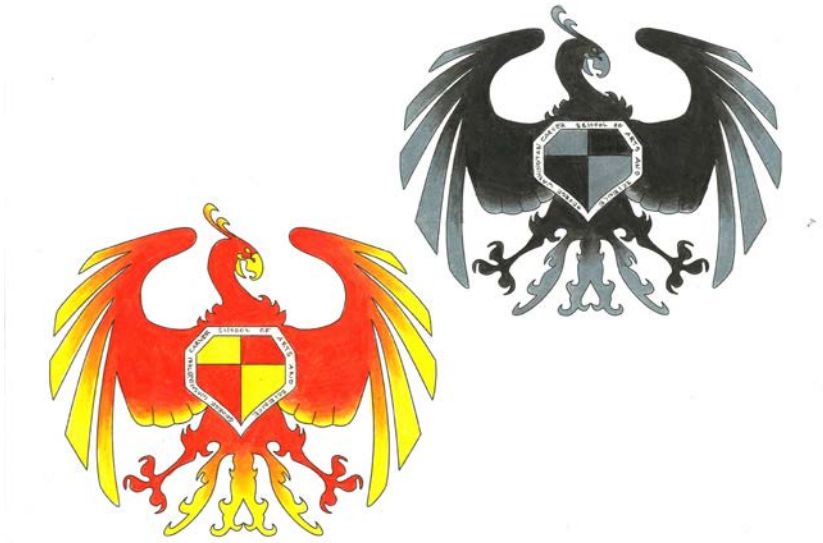

# George Washington Carver School of Arts and Science

Renewal Petition Respectfully Submitted to the
Sacramento City Unified School District
January 19, 2017

*Revised Petition Submitted February 27, 2017*

Contact:
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For the term July 1, 2017 through June 30, 2022

***How will you engage the world?***

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Pre A: List of Items for Review with Annotated Revisions and Additions

A: Bylaws

B: Parent and Staff Handbook

C: Family Engagement Plan

D: Family Outreach Flyers and Marketing Documents

E: Approved One Stop Budget

F: Advisory Board

G: LCAP

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I: School Calendar, Bell Schedule and Sample Student Schedules

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K: School Safety Plan

L: Charter Petitioner Signatures

## Affirmations and Assurances

George Washington Carver School of Arts and Science (the "Charter School" or "GWC") will follow any and all federal, state and local laws and regulations that apply to the Charter School including but not limited to:

1. GWC shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref.Education Code Section 47605I(1)]

2. Sacramento City Unified School District shall be deemed the exclusive public school employer of the employees of George Washington Carver School of Arts and Science for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)

3. GWC shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

4. GWC shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

5. GWC shall admit all students who wish to attend George Washington Carver School of Arts and Science and who submit a timely application, unless Carver receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Enrollment preferences will meet all legal requirements, and will be described in the section "Who Shall Be Educated," below. Except as required by Education Code Section 47605(d)(2), admission to Carver shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d) (2) (B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Carver in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]

6. GWC shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

7. GWC shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

8. GWC shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)I]

9. GWC shall ensure that core teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

10. GWC shall at all times maintain all necessary and appropriate insurance coverage.

11. GWC shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

12. If a pupil is expelled or leaves GWC without graduating or completing the school year for any reason, GWC shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

13. GWC shall follow any and all other federal, state, and local laws and regulations that apply to George Washington Carver School of Arts and Science including but not limited to: 1) GWC shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection; 2) GWC shall on a regular basis consult with its parents and teachers regarding Carver's education programs; 3) GWC shall comply with any jurisdictional limitations to locations of its facilities; 4) GWC shall comply with all laws establishing the minimum and maximum age for public school enrollment; 4) GWC shall comply with all applicable portions of the Every Student Succeeds Act of 2016 (ESSA); 5) GWC shall comply with the Public Records Act; 5) GWC shall comply with the Family Educational Rights and Privacy Act; 6) GWC shall comply with the Ralph M. Brown Act; 7) GWC shall meet or exceed the legally required minimum of school days.

## Executive Summary

***Vision***

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.

***Mission***

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 integrates 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?

**Need**

"Waldorf-inspired approach differs from many other public schools in the extent to which Waldorf schools extend their focus beyond providing students with specific knowledge and skills to prepare them for college and career, to also preparing children for meaningful lives in the broadest sense by developing them for physically, socially, artistically, and cognitively meaningful engagement with the world.[1]"

In order to complete the twelve year developmental curriculum, the Waldorf community must have access to the crown of the Waldorf curriculum, the high school experience. In SCUSD there are two eK-8 public Waldorf schools. Within the greater Sacramento Metropolitan area there are five private K-8 Waldorf schools and two Waldorf K-8 charter schools. Of the nearly 300 8th graders graduating from these schools, Carver is the only public Waldorf high school option.

**Capacity**

Carver high school was founded, developed and governed by highly-qualified and mission-aligned educators and community leaders trained in Waldorf pedagogy. The entire staff shares the explicit belief that all students, regardless of socio-economic background, shall have access to the highest quality public Waldorf high school education. Our school community works with the greater community to support Waldorf teacher training and parent education which enables Carver to offer a rigorous college preparatory education for all students in the greater Sacramento Metropolitan area

[1] Friedlaender, D., Beckham, K., Zheng, X., & Darling-Hammond, L. (2015). Growing a Waldorf-Inspired Approach in a Public School District. Stanford, CA: Stanford Center for Opportunity Policy in Education

## Core Beliefs: What is Waldorf Education?

Waldorf education is a humanistic approach to pedagogy based on the educational philosophy of the Austrian philosopher Rudolf Steiner. Learning is interdisciplinary, integrating practical, artistic, and conceptual elements. The approach emphasizes the role of the imagination in learning, developing thinking that includes a creative as well as an analytic component. The educational philosophy's overarching goals are to provide young people the basis on which to develop into free, morally responsible and integrated individuals, and to help every child fulfill his or her unique destiny.

Carver teachers, staff and students have created 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 world-wide on nearly every continent. Carver opened in the fall of 2008 with 100 students. At full implementation, Carver will be a small high school with 400-500 students.

## Recent Accomplishments

- Carver earned a full six year Western Association of Schools and Colleges (WASC) accreditation from June 2013 to June 2019.
- Our Linked Learning Pathway is Social and Environmental Justice, SaEJ will be reviewed for full certification in January 2017.
- Carver is the recipient of the Civic Action Award and also the Action Civics grant from SCOE.
- 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

Carver is located at 10101 Systems Parkway, Sacramento, CA 95827, on the eastern edge of the Sacramento City Unified School District and Rancho Cordova. The school district and the city of Rancho Cordova fully embrace the school.

## Element 1—Educational Program

### Statement of Purpose

***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 integrates 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?

### Enrollment Plan

To educate the community about our high school, and to provide them with a glimpse into the school, we schedule monthly Visit Days. These are open to any prospective student and parents. We typically host 50-80 individuals for a morning of introduction to the school, student panel and student led tour. We regularly participate in community events and any district sponsored recruitment activities like the Linked Learning Pathway Fair and the Small High School Fairs.

Students submit Enrollment Packets from October through January. In-district students can complete the Open Enrollment process in February. Once the enrollment paperwork is complete, it is marked with the date of completion In district Special Education students are referred to Carver by their program specialist. A post card is sent to confirm completion of the application process. After the Open Enrollment period closes, offers of admission calls are made in order of completed application.

Students are placed on a waitlist once the class is full in the order their complete enrollment packet was submitted. Students are called off the wait list and offered admission as spaces open throughout the school year.

### Total Enrollment and Percent Out of District

| School Year | Total Enrollment | % "in-district" students | % "out of district" |
|---|---|---|---|
| 2016-2017 | 333 | 61% | 39% |
| 2015-2016 | 320 | 60% | 40% |
| 2014-2015 | 298 | 61% | 39% |
| 2013-2014 | 288 | 62% | 38% |
| 2012-2013 | 261 | 78% | 22% |
| 2011-2012 | 290 | 59% | 41% |

## Target Student Population

We describe our community as Gifted/Creative and At-Risk. Carver targets two main student populations. One target student population is the Waldorf elementary school eighth graders throughout the county. Carver aims to provide the high school experience for our students to complete the eK to 12th grade Waldorf experience. The school grew out of the grass roots campaign efforts of the Sacramento County Waldorf Schools. We continue the Waldorf program and curriculum to meet the needs of these students. The arts and practical activities are integrated throughout the curriculum. The arts integration enables students of all levels to enter rigorous college preparatory courses.

Another target student population is our neighborhood students encompassing Lincoln Village, Rosemont and Rancho Cordova middle schools. Our goal is to offer a unique setting for students in our neighborhood who seek an alternative high school setting from the large comprehensive high schools. These students come from a wide variety of backgrounds including the LGTBQ community, small and alternative private, parochial and charter schools, families receiving Title 1, and students languishing (not thriving) in other academic settings.

Our small school setting provides a safe and welcoming academic environment for those not finding connection with academics or teachers, feeling unsafe in large high schools. We offer counseling and resources services to all students. We offer an artistic, creative, hands-on and rigorous academic environment with supports to meet the needs of our eclectic and diverse population.

## Education Philosophy

"Our highest endeavor must be to develop free human beings who are able, of themselves, to impart purpose and direction to their lives."

Rudolf Steiner (1861-1925)

## How Does Learning Best Occur?

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 yesterday'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. Students collect bags of trash and found real buried treasures: collectable whisky bottles, wooded sideboards of sunken ships and giant Styrofoam buoys. This cleanup effort leads to the design and creation of a giant trash dragon. 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.

**Educating for the 21st Century**

**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).

**The Waldorf Approach to Education**

| **Year** | **Developmental Theme** |
|---|---|
| **Ninth Grade** | **Polarities** |
| Educate the *powers of observation* through a study of *polarities.* | 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.<br><br>• 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.<br><br>• 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.<br><br>• 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** |
| Educate the *powers of comparison and contrast* through a study of *processes* | 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.<br><br>• 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.<br><br>• Students are called upon to exercise powers of comparison, weighing contrary phenomena to determine their value and significance and their origin.<br><br>• Students discover that in the balancing of opposites, new forms can arise, whether in clouds and tides or new chemical compounds.<br><br>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. |

| Grade | Developmental Theme |
|---|---|
| **Eleventh Grade** | **Analysis: The Quest for Identity** |
| Educate the<br>*powers of analysis*<br>through<br>*individualized study.* | 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.<br><br>• 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.<br><br>• In literature, this journey is captured in the study of the Grail legends and the American Transcendentalist. In chemistry; In projective geometry, the meeting point of parallel lines at infinity can be thought, but never reached in the world of the senses.<br><br>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. |

| Grade | Developmental Theme |
|---|---|
| **Twelfth Grade** | **Synthesis: Myself Within the Community** |
| Educate the<br>*powers of synthesis*<br>through<br>*integration*<br>of all previous learning. | Senior year recapitulates and synthesizes the themes of the high school, as well as the Waldorf-inspired grades' curriculum.<br><br>• Students examine the relationship of humanity with the world. Studying the British Romantics, they live with the thoughts of great writers who have questioned man's place in the world.<br><br>• 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. |

| | |
|---|---|
| | The objective of senior year is the synthesis of the K-12 education and preparation for the next stage in learning. |

**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 will provide a special richness and expanded classroom for students. Students at Carver will 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.

**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.

**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.

**Learning Environment**

Students at Carver learn in a variety of settings, including natural environments, gardens, and eventually a working farm. Primary instruction will occur on site—in classrooms, the farm and gardens, 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. A large-scale 1999 study showed that students with the most day lighting in their classrooms saw substantial improvement in reading and math test scores. Our goal will be 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 farming, 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. Students have access to computer stations in the library and some classrooms. 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 new 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 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. A lift of our instructional materials is located in Appendix J: Instructional Materials.

***Instructional Program***

**The Curriculum**

Carver is the first public Waldorf methods high school in California. Our curriculum is modeled on the traditional Waldorf curriculum: a four year developmentally based high school program integrating arts and adolescent development into all areas of the program. Our program meets the University of California A-G admission requirements.

**Academic Courses Offered**

Carver uses the main lesson block to supplement and deepen the State and district graduation requirements. Our curriculum meets and exceeds the University of California A-G admissions requirements.

| **History** | **English** | **Math** | **Science** | **Art** | **PE** | **Electives** |
|---|---|---|---|---|---|---|
| Contemporary Global Issues/ Ethnic Studies | English 9 | Math 1 or Math 2 | Biology | Art 1 | PE | |
| World History | English 10 | Math 2 or Math 3 | Chemistry | Drama | PE | Spanish 1<br>Gardening |
| US History | English 11 | Math 3or Pre-Calculus | Physics | Digital Art | | Drama<br>Gardening<br>Spanish 2<br>Music |
| US Government*<br>Economics | English 12** | Pre-Calculus or AP Calculus | Environmental Science | AP Studio Art | | Spanish 3*<br>Drama<br>Gardening<br>Music |

*ACE classes @ CSUS for college credit

## Alignment with University of California A-G Requirements

### Humanities: Social Sciences & History – the "A" Requirement

The understanding of social science—economics, history, geography, political science, and sociology—helps emerging adults to understand their own inner workings; to see how they are influenced by and connected to other individuals and groups, past and present, to develop a cultural literacy that will lead to responsible global citizenship; and to reach the understanding that through their own efforts, they can make a difference in the world.

Exceeding the California state standards for grades 9-12 and the University of California "A" requirement, the social studies curriculum at Carver will include four years of history/social science. These will include at least one year of U.S. history, one-half year of American government, one year of world history, and one year of cultures and geography.

The Carver curriculum exposes students to the various interpretations of history. The students learn to distinguish between sound generalizations and misleading oversimplifications and distinguish valid historical interpretations from fallacious arguments. Students construct and test hypotheses; collect, evaluate and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. Students gain interpretative skills enabling them to identify causal connections between historical events and larger social, economic, and political trends. However, they recognize the complexity and limitations of historical causes and effects as they interpret the meaning, implication and impact of these events within a contemporary context rather than solely in terms of present-day norms and values. Students consider individual human agency as a historical force and to what extent human actions can cause events to occur differently. Students analyze how human actions affect our world and examine the associated environmental, economic, and social issues.

Through chronological and spatial thinking, students evaluate the consequences of past events. Students will consider the impact of historical change in economic, social, and political contexts. Students will also consider the physical geography, values and beliefs, and interpersonal relationships of the people affected by historical events. Students will use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

### Humanities: English/Language Arts—the "B" Requirement

The English/Language Arts curriculum at Carver seeks to offer students literature, writing and opportunities for inquiry ranging from ancient text selections to contemporary literature and creative writing. Aligned with the California standards and the University of California "B" requirement, courses encompass and engage students in

critical thought, deeply develop and hone writing skills and offer ample opportunity for students to read, discuss, disseminate, integrate, and model the moves of academic and creative writers.

Students are asked to read widely in a variety of genres, including novels, short stories, essays, plays, poetry and memoir. Texts selected will reflect a broad range of chronology, with selections from classical literature, modernist work and contemporary, culturally diverse writings and theory.

Faculty and students journey through each text, giving their close attention to themes, style, character, plot, sense of place and relevance to given time period, and they examine the relationships between the work and the author's audience and purpose. The conscious understanding of the power of language is demonstrated in the teaching and facilitation of analysis skills (including development of rhetorical strategies to break down text) and literary theory, which will be applied to relevant texts. Additionally, texts are explored from social, political, cultural, philosophical and sustainability lenses, enhancing the student's understanding of the integral role literature plays in our understanding of past and present as well as illuminating the human story. Students write, revise and resubmit essays that reflect the continuing development of their understanding of a given particular text and assignment. Ample chance for peer editing of essays and other written work is regularly offered in class. Finally, the curriculum includes creative writing coursework—giving voice, purpose and audience to the student's own writing.

### Mathematics—the "C" Requirement

Mathematics is the study of quantity, structure, space and change. It has been called the "queen of the sciences" owing to its position of central importance in every field of science. In the Waldorf pedagogy, mathematics is a pure experience of abstract thinking. A solid grounding in mathematics is essential not only for the student who will pursue higher education, but for every adult who wishes to participate effectively in a modern society of ever-increasing complexity. The mathematics curriculum at Carver covers the mathematical concepts and problem-solving skills that are necessary to prepare students for higher education and adult life. The subjects taught include Integrated Math 1, Integrated Math 2, Integrated Math 3, Pre-Calculus, and AP Calculus following the California Standards, and satisfying the University of California "C" requirement for Mathematics. Each student completes four full years of mathematics courses, as recommended by the University of California.

### Science—the "D" Requirement

The sciences combine observation, intuition, experimentation and analysis, enabling critical evaluation of our surroundings and circumstances. An intensive science background is essential to the ability to make informed decisions about an array of issues ranging from personal health to environmental sustainability.

The science curriculum includes four years of science, with courses in biology, physics, chemistry, and environmental science that have both classroom and laboratory components. Topics in these different areas are integrated. The standards of inquiry that comprise the critical scientific thought process as well as relevant mathematical concepts are employed in both lab and classroom instruction throughout the full range of topics and levels. Communication skills are practiced as integral elements of written lab reports and oral presentations. Our science curriculum emphasizes laboratory and project-based learning.

The Science curriculum is based on the academic content standards adopted by the California State Board of Education. Carver offers a four-year sequence where rigorous coverage of the foundational subjects of biology, chemistry and physics will satisfy the University of California "D" requirement. Every effort is taken to ensure that each student masters these content standards in their entirety. The science curriculum has an emphasis on inquiry and integration. Inquiry standards refer, in general, to the processes of critical thinking. They involve application of science concepts, design of experiments, and the proper use of variables and controls, and they are typically best taught in a laboratory setting. Due to the "hands-on" nature of the Waldorf curriculum, the number of hours students spend in the lab is typically high, providing for increased opportunity to address inquiry standards.

### Language Other than English—the "E" Requirement

Knowledge of a foreign language is a portal to understanding the culture with which it is entwined. This creates a heightened global awareness that impels students to look beyond themselves, past the boundaries of their own culture and circumstances. It fosters their ability to cross barriers, build bridges, and find common ground with others.

Foreign language courses teach students to read, write, speak and comprehend a foreign language to an intermediate level, and explore the culture, customs and stories of the country or countries from which the language originates. Preference will be given to native-speaking teachers. When there is demand, immersion classes in one or several languages may be offered during the day or as an extracurricular activity. All Carver students complete two years of study of the same language other than English satisfying the University of California "E" requirement.

### Visual and Performing Arts—the "F" Requirement

The curriculum at Carver is built on the principle that the practice of art is fundamental to the development of the imagination, problem solving ability and flexible thinking. Students gain the means and skills to express themselves artistically and build the confidence to present their artistic work to an audience of students, parents and the community at large.

**Fine Arts:** Examples of our fine arts include watercolor, acrylic and oil painting, color drawing, life drawing, self-portraiture, print making, sculpting and ceramics. Each of

these courses will give the students the opportunity to apply such skills as research development, critical analysis, dialogue, specific art technique, personal making of art.

**Practical arts:** Woodworking, bookbinding, gardening, set building and media arts are examples of our practical arts. The practical arts engage the student's will and allow for a reverence and appreciation to be developed in relation to the beauty of functional tools existing in the world around us.

**Performing Arts:** Dramatic plays and readings involve all students, and extracurricular plays each year will invite further participation in theater. Dance classes are offered as electives. We offer an instrumental music class in which students write and perform their own music. There are many opportunities for student performances. Carver students satisfy the University of California "F" requirement by completing a single year long course from a single visual and performing arts discipline.

### College Preparatory Electives—the "G" Requirement

Carver students satisfy the University of California "G" requirement with one year (two semesters) of study, in addition to those required in "A-F" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "E" requirement or two years of another language).

### Other Subject Areas

**Physical Education and Movement**
In high school, young adults have the opportunity to develop proficiencies in various types of movement activities. Physical education supports the experiential learning process as it relieves stress, opens neurological pathways, builds strength and discipline, improves self-esteem and enhances collaboration and relationship skills. The program encompasses both curricular classes, which include games from around the world, sports, dance, track and field, tumbling, Spatial Dynamic; and an after school program that supports the curriculum. Through exposure to a wide variety of physical activities, students will develop healthful habits that last a lifetime.

**Agriculture**
The study of agriculture deepens students' sense of place and immerses them in the natural world through practical activity. Working in a farm or garden, observing, recording and reflecting on their agricultural practice allow the students the opportunity to gain an understanding of the complexities of the natural world. Important themes addressed in agriculture are: knowledge and appreciation of sustainable, organic and biodynamic farming; responsibility for the earth; science curriculum support and application; recycling and composting skills and practices; environmental and ecological study.

**Music**
Music is experienced as a language, with music theory, harmony, and rhythm as elemental qualities that give it structure. Music learning involves being active in the music, experiencing and developing the music as a process. The study of music also yields insight into human cultural development. For example, Baroque music is self-centered, thematically singular; Classical emphasizes duality; Romantic utilizes transitions; Twentieth Century poses modern questions. The Music Program will provide students with the opportunity to experience examine and develop musical competence.

Carver reserves the right to modify, add or delete these courses in order to best serve our students most effectively and meet the Waldorf High School curriculum, state and university requirements.

**Main Lesson**

The hall mark of a Waldorf program is the main lesson period, a two hour seminar-like class. The main lesson is a four week block in which students and teachers delve deeply into a subject. Students create their own textbooks and also engage in artistic projects in every main lesson.

| Grade | Main lesson |
|---|---|
| 9 | *Art History*<br>*Earth Art*<br>*The Senses* |
| 10 | *Greek and Roman History*<br>*Ancient Meso-America*<br>*Poetry* |
| *11* | *The Islamic World*<br>*Astronomy*<br>*Projective Geometry* |
| *12* | *Senior Play*<br>*Symptomatology: Evolution Modern Thought* |

*Student Voice: One of the most important things at Carver is the main lesson book. These portfolios give us an opportunity to look back at all we have learned: our essays, illustrations, art projects, drafts and lecture notes. As a senior I have made many portfolios and still enjoy he ones I made freshman year.*

**The Garden: "**Nature is our textbook"

Our garden is Carver's centerpiece. Students take great pride working in the garden. We sustain our community with fresh and healthy snacks from the garden. Students work daily in the garden learning all aspects of gardening, irrigation, organic pest control, seed propagation and building.

The idea of a garden/farm connected to the school is to restore the relationship between the earth and the students. Most youngsters have no idea how the food that they eat grows. We live in a technological world of instant satisfaction. We instantly connect with our friends by cell phone, we are instantly entertained by turning on the computer or TV,

we use the drive-through to get our lunch instantly. Growing our own food helps us realize that our most basic need–food–requires many qualities that our technological society has forgotten. Growing our own food not only helps us connect to the earth, it also helps us develop life skills.

A school garden and farm is a living textbook that teaches the students how all life is interconnected and how we are all part of the cycles of life

*Student Voice: The garden brings our campus to life. It is a beautiful background to our daily routine. Many students gravitate to it at lunch or while strolling during break. We experience the changing seasons and crops of vegetables in our garden, and even sample them!*

**Schedule**

Carver high school follows the SCUSD high school calendar and a traditional six period day. During the month of January and the last month of the school year we have Intersession, a month of block scheduling and Main lesson. See examples in Appendix I for bell schedule, approved instructional minutes and four year curriculum chart.

**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 will attempt 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 will indicate the need for further evaluation so that every student is both successful and challenged in their high school career. Parent involvement will also play 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 will be encouraged to move forward at their own pace, and delve deeper into course topics of personal interest. High achieving students, in conjunction with their parents and their sponsor teachers, will determine personal goals that assure a well-rounded educational experience. Criteria and opportunities for high-achieving students will be developed and regularly reviewed. We counsel students to enroll at the local community colleges or the ACE program through Sacramento State University. Students can take up to 18 units at Carver and earn Sac State credit. These classes include 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 offer international travel opportuniti4es 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 will also be party to the creation of personal educational goals along with their teachers and parents. 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 two periods of general education Resource study support for struggling students. We offer a modified schedule, as well. Teachers will 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, lunch time 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 California English Language Development Test (CELDT) 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 will have a specific written plan of English language support, which will be developed by the teacher, the student and the parents.

Carver follows all CELDT testing timelines to ensure students receive proper instruction. Students' progress is measured annually through CELDT testing and reclassification when students meet English proficiency. Carver notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the district office. Carver complies with the applicable requirements of the No Child Left Behind Act with regards to EL students.

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.

The primary objective for all services delivered to EL students at Carver is to provide a structured support system to help students gain English proficiency while having access to core content standards at grade level. All instruction at Carver will be in English. However, the level of English used for instruction—both oral and written—will be modified appropriately for each EL student. This does not mean that the content will be simplified. Instead, teachers will incorporate a variety of strategies to make the content more accessible. For example, using visuals and diagrams, providing multiple opportunities to practice key vocabulary, and utilizing graphic organizers. 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.

Teachers engage in ongoing training and study so they remain current with best practices for EL instruction and ensure EL student achievement continues to improve on pace with all other student populations at Carver. The Charter School is prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, pull-out instruction and/or assignment of a certified aid. Pull-out instruction will focus on increasing basic English - including vocabulary, grammar, reading and writing - so that students can perform and participate in their regular classes. When possible, in order to minimize disruption to the student's daily schedule, these services will take place outside of normal class time, during a resource period.

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. As a team, teachers and administrators set goals for EL students, as they do for all students, which are monitored and assessed frequently. Assessments are used as a measure of progress towards meeting these goals and will be both formal and informal assessments. Work from both non-native English speakers and native English speakers will be samples for instructional assessment. Some additional instructional strategies that may be used by teachers include:

**Instructional Strategies to Use with English Learners**

| | |
|---|---|
| **Checking students' comprehension of the content**<br>• Use sentence strips<br>• Set up dialogue journals between teacher and student<br>• Plan activities using role play and drama<br>• Use student reading log<br>• Use Cloze exercises<br>• Write summaries<br>• Encourage students to write headlines<br>• Write character diaries<br>• Have students present information with illustrations, comic strips, or other visual representations | • **Helping EL students adjust to the classroom**<br>• State/display language, content and metacognitive objectives<br>• List instructions / process steps and review orally<br>• Present information in varied ways (oral, written, demonstrations, with tangible objects)<br>• Frequently summarize key points<br>• Repeat and paraphrase important terms<br>• Have students maintain notebooks<br>• Allow students to provide answers and explain processes instead of you telling them logs for metacognitive strategies<br>• Allow sufficient response time |
| **Adjusting teaching style:**<br>• Develop a student centered approach<br>• Speak slowly and clearly(not louder), use shorter sentences, and avoid idioms<br>• Increase the percentage of inferential and higher order thinking questions<br>• Provide correction for language errors by modeling, not overt correction<br>• Use cooperative learning<br>• Incorporate peer tutoring<br>• Use the Writing Process<br>• Explicitly connect learning to students' knowledge and experience<br>• Take time to preview and explain new concepts and vocabulary before starting instruction<br>• Use questionnaires / interviews | **Motivating students and providing background knowledge**<br>• Use Semantic Webbing and graphic organizers<br>• Use Anticipation Reaction Guides o Have students brainstorm, then record responses on overhead before starting lessons<br>• Use realia, maps, photos, and manipulatives<br>• Do activities where students can interact and move around<br>• Have students do hands-on activities<br>• Do demonstrations<br>• Use a variety of groupings so that ESL students can interact with different classmates<br>• Provide students with outlines of lessons and questions that will be asked beforehand so they have an opportunity to process information and participate more readily |

**Accountability and Evaluation of the EL Program**

In order to ensure that the EL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), Carver will regularly assess the quality of its program in regards to raising the achievement of EL students. To determine the need for programmatic modifications, Carver, in conjunction with SCUSD data and accountability, will evaluate the progressive

growth of EL students on standardized assessments and non-standardized assessments in comparison to that of non-EL students. 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 declassified as EL and the number of instructional years it takes for this declassification to occur.

Home Language Survey

The Home Language Survey (HLS) will be 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.

Students in the SST process or with a 504 have a regular pull-out session with the Resource teacher to support homework completion, organization and re-teaching or scaffolding instruction.

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. Our part time Resource teacher conducts annual assessments in preparation for IEPs. 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 will be assembled by the principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review 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 has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with

regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

• Consultation and collaboration with the SCUSD Student Services to determine support especially for aides, transportation and resources beyond the school's resources.
Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
• Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those, which are designed to provide a single general intelligent quotient.
• Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff and SCUSD support. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.
Carver participates in the National School Lunch program in full partnership with SCUSD.

**Transferability of Course Work**
All courses at Carver are approved by the University of California UCOP and meet the a-g college admissions requirements. All courses utilize the SCUSD course codes and are transferable to any other public high school. This information can be found in the Student Handbook.

## Element 2—Measurable Student Outcomes

| CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES | |
|---|---|
| Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing that the Charter School's outcomes that align with the state priorities and the Charter School goals and actions to achieve the state priorities, as identified in Element 1 of the charter.<br><br>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site. | |
| **State Priority #1—Basic Services**<br>*The degree to which teachers are appropriately assigned (E.C &44258.9) and fully credentialed, and every pupil has sufficient access to standards aligned instructional maternal (E.C.&60119, and school facilities are maintained and in good repair )E.C. &17002(d).* | |
| **Sub Priority A—Teachers** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | At last 95% of teachers are appropriately assigned pursuant to Educational Code section 44258.9, and fully credentialed in the subject area(s) and for the pupils that they are teaching. |
| **ACTIONS TO ACHIEVE GOAL** | SCUSD requires that all teaching applicants produce the appropriate credentials including Waldorf training when hired, before they begin their teaching assignments. |
| **MEASURABLE OUTCOME** | SCUSD will measure success of this outcome by identifying the credential status of all applicable teaching staff |
| **METHODS OF MEASUREMENT** | The percent of teachers with the appropriate credentials, when applicable. |
| **SUB-PRIORITY B – INSTRUCTIONAL MATERIALS** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | 100% of students have access to standards-aligned instruction materials pursuant to Education Code section 601119. |
| **ACTIONS TO ACHIEVE GOAL** | Carver purchases instructional materials at the start of the school year that are aligned to the standards and/or develop instructional materials on the basis of current standards. Each year, administrative staff will inventory the current instructional materials, by grade and content area, to ensure that there are sufficient materials for enrolled students, aligned to the most current set of state standards. |
| **MEASURABLE OUTCOME** | 100% of core content areas have instructional materials aligned to the standards;<br>100% of students have access to instructional materials.. |
| **METHODS OF MEASUREMENT** | Annual inventory of instructional materials, by grade and content area. |
| **SUB-PRIORITY C – FACILITIES** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | The school facilities are maintained in good repair pursuant to Education Code section 17002(d). |
| **ACTIONS TO ACHIEVE GOAL** | Carver operates in a district facility. Carver will continue to ensure consistent custodial services are provided daily at the school. |
| **MEASURABLE OUTCOME** | Carver is cleaned each school or professional development day. Carver will report any issues related to the facility directly to the district within 48 business hours. |

| | |
|---|---|
| **METHODS OF MEASUREMENT** | The percent of operational days when the facility was cleaned; the percent of facility related issues that are reported to the district within 48 business hours. |

| | |
|---|---|
| **STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS**<br>*Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency* | |
| **SUB-PRIORITY A – CCSS IMPLEMENTATION** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | Carver implements academic content and performance standards adopted by SCUSD and the state board for all pupils in all content areas, including English learners. |
| **ACTIONS TO ACHIEVE GOAL** | Specific and detailed actions are listed throughout Element 1. The school adopts curriculum and/or develops Waldorf curriculum that is 100% aligned to state standards. All long term plans, curriculum maps, and core content lesson plans is reviewed by administration and teacher-leaders. |
| **MEASURABLE OUTCOME** | 100% of state standards adopted within the curriculum being taught to students, and accessed by all students. |
| **METHODS OF MEASUREMENT** | Annual inventory of the long-term plans, by grade and content area, to determine the percent of state adopted standards being taught. |
| **SUB-PRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | 100% of English learners will have access to a broad course of study that includes all of the subject areas described in Education Code section 51210, that includes the same access as non EL students, in addition to supplemental services that may be necessary (as described in Element 1). |
| **ACTIONS TO ACHIEVE GOAL** | Specific and detailed actions are listed throughout Element 1. EL students will fully participate in the same course of study as non EL students at the school. |
| **MEASURABLE OUTCOME** | 85% of EL students will be proficient and/or demonstrate growth on the scale score of the CAASPP in English and math. |
| **METHODS OF MEASUREMENT** | The percent of core courses that EL students have access to, compared to their English-only peers; the proficiency growth rates of EL students. |
| **SUB-PRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | 98% of EL students will become English proficient after three years of enrollment at the school. |
| **ACTIONS TO ACHIEVE GOAL** | EL students will receive additional services to support their development of the English language. They will also receive all standard instruction in the English language, with modified supports, as needed. Finally, the school will work 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. |
| **MEASURABLE OUTCOME** | 100% of course instruction will occur in English; 100% of students who require modifications (including small group instruction and differentiated supports), will receive such accommodations in English and math.<br>98% of students will become English proficient within three years, equivalent to the state expectation. (70% of students will become English proficient within two years), as measured by the CELDT. |
| **METHODS OF MEASUREMENT** | The percent of time students are instructed in English; the percent of EL students who are English proficient after three years; the average number of years it takes for a child to become English proficient once enrolled |

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| **STATE PRIORITY #3— PARENTAL INVOLVEMENT**<br>*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation* | |
| **SUB-PRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | 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. |
| **ACTIONS TO ACHIEVE GOAL** | Carver will ensure family awareness of all opportunities for participation in events. |
| **MEASURABLE OUTCOME** | 90% of families attend or participate in at least two activities per year. |
| **METHODS OF MEASUREMENT** | Carver will measure and take attendance of parent participation at all major events (including Back to School Night, Open House, field trips, Student Study Teams/IEPs and performances), and will track participation yearly. |
| **SUB-PRIORITY B – PROMOTING PARENT PARTICIPATION** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | Carver will engage in efforts to seek parent input in decision-making, promotion of parent participation in programs for unduplicated pupils and special needs groups, so that 100% of families are aware of opportunities to engage in the school community on a weekly and monthly basis. |
| **ACTIONS TO ACHIEVE GOAL** | Carver will inform of events through the following mediums: weekly newsletter the monthly calendar, the classroom, robo-calls to remind families of upcoming events or notices, reminder notices home, Advisory Board meeting announcements, the web site, and family conferences. |
| **MEASURABLE OUTCOME** | The percent of events that parents receive notice about: (1) more than one month in advance, (2) at least one month in advance, (3) at least two weeks in advance; the percent of events that parents receive notice about in at least two different formats. |
| **METHODS OF MEASUREMENT** | The timing of notices; the method of notification |
| **STATE PRIORITY #4— STUDENT ACHIEVEMENT**<br>*Pupil achievement, as measured by all of the following, as applicable:*<br>*A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment*<br>*B. The Academic Performance Index (API)*<br>*C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*<br>*D. Percentage of Els who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*<br>*E. EL reclassification rate*<br>*F. Percentage of pupils who have passed an AP exam with a score of 3 or higher*<br>*Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness* | |

| SUB-PRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS | |
|---|---|
| **GOAL TO ACHIEVE SUB-PRIORITY** | At least 85% of students are proficient or demonstrate scale score growth on ELA/literacy or mathematics on the CASPP each year. |
| **ACTIONS TO ACHIEVE GOAL** | Please see Element 1 for details on instructional program, including the double and triple-blocking of literacy/ELA and math content courses as well as the inclusion of writing across all curriculum areas. |
| **MEASURABLE OUTCOME** | **1. Students at Carver will out-perform state proficiency in English Language Arts.**<br><br>At least 50% of students will be Proficient or Advanced on the Reading section of CAASPP. This is over 12 points higher than the current state average, 15 points higher than the county average, and 24 points higher than the SCUSD average.<br>b. Carver will place in the top quartile of similar district schools on the Reading portion of the CAASPP.<br>c. Special Education students will place in the top quartile when compared to other special education students in similar district schools on the Reading portion of the CAASPP, and/or will be at least 25% proficient.<br><br>**2. Students at Carver will meet or exceed standards for mastery in Mathematics.**<br><br>a. At least 50% of students that have been enrolled for at least two years at Capitol Collegiate Academy will be Proficient or Advanced on the Mathematics portion of CAASPP. This is over 10 points higher than the current state average, 11 points higher than the county average, and 18 points higher than the SCUSD average.<br>b. Carver will place in the top quartile of similar district schools on the Mathematics portion of CAASPP.<br>Special Education students will place in the top quartile when compared to other special education students in similar district schools on the Mathematics portion of the CAASPP, and/or will be at least 30% proficient. |
| **METHODS OF MEASUREMENT** | Proficiency rates on the CASPP in ELA/Literacy and mathematics |
| **SUB-PRIORITY B – API** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | As API is no longer being used in California, Carver will meet the state expectation on the replacement for API, as announced and implemented. |
| **ACTIONS TO ACHIEVE GOAL** | Please see Element 1 for details on instructional program, including the double and triple-blocking of literacy/ELA and math content courses as well as the inclusion of writing across all curriculum areas. |
| **MEASURABLE OUTCOME** | Students at Carver will out-perform peers at similar schools, when the school is measured on the new measurement of performance and accountability, as determined by the state. |
| **METHODS OF MEASUREMENT** | CA accountability system new measurement, as announced and implemented. |

| SUB-PRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE) | |
|---|---|
| **GOAL TO ACHIEVE SUB-PRIORITY** | 100% of students are enrolled in UC a-g approved courses which meet admissions requirements |
| **ACTIONS TO ACHIEVE GOAL** | All students course pathway is aligned to UC a-g admissions requirements. |
| **MEASURABLE OUTCOME** | 75% of students will complete the UC a-g course admissions requirements |
| **METHODS OF MEASUREMENT** | District audit of course completion. |
| **SUB-PRIORITY D – EL PROFICIENCY RATES** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | At least 50% of EL students are proficient **or** demonstrate scale score growth on ELA/literacy on the CELDT each year. |
| **ACTIONS TO ACHIEVE GOAL** | Please see Element 1 for details on EL instructional program, including the double and triple-blocking of literacy/ELA and math content courses as well as the inclusion of writing across all curriculum areas and differentiated instruction. |
| **MEASURABLE OUTCOME** | **EL students at Carver will out-perform state proficiency in English Language Arts.**<br>a. At least 30% of students will be Proficient or Advanced on the Reading section of CAASPP.<br>b. Carver EL students will place in the top quartile of similar district schools on the ELA portion of the CAASPP.<br>**EL students at Carver will meet or exceed standards for mastery in Mathematics.**<br>a. At least 35% of students will be Proficient or Advanced on the Mathematics portion of CAASPP. This is over 13 points higher than the current state average.<br>b. Carver EL students will place in the top quartile of similar district schools on the Mathematics portion of CAASPP.<br><br>**EL students will score Early Advanced or Advanced on the annual CELDT assessment**<br>a. At least 75% of students will score Early Advanced or Advanced on CELDT |
| **METHODS OF MEASUREMENT** | EL proficiency rates on the CAASPP in ELA/Literacy and mathematics<br>Results of CELDT assessment and reclassification rates |
| **SUB-PRIORITY E – EL RECLASSIFICATION RATES** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | 80% of EL students will reclassify after three years of enrollment at the school. |
| **ACTIONS TO ACHIEVE GOAL** | EL students will receive additional services to support their development of the English language. They will also receive all standard instruction in the English language, with modified supports, as needed. |
| **MEASURABLE OUTCOME** | 80% of students will reclassify within three years, equivalent to the state expectation. (70% of students will become English proficient within two years), as measured by the CELDT. |

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| **METHODS OF MEASUREMENT** | CELDT assessment: the percent of time students are instructed in English; the percent of EL students who are English proficient after three years; the average number of years it takes for a child to become English proficient once enrolled. |

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|---|---|
| **SUB-PRIORITY F – AP EXAM PASSAGE RATE** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | 75% of all AP test takers will earn a 3 or higher |
| **ACTIONS TO ACHIEVE GOAL** | Students will have designated AP Studio Art and AP Calculus classes in addition to extra instructional materials. Teachers will offer 7th period study preparation in the second semester. |
| **MEASURABLE OUTCOME** | 75% of all AP test takers will earn a 3 or higher |
| **METHODS OF MEASUREMENT** | Review of final exam scores. |
| **SUB-PRIORITY G – COLLEGE PREPAREDNESS/EAP** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | 100% of eligible students will enroll in EAP math. |
| **ACTIONS TO ACHIEVE GOAL** | Students meeting eligibility will enroll in EAP math as a senior. |
| **MEASURABLE OUTCOME** | 100% of eligible students will enroll in EAP math. |
| **METHODS OF MEASUREMENT** | Course audit. |
| **STATE PRIORITY #5— STUDENT ENGAGEMENT**<br>*Pupil engagement, as measured by all of the following, as applicable:*<br>*A. School attendance rates*<br>*B. Chronic absenteeism rates*<br>*C. Middle school dropout rates (EC §52052.1(a)(3))*<br>*D. High school dropout rates*<br>*E. High school graduation rates* | |
| **SUB-PRIORITY A – STUDENT ATTENDANCE RATES** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | Carver will maintain an average daily attendance greater than 95%. |
| **ACTIONS TO ACHIEVE GOAL** | Perfect attendance awards assembly each semester. Weekly announcements regarding importance of school attendance. SST meetings for those students who struggle with attendance. |
| **MEASURABLE OUTCOME** | Carver will maintain an average daily attendance greater than 95%. |
| **METHODS OF MEASUREMENT** | Student attendance on a daily, weekly, monthly, semesterly, and annual basis. This is reflected on the monthly attendance reports in the student data system. |

| SUB-PRIORITY B – STUDENT ABSENTEEISM RATES | |
|---|---|
| **GOAL TO ACHIEVE SUB-PRIORITY** | Carver will have fewer than 5% of students chronically absent. |
| **ACTIONS TO ACHIEVE GOAL** | Attendance letters home for those students who miss 6 days of school per trimester; attendance conferences for those students who miss more than 10% of school days in a trimester; reporting chronic absenteeism, as required. |
| **MEASURABLE OUTCOME** | Carver will report 100% of students who miss more than 10% of the school year, or 18 or more days. |
| **METHODS OF MEASUREMENT** | Student attendance on a daily, weekly, monthly, semesterly, and annual basis. This is reflected on the monthly attendance reports generated by the student data base |

| SUB-PRIORITY C – MIDDLE SCHOOL DROPOUT RATES | |
|---|---|
| **NOT APPLICABLE** | |
| **SUB-PRIORITY D – HIGH SCHOOL DROPOUT RATES** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | Carver will have 0 % drop out rate |
| **ACTIONS TO ACHIEVE GOAL** | Development of the Student Support Center on campus, student attendance in advisory each week over four years, our Waldorf curriculum are aligned to wrap services around every student with the goal of graduation and college admissions. |
| **MEASURABLE OUTCOME** | 0% drop out rate |
| **METHODS OF MEASUREMENT** | Published CDE dropout rates |
| **SUB-PRIORITY E – HIGH SCHOOL GRADUATION RATES** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | Carver will have 100% graduation rate. |
| **ACTIONS TO ACHIEVE GOAL** | Development of the Student Support Center on campus, student attendance in advisory each week over four years, our Waldorf curriculum are aligned to wrap services around every student with the goal of graduation and college admissions. Student enrollment in AP and ACE courses. |
| **MEASURABLE OUTCOME** | 100% of Carver students will graduate. |
| **METHODS OF MEASUREMENT** | Graduation rates |

| **STATE PRIORITY #6— SCHOOL CLIMATE**<br>*School climate, as measured by all of the following, as applicable:*<br>*A. Pupil suspension rates*<br>*B. Pupil expulsion rates*<br>*C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness* | |
|---|---|
| **SUB-PRIORITY A – PUPIL SUSPENSION RATES** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | Carver will suspend students within school policy and will not demonstrate a significant over-representation of any one particular subgroup in suspension data (as defined by more than 10%) |
| **ACTIONS TO ACHIEVE GOAL** | Carver staff will track disciplinary infractions by order to use the data to identify trends in student behavior and intervene appropriately. Carver students attend advisory on a weekly basis to teach citizenship, core values, and positive character traits. |

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| **MEASURABLE OUTCOME** | 100% of suspensions will be in alignment with school and district policy. Carver will suspend students within school policy and will not demonstrate a significant over-representation of any one particular subgroup in suspension data (as defined by more than 10%). The primary subgroups identified will be students who are black, Hispanic/Latino, foster/homeless. |
| **METHODS OF MEASUREMENT** | The percent of suspensions in alignment with school policy; the percent of suspensions by subgroup in comparison to subgroup enrollment. |

| **SUB-PRIORITY B – PUPIL EXPULSION RATES** | |
|---|---|
| **GOAL TO ACHIEVE SUB-PRIORITY** | Carver will recommend fewer than two expulsions per year, and only for those offenses that are consistent with CA Education Code. |
| **ACTIONS TO ACHIEVE GOAL** | Carver practices positive behavior and restorative justice. Carver staff will track disciplinary infractions by type (in alignment with the core values of the school) in order to use the data to identify trends in student behavior and intervene appropriately. Carver students attend advisory weekly to teach citizenship, core values, and positive character traits. Students who have been suspended more than three times in a school year will require an additional family conference as well as an individualized behavior plan and potentially in-class supports. |
| **MEASURABLE OUTCOME** | One or fewer students are recommended for expulsion annually and 100% of recommendations are consistent with CA Education Code. |
| **METHODS OF MEASUREMENT** | 100% of expulsions recommended to the Board are consistent with California Education Code; 100% of expulsions recommended to the Board have also contained a family conference prior to recommendation; 100% of expulsions recommended to the Board that are subsequently approved by the Board are reported to SCUSD within 24 business hours. |
| **SUB-PRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | School stakeholders will feel satisfied with the academic rigor, structure, safety and communication of the Charter School. |

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| **ACTIONS TO ACHIEVE GOAL** | Carver will administer an annual survey each year and track the families who have responded. |
| **MEASURABLE OUTCOME** | Parents and/or guardians of students at Carver will be satisfied with the academic rigor, structure, safety and communication of the Charter School. 80% or more of parents will demonstrate satisfaction on these metrics through an annual survey, with 70% or more of families responding.<br>Staff at Capitol Collegiate Academy will be satisfied with the academic rigor, structure, safety and communication of the Charter School. 80% or more of staff will demonstrate satisfaction on these metrics through an annual survey, with 80% or more of staff responding. |
| **METHODS OF MEASUREMENT** | Annual family survey and an annual staff survey. |

| **STATE PRIORITY #7— COURSE ACCESS**<br>*The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.* | |
|---|---|
| **GOAL TO ACHIEVE SUB-PRIORITY** | All students in grades 9-12 will have access to English, mathematics, social sciences, science, visual and performing arts, foreign language, health, physical education, and other as prescribed by the governing board. (E.C. §51210) All students will participate in the Linked Learning Career Pathway of Social and Environmental Justice. |
| **ACTIONS TO ACHIEVE GOAL** | Carver will develop a class schedule each year that ensures that students have access to all of the courses listed above. |
| **MEASURABLE OUTCOME** | 100% of students have access to the courses listed above, consistently (as defined by either weekly or by semester). |
| **METHODS OF MEASUREMENT** | Schedule audit |

| **STATE PRIORITY #8—OTHER STUDENT OUTCOMES**<br>*Pupil outcomes, if available, in the subject areas described above in #7, as applicable.* | |
|---|---|
| **SUB-PRIORITY A – ENGLISH** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | 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. |
| **ACTIONS TO ACHIEVE GOAL** | Enroll all students in 4 years of English. 50% of seniors enroll in ACE English. 100% of students engage in drama activities through English class. |
| **MEASURABLE OUTCOME** | 100 % of s 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. |
| **METHODS OF MEASUREMENT** | Course schedule audit. |
| **SUB-PRIORITY B – MATHEMATICS** | |
| **GOAL TO** | Please see proficiency goals (above). |

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| **ACHIEVE SUB-PRIORITY** | Students enroll in math classes all four years. AP Calculus is offered to 11th or 12th graders who pass Pre-Calculus. In addition, Carver will ensure that 100% of students will participate in a numeracy-rich main lesson twice a year. |
| **ACTIONS TO ACHIEVE GOAL** | Please see above as well as Element 1 for a detailed explanation of programmatic efforts. |
| **MEASURABLE OUTCOME** | Carver will ensure that 100% of students will participate in a numeracy-rich Main Lesson twice a year. |
| **METHODS OF MEASUREMENT** | Course load audit. |
| **SUB-PRIORITY C – SOCIAL SCIENCE** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | Please see proficiency goals (above).<br>Students enroll in Social Science classes all four years. All 12th graders can enroll in and earn ACE credit in 12th grade Government. In addition, Carver will ensure that 100% of students will participate in a Humanities main lesson at least once a year. |
| **ACTIONS TO ACHIEVE GOAL** | Please see above as well as Element 1 for a detailed explanation of programmatic efforts. |
| **MEASURABLE OUTCOME** | Carver will ensure that 100% of students will participate in a Humanities main lesson at least once a year. |
| **METHODS OF MEASUREMENT** | Course load audit. |
| **SUB-PRIORITY D – SCIENCE** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | Please see proficiency goals (above).<br>Students enroll in Science classes all four years. All 12th graders can enroll in and earn ACE credit in 12th grade Environmental Science. In addition, Carver will ensure that 100% of students will participate in a Science main lesson at least once a year. |
| **ACTIONS TO ACHIEVE GOAL** | Please see above as well as Element 1 for a detailed explanation of programmatic efforts. |
| **MEASURABLE OUTCOME** | Carver will ensure that 100% of students will participate in a Humanities main lesson at least once a year. |
| **METHODS OF MEASUREMENT** | Course load audit. |

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| **SUB-PRIORITY E – VISUAL AND PREFROMING ARTS** | |
| **GOAL TO ACHIEVE SUB-PRIORITY** | 100% of students will have access to a visual and performing arts curriculum which may include music, art, theater, and/or other art classes. |
| **ACTIONS TO ACHIEVE GOAL** | Carver will include arts in the student schedule for at least two full years.<br>Any student is eligible to enroll in AP Studio Art. |
| **MEASURABLE OUTCOME** | 100% of students will have access to a visual and performing arts curriculum which may include music, art, theater, and/or other art classes. |
| **METHODS OF MEASUREMENT** | Schedule audit and AP studio art exam results. |

| SUB-PRIORITY F – PHYSICAL EDUCATION | |
|---|---|
| **GOAL TO ACHIEVE SUB-PRIORITY** | 100% of students will have access to physical education to meet at least the state mandated number of minutes for two years. |
| **ACTIONS TO ACHIEVE GOAL** | Carver will include physical education in the weekly schedule to meet the state mandated minimum. All PE classes will be in alignment with state and Waldorf PE standards. |
| **MEASURABLE OUTCOME** | Schedule audit |
| **METHODS OF Measurement** | Schedule audit. |

## Element 3— Methods by Which Student Outcomes are Measured

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| Approach to Assessment Data: Measuring Student Achievement |
| Statewide Assessment |
| Accountability Progress Reporting |
| Data-Driven Instruction and Staff Development |
| Reporting of Data |
| Grading Policy |

**Approach to Assessment Data: Measuring Student Achievement**

Each year we see improvement in student achievement, in their integrated projects and in the independent senior projects, in dramatic performances, in the quality and depth of their thinking and their skills as artists as seen in their portfolios. Math scores remain an area for attention.

Carver is committed to high levels of student achievement. Because we know that students demonstrate their leaning in a variety of ways, we strive to assess in a wide variety of ways which calls on the whole child to use the head, the heart and the hands.

All state and federally mandated testing is administered. We also use main lesson books, presentations, artistic activity, regular interim assessments, and projects to monitor student progress.

*Student Voice: One thing I appreciate about Carver is the way my teachers care. When I struggle, my teachers work with me to understand what is wrong and how I can improve my understanding and my grade. My teachers know me and my passions and how I learn best. They go out of their way to keep me from falling behind so that I succeed. If "no child left behind" were to describe something good, it would be Carver.*

Students of the School of Arts and Science will achieve the following outcomes:

- SaEJ Pathway Outcomes
- Academic Skills meeting and exceeding SCUSD, UC and CSU requirements
- Students will demonstrate their knowledge and learning by creating main lesson books which show their academic skills, artistic mastery and personal learning.
- Average Daily Attendance of 95%
- Community Service: A four year total of 118 hours
- Portfolio review
- Participation in Work Based Learning

**Statewide Assessments**

In accordance with the Charter Schools Act, Carver will meet all statewide standards and conduct the pupil assessments required by other public schools or conduct pupil assessments applicable to pupils in non-charter public schools.

**Carver CAASPP Overall Results in Comparison to Similar High Schools**

| CAASPP 2015-16: Overall (Met/Exceeded) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Carver: 2014-15 | Carver: 2015-16 | State | County | District | Cordova | Rosemont | Johnson |
| ELA:SBAC | 70% | 68% | 59% | 56% | 49% | 57% | 45% | 41% |
| Math: SBAC | 20% | 30% | 33% | 22% | 26% | 28% | 23% | 15% |
| Science CST | 53.1% | 57.4% | 54% | 51% | 45% | 43% | 38.4% | 46.7% |

**Carver CAASPP ELA Results with Subgroups to Comparison High Schools**

| CAASPP 2015-16: Sub-Groups (Met/Exceeded) ELA | ELA | | | | | |
|---|---|---|---|---|---|---|
| ELA | Carver: 2014-15 | Carver: 2015-16 | District | Cordova | Rosemont | Johnson |
| Overall | 70% | 68% | 49% | 57% | 45% | 41% |
| Students without Disabilities | 81% | 82% | 56% | 63% | 55% | 45% |
| Students with Disabilities | * | 20% | 8% | 6% | 10% | 12% |
| Economically Disadvantaged | 62% | 72% | 43% | 52% | 41% | 40% |
| Not Economically Disadvantaged | 77% | 65% | 62% | 71% | 61% | 43% |
| FEP & EO | 72% | 66% | 55% | 63% | 49% | 47% |
| RFEP | * | * | 62% | 69% | 60% | 64% |
| EL | * | * | 12% | 11% | 8% | 13% |
| EO | 70% | 71% | 50% | 59% | 45% | 31% |
| African American | * | | 31% | 40% | 31% | 34% |
| American Indian | * | | 35% | * | * | * |
| Asian | * | | 63% | 67% | 58% | 51% |
| Filipino | * | | 72% | * | * | * |
| Hispanic | * | 67% | 39% | 53% | 41% | 28% |
| White | 84% | 74% | 65% | 64% | 53% | 13% |
| Two or More Races | * | * | 63% | 63% | 36% | * |

**Carver CAASPP MATH Results with Subgroups to Comparison High Schools**

| CAASPP 2015-16: Sub-Groups (Met/Exceeded) MATH | | | | | | |
|---|---|---|---|---|---|---|
| Math | | | | | | |
| | Carver (2014-15) | Carver (2015-16) | SCUSD | Cordova | Rosemont | Johnson |
| Overall | 20% | 30% | 26% | 28% | 23% | 15% |
| Students without Disabilities | 24% | 38% | 29% | 30% | 28% | 17% |
| Students with Disabilities | * | 0% | 3% | 8% | 4% | 4% |
| Economically Disadvantaged | 0% | 31% | 22% | 25% | 20% | 16% |
| Not Economically Disadvantaged | 33% | 29% | 39% | 35% | 35% | 9% |
| FEP & EO | 20% | 30% | 29% | 30% | 26% | 17% |
| RFEP | * | * | 34% | 34% | 33% | 25% |
| EL | * | * | 6% | 3% | 8% | 6% |
| EO | 23% | 29% | 27% | 28% | 22% | 9% |
| African American | * | * | 12% | 14% | 20% | 8% |
| American Indian | * | * | 18% | * | * | * |
| Asian | * | * | 41% | 46% | 43% | 32% |
| Filipino | * | * | 40% | * | * | * |
| Hispanic | * | 31% | 16% | 20% | 13% | 8% |
| Pacific Islander | * | * | 14% | * | * | * |
| White | 18% | 35% | 40% | 37% | 25% | 0% |
| Two or More Races | * | * | 37% | 36% | 45% | * |

**CELDT**

| | 2015-2016 | 2014-2015 | 2013-14 | 2012-2013 |
|---|---|---|---|---|
| Reclassification | 60% | 6% | 0% | 0% |
| Advanced | NA | 1% | 50% | 54% |
| Early Advanced | NA | 70% | 33% | 33% |
| Intermediate | NA | 20% | 17% | 4% |
| Early Intermediate | NA | 0 | 0 | 4% |

| | | | | |
|---|---|---|---|---|
| Beginning | NA | 0 | 0 | 4% |
| Total Tested | | 10 | 12 | 24 |

## Graduation Rates and A-G Completion and College Readiness Indicators

| | SCUSD | Carver | Johnson | Rosemont | Cordova |
|---|---|---|---|---|---|
| Graduation Rate: 2014-15 | 80.3% | 92.1% | 73.5% | 88.6% | 95.3% |
| Graduation Rate: 2013-14 | 85.0% | 100.0% | 86.0% | 90.2% | 92.3% |
| A-G Requirements Met: 2014-15 | 45.8% | 40.1% | 22.2% | 33.5% | 25.4% |
| A-G Requirements Met: 2013-14 | 44.6% | 30.3% | 20.1% | 27.0% | 41.0% |
| SAT Participation 2014-15 | 39.9% | 45.9% | 28.2% | 30.7% | 26.6% |
| SAT Participation 2013-14 | 41.8% | 31.5% | 30.1% | 37.5% | 38.3% |
| SAT 1500+ 2014-15 | 33.2% | 57.1% | 12.1% | 30.2% | 41.0% |
| SAT 1500+ 2013-14 | 37.0% | 56.5% | 11.2% | 34.8% | 40.7% |
| ACT Participation 2014-15 | 25.0% | 19.7% | 15.2% | 11.2% | 12.2% |
| ACT Participation 2013-14 | 27.4% | 12.3% | 18.8% | 18.6% | 17.3% |
| ACT 21+ 2014-15 | 38.9% | 66.7% | 18.4% | 37.1% | 63.0% |
| ACT 21+ 2013-14 | 40.4% | * | 17.9% | 47.4% | 67.1% |

## Accountability Progress Reporting

## Adequate Yearly Progress

| | ELA | | | | Math | | | |
|---|---|---|---|---|---|---|---|---|
| | Valid Scores | Number At or Above Proficient | Percent At or Above Proficient | Met 2013 AYP Criteria | Valid Scores | Number At or Above Proficient | Percent At or Above Proficient | Met 2013 AYP Criteria |
| 2014 | 52 | 32 | 61.5 | No | 52 | 31 | 59.6 | No |
| 2013 | 72 | 46 | 63.9 | Yes | 72 | 45 | 62.5 | No |
| 2012 | 75 | 47 | 62.7 | No | 75 | 56 | 74.7 | Yes |

## Academic Performance Index

Carver has shown steady growth as measured by the Academic Performance Index (API), meeting our annual targets until the 2014-15 school year. The school did not meet our targets. School-wide, 61.5 percent of student were proficient or above in ELA and 59.6 were proficient or above in Math.

## Academic Performance Index (API) 3 - Year Average API School Report

Academic Performance Index (API) 2013

| 2012 Base API | 2013 Growth API | 2012-13 Growth | Met 2013 API Criteria |
|---|---|---|---|
| 785 | 787 | 2 | Yes |

API 2012

| 2011 Base API | 2012 Growth API | 2011-12 Growth | Met 2012 API Criteria |
|---|---|---|---|
| 748 | 785 | 37 | Yes |

API 2011

| 2010 Base API | 2011 Growth API | 2010-11 Growth | Met 2011 API Criteria |
|---|---|---|---|
| 750 | 748 | -2 | Yes |

| Groups | Number of Students Included in 2011 Growth API | 2011 Growth API | Number of Students Included in 2012 Growth API | 2012 Growth API | Number of Students Included in 2013 Growth API | 2013 Growth API |
|---|---|---|---|---|---|---|
| Schoolwide | 198 | 748 | 212 | 785 | 196 | 787 |
| Black or African American | 10 | | 14 | 647 | 16 | 672 |
| American Indian or Alaska Native | 2 | | 3 | | 0 | |
| Asian | 12 | 813 | 11 | 855 | 9 | |
| Filipino | 0 | | 1 | | 0 | |
| Hispanic or Latino | 44 | 757 | 45 | 820 | 38 | 800 |
| Native Hawaiian or Pacific Islander | 2 | | 1 | | 2 | |
| White | 113 | 751 | 126 | 784 | 124 | 796 |
| Two or More Races | 15 | 698 | 11 | 730 | 7 | |
| Socioeconomically Disadvantaged | 113 | 729 | 117 | 764 | 100 | 782 |
| English Learners | 38 | 683 | 27 | 717 | 17 | 700 |
| Students with Disabilities | 18 | 568 | 25 | 607 | 27 | 640 |

It is worth highlighting the gains for our subgroups at Carver. Students with Disabilities gained 72 points over the last three reported years. This is in large part due to the new RSP teacher hired three years ago who is fully Waldorf trained. The RSP program has also grown steadily over the past three years. Nearly 20% of our students qualify for

special education services. Our special education population (students with disabilities) has grown over the past three years and exceeds the district average.

| Grade Level | % SPED |
|---|---|
| 9 | 12 % |
| 10 | 11 % |
| 11 | 15 % |
| 12 | 20 % |
| | |
| School % | 17 % |

## API Compared to Neighboring Schools

| API | | | | | | |
|---|---|---|---|---|---|---|
| | Carver Score/Ranking | Met Growth Target | District | Cordova | Rosemont | Johnson |
| Base: 2013-14 | 787 | yes | 760 | 728 | 726 | 700 |
| Base: 2012-13 | 785 | no | 770 | 745 | 740 | 703 |
| Base: 2011-12 | 748 | no | 760 | 732 | 732 | 671 |
| Rank - Overall: 2013-14 | NA | NA | NA | NA | NA | NA |
| Rank - Overall: 2012-13 | 7 | NA | NA | 4 | 4 | 3 |
| Rank - Overall: 2011-12 | 5 | NA | NA | 4 | 4 | 2 |
| Rank - SS: 2013-14 | NA | NA | NA | NA | NA | NA |
| Rank - SS: 2012-13 | 7 | NA | NA | 7 | 7 | 8 |
| Rank - SS: 2011-12 | 2 | NA | NA | 8 | 7 | 7 |
| * SS = Similar Schools | | | | | | |

## College Admissions

Our college going culture has improved in the past three years. Each year more students are applying to the CSUs, UCs and many small private liberal arts colleges throughout the country. Forty percent of the Class of 2015 are attending a four year college. Another 40% are attending community colleges. 20% are attending vocational programs or enlisted in the military. Of the 47 seniors this year (Class of 2016) only 20 % are applying to four year colleges, though 75 % will go on to the community colleges in our area. For two years we have consulted with a College Advisor—funded through the parent guild-- to work with seniors through the college application season and with the rest of the students and families in the spring on the application calendar, financial aid, college choices, etc.

**Colleges offering admissions to Carver students**

| | | |
|---|---|---|
| American River College<br>Art Institute<br>College of Wooster, OH<br>CSU Chico<br>CSU East Bay<br>CSU Humbolt<br>CSU Sacramento<br>CSU San Luis Obispo<br>CSU Sonoma<br>Dickinson College, PA<br>Dominican University<br>Drew University, PA | Evergreen, WA<br>Fisk University. TN<br>Folsom Lake College<br>Goucher College, MD<br>Howard University<br>International School of Design, Art & Technology<br>Lewis & Clark College, OR<br>Mills College<br>Sacramento City College<br>Shasta College<br>Sierra College | Soka University<br>UC Berkeley<br>UC Davis<br>UC Irvine<br>UC Merced<br>UC Santa Cruz<br>UC San Diego<br>University of Puget Sound<br>University of the Pacific<br>U. Of San Francisco (USF)<br>Ursinus College, PA<br>Vassar College, NY |

*Student Voice: "I feel appreciated and important when my teacher greets me personally at the classroom door with a handshake."*

*Teacher Voice: "My entire concept of what it means to actually teach and to actually be a teacher has deepened and strengthened since beginning the Waldorf High School Teacher Training Program. From the way I have altered my daily rhythm as a teacher to the way I engage my students, the whole experience so far has caused me to grow and engage my job in a whole new way, a way that I had always longed for."*

**Data-Driven Instruction and Staff Development**

A fundamental element of Waldorf teaching is that we are in a continuous process of learning ourselves as teachers. All teachers at Carver have, or are working towards, their Waldorf Teacher Training Certificate. This policy is supported by SCUSD through the hiring and layoff processes. All teachers and instructional aides must take formal Waldorf training. Formal Waldorf training is typically a three to five week summer program at Rudolf Steiner College in Fair Oaks, California. These intensive weeks consist of 10 hour days filled with curriculum development, the study of Waldorf education and adolescent development. There is an additional component of personal development, which consists of painting, drama, movement, singing and crafts.

In addition to summer training, all teachers participate in a week-long Summer Institute in August. We meet every week throughout the year for Common Planning Time in which we engage in artistic activity and also a Waldorf study.

Every Common Planning Time/ Faculty Meeting each week we bring data to the entire faculty. We look at grade level trends, we study and develop interventions for each student.

## Reporting of Data

Carver uses the district tool, Infinite Campus, for reporting final grades, attendance, discipline, etc, all of which is aggregated by SCUSD and reported to the CDE. Carver follows the grade reporting calendar of SCUSD for reporting impending failure, progress grades and semester grades.

Monthly, staff engages in a Data Inquiry Cycle to review student achievement, need for interventions. Annually, faculty reviews SBAC goals. Data is reported and disseminated on the SCUSD website in the SARC and SPSA and LCAP. Additionally, parents are notified through the newsletter for school wide results. Individual student achievement reports are sent through the mail to families—this includes grade reports, transcripts, PSAT results.

## Grading Policy

Grades are issued four times each school year. Credits are stated at the end of each semester. Quarter grades are "progress" grades that are not permanently recorded. Semester grades are permanent grades that are recorded. The semester grade is the total of the grade of the two quarters. Students are expected to pass all classes. Students who fail any portion of a class will be required to make up their deficiency in summer school or night school. You may access grades through the student information system.
A = 90-100%
B = 80-89%
C = 70–79%
D = 60- 69%
F = 0-59 %

## Notice of Impending Failure

If a student is in danger of failing at any grading period, the teacher will issue A NOTICE OF IMPENDING FAILURE/Progress Report no later than fifteen instructional days before the end of that grading period. A failure to issue the notice means that the student will receive full credit for the course, except under the conditions established in an incomplete contract which could have failing as the predetermined grade in case the conditions of the contract are not met by the student.

## Element 4— Governance Structure

Carver is a dependant charter of the Sacramento City Unified School District (the District). As a dependant charter, the school functions as a legal arm of the District. Ultimate control over the school will rest with the governing board of the District. Upon development and adoption of appropriate school-level policies, and in conformity with applicable laws, the governing board of the District has control over key elements of the school's operations, including the following:

- development and approval of the school's annual budget;
- evaluation of the performance of the school's principal and the power to dismiss the principal in the event that the performance evaluation determines that the principal is not meeting the school's needs or expectations;
- selection and establishment of the school's Waldorf curriculum, instructional methods and strategies, and instructional calendar, provided these are reasonably aligned with state-mandated academic content standards;
- selection of student assessment practices mandated by applicable state law; and
- the review, hiring, evaluation, and retention of all staff.

These policies are submitted for approval to the District's governing board. The District's governing board agrees to review all reasonable policies in a timely manner. Upon approval, some, but not all policies may be deemed a material revision of the charter. Carver has established a Charter Advisory Board (CAB) which acts as School Site Council. The CAB's composition includes the principal, teachers and other staff, parents, and may also include community members and students. The CAB developed a set of comprehensive, written bylaws, found as Appendix A, that document the CAB's composition, terms of office, officers, committees, and meeting and advisory procedures. The Bylaws are written to meet the requirements of the CAB/School Site Council. The CAB ensures parents of Carver students are actively involved in the governance of the school through parent leadership on the CAB, parent surveys and questionnaires, interviews, involvement on action teams and through the PTO/Guild. Through these actions Carver works to involve parents in creating a vision, maintaining their input for school development, and to be actively involved in a culture which supports parental participation in monitoring and ensuring progress for student achievement.

As a dependent charter of the SCUSD , our governing body is the SCUSD Board. We will follow district policy for conflict of interest. The Advisory Board will work to develop member training and/or skill development.

<u>Parent Involvement Policy</u>
From research studies to date, we have learned the following important facts:

- Families provide the primary educational environment.
- Parent involvement in their children's education improves student achievement.
- Parent involvement is most effective when it is comprehensive, supportive, long-lasting, and well-planned.

- The benefits of parent involvement are not limited to early childhood or the elementary level; there are continuing positive effects through high school.
- Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the schools.
- Children from low-income and culturally and racially diverse families have the most to gain when schools involve parents. The extent of parent involvement in a child's education is more important to student success than family income or education.
- We cannot look at the school and the home in isolation from one another; families and schools need to collaborate to help children adjust to the world of school. This is particularly critical for children from families with different cultural and language backgrounds.

Carver supports strong comprehensive parent involvement in order to foster student performance. Carver strives to build strong linkages with and respond to the needs of the communities. We know that students who have parents who help them at home and stay in touch with the school do better academically. Carver supports long-term comprehensive parent involvement in schools to foster consistent high levels of student success.

To this end, Carver works with the parents to create and develop many opportunities for parent involvement:

- Membership on the Charter Advisory Board (CAB)
- Membership on the Parent Guild/PTO
- Volunteer opportunities—library, garden, classroom
- Supervise field trips
- Fundraising
- Community outreach
- Enrollment recruitment activities

## Element 5 – Employee Qualifications

All Staff at Carver work under the collective bargaining agreements of the various units. Staff conforms and adheres to all provisions therein. All staff have access to participate in Waldorf training and professional development opportunities.

Every teacher holds a valid teaching credential or certificate issued by the California Commission on Teacher Credentialing. Every teacher must hold a Waldorf teacher Training Certificate or be earning formal credit toward such a certificate. All documents are maintained on file at Carver and are subject to periodic inspection by the District. All Carver teachers are appropriately credentialed so that they may teach all students, including English Language Learners. In addition, a sufficient cadre of credentialed special education teachers will be maintained to serve the student population. Teachers who have taught in urban settings, have demonstrated commitment to reform and redesign initiatives, have demonstrated competency in subject matter, hold a Waldorf Teacher Certificate or have knowledge and experience in Waldorf teaching methods, and who have successfully worked with students of diverse backgrounds will be actively recruited.

**Teacher Qualifications and Expectations:**

- possession of a valid Teaching Credential;
- possession of Waldorf Training Certificate or experience of Waldorf teaching methodologies and a commitment earn a Waldorf Teacher Training Certificate;
- Participation in WEST—Waldorf Education Seminar for teachers to earn a certificate;
- knowledge, skill, and ability in successfully teaching content standards with Waldorf methods;
- willingness to participate in Waldorf training and other district sponsored training throughout the school year;
- ability to work according to a master schedule that has common preparation periods for teaming with other teachers;
- ability to teach Waldorf main lesson.
- engage in the analysis of student work and achievement data in order to align their instruction;
- willingness to collaborate in order to create and implement integrated projects;
- demonstrate a commitment to encourage students to exceed state content standards;
- demonstrate a willingness to work a longer school day and year;
- willingness to cooperate with businesses, colleges, and community partners;
- willingness to be observed by other teachers and outside educators;
- work collaboratively in an advisory period designed to offer special assistance to students and build community; and
- demonstrate a willingness to work in a Waldorf main lesson block schedule.

**Instructional Leader Qualifications and Expectations:**

- possession of a valid Administrative Services Credential;
- possession of a valid Waldorf Teacher Training Certification;
- demonstrate leadership in implementing and monitoring a Waldorf high school program;
- demonstrate leadership in monitoring content standards;
- willingness to actively participate in, and lead, training sessions for the staff;
- knowledge of, and ability to, independently work in a small learning environment;
- willingness to demonstrate the Waldorf methods in a classroom setting;
- knowledge of creating a master schedule;
- ability to work in teams, lead action teams, and monitor school progress;
- demonstrate the ability to analyze and interpret data;
- willingness to act as Design Coach, Literacy Coach, or Math Coach;
- willingness to be held accountable for the implementation of Waldorf methods
- demonstrate commitment to working a longer school day and year; and
- work actively with parents and students to ensure a climate of academic achievement and college preparedness.

All other staff will be required to meet the basic work requirements as set out by the SCUSD within the college bargaining agreements of each unit. All applicable requirements for employment under the law will be met.

## Element 6 – Health and Safety Procedures

Carver implements a comprehensive set of health, safety, and risk management policies as mandated and provided by the Sacramento City Unified School District. The policies address the following topics:

- immunizations of students to the extent required for enrollment in non-charter public schools;
- procedures for response to natural disasters and emergencies, including fires, floods, and earthquakes;
- the prevention of contact with blood-born pathogens;
- encouraging instructional and administrative staff to receive training in emergency response, including "first responder" training or its equivalent;
- the administration of prescription drugs and other medicines;
- the housing of Carver in district facilities or facilities that have received state Fire Marshal approval and that have been evaluated by a licensed structural engineer who has determined the facilities present no substantial seismic safety hazard;
- establishing Carver as a drug, alcohol, and tobacco free school and workplace;
- constant supervision by the classroom teacher, or designated personnel, for all guest; lecturers and volunteers;
- the utilization of school monitors;
- a requirement for all visitors to sign in at the reception desk and wear a visitor's badge at all times while on the Carver premises;
- the establishment of a safe place off the grounds to move the students in the event of danger;
- all staff will follow the District's guidelines and be tested for tuberculosis;
- all pupil health screenings as required by law and prescribed by SCUSD in collective bargaining agreements;
- requirement of criminal background clearances in accordance with the Education code ad to comply with SCUSD policies and procedures.
-

These policies will be incorporated, as appropriate, into the Carver student and staff handbooks.

**Student Support Center**

Carver has opened a Student Support Center for the 2016-2017 school year. A social worker and two interns come to Carver twice a week to meet with student's, intervene in mental health issues, contact parents to offer community resources and to facilitate the GSA (Gay Straight Alliance) and NAMI (Mental Health ) Clubs.

**School Safety Plan**

Carver provides its students, parents and staff with a safe, secure and healthy campus. To that end, Carver has established and implemented health, safety and risk management policies and procedures governing operations on campus.

Carver is committed to providing a safe and secure campus and ensuring the health of its students and staff. Carver works closely with staff, students and parents to ensure the safety of all members of the school community and will also review all materials on an ongoing basis and adjust them as necessary.

Furthermore, the below policies are in place at Carver:

**Emergency Preparedness**
Carver adheres to an School Safety Handbook drafted specifically to the needs of its school sites in conjunction with law enforcement and the SCUSD Safety Office. This handbook includes the following responses: fire, flood, earthquake, terrorist threats and hostage situations. All staff are trained on emergency preparedness procedures. The Charter School conducts fire drills as required in Education Code Section 32001.

**Procedures for Background Checks**
SCUSD Human Resources Department monitors compliance with all background clearance as required by Education Code Sections 44237 and 45125.1.

**Role of Staff as Mandated Child Abuse Reporters**
All Carver non-certificated and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. Training agendas and sign in sheets are kept in the Human Resource Department at SCUSD.

**TB Testing**
Carver faculty and staff are tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

**Immunizations**
All students enrolled are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

**Medication in School**
Carver adheres to Education Code Section 49423 regarding administration of medication in school.

**Vision, Hearing/Scoliosis**
Students are screened for vision, hearing and scoliosis. Carver adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

**Blood Borne Pathogens**
Carve r meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures.

**Drug Free/Alcohol Free/Smoke Free Environment**
Carver functions as a drug, alcohol and tobacco free workplace.

**Comprehensive Sexual Harassment Policies and Procedures**
Carver is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Carver complies with the SCUSD comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Sac High (including employee to employee, employee to student, and student to employee misconduct).

**Staff Safety Training**

| | | |
|---|---|---|
| Epi-pen Training | School Nurse provides | Training Sign in |
| Violent Intruder training | Principal provides in CPT | Training Sign in |
| Diabetes Training | School Nurse provides | Training Sign in |
| Epilepsy Training | School Nurse provides | Training Sign in |
| Mandated Reporter Training | HR and Principal | Training Sign in |
| Suicide Risk Assessment | Student support center | Training Sign in |

## Element 7 – Racial and Ethnic Balance

Carver is non-sectarian in its programs, admission policies, employment practices, and all other operations. The school does not charge tuition for the charter program, and does not discriminate on the basis of race, ethnicity, national origin, gender or disability.

Carver recognizes its legal and social responsibility to take all feasible steps to enroll a student population that is reflective of the ethnic and racial diversity in the district. Carver will implement a student recruitment strategy.

Carver's enrollment has increased steadily each year. Carver is home to 300 students: 60% white (of which half are first generation Russian and Ukrainian immigrants who are English Language Learners), 22% Latino, 10% African Americans, and 4% Asian/ Pacific Islander. These data reflect the surrounding community. Carver attracts students from the neighborhoods surrounding the school as well as students commuting from other school districts including Elk Grove USD, San Juan USD and Folsom Cordova USD.

### Demographics at Carver by Ethnicity

**2016-2017**

| Ethnicity | Female | Male | Total | **Percent** |
|---|---|---|---|---|
| **American Indian or Alaskan Native** | 1 | | 1 | **>1%** |
| **Asian** | 5 | 8 | 13 | **4%** |
| **Black or African American** | 9 | 12 | 21 | **7%** |
| **Hispanic or Latino** | 28 | 26 | 55 | **19%** |
| **Two or More Races** | 11 | 6 | 17 | **6%** |
| **White** | 106 | 79 | 185 | **63%** |
| **TOTALS** | 160 | 131 | 292 | |

**2015-2016**

| Ethnicity | Female | Male | Total | **Percent** |
|---|---|---|---|---|
| **American Indian or Alaskan Native** | 1 | | 1 | **>1%** |
| **Asian** | 5 | 3 | 8 | **>1%** |
| **Black or African American** | 16 | 16 | 32 | **10%** |
| **Hispanic or Latino** | 30 | 39 | 69 | **22%** |
| **Two or More Races** | 8 | 9 | 17 | **>1%** |
| **White** | 82 | 111 | 193 | **60%** |
| **TOTALS** | **142** | **179** | **321** | |

**2014-2015**

| Ethnicity | Female | Male | Total | **Percent** |
|---|---|---|---|---|
| **American Indian or Alaskan Native** | 1 | | 1 | **>1%** |
| **Asian** | 7 | 5 | 12 | **4%** |
| **Black or African American** | 13 | 16 | 29 | **10%** |
| **Hispanic or Latino** | 32 | 31 | 63 | **21%** |
| **Two or More Races** | 9 | 3 | 12 | **4%** |
| **White** | 78 | 110 | 188 | **62%** |
| **TOTALS** | **140** | **165** | **305** | |

**2013-2014**

| Ethnicity | Female | Male | Total | **Percent** |
|---|---|---|---|---|
| **Asian** | 9 | 8 | 17 | **6%** |
| **Black or African American** | 9 | 12 | 21 | **7%** |
| **Hispanic or Latino** | 31 | 30 | 61 | **21%** |
| **Native Hawaiian or other pacific Islander** | 1 | 1 | 2 | **>1%** |
| **Two or More Races** | 8 | 5 | 13 | **4%** |
| **White** | 84 | 100 | 184 | **62%** |
| **TOTALS** | **142** | **156** | **298** | |

**2012-2013**

| Ethnicity | Female | Male | Total | **Percent** |
|---|---|---|---|---|
| **American Indian** | 1 | 1 | 2 | **>1%** |
| **Asian** | 8 | 7 | 15 | **5%** |
| **Black or African American** | 22 | 10 | 32 | **11%** |
| **Hispanic or Latino** | 27 | 26 | 53 | **20%** |
| **White** | 98 | 81 | 179 | **64%** |
| **TOTALS** | **156** | **125** | **281** | |

The four-year enrollment trend shows steady increase in numbers. We have grown by 3 to 6 percent each year over the last three years. This is due to increased public awareness of Carver and also our growing reputation of academic success. We actively reach out to eighth graders around the district and in neighboring areas in addition to our feeder elementary schools. We most actively recruit 8$^{th}$ graders into the 9$^{th}$ grade.

While Carver cannot legally ensure a specific racial and ethnic balance (prohibited both by the State Constitution and the Charter Schools Act), the following outreach plans to

achieve a racial and ethnic balance among its students that is reflective of the District, Carver implements broad-based recruiting methods that include, but are not limited to, the following:

- An enrollment process timeline that allows for a broad-based recruiting and application process;
- District- and Community-wide advertising of Carver's program and enrollment procedures;
- The scheduling of visit days, Waldorf informational seminars and prospective parent nights for parents, and other activities during the school year where the community is invited in to learn about Carver's instructional and operational philosophy, including Spanish and Russian translation;
- Regular lunch time visits to middles schools;
- Presence at all district and middle school sponsored outreach events;
- Distribution of informational materials in a variety of languages;
- Targeted outreach efforts to specific populations via neighborhood groups, community organizations, churches, mosques, temples, and other organizations;
- Work with community based organizations specifically address ethnic and cultural diversity.
- The development and distribution of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the districts of the various feeder charter schools and in the authorizing district, including Spanish and Russian language materials as needed;
- Carver student involvement in the community through off-campus learning and mentoring;
- The advertisement of outreach activities on its website, through community newsletters and in local newspapers, ethnic radio broadcasts, as appropriate.
- Community outreach workers who will be trained to discuss and explain Carver's educational program to our community in Spanish and Russian;
- Ongoing review of demographic data in the communities served to identify any additional outreach needed;
- Bulletins and table displays at ethnic supermarkets
- Presence at local festivals.

Carver believes that these activities will attract a broad base of applicants, and will review annually these outreach measures to consider any improvements necessary for the following year of operation.

All middle school counselors in SCUSD and charter and parochial schools throughout the Sacramento County receive a letter of introduction, posters, brochures and invitations to Visit Days. We make personal visits to California Montessori Project in Elk Grove and Carmichael, Golden Valley Waldorf Charter School in Orangevale.

**List of businesses and centers where we send letters of introduction, posters, brochures and Visit Day invitations**

| Churches | Community Centers | Markets | Businesses |
|---|---|---|---|
| Church of the Nazarene | Korean American Community | Viva Supermarket on Folsom | Starbucks on Bradshaw |
| Mayhew Community Baptists | Cordova Recreation and Park District Teen Hub | KP International Market (formerly Koreana) | IHop on Bradshaw |
| Grace Mission Church | Neil Orchard Senior Activity Center | La Superior on Coloma | Go For It Magazine |
| Cloud of Glory Worship Center | Gedatsu Church of America | Food Mart | |
| House of Glory International Ministry | | | |
| Bethel Church of Worship | | | |

**List of publications in which we advertise:**

The Grapevine—Rancho Cordova
Parent Magazine—Sacramento area
Go For it Magazine – Rancho and Gold River

**Other recruitment efforts:**

- Purchase of demographically relevant addresses in zip codes within a ten mile radius of Carver high school.
- Postcards sent to these address.
- Post cards sent to all SCUSD 7th and 8th graders
- Linked Learning Pathway Fair
- Rancho Cordova Tree Lighting Ceremony in November
- Kids Day Festival in Rancho Cordova

In order to achieve desired target racial and ethnic balance Carver will engage in specific recruitment for Asian students including mailings, postcards, presentations at:

- Korean American Community
- Cloud of Glory Worship Center
- Gedatsu Church of America
- KP International Market (formerly Koreana)
- Post cards and invitations to Visit days to all SCUSD 8th graders
- Presence at the Linked Learning SCUSD recruitment Fair

- Rancho Cordova iFest performance and booth
- Cordova Recreation and Park District Teen Hub

In order to achieve desired target racial and ethnic balance Carver will engage in specific recruitment for Asian students including mailings, postcards, presentations at:

- Mayhew Community Baptists
- Grace Mission Church
- Bethel Church of Worship
- Post cards and invitations to Visit days to all SCUSD 8th graders
- Presence at the Linked Learning SCUSD recruitment Fair
- Rancho Cordova iFest performance and booth
- Cordova Recreation and Park District Teen Hub

## Element 8 – Admissions Requirements

Students will be considered for admission to Carver without regard to race, ethnicity, national origin, primary language, gender, disability, or achievement level. Students interested in Carver will be required to adhere to the expectations set out by the school. Carver will honor the right granted to parents under Education Code 60615 to seek a waiver of state and federal testing.

Every participating student will be expected to attend a Visit Day at the school along with a parent or guardian. All parents and students will be asked to sign the Carver Parent-Teacher-Principal-Student Compact that outlines the duties and responsibilities of all community members.

Carver will admit all students who wish to attend the school. Applications are available in September for the following academic year. Once the enrollment paperwork is complete and Open Enrollment period is complete in mid-February- students are officially admitted. Admission to the school will not be determined based upon the residence of the pupil or his or her parent in the state of California. However, if the number of students seeking enrollment in Carver exceeds the capacity per grade level at the end of the registration period in mid- February, a lottery will be held for each grade in which enrollments exceeds the number of seats available. Students who were not chosen through lottery will be placed on a waiting list determined by grade level and based on lottery results.

Admission to the general education program is given in the following priority:

1. Siblings of students currently enrolled
2. Sacramento City Unfired School District students
3. Children of founders and teachers
4. Students enrolling from a public or independent Waldorf school
5. Any student in California

Carver will seek to recruit low-achieving and economically disadvantaged students through lunch time visits to the neighborhood middles schools including AM Winn eK-8 Waldorf school, Einstein Middle School, Mills and Mitchell Middle Schools in Rancho Cordova. Carver makes recruitment visits to the Boys and Girls Clubs and After School programs at these local middle schools.

Carver's special education population is well over the district average. One third of our incoming ninth grade applicants have IEPs or 504s. Special Education program specialists from SCUSD and surrounding school districts refer special education students to Carver for our inclusive special education practices.

## Element 9 – Annual Financial Audit

The school's budget and funds are incorporated into those of the District. As a component financial unit of the District, the school's financial affairs will be audited through the District's annual external audit process. See approved One Stop 2016-2017 budget in Appendix E.

**Unrestricted Ending Fund Balance**

| Fiscal Year | Amount |
|---|---|
| 2012 - 2013 | $51,942.60 |
| 2013 - 2014 | $16,361.42 |
| 2014 - 2015 | $217,608.50 |
| 2015 - 2016 | $581,260.85 |

## Element 10 – Pupil Suspension and Expulsion

Carver follows the student suspension and expulsion policies of the Sacramento City Unified School District.

Carver will maintain a safe learning environment while balancing a student's right to due process. The Carver Handbook clearly describes expectations regarding attendance, mutual respect, substance abuse, violence, and safety and work habits. Each student and his or her parent(s) or guardian(s) will be required to verify that they have reviewed the policies and that they understand them, prior to enrollment. Any student who engages in violations of these expectations may be required to attend a meeting with the school's staff and the student's parent/guardian. A specific remediation agreement which includes restorative justice practices in accordance with the SCUSD policy will be written, to be signed by student, parent/guardian, and executive director, outlining future student

conduct expectations, timeliness, opportunities for restoration, and consequences for failure to meet the expectations which may include, but are not limited to suspension.

The principal may, pursuant to the school's adopted policies, discipline and ultimately suspend students who fail to comply with the terms of a remediation agreement. Students who present an immediate threat to the health and/or safety of themselves or others may be immediately suspended and referred to the Behavior Office at SCUSD for further discipline. Carver includes suspension and expulsion data in its annual School Accountability Report Card provided to the district.

In accordance with the law, Carver will comply with federal due process requirements for suspension and expulsion of regular and special education students. An individual with exceptional needs, as defined in Education Code Section 56026, may be suspended from school in accordance with Section 1415(k) of Title 20 the United States Code, the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations.

Carver will consult with SCUSD Student Hearing and Placement Office in considering the suspension or expulsion of an individual with exceptional needs and shall provide the authorizer approval rights over such action by the charter school as further defined by the memorandum of understanding between the authorizer and the charter school.

Behavior expectations for students short of suspension will be further developed in collaboration with Carver staff and approved by the board of directors. The suspension of a student will be considered in compliance with the Carver policy and procedure. Students of Carver may be suspended for persistent non-compliance with the terms of the charter contract, or for any of the reasons enumerated in California Education Code 48900- 48915.

There are specific rules for suspending or disciplining a student with disabilities. Generally, a student with a disability may be suspended or placed in an alternative educational setting to the same extent that these options apply to students without disabilities. When a student with disabilities is in such a placement for more than ten days, an IEP meeting must be held to consider the appropriateness of the student’s current placement and the extent to which the disability is the cause of the misconduct. Regardless of the student’s placement, the district must provide a free appropriate educational program for your child.

Carver’s policies and rules are distributed in the form of a Student Handbook to every student at the beginning of the school year and are posted on the school website.

**Suspension and Expulsion Rates**

| Year | Carver Suspension | Expulsion | Johnson Suspension | Rosemont Suspension | SCUSD Suspension | Cordova Suspension |
|---|---|---|---|---|---|---|
| 2015-2016 | 8.0 | 0.0 | NA | NA | NA | NA |
| 2014-2015 | 7.0 | 0.0 | 16.7 | 15 | 6.1 | 7.7 |
| 2013-2014 | 9.1 | 0.0 | 4.7 | 9.2 | 4.9 | 4.4 |
| 2012-2013 | 3.4 | 0.0 | 10.5 | 12.5 | 6.6 | 6.3 |

Reflecting on Carver's higher than average suspension rates, we determined that the majority of suspensions were for possession of drugs. At such a small school, it is possible that we have higher intervention rates due to student's reporting such incidents, and closer teacher interaction with students. Essentially, as a small school it is possible that we are able to see and hear reports that might otherwise be more easily hidden.

## Element 11 – Retirement System

As employees of the District, the school's staff will participate in the STRS, PERS, and Social Security system in the same fashion as other district staff.

## Element 12 – Public School Attendance Alternatives

Students who opt to leave Carver may attend other district of residence schools, or pursue an inter-district transfer, in accordance with the existing enrollment and transfer policies of the District or county of residence. Admission to Carver does not guarantee the right of any student into any other school of the District.

## Element 13 – Description of Employee Rights

As a dependent charter school, the staff of Carver are employees of the District and do not need to leave the District to work at Carver. It should be noted that the District and SCTA have reached a contract addendum that allows flexibility for small, dependent charter schools.

As district employees, faculty and staff at Carver:

- are part of the collective bargaining unit;
- may resume employment within the district if they leave Carver;
- earn sick/vacation leave carry over;
- continue to earn service credit (tenure) while at the charter school;
- are salaried employees of SCUSD;
- are eligible for all SCUSD employee benefits;
- earn tenure per the SCUSD policy;
- are eligible for STRS or PRS per SCUSD policy.

## Element 14 – Dispute Resolution

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the District, (3) ensure a fair and timely resolution to disputes, (4) ensure that no party's right is to public commentary is chilled; and (5) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

### Public Comments

The Carver staff, the Carver Advisory Board, and the District, agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. No party's right to commentary will be chilled.

### Disputes Arising from within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and CAB members of the school, shall be resolved pursuant to policies and processes previously established by the District.

### Disputes between the School and the Charter-Granting Agency

In the event that the school or granting agency has disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the District, the staff and Governance Team members of the school agree to first frame the issue in written format and refer the issue to the Superintendent of the District (or his/her designee) and the Principal of the school. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Principal and the Superintendent (or designee) shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective boards who shall jointly meet with the Superintendent and the Principal and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and the Principal, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the boards of the school and the district jointly agree to bind themselves. Each party shall bear their own costs of participation in the dispute resolution process.

## Element 15 – Public School Employer

The Sacramento City Unified School District shall be deemed the exclusive public school employer for purposes of the Education Employment Relations Act. It should be noted that the District and SCTA have reached a contract addendum that allows flexibility for small, dependent charter schools. (See "Small High School".)

## Element 16 –Closure Procedure

As a dependent charter school, the assets and liabilities of Carver shall remain those of the Sacramento City Unified School District. In the event of closure of Carver, its assets and liabilities shall remain those of the District and shall be audited through usual and customary audit and property inventory processes.

## Miscellaneous

There are a number of legal requirements affecting charter schools that have been enacted since the Charter was last renewed in 2012, including *but not limited to* the following:

- *Education Code section 313.1*: Added new definitions of "long-term English learner" and "English learner at risk of becoming a long-term English learner." (Effective 1/1/16)

- *Education Code section 48850 et seq.:* Requires provision of certain services for homeless and foster students and clarifies that "local educational agency" includes all charter schools. (Effective 1/1/16)

- *Education Code section 44691:* Requires annual mandated reporter training and process for providing proof of completion of training within first six weeks of school year or within six weeks of commencing employment. (Effective 1/1/16)

  Carver provides training during the August pre-service meetings. Training is provided by SCUSD Human resource department. Sign in sheets are submitted to SCUSD HR for personnel records.

- *Education Code section 234.1:* Requires charter schools serving grades 7-12 to provide certificated employees with information regarding school site/community resources providing support to LGBTQ students. (Effective 1/1/17)

  Carver provides training during the August pre-service meetings. Training is provided by SCUSD Human resource department. Sign in sheets are submitted to SCUSD HR for personnel records.

- *Education Code section 44030.5:* Requires charter school to report change in credential holders' employment status to CTC under certain circumstances. (Effective 1/1/14)

Carver high school will adhere to these new legal requirements for charters. These trainings and other compliance issues are supported and insured by SCUSD.

**There are a number of miscellaneous issues necessary for a complete Charter review:**

- Future facilities needs for the Charter School based on anticipated increases in enrollment and discussion of the facilities impact on the chartering district.

Carver is still growing into the facility and we have plenty of growth space for eh next five years.

- Information regarding the Charter School's planning assumptions, including number and grade level of students.

We anticipate growing our freshman class about 5 students each year for the next five years.

| Grade Level | 2017-2018 | 2018-2019 | 2019-2020 |
|---|---|---|---|
| 9 | 90 | 95 | 100 |
| 10 | 80 | 90 | 90 |
| 11 | 80 | 80 | 90 |
| 12 | 75 | 80 | 80 |
| Total | 325 | 345 | 360 |

- A line item in annual operating budget reflecting expenditures sufficient for reasonably expected legal services.

We anticipate using no more than ten hours each year of SCUSD in house legal counsel.

- The District also needs Carver's monthly projection of revenue receipts, projected expenditures, and evidence of positive fund balance each month and/or identification of sources of working capital.

Locally funded dependent charters us the One-Stop budgeting process which does not entail monthly projections. We monitor our fiscal position through the SCUSD Escape system in conjunction with our SCUSD finance department.

- The signature sheet at page 62 0f the Renewal Petition should be completed.

See signatures in Appendix L.

## Conclusion

The entire Carver community is honored to have the opportunity to apply for renewal of the charter school that will continue to serve families in the Sacramento City Unified School District and neighboring districts. We are proud to be partners with SCUSD in offering the highest quality high school education for all students.

By approving this charter for a public Waldorf high school, Sacramento City Unified School District will fulfill the intent of the Charter Schools Act of 1992 to improve student learning; create new professional opportunities for teachers; provide parents and students with expanded choices in education; and follow the directive of law to encourage the creation of charter schools. The Carver Community of Petitioners is eager to work cooperatively with SCUSD to establish excellence in education. To this end, we pledge to continue to work as partners with the SCUSD to respond to any concerned regarding this document and to present the district with the strongest proposal requesting a five year terms from July 1, 2017 to June 30, 2022.

Renewal of the

# George Washington Carver School of Arts and Science Charter High School

**We the undersigned** believe that the attached Charter merits consideration and hereby petition the governing board of the Sacramento City Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the continued operation of George Washington Carver School of Arts and Science. George Washington Carver School of Arts and Science agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching in the charter school

**By the Lead Petitioner:**

| _____ | _____ | _____ |
|---|---|---|
| Name (please print) | Signature | Date |

The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter that may be mutually agreeable and necessary to secure approval by the Sacramento City Unified School District governing board.

**By the Petitioners:**

| _____ | _____ | _____ |
|---|---|---|
| Name (please print) | Signature | Date |
| _____ | _____ | _____ |
| Name (please print) | Signature | Date |
| _____ | _____ | _____ |
| Name (please print) | Signature | Date |
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| Name (please print) | Signature | Date |
| _____ | _____ | _____ |
| Name (please print) | Signature | Date |
| _____ | _____ | _____ |
| Name (please print) | Signature | Date |

The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter that may be mutually agreeable and necessary to secure approval by the Sacramento City Unified School District governing board.

**By the Petitioners:**

| Name (please print) | Signature | Date |
|---|---|---|
| Name (please print) | Signature | Date |
| Name (please print) | Signature | Date |
| Name (please print) | Signature | Date |
| Name (please print) | Signature | Date |
| Name (please print) | Signature | Date |
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