowner Education and Watershed Stewardship- for funding.

In Government, students work with Pro-Youth to identify and develop a solution to an issue related to marijuana legalization. They are studying the social and environmental impacts of these new laws.

[Caring for our Watersheds](#)

[College Acceptances](#)



Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings

Carver is especially effective providing all students with a rigorous and relevant curriculum that is coherent and includes real world applications. We have one pathway of coursework at Carver that requires all students to participate in the following activities, offering them a rigorous, relevant and coherent curriculum with access to real world applications.

- Access Sacto TV Hub
- 10th grade field trip to Sacramento County Branch Center—Youth in Government Day
- 11th grade field trip to Sacramento Juvenile Courthouse
- 12th grade Federal Courthouse
- Guest speakers in all grades
- 12th grade work with Youth Forward, learning about advocacy, petitioning for ballot Measure U
- Electric Car presentation to Electric Car professionals links physics to environmental justice through a rigorous Board Meeting presentation to experts and professionals

Supporting Evidence

[You Tube Carver Hub](#)

[Community Service broadcast](#)



*Sacramento County Branch Center--
Traffic Light Electronic Shop*

- Garden
- Poverty Project
- Community Service is required for all students over four years totaling 112 hours.
- C3 activities—Action Civics incorporated into both Social Science and Science classes all four years. Students must attend and report out on a cultural, civic or community event in the area.
- Operation Protect and Defend



SacCounty- Sign Shop



Sac County Juvenile Court Administrative Judge Borrack presenting in 11th grade

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.3. Prompt: Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.

Findings

Carver is a school of choice. As a small school our offering is limited to the a-g course pathway. By choosing Carver you choose this option. Parents, students and staff conduct Student Study teams to develop and monitors students learning plan.

Parents and students are invited to meet with the college adviser and attend college workshops. Typically ten to 25 percent of eligible students participate.

Parent, students and staff are collaborative in all aspects of the

Supporting Evidence

[Master Schedule](#)

[Curriculum Chart](#)

[Course Selection Sheet](#)

[Transcript](#)

[RSP teacher records](#)

student's personal learning plan and post-secondary goals at Carver, a school of choice. In the spring, all students receive a course selection sheet to select electives as they are available—like Pre-Calculus, AP art, music, drama or digital arts. Students review their choices with the registrar and during advisory.

For students receiving special education services, we consult each year with RSP teacher, parents and student to determine the best course options.

All students are exposed to college admission strategies during the advisory period throughout the four years.



Carver student receives Rancho Cordova award

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings

Carver is highly effective in facilitating post-secondary options. About 90% of Carver graduates attend a 2 or 4 year college after high school. 75% apply to CSU in class activity. About 40% attend a four-year college in the US or abroad. 50% attend the local community colleges (which offer free tuition for one year). About 10% of graduates enlist in the military—Army and Air Force.

The Superintendent required all Title 1 seniors to apply to 4-CSU's and 4-UC's. 100% of Carver students participated in the online application workshops, though not all submitted an application. All 9th and 10th graders take the PSAT in October. All 11th graders take the SAT in April during the new School Day SAT.

Our college advisor parent educational evenings on College Admissions and Financial Aid information.

SCUSD offers two college Fairs in the fall for all students. Carver actively supports student attendance with extra credit. SCUSD offers a bus to attend the Historically Black College Expo.

Carver offers free SAT prep classes in the spring and summer. Carver offers free AP prep classes in AP US History and AP English Composition.

All 11th graders took a college visit trip UC Merced and UOP. The school earned a \$20K grant from the city of Rancho

Supporting Evidence

[School Calendar](#)

[Carver Pathway flier](#)

[Carver website](#)

[Field trip information](#)

[Newsletter](#)

[ACE website](#)

[Carver Profile](#)

[SaEJ profile](#)

[Carver budget](#)

Cordova to run two consecutive Summer College Readiness programs for all Carver and Rancho residents.

All students attend at least one college field trip/year for a theater experience and college tour.

Students can earn up to 21 credits of Sac State credit in US History, English 12, Environmental Science, Government and Spanish 3.



Carver wins Rancho Cordova grant

ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

Carver has established a wide range of curriculum to serve a wide array of students. There are a plethora of field trips designed to engage students with the real world in terms of jobs, internships, and college readiness. Students are exposed to jobs available at Sacramento County, Rancho Cordova City, Sacramento Access. There are also opportunities for students who are bound for postsecondary educational options by providing field trips to different universities, college representatives who visit Carver's campus. The school also offers a college counselor who helps students figure out the steps to applying for schools as well as finding options for financial assistance to pay for postsecondary schools. Carver has also developed a college going environment for their students by offering ACE and AP courses, SAT preparation classes, PSAT, SAT, and AP testing. Teachers have also created curriculum that makes the content of the classroom applicable to the real world such as the Watershed Project, Action Civics Project, and the 3-D Art class that works in a partnership with Access Sacramento.

Carver is highly effective is highly effective providing many opportunities for students to explore and answer the questions: How will you engage the world?

Prioritize the areas of strength and growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

Carver has strong and effective community partners that support rich programs linking school to college readiness and the world of work. Namely, these programs are: ACE program, A-G curriculum, field trips to colleges, Community Service requirement, Youth in Government Day, Summer of Service program, College Advisor, College Board testing – PSAT, SAT AP, Work Exposure field trips. These programs and opportunities make the rigorous curriculum relevant to students' lives. The Waldorf program enhances the standards-based curriculum fostering students' personal growth and development. Students and staff are able to enthusiastically understand and describe their program of social and environmental justice.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

Budget constraints have affected Carver's elective offerings. The reduced elective are felt acutely by the school community and they would benefit greatly from a list of expanded elective offerings. Despite Silver Linked Learning certification, Carver has struggled to build a coherent CTE pathway that enhances the Waldorf program. Carver will benefit from a more integrated Public Service certification in partnership with Los Rios. While steady, the school would like to increase number of students applying to four year colleges.

About ten percent of families attend college admissions information evenings. Carver would like to increase parent awareness about college readiness opportunities.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings

Carver is effective in offering all students challenging and relevant learning to achieve our schoolwide learner outcomes and college and career readiness. CAASPP testing results do not reflect relevance and rigor of the curriculum.

Year after year, STAR testing showed Carver's academic progress. Our API jumped 50 then 100 points. In three years the school's API grew over 200 points eventually within a few points of 800 API. For example, Star results showed that 80% of 10th graders were proficient or above; 75% of 9th graders were proficient or above in English. These teachers still teach at Carver and have only enhanced and developed their curriculum. Of course, we do not have annual state testing-- only 11th graders take CAASPP at the end of the school year.

Despite disappointing CAASPP results, Carver has rigorous and relevant curriculum.

Students create a 29 piece art portfolio including 12 thematic pieces which aligns with how professional artist create works to be submitted to a gallery.

All Spanish students engage in class presentations.

Presentations are written out in outline format before orally presented to the class. This occurs at a minimum of 4 times per year.

100% of Physical Education students participate in archery to improve strength, form, and focus.

All students 9-12 grade complete a minimum of 2 C3's per semester (community, cultural, civic). This personal field trip allows students to explore social and environmental justice

Supporting Evidence

[Student work samples](#)



[AP Art- Portfolio Creation](#)

[Work From Various Students](#)

[Spanish Curriculum-work samples](#)

[FitnessGram Results](#)

issues in our community.

Students explore current events and controversial topics through the curriculum in the Social Science classes.

Enrollment in pre-calculus and AP calculus, AP Art and ACE courses in various subjects: Environmental Science, English, Government, US History.

100% of the seniors apply for a watershed grant and 10-20% receive funding.

The ELA curriculum challenges students with regular long writing assignments: expository, comparative, analytical and creative essays based on texts. For example, the tenth graders wrote a group essay reflecting on *Lord of the Flies*. Students simulated making their own government. Students reflected on their own learning

Student regularly express their learning through artistic activities, which represents one of the highest orders of thinking: Create, Synthesize, Evaluate

All students have multiple opportunities to present their work in the class and to the whole school.



[C3 personal reflections and artistic expression](#)

[Civic Action Projects](#)

[Taking a Stand Reflections](#)

[Structured Academic Controversy](#)

[Lord of the Flies essay sample](#)

[Artistic Exemplars](#)

[Speak Artistic work](#)

Current Events Portfolios- on display

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings

All students recite the Morning Verse as a whole school every Monday Morning Meeting. Every student recited the verse in Spanish class to open the class. The verse is an expression of our expected learner outcomes.

All students complete a review of the Carver graduate outcomes in the [Defense of Learning Portfolio Review](#) process each semester in their English class.

Visit Day ambassadors receive orientation and training in how to interact with guests.

In English classes essays and projects, in addition to Social Science assignments, are assigned with a rubric which

Supporting Evidence

[Examples of rubrics with graded projects and essay](#)

MMM- Observation

Homework board Room 203

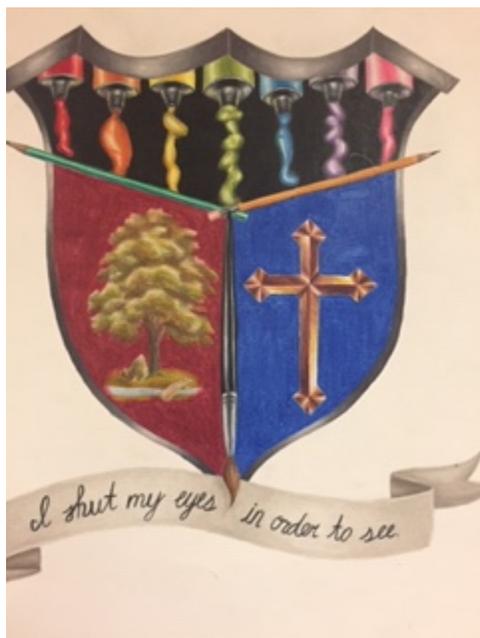
explains expectations, goals and range of options for the project or essay.

Art: All project requirements are discussed, examples displayed, and written on the board. During the course of the project the requirements are restated and evaluated multiple times within each students works.

In RSP, students can reference daily assignments/homework assigned in each class. Students are asked to recall the content and work from each class in order to determine which assignments need to be included and updated on the homework board.



[Carver graduate profile](#)
[Defense of Learning Portfolio](#)
[review](#)



Student personal shield



The Carver Phoenix by a Carver Graduate hanging in our lobby

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings

Teachers are effective in impacting student learning. Students report that teachers are highly involved in their learning.

It matters to teacher that students understand. "They actually care that you are learning."

One student commented that he has to pay close attention because he doesn't want to miss anything, including the humor.

Students report school and learning are fun and that teachers have a variety of teaching styles. "Teachers are patient answering questions." "I am learning to be a better person with the things I learn in school."

Teachers use a variety of instructional methods; map making, portfolios, recitation, dramatizing literature

Teachers use 504 and IEP accommodations as guidelines to differentiate instruction for students with medical and learning disabilities. In the social science classes, teachers provide notes and PowerPoints to students who require additional time with note taking or who may have sensory-motor challenges that impact their writing.

PARENT VOICE: Our experience at Carver for my freshman son has been all that we had hoped and more. He is thriving in his education unlike ever before, and is taking responsibility for his performance. Mrs. Smith has been an amazing support and my son has learned to be a better self advocate and engage with his teachers. My husband and I could not be more proud of the work he is doing, and for choosing Carver to prepare him, in a less harsh/more supportive environment than my daughter experiences at her high school. Additionally, we appreciate that my son is able to participate in after school sports at our neighborhood high school with his peers so he can continue to be engaged locally.

Supporting Evidence

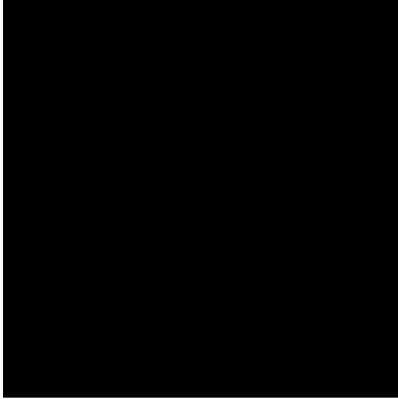
[Student interviews](#)



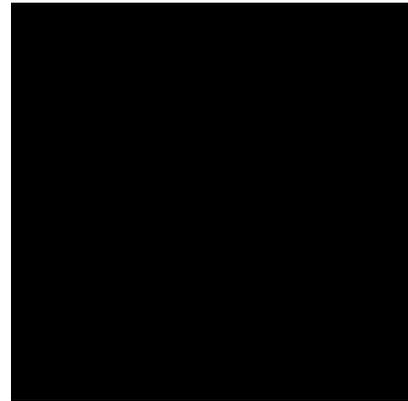
Geography Portfolio Cover page



Nature is our textbook



As seen in a classroom



Intramural Soccer victory

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Carver teachers effectively keep current in instructional content and research-based instructional methodology. AS a Waldorf school, we value the use of art to stimulate creative thinking and problem solving. Creation of art requires both critical thinking, problem solving and the act of creation within itself.</p> <p>Teachers effectively integrate art throughout the curriculum as evidenced by student portfolios and classroom observation.</p> <p>Teachers use the three COWs (Computers on wheels) to conduct research in the classroom.</p> <p>Teachers use ELMOs and other technology in the classrooms when appropriate.</p>	<p>Studio Projects- class observations</p> <p>Examination of student work and portfolios See work on display in folders</p>  <p><i>AP Art Portrait</i></p>

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>The teachers are highly effective in their work as coaches. Students report high levels of commitment from teachers to their learning.</p> <p>A variety of instructional methods are used including: direct instruction, group work, and peer to peer instruction.</p> <p>Students report that they are learning and know they are learning because they talk about current events, they remember class lessons when they use the fridge or vacuum.</p> <p>Students know that their teacher care about their learning.</p> <p>Teachers are regularly introduced to newer methods of instruction and curriculum development through many Professional Development opportunities.</p> <p>Teachers work with older students to act as tutors and assistance in the classroom.</p> <p>Students report that teacher care about students' learning. They are patient with questions and willing to meet outside of class for help.</p>	<p>Students interviews</p> <p>PD calendar</p> <p>Student interviews</p> <p>Classroom observations</p> <p>Teacher interviews</p> <div data-bbox="1008 762 1422 1041" data-label="Image"> </div> <p><i>Happy students collaborating and learning</i></p>

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

clarify the action of the play in graphic organizers.

Students report that the kind of work they do in all classes help them retain their “knowledge.” Students report that the things they learn are making them better people. They report that the things they learn in 9th grade help them throughout the high school career.

Students report that they know there are excellent entry level city and county jobs when they graduate.

In Math III, students are required to develop a survey that is administered to a random group of students. Students must then analyze the results of their survey in order to determine whether or not the results can be used to make inferences about the population at large.

In English classes, students create their own theses, positions and conclusions about characters, plot, motifs, etc. They must use textual evidence to prove their point.

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings

Student work demonstrates that students are able to think, reason and problem solve at high levels. Students regularly use critical thinking to design, create and analyze the subject matter into artistic representations.

Students work regularly in small groups to investigate and inquire about subject matter. Students regularly use primary source material and engage in controversial conversations and Socratic Seminars.

Essays

Class discussion- observation

Current Events Portfolios on display



Students working in the lab

Supporting Evidence

Student portfolios on display



Classroom observations

[Student interviews](#)

[Academics](#)



Drama rehearsal

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings

Carver teachers effectively incorporate technology into the classroom. Students use laptops to complete research, to find images. They use the Access Sacramento TV studio to document many aspects of the community, including educational stories about educational opportunities, applying to college, understanding the GPA. All students can access Social Science curriculum through Google Drive folders. Student use powerpoint presentations, create videos and submit via google docs.

All students have access to portable electronics such as iPads and Macbook Airs.

Supporting Evidence

Each building wing has a cart of electronics to be used by students-- school tour

[Student created video](#)

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings

Carver students and teachers are highly effective in extending learning beyond the textbook. Our textbooks are suitable resource material. However teachers use primary source material as often as possible. Students use primary source material in ELA, science and social science classes.

Students read full texts-- novels, plays, long form articles in ELA classes.

Nature is our textbook: students conduct observations in nature.

Students learn to read visual content, such as art works, as text. This takes place regularly in classes such as ELA, Visual Arts, Social Studies, Sciences, Math, Foreign Language, etc...

Science classes have regular labs for students to have hands on experiences.

Students school wide participate in Poetry Out Loud, a national recitation competition. The winners of the schoolwide competition go on to the county competition.

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings

Carver was awarded the Silver level of Linked Learning Certification in February 2018, which is the highest level of career readiness certification available.

Students who choose to take our 2D and 3D art work at a

Supporting Evidence

Classroom observations



[Garden: Nature is our Textbook](#)



Supporting Evidence

[Linked Learning](#)

[SaEJ profile](#)

functioning TV studio and can get certifications from Access Sacramento for camera use, editing, studio and trcaster.

CTE standards are in so many of the classes that in spite of not having a standard CTE courses set of an introductory course, concentrator and capstone, we were able to become Silver Certified. With funding, Carver can have that pathway that would meet CTE pathways in drama, Documentary Film 1 and 2.

To become Gold Certified students need to be able to become industry certified according to requirements outlined at the Linked Learning conference We have that ability already. We need funding to bring back our drama teacher and fund the documentary film course which is now being taught as 2D and 3D art.

Teachers schedule professionals as guest speakers in their classrooms.

We do not have a work-based learning coordinator this year, though we have had periodic support to arrange internships and job shadowing.

RSP students have access to the WorkAbility and Transition Partnership Program(TPP) Program wherein they are placed in paid employment positions based on interest.

Students with IEPs are provided with opportunities to attend WorkAbility and TPP workshops to help them with filling out job applications, job interview practice, resume writing, social media profiles, career exploration.

Senior students with IEPs are invited to an annual “Bridges to Success” Transition Faire at the SCUSD Serna Center.

All Carver students are required to complete a total of 112 hours of Community Service.

Art and AP Art: Guest Speakers, Art College Recruiters, Museum Field Trips, Art Shows at Professional Galleries

Watershed Project: Seniors choose an environmental issue that they address during the first semester by participating in a proposal contest in cooperation with the Center for Land-based Learning. During the second semester they implement their idea (examples: planting drought tolerant plants, water conservation efforts, art and storytelling).

[Access Sacramento](#)

[Rubric for TV segments for Access broadcast](#)

[Linked Learning Silver and Gold requirements](#)

[Guest Speaker list](#)

[TPP Schedule of Workshops](#)



Tree Planting collaboration with Rancho and Sac Tree Foundation



Curtain Call-- Senior play integrates all aspects of the 4-year curriculum

ACS WASC Category C. Standards-based Student Learning: Instruction:

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical student learning needs)

Carver effectively implements the Waldorf program which serves as the foundation for all students to achieve the schoolwide learner outcomes, academic standards, career and college readiness. All students have access to a rigorous and relevant curriculum which is a-g and includes many opportunities for students to earn college credit.

Carver teachers are highly effective in offering relevant and real work opportunities in the classroom through community service, C3s, field trips and guest speaker. All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels. Classroom observations, examination of student work, and the college going culture are evidence of the strength of Carver's learning community.

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

The Waldorf curriculum and student portfolios extend student learning to regular opportunities to analyze, evaluate and create.

Students have access to online resources and full texts, in addition to three Computer on Wheels for in class research. We have five Elmos and ten overhead projects. We have three blackboards. We have a Kitchen Cart which provides a portable cooking space.

Students have many opportunities to challenge themselves with projects and higher level classes. development of an ethical core. Students are encouraged to explore social and environmental justice issues locally and globally.

The school enjoys a strong club culture, active student government and an energetic intramural sports team that have won championships.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

Carver would benefit from having a Work-based learning coordinator to streamline, organize and facilitate career awareness and exploration opportunities.

Bring back the electives to extend real world learning like garden to kitchen, drama music and more practical art offerings and performing art.

Training and purchasing of more technological tools like clickers, new projectors, updated software like Microsoft office.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings

Carver is adequate in using effective assessment processes to collect data to all stakeholders.

Teachers review PSAT, SAT, AP tests results to understand student progress and to adjust teaching strategies. Teachers need to improve the reviews of college readiness assessments, though they use many resources to prepare and review College Board assessments in preparation for the test day.

Carver is highly effective in providing preparation for the college admissions assessments by offering SAT prep classes free after school and also by providing in class review in English and Math.

CAASPP are made public to all stakeholders through district emails, school newsletter and CDE website.

Portfolio assessment occur bi-annually within the English classes to complete holistic reviews of student work and reflection.

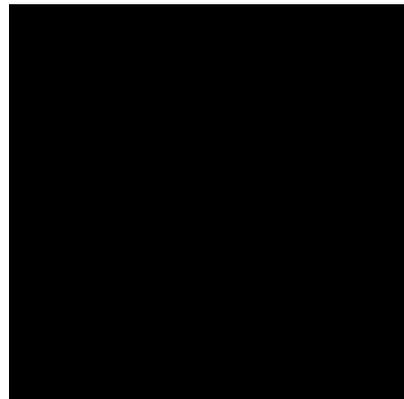
Physical Education Teacher reviews fitnessgram results with students and parents receive information if not passing and informed about opportunities to re-do and pass.

Supporting Evidence

[Faculty agendas](#)

[SAT Prep File](#)

[AP Calculus](#)



[Portfolio Review](#)

[FitnessGram Results](#)

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings

Carver is ineffective in improving CAASPP performance levels.

Carver is highly effective in using multiple measures to determine student grades and performance levels within individual classes.

Teachers meet in August to discuss and calibrate grading practices.

Teachers meet weekly to discuss individuals' progress (approximately 10% of students) in various subjects .

In Physics and Chemistry students are assessed based on their performance on labs, quizzes and tests. Students can redo labs until they get a perfect score. Quizzes, students can recapture points if they explain why they missed the question and why the correct answer is correct. Students also have access to Khan academy tutoring if needed. Students also can come in at lunch at talk with the teacher to determine concepts in which they are weak to help them

Physics students are also assessed by the completion of projects. The Physics students do their ultra-safe and ultra clean car project. The project is assessed by parents, community members, and the teacher. Parents and professionals act as “stockholders” for the Phoenix Motor Company. Students design a car and present their design to people from SMUD, CSUS, Sac EV club, California ARB, California Energy Commission.

Special education teachers complete grade-check templates with students to determine progress in general education courses.

In US and World History students take formal assessments with multiple choice tests. Teacher analyzes what questions were frequently missed and as a class a review session is held and concepts are retaught.

Students are assessed in English for reading comprehension through quizzes, discussion, and completion of analytical essays based on the literature.

Students are assessed in English for writing skills through daily exercises and in-class writing exercises.

In Spanish a wide range of assessments are used through writing, speaking, listening and reading comprehension. Students show mastery of Latin American culture.

Supporting Evidence

[CAASPP scores](#)

[Faculty meeting notes: students of concern](#)

[Quizzes with corrections in Math classes often involve individual tutoring from teacher/peer. Khan Academy weekly check ins.](#)

[Pre-Calculus Assessments](#)

[Phoenix Motor Company presentation](#)

[Progress check forms completed by special education teacher and student then signed by parent to confirm receipt](#)

[Spanish student work](#)

[Biology Assessments](#)
[Environmental Science Assessments](#)

A variety of assessments are used in science to determine student progress and mastery of standards

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
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Carver is improving in developing an effective system to determine and monitor student progress toward graduation and career and college readiness.

Staff reviews student progress in weekly teacher meetings. These discussions lead to parent contact, Student Study Team meetings, and interventions.

District requirement is that all students meet UC a-g course and requirements.

Carver's course pathway meets and exceeds the a-g standards and all students are enrolled in this pathway with some exceptions for students with IEPs.

2018-2019 saw reduction in staff and the loss of support class for struggling students.

Our most effective and holistic system for determining and monitoring student growth and progress is our Senior play. This experience is one that fosters intense personal growth and development as well as an opportunity for reflection of four years of learning-- to speak, read, memorize, collaborate, interact, strive, rely, lead, improvise, create, imagine, demand, sew, paint, scavenge, manage, anything it takes because the show must go on. Carver has produced two "senior plays" each year as a capstone project and gift to the community.

[Portfolios](#)
[Performance and Targeted Action Index](#)

[Master Schedule](#)

Registrar data in IC
Meetings with college advisor
Meetings with guidance counselor
Meetings with registrar
Weekly advisory class meetings



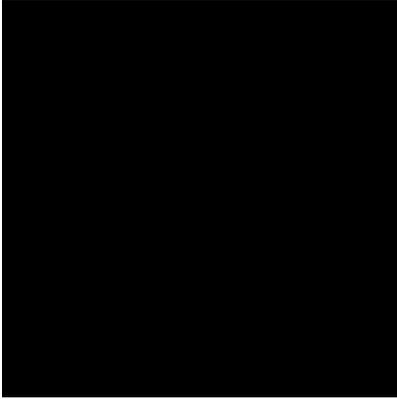
You Can't Take it With You 2019

Assessment of Program Areas

D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the processes that the school leadership and instructional use to review and assess the effectiveness of each program area, including graduation requirements, credits, course*

completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

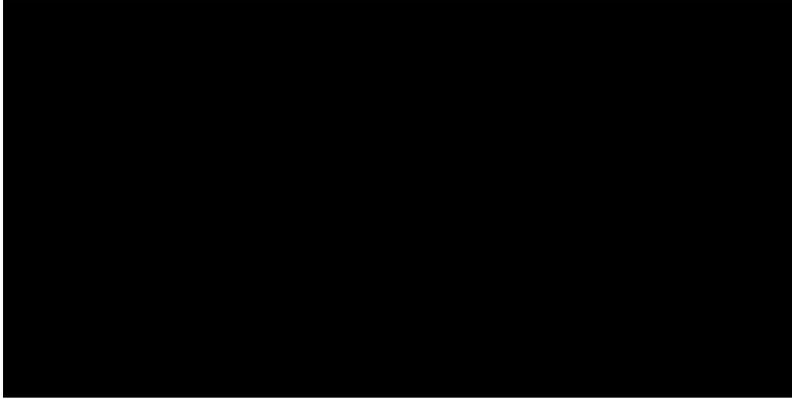
Findings	Supporting Evidence
<p>Carver’s processes for reviewing and assessing effectiveness of programs is regular, persistent and a top priority. Carver staff regularly reviews student progress in weekly faculty meetings. Faculty discuss grading and homework policies to calibrate requirements across disciplines.</p> <p>For students who present concerns Student Study Teams (SSTs) are scheduled with the principal, student, parents and teachers. Interventions are discussed and implemented. A high school counselor was recently placed at Carver who reviews student transcripts and supports individual student success.</p> <p>During the second quarter the staff analyzes student grades and transcripts to place them in a study skills class. These students are added to a Main Lesson study skills class and gives students an opportunity to make up missing work to bring their grades up.</p> <p>Registrar/ Counselor meet individually with seniors to discuss transcript and progress towards graduation</p>	<p>Faculty Meeting Agendas</p> <p>SST-- Student Study Team File</p> 

Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>Carver is developing in its use of assessment results to improve professional development activities and school programs.</p> <p>CAASPP results have effectively led to regular and ongoing professional development in Math, math and ELA coaching. These supports have not led to improved CAASPP scores. But they have led to monthly Math coaching, monthly math professional development with the other small high schools in SCUSD. We were able to financially support general education resource teachers for two years. Though these were intensive interventions, they did not result in increased</p>	<p>CAASPP results</p> <p>SBAC practice tests online</p>



D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
<p>Physical Education pre-post informal tests, goal setting records and fitnessgram pre-post</p> <p>Students design and present fitness program.</p> <p>Art Critique is done in multiple ways during each project. Critique happens in an informal way on daily basis between both teacher and peers at table groups. Twice during each project critique happens in a more formal way. There is a mid-project critique that will take place in order to give students ideas to improve and bring their projects to completion. At the end of each project there is a formal critique where students are guided through a reflectional process regarding their own art and artistic process.</p> <p>Every quarter students collate their work in a portfolio and self-grade and peer grade their work in addition to the teacher's assessment.</p> <p>Students create foldables that review specific topics related to the scope of upcoming formal assessments. Students also create main lesson book pages, posters, and mini-presentations. These materials are also available to students as resources during formal assessments.</p> <p>At the end of the main lesson block students share what they learned by acting out a process during a whole school assembly.</p>	<p>Student record forms that shows improvement over time</p> <p>Student presentations</p> <p>Art Critique -In class discussion.</p> <p>Student Lesson Books on display</p> <p>Math Student-Created Study Guides</p>

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings**Supporting Evidence**

Physical Education - look for patterns and trends in weak areas that need improvement

[Adjust lesson plans to strengthen areas of weakness](#)

Aligned senior play schedule so that seniors in AP Calculus are in the play after the AP exam allowing them more time to prepare for the exam.

AP Math/Drama Schedule Alignment

Main lesson rosters are created by first polling students about their interest in each of the main lesson offerings. After collecting student preferences we then collaborate to balance rosters and move some students based on strengths and social interactions.

Main Lesson Roster Development

Staff discusses how to support struggling students

[Common Planning Time Agendas and Minutes](#)

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings**Supporting Evidence**

As an entire faculty we designed a Carver authentic Student Portfolio Review Process. This process asks students to choose work each semester that shows evidence of their learning in all elements of the graduate profile. It is a holistic and longitudinal process each semester over four years. Students choose assignments from any strand of their coursework to show as evidence of their learning within each of the Graduate Profile Outcomes. They reflect on the their learning and present their findings

[9-12 Grade Sample Portfolios and on display](#)
[Student completed rubrics](#)

Traditionally Carver hosted an Integrated Project Fair for Open House in May. This entailed grade level projects linking several disciplines. The ninth grade produced a World Culture Fair. We struggled to create equally vibrant and age appropriate projects for the higher grades.

In 2018 we experimented. Students chose a subject and a way to demonstrate their learning through presentation, drama, and/or activity for the participants.

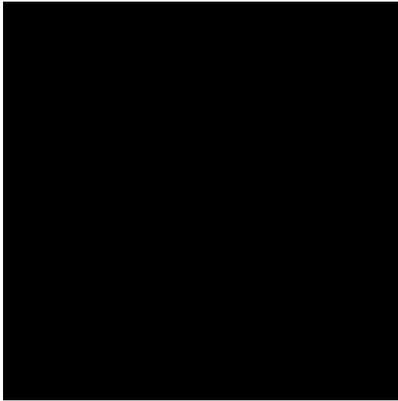
Each classroom had student work displayed in addition to students presenting demonstrating and teaching.

For example, tenth graders studied the biography of a famous chemist. Students volunteered to dress as that chemist and give a dramatic presentation teaching about the chemical discovery and demonstrating an experiment. PE students demonstrated and taught archery.

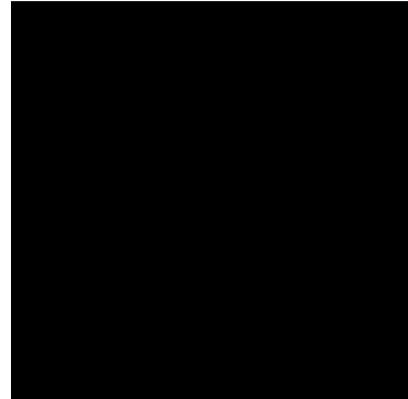
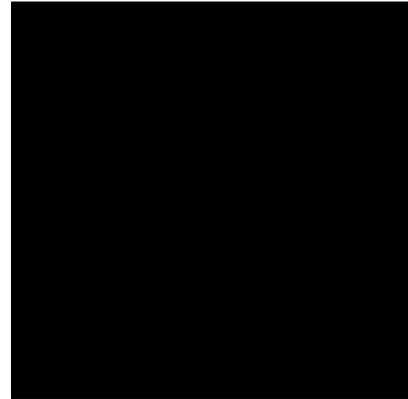
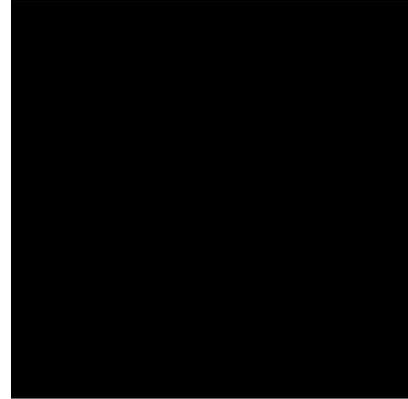
We created an Alumni Room with yearbooks and archived student work from every year. Spanish students shared original Spanish poetry.

Physics students hosted an electric vehicle show. One group transformed a classroom into a Camera Obscura. We called this The Festival of Wonder.

And a new tradition was born.



Rancho Mayor Budge at Open House



**ACS WASC Category D. Standards-based Student Learning:
Assessment and Accountability:
Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical student learning needs)

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning and to modify the learning/teaching practices to improve learning.

Assessments created by the College Board has also assisted Carver's faculty to identify strengths and weaknesses for students and address them in their curriculum. Teachers modify their lessons based on what students needs. The constant readjustment of curriculum teachers make to their lessons caters to students academic weaknesses and ensures that students are ready for their post-secondary choices. Most Carver students are ready to apply to the CSU and UC systems. Teachers also use the feedback from the CAASPP assessments to meet students where they need help. Carver's staff holds frequent SSTs to address the problems students are facing Carver also allows students make up credit by taking a zero period class.

Prioritize the areas of strength and growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Teachers use College Board assessments (PSAT 8/9, PSAT-NMSQT, SAT and AP) annually in all four grades. Additionally teachers have developed authentic Waldorf based portfolio assessments to foster personal goal setting and reflection. Teachers review student progress weekly in faculty meetings.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

Carver will benefit from using district benchmark assessments in ELA and math beginning in the ninth grade and implementing school wide.

The school would benefit from developing a system to record and review student progress, interventions, and improvement above and beyond the student database.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>The GWC Parent Guild meets monthly to plan activities like fundraising, outreach, parent education.</p>	<p>APR data</p>
<p>Parent guild plans and implements several activities for families every year-- tree planting, Chili Cook-Off, Garden Gala.</p>	<p>Calendar of outreach and events</p>
<p>Parents report that they feel welcome and participate in school activities (74%). Ninety percent say they support their children in their education.</p>	<p>Parent Survey</p>
<p>The Guild organizes a New Parent Orientation in the fall introducing parents to the school and helping them navigate the school. 30% of new families attend.</p>	<p>Matriculation and Orientation Center website</p>
<p>Carver works closely with the City of Rancho Cordova for grant opportunities, Summer at City Hall program for students, participation in community activities like Kids Day it the Park, Tree Lighting, City Council Meetings</p>	<p>SST files for review in front office</p>
<p>Staff and faculty meet regularly with parents and students who are struggling. We schedule one to 4 SST meetings per week. This is in addition to IEP meetings.</p>	
<p>We have access to translators and translated material as needed through the SCUSD MOC (Matriculation and Orientation Center)</p>	

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings

Carver has been highly effective in developing robust community support of the education.

The Institute of Local Government in conjunction with Los Rios supports the development of speakers and field trips.

Sacramento County-- Branch Center-- All 10th graders spent the day at the Branch center learning about the wide variety of departments--Maintenance, Transportation, Sanitation, Waste Management

Eleventh graders spent the day at the Sacramento County Juvenile Courthouse, meeting individuals from every type of job within the courthouse ranging from the Judge, to the public defender, District attorney, court reporter, interpreters, bailiff etc.

Sacramento State University ACE program allows students to earn up to 18 units at Sac State.

Los Rios Community College District--- Clean Diesel Program at Mather Campus provides bi-annual tours of the facility, including opportunities to weld. Last year all 275 students and teachers attended their Turkey Day lunch, facility tour. Students were able to try welding and airbrush painting.

Physics students attend physics day at Six Flags amusement park where they learn the physics of the roller coasters and other rides.

Electric Vehicle professionals attend and evaluate student presentations of innovative electric car designs in a mock-stockholder presentation.

All students attend at least one all school field trip to Sacramento State Theater for a performance, discussion with the director, cast and crew, and also take a campus tour.

Carver has hosted a Polling Place and now the Voting Center for the past 8 years.

Supporting Evidence

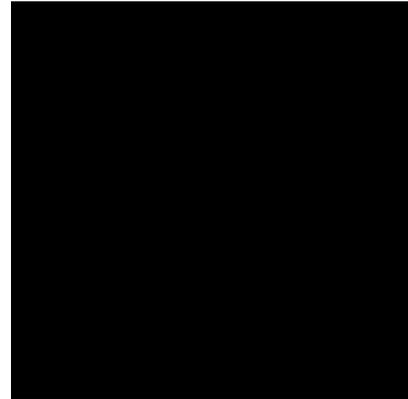


Field Trip to Sac County Branch Center

[Guest Speakers](#)

[Field Trips](#)

[Carver Promotional Video](#)



E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

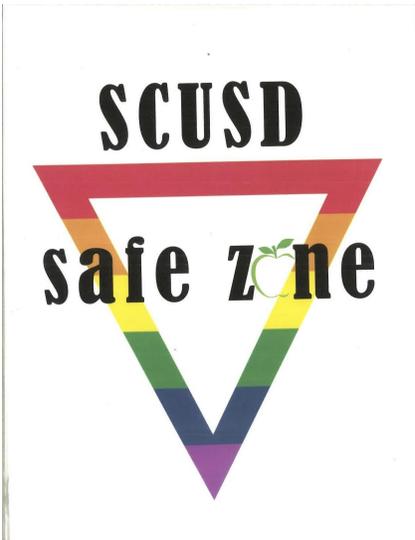
E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>Carver enjoys a safe, clean and orderly school environment that nurtures learning. As a dependent charter school we operate within the policies and regulations of Sacramento City Unified School District. SCUSD maintains the facility landscaping and repairs.</p> <p>Carver upholds the SCUSD Board Resolution making SCUSD a Safe Haven School district. Students and teachers review and discuss this policy each year.</p> <p>Carver has a well defined Safety Plan written with supervision for the SCUSD Safety Director. teachers have copies in the classrooms. Regular drills are practiced: Fire, Earthquake, lockdown and violent intruder. The safety plan is uploaded to Rapid Responder for District, Police, and Fire Department access.</p> <p>Carver works with the Office for Bullying Prevention when there are reports of bullying. We review the Bullying Prevention protocol in advisory every year and ongoing if issues arise. We re extending this work to include a “See Something, Say Something” campaign.</p> <p>Carver works closely with the Student Behavior and Hearing Office to resolve serious behavior issues and conflicts.</p> <p>Carver works with the SCUSD Ombudsman to support parents complaints and concerns.</p>	<p>Charter</p> <p>SCUSD Board Policies</p> <p>SCUSD Parent and Student Handbook</p> <p>Carver Handbook</p> <p>Safe Haven Resolution</p> <p>SCUSD School/ District Safety Plan</p> 

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>Carver has effectively ensured that school policies, procedures support student learning. Students rate their school very highly in the area of care, concern and high expectations for students honoring differences.</p>	<p>Healthy Kids Survey Student interviews CA School Dashboard LCAP (Carver and SCUSD)</p>
<p>Carver students were responsible for SCUSD adopting the LGBTQ policy and identifying gender neutral bathrooms in every school, thereby bringing the district into Federal Compliance.</p>	<p>SCUSD Board Policy</p> 
<p>Carver is home to clubs supporting a variety of groups-- Gender Sexuality Alliance, LatinX, Black Student Union</p>	<p>Faculty Meeting minutes and agendas</p>

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings

Carver provides a high degree of trust, respect and professionalism throughout the school. Faculty meet weekly for shared decision making. They take leadership in many areas like curriculum, textbook adoption, hiring, master schedule, bell schedule.

Staff review and contribute to the Single Plan for Student Achievement and the LCAP during the review and approval process.

Parent Guild reviews and contributes to the Single Plan for Student Achievement and the LCAP.

Nearly three quarters of parents reported on the Parent Satisfaction survey that they feel respected, valued and have opportunities to participate in the life of the school and in their children's education.

Supporting Evidence

[Faculty agendas and minutes](#)



Teachers collaborating

[SPSA](#)

[LCAP](#)

[Parent Survey](#)

E3. Personal and Academic Student Support Criterion

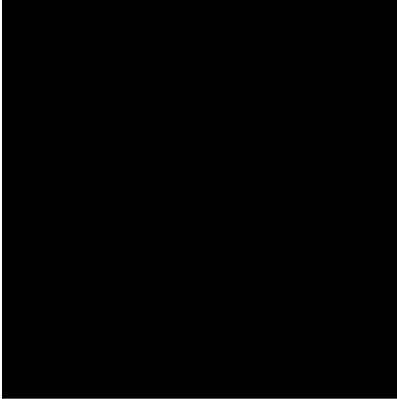
All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student’s academic and personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>Considering its resources, Carver has been able to offer effective academic and personal support for students. However, it never seems that it is enough to support all students.</p> <p>Teachers and/or parents are able to request meetings when students are struggling in classes academically or behaviorally. The Student Study team convenes to review the student’s individual situation, strengths and areas of struggle. The team brainstorms interventions for support which can lead to a 504, an IEP assessment, Connect Center referral and other in class interventions.</p> <p>The IEP at a Glance allows teachers in the mainstream to have access to accommodations, modifications, goals and objectives that meet the requirements of the IEP.</p> <p>In addition to regular IEP meetings and check-ins, students with IEPs are provided with the opportunity to attend a transition fair and college tours to prepare them for post-secondary education and employment.</p>	<p>Student Study Team</p> <p>Response to Intervention</p> <p>RSP staff</p> <p>Whole Staff Meetings/CPT</p> <p>IEP at a Glance given to teachers</p> <p>Grade check-ins</p> <p>College Tours</p> <p><u>Workability</u></p> <p><u>Transition Fair/Conference</u></p> 

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement

personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>The small class instruction allow for a lower student to teacher ratio and more one-on-one instruction.</p> <p>Struggling students meet with teachers in SSTs to devise interventions for support and academic success. This includes extra tutoring, daily progress checks, referrals for Academic assessments, counseling referrals,</p> <p>Teachers offer before and after school tutoring as well as lunch time. RSP teachers and instructional aide push into all classes to offer one on one support or small group support</p> <p>CAASPP results show that students with disabilities are performing better than their district counterparts.</p>	<p>Small Class Instruction</p> <p>RSP teacher schedule</p> <p>CAASPP results 2018</p>

Support Services – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
<p>In every faculty meeting teachers check-in with student concerns. We conduct on the spot intervention plan: contact parents; schedule an SST, review grades and transcript.</p> <p>We take a holistic approach to best understand the student’s situation at home, emotionally and academically.</p> <p>After every grade reporting period we review students earning Ds or Fs. After reviewing concerns, we schedule SSTs for further intervention.</p>	<p>Faculty notes</p> <p>SST file</p> <p>SST folders</p> <p>Master Schedules</p>
<p>Until the 2018-2019 school year we offered two periods of study skill support for those student who were struggling. This allowed us to reduce the student’s course load and offer academic support and guided homework completion time. Due to budget increases and low enrollment we had to cut this position.</p> <p>Students who continue to struggle are referred for educational assessments through the Special education program</p> <p>SCUSD is our SELPA and provides assessment and support for those students qualifying for SPED services.</p>	<p>Charter documents</p>

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school’s effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>All students are scheduled into the a-g pathway.</p> <p>All students have access to ACE and AP course with</p>	<p>Master schedule</p>

consultation from the teachers.

83.7% of student are on track for graduation requirements.

(77% of Socially economically disadvantaged students; 75% of English Learners, and 50% of African American students are on track for graduation requirements.)

88.3% of Carver students are on track for a-g completion.

A disproportionate number of special education students are not on track for a-g (5% vs 70% for the total population)

[PTAI database \(Performance and Targeted Action Index\)](#)

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings

Considering the small size of the school Carver offers a robust variety of student activities which support students' individuality and social emotional growth. Clubs, intramurals and travel opportunities allow students to participate in a variety of activities.

Their participation in clubs provides them with a strong sense of belonging and affirmation of identity.

Curricular and extracurricular activities are determined by interest reflected as enrollment.

Due to low ADA enrollment we had to put Drama on hiatus. For the past six years, each fall and spring 20 students participated in a drama club production.

Beginning in the spring of 2017, a volunteer parent agreed to coach Intra-murals in our Small School League. Carver is the Two-time volleyball champions (2017 and 2018), and soccer champions in 2018. 20 students 9-12 grade participated in soccer. 30 participated in volleyball last year and another 40 are trying out for the team in 2019.

Twenty students enrolled in the After School Orchestra. This class was added as a results of parent requests to continue strings instruments from elementary school. The plan is to incorporate the class into the master schedule for 2018-2019

Supporting Evidence

Trophy case

[Student Interviews](#)

[Parent Surveys](#)



2018 Volleyball Champions

[Newsletter](#)

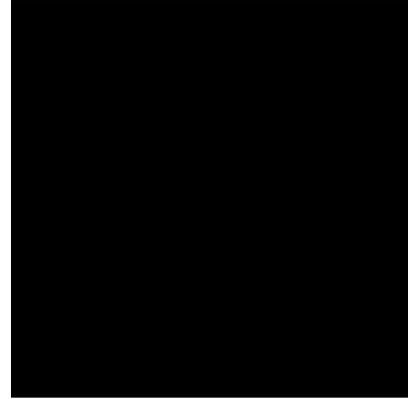
Carver offers a robust variety of clubs (at least 12) which are advertised in a Club Fair. Announcements are made every MMM about club meeting times and location.

All clubs at Carver are student-initiated and teacher sponsored. One of the largest and longest running clubs on campus is the GSA or Gender Sexuality Alliance. Other clubs and student organizations include: Student Government, Student Advisory Council-- SAC-- (student advisors to SCUSD Board of Education); Black Student Union (BSU), Latinx Club, Magic Club, Acapella Club, Backpacking Club.

Every two years 20-40 students participate in our international travel program through EF Tours.

Extra-curricular activities are advertised in MMM, through the newsletter, emails and announcements.

Based on parent request, we are researching after school fee based programming with our District and community partners (Clara Academy). We will conduct surveys to determine the need and types of programs to offer so that we can extend our day with valuable programming.



Students and Teachers in Japan 2018

[Clara Academy Interest Survey](#)

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical student learning needs)

The school leadership and faculty is somewhat effective in employing a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning and teaching process. Leadership is working effectively with local community college to develop a Public Service Linked Learning pathway, to more formally and deeply integrate Social and Environmental Justice to a career pathway. The Parent Guild leadership also strives to develop parent involvement.

The school is a safe, clean, and orderly place that nurtures learning. The school has a culture that is characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement. Faculty and staff meet regularly to discuss school and student success.

Despite a lack of resources like a guidance counselor, most students receive appropriate academic support and intervention to help ensure school, college, and career success. The Special Education program is strong and well staffed to support our RSP students. Students in general education with special talents and/or needs have limited access to a system of personal support services in the form of counseling and guidance counseling. All student have access to extracurricular activities, field trips and opportunities at the school.

Prioritize the areas of strength and growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

Carver is a small high school community regarded for its high level of social emotional support for all individuals.

Despite the small size, Carver strives to offer a variety of curricular and extracurricular activities based on parent and student requests.

Carver offers substantial support for all students, especially RSP students.

There is a high level of collaboration among teachers providing student supports.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

Only 5% of students with disabilities are completing the a-g course requirements compared to 70% of all students. Only 50% of African American students are meeting the graduation requirements compared to 83% of all students.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Category A: Carver's program is severely impacted by low enrollment and increasing costs. Meeting program needs with current budget projections is unlikely without SCUSD intervention and support.
- Category B: Elective course offerings, support programs and the practical and performing arts have been reduced due to lower enrollment and rising costs.
- Category C: Loss of the electives that extended real world learning like garden to kitchen, drama, music, and more practical art offerings and performing art.
- Category D: The percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) and math is below state and district percentages for the general population.
- Category E: Carver needs to increase the a-g completion rates for all students, most notably SPED students.



Carver Phoenix composed of student intentions for The Day of Courage

GEORGE WASHINGTON CARVER SCHOOL OF ARTS AND SCIENCE

CHAPTER FOUR: SUMMARY

FROM ANALYSIS OF IDENTIFIED CRITICAL STUDENT LEARNING NEEDS

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

Through the collaborative self-study process, staff analyzed school and student data for trends and evidence for areas in which the school is doing well and for areas that need improvement. These findings were used to help create the school's action plan for the next three years. Staff input in prioritizing the areas of needed growth based on the self-study focus areas was provided through discussion and survey. These Critical Student Learning Needs focus on all students as well as those in specific subgroups and content areas. From this work, four Critical Student Learning Needs were identified. Below, each critical learner need will be provided, along with its corresponding LCAP/SPSA affiliated goal and data or rationale supporting the Critical Student Learning Need.

Critical Student Learning Need One: The percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) and math will increase annually.

This Critical Student Learning Need aligns with SCUSD LCAP Goal #1 and Carver SPSA Goal #1, which states that we must “Increase the percent of students who are on track to graduate college and career ready.”

Based on the WASC self-study findings in Category B (Curriculum), Category C (Instruction), Stakeholder Survey results, and CAASPP results, we have identified a need to provide intervention curriculum in math and ELA.

Critical Student Learning Need Two: College/Career readiness is an important indicator of student success after high school. Carver needs to increase the number of students—overall and SPED subgroups—who are a-g eligible. This Critical Student Learning Need aligns with SCUSD LCAP Goal #1 and Carver's SPSA Goal #1, which states that we need to “Increase the percent of students who are on track to graduate college and career ready.” College/career readiness is foundational to Carver's mission.

Most Carver students enroll in a-g coursework, yet not all students take more than two years of math or science due to SPED limitations. Some students enrolled in a-g coursework earn lower than a C in the coursework. Data shows that only 38 % of Carver's graduating seniors (2017-18) met UC/CSU a-g coursework completion requirements. Furthermore, according to the 2017 CA School Dashboard's College Career Indicator (CCI), only 30% of Carver graduates were considered “Prepared.”

Critical Student Learning Need Three: To fully integrate our social and environmental pathway, Carver needs to develop an integrated and sustainable Public Service pathway in conjunction with Folsom Lake College.

This Critical Student Learning Need aligns with SCUSD LCAP Goal #1 which states that we need to “Increase the percent of students who are on track to graduate college and career ready.” Carver’s LCAP and SPSA goals #2 state that “the school will provide more varied opportunities to enhance student learning and increase student engagement through the arts.”

Critical Student Learning Need Four: Increase enrollment to sustain current program and grow more robust elective offerings to offer more extended learning opportunities for students in addition to intervention and support programs.

In order for Carver to continue to sustain programming, AP classes, and college credit offerings, the school must grow. Since 2015 enrollment dropped from 300 to 240. Our goal is to grow to 300 or more to enable the school to offer a full a-g course pathway and wide array of electives.



GEORGE WASHINGTON CARVER SCHOOL OF ARTS AND SCIENCE

CHAPTER FIVE: SCHOOLWIDE ACTION PLAN

Chapter V: Schoolwide Action Plan

- A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders to implementing the various sections of the schoolwide action plan.

Critical Student Learning Need One

By 2021, the percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) and math on CAASPP will increase annually by 2% each year.

Critical Student Learning Need Two

College/Career readiness is an important indicator of student success after high school. By 2021 Carver needs to increase the number of 12th graders—overall and SPED subgroups—who are a-g eligible by 5%.

Critical Student Learning Need Three

To fully integrate our social and environmental pathway as a Waldorf school Carver needs to develop an integrated, four-year sustainable Public Service pathway in conjunction with Folsom Lake College by 2024.

Critical Student Learning Need Four

Increase enrollment to 300 students by 2021 to sustain current program and grow more robust elective offerings and to offer more extended learning opportunities for students in addition to intervention and support programs.

**George Washington Carver School of Arts and Science
Schoolwide Action Plan**

Critical Student Learning Need #1
The percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) and math will increase annually.

Based on LCAP/SPSA Goal #1
SCUSD LCAP Goal 1: Increase percent of students who are on track to graduate college and career ready. Carver’s SPSA Goal 1 states the school will “Increase intervention services provided to struggling students...”

Supporting Data
Based on state testing, Students earning D or F, and teacher observations Carver has identified a need to improve proficiency in language arts and math

Student Learning Outcome Addressed
Critical Thinking and Problem Solving: Master practical and academic standards for successful college entry and career readiness through a multi-disciplinary and integrated curriculum.

Action Steps	Measure of Growth	Responsibility	Timeline
1. Brainstorm, find and implement interventions.	Choosing intervention program	math and ELA faculty and principal	Spring 2019 review to implement in fall 2019
2. Provide training for teachers	Teachers will utilize interventions	math and ELA teachers	Spring 2019 ongoing
3. Implement the SCUSD math benchmarks	Math teachers will give regular benchmarks	math teachers	Fall 2019 ongoing

4. Implement the SCUSD ELA benchmarks	ELA teachers will give regular benchmarks	ELA teachers	Fall 2019 ongoing
5. Track academic growth of students (including all significant sub-groups)	Review data in faculty meetings after each benchmark	Principal and all teachers	Fall 2019 ongoing

Critical Student Learning Need #2

College/Career readiness is an important indicator of student success after high school. Carver needs to increase the number of students—overall and SPED subgroups—who are a-g eligible.

Based on LCAP/SPSA Goal #1

This Critical Student Learning Need aligns with SCUSD LCAP Goal #1 which states that we need to “Increase the percent of students who are on track to graduate college and career ready.” Carver’s SPSA Goal #1, states the school will “Increase intervention services provided to struggling students...” College/career readiness is foundational to Carver’s mission.

Supporting Data

Most Carver students enroll in a-g coursework, yet not all students take more than two years of math or science due to SPED limitations. Some students enrolled in a-g coursework earn lower than a C in the coursework. Data shows that only 38 % of Carver’s graduating seniors (2017-18) met UC/CSU a-g coursework completion requirements. Furthermore, according to the 2017 CA School Dashboard’s College Career Indicator (CCI), only 30% of Carver graduates were considered “Prepared.”

Student Learning Outcome Addressed

Critical Thinking and Problem Solving: Master practical and academic standards for successful

college entry and career readiness through a multi-disciplinary and integrated curriculum.
 Life and Leadership Skills: Demonstrate career readiness.

Action Steps	Measure of Growth	Responsibility	Timeline
1. Communicate expectations with all stakeholders	Increased a-g completion	Teachers and Principal	Spring 2019 and ongoing
2. Use advisory for regular academic advising	More students earning Cs or higher	Advisory teachers	Spring 2019 and ongoing monthly.
3. Review grading standards school wide and regularly calibrate through school year.	Teachers create uniform grading policy	Teachers and Principal	Summer 2019 and ongoing
4. Work to increase enrollment	More robust Sub-group results in all forms of data reporting.	All stakeholders	Spring 2019 and ongoing

Critical Student Learning Need #3

To fully integrate our social and environmental pathway, Carver needs to develop an integrated and sustainable Public Service pathway in conjunction with Folsom Lake College.

Based on LCAP/SPSA Goal # 1 and #2

This Critical Student Learning Need aligns with SCUSD LCAP Goal #1 which states that we need to “Increase the percent of students who are on track to graduate college and career ready.” Carver’s LCAP and SPSA goals #2 state that “the school will provide more varied opportunities to enhance student learning and increase student engagement through the arts.”

Supporting Data

Reviewing Carver curriculum, student input and CA School Dashboard’s College Career Indicator (CCI), only 30 % of Carver students are college and career prepared, which is evidence that we are struggling to support our school motto: How will you engage the world?”

Student Learning Outcome Addressed

Life and Leadership Skills: identify current pressing issues and use critical and creative problem solving skills to design solutions to these problems in the service of the community and self. Encounter the world using ethical communication and decision-making in their personal and private life

Action Steps	Measure of Growth	Responsibility	Timeline
1. Engage SCUSD College and Career learning office to create plan	Creation of a plan	Principal and College and Career Director	Spring 2019
2. Engage FLC deans to develop course articulation	course articulation for Fall 2019	Principal, Social Science teacher and FLC Dean.	Spring and Summer 2019
3. Enroll students in one course of FLC Public Service certification program	number of students enrolled.	Principal, Social Science teacher, college adviser	Fall 2019 and ongoing
4. Communicate program to parents and students	creation of materials outlining program	Principal, Social Science teacher, college adviser	Fall 2019 ongoing
5. Track student enrollment and completion	CA School Dashboard’s College Career Indicator increase for 2020	Principal	Spring 2020

Critical Student Learning Need #4

Increase enrollment to sustain current program and grow more robust elective offerings to offer more extended learning opportunities for students in addition to intervention and support programs. Since 2015 enrollment dropped from 300 to 240. Our goal is to grow to 300 or more to enable the school to offer a full a-g course pathway and wide array of electives.

Based on LCAP/SPSA Goal #2

SCUSD LCAP Goal #2 states that “students will be engaged with a safe, physically and emotionally healthy learning environments. Carver’s LCAP and SPSA goals #2 state that “the school will provide more varied opportunities to enhance student learning and increase student engagement through the arts”

Supporting Data

Teachers reviewed budget and staffing cuts which affect Carver’s ability to offer a wide variety of electives. Student interviews and parent surveys indicated that there is a need to enhance programs and offer students more learning opportunities. Data reveals that as elective programming is cut, scores and graduation rates decrease.

Student Learning Outcome Addressed

Creativity, Innovation and Entrepreneurship: Create original works while considering outcome and audience.
 Critical Thinking and Problem Solving: Exercise critical thinking skills to select tools, technology, and art to develop solutions for a variety of real-world situations they face.

Action Steps	Measure of Growth	Responsibility	Timeline
1. Develop a strategic plan	Completion of plan	Principal, teachers parent guild	September 2018 to June 2019
2. Increase school presence in the community	Increased attendance at Visit Days	All stakeholders	Ongoing through 2020
3. Engage SCUSD in recruitment policy	Attendance at middle schools high school articulation events	Principal, SCUSC administration	Spring 2019 through 2020
4. Attend community	Increased enrollment	Principal and Parent	Spring 2019--ongoing

events		Guild	
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B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

Carver will continue to monitor Math and ELA scores from CAASPP testing. Attention to math and ELA results are regularly part of our continuous cycle of improvement. Staff reflect on interventions and support across the curriculum.

In order to monitor the increase of a-g completion Carver has added a .4 FTE guidance counselor to the budget despite increased strain on the budget. The counselor will be able to target supports and interventions as well as parent support.

Carver administration will continue to develop partnerships with the district College and Career Office, Folsom Lake COLlege to implement a new and sustainable Public Service Certificate Pathway.. SOcial Science teachers will collaborate and partner with FLC staff to provide a dual enrollment option for volunteer work/ work experience so that students can earn 1 to 4 units of FLC credit.

Recruitment of new students is essential to sustain and grow all facets of the high school. The administration will continue to work closely with the Parent Guild to survey parents to determine ways to support retention adn to promote enrollment. School will develop will work to develop a system for intervening before families withdraw. Carver will continue to attend community events to “get the word out.” Carver will advocate for more district support and opportunities for parent education about Carver as a high school option.

C. Describe the school’s follow-up process, ensuring an ongoing improvement process.

Carver faculty and staff will continue to meet weekly and review student progress for ELA, math and a-g course completion. As this document is being written, the district assigned a guidance counselor to the school he will track and meet with students who are not meeting a-g requirements.

The school administration will continue to meet monthly with the Parent GUild and make monthly reports to stakeholders on student progress. Parent Committee and Administration will meet bi-monthly to strategize outreach, education and recruitment to build Carver enrollment.

Administration will meet regularly with district staff and Folsom Lake College staff to continue to develop articulated course for the Public Service certificate program. Carver will continue partnership with ILP for support.



**GEORGE WASHINGTON CARVER SCHOOL OF ARTS AND
SCIENCE**

APPENDIX

Appendices: (Documents are in the WASC 2019 google drive folder. Printed copies are provided.)

- A. [Local Control and Accountability Plan \(LCAP\)](#): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website;
- B. [Results of student questionnaire/interviews](#)
- C. [Results of parent/community questionnaire/interviews](#)
- D. The most recent California Healthy Kids Survey
- E. [Master schedule](#)
- F. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- G. UC a–g approved course list: <https://doorways.ucop.edu/list/app/home/>
- H. Additional details of school programs:
 - [AP Courses](#)
 - [Principles of Public Waldorf Education Charter \(renewed 2017\)](#)
- I. [School accountability report card \(SARC\)](#)
- J. CBEDS school information form
- K. [Graduation requirements](#)
- L. Any pertinent additional data (or have on exhibit during the visit)
- M. Budgetary information, including school budget
- N. [Glossary of terms unique to the school](#)