

Charter for the Renewal of the

 George Washington Carver
School of Arts and Science
a Waldorf-inspired high school

10101 Systems Parkway, Sacramento, CA 95827

a SCUSD Charter School

Submitted to

Sacramento City Unified School District

“Table of Contents of Legal Requirements”:

This charter has been created in the format encouraged by the California State Board of Education in its adopted “Model Application for Charter Schools” and goes beyond the legal requirements of Education Code Section 47605. According to the State Board of Education, the Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter Schools Act be addressed out of the order presented in the Education Code, this “Table of Contents of Legal Requirements” is presented to assist the Reviewer in establishing that all requirements of law have been met.

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GEORGE WASHINGTON CARVER SCHOOL OF ARTS AND SCIENCE

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Allegra Alessandri, Ed.D., Principal

Affirmations and Assurances

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for George Washington Carver School of Arts and Science is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school and further I understand that if awarded a charter, George Washington Carver School of Arts and Science (Carver) will comply with all applicable laws including but not limited to the following:

George Washington Carver School of Arts and Science:

- 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 47605(c)(1)]
- 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)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- 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)]
- 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)]

- 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.
- 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)(C)]
- Shall ensure that core teachers in CHS 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)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- 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).
- If a pupil is expelled or leaves Carver without graduating or completing the school year for any reason, Carver 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)]
- Will 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) Carver shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection; 2) Carver shall on a regular basis consult with its parents and teachers regarding Carver's education programs; 3) Carver shall comply with any jurisdictional limitations to locations of its facilities; 4) Carver shall comply with all laws establishing the minimum and maximum age for public school enrollment; 4) Carver shall comply with all applicable portions of the No Child Left Behind Act; 5) Carver shall comply with the Public Records Act; 5) Carver shall comply with the Family Educational Rights and Privacy Act; 6) Carver shall comply with the Ralph M. Brown Act; 7) Carver shall meet or exceed the legally required minimum of school days.

Allegra Alessandri Ed.D., Principal

date

I. Introduction

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

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.

History of Accomplishments

In 2004, America's Choice High School opened as one of the first small innovative high schools, part of the high school reform efforts in SCUSD. America's Choice moved to three locations until it finally moved into its permanent home in February 2008, a new 13 acre campus, where the school resides today. In June of that year, it was determined that America's Choice would co-locate with the final small innovative high school to open, the Waldorf High School.

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

- In three years the school has grown from 100- to 290 students in grades 9-12.
- The school's API jumped from 598 to 750 in two years.
- Attendance rates leapt from 85% to 96%.
- Suspensions dropped as graduation rates soared to 90%
- Carver earned a full three year Western Association of Schools and Colleges (WASC) accreditation from June 2009 to June 2013. We are currently engaged in our self-study for the next WASC re-accreditation.
- Recognizing the importance of personal and professional development, Carver supports the staff by providing a number of opportunities for Waldorf Teacher training including:
 - High School Teacher Training Certification coursework for all faculty every summer at Rudolf Steiner College

- Attendance for all faculty and staff at the annual Alliance for Public Waldorf Education Conference in January
- Ongoing weekly Waldorf study with mentor teacher, Betty Staley
- Summer Institute for all faculty and staff integrating Waldorf methods into the Linked Learning pathway

Founding Group and Leadership Team

- Allegra Alessandri—Principal

Dr. Alessandri is a Waldorf graduate and 24 year teaching veteran. She earned her Bachelor's degree from Pomona College in Claremont, CA, a Master's from Georgetown University and her doctorate from UC Davis in Educational Leadership. Dr. Alessandri is a national leader in Waldorf High School development and is a specialist in Waldorf curriculum as it meets UC a-g requirements and California State Standards. She has served on the Board of Trustees at San Francisco Waldorf School, the Alliance for Public Waldorf Education and Golden Valley Charter School, a Waldorf inspired public school. Dr. Alessandri has taught English and history, and is an adjunct professor at Rudolf Steiner College and Chengdu Waldorf Teacher Training Center in Chengdu, China.

- Aart DeWaard—Biology and Gardening Instructor

As an Agriculture graduate student in The Netherlands, Mr. DeWaard was first exposed to Rudolf Steiner's ways of thinking via the bio-dynamic farming methods he studied for his masters in organic farming. He continued his interest in Rudolf Steiner's as a student teacher at a Dutch Waldorf school earning his credentials in biology. Later in life, as a father, he enrolled his children in several Waldorf schools, both in Europe and the US. Together with his previous Waldorf experience, his training at Rudolf Steiner College, and a decade of teaching at inner city public schools, Mr. DeWaard is pioneering innovative ways to apply Waldorf principles within the structures and expectations of public education.

- Laura Embrey-Stine—English Instructor

Ms. Embrey-Stine earned her Bachelor's degree in English and her Master's in Education from UC Berkeley. Ms. Embrey-Stine is a 26-year teaching veteran. She has taught in Waldorf schools for the past seventeen years, taking one class from first through eighth grades and a second class from fifth through eighth grade. After graduating her class she joined the high school faculty in the Humanities Department, where she taught English and history. Her prior experience teaching English and social sciences in public schools for eleven years led to her investigation of Waldorf methods and her subsequent two-year training at Rudolf Steiner College. She has been an instructor at Rudolf Steiner College for ten years. Ms. Embrey-Stine has published a book on form drawing for grades one through four, which is a required text for Waldorf Teacher Training Certification.

- Nadine Mitchell—Office Manager and Outreach Coordinator

Nadine Mitchell has 21 years of experience in education, most of which was working in a low performing, at-risk urban school. Involvement with the Waldorf experience was truly by accident: Ms. Mitchell was referred to the new principal to help with what was then, just a concept. She was immediately intrigued by the Waldorf pedagogy. Once the concept became a reality, the belief in the philosophy that every child is important, every child can learn became evident. The results were almost immediate and in a data driven district, this means success.

So inspired, her objective now is to provide outreach to other ethnicities not equally represented in private Waldorf education. She feels that Waldorf teaching strategies are sensitive to ethnic and cultural contexts necessary to assist in the learning of under-represented ethnic groups. This Waldorf inspired environment provides building blocks instead of barriers and offers challenging opportunities to grow and be successful academically and socially.

- Scott Preston—Spanish Instructor

Mr. Preston is an educator with 16 years of experience in the public sector. He holds a Bachelor of Arts degree in English/Communication and a Master of Arts in Educational Supervision and Leadership. He discovered Waldorf Education during the search for an appropriate school environment for his own children. Upon learning of this unique approach to teaching he pursued his own education within the Waldorf community. Scott will complete his Waldorf High School Certification through the Rudolf Steiner College in Fair Oaks, California in 2012.

Scott moved his family from Phoenix, Arizona to Sacramento, California to become part of the Carver School of Arts and Science. Since its inception in 2008 Scott's contribution to Carver includes teaching all levels of Spanish, a main lesson focusing on Ancient Mesoamerican history, the elective courses of communication and journalism and serving as a resource and mentor for campus building projects.

- Scott Stine- English and Drama Instructor

Mr. Stine is a third generation teacher and is in his 29th year of service. He earned his Bachelor's degree from the University of California Berkeley and studied with the Bay Area Writing Project to obtain his credential. After fourteen years teaching at public middle schools, he began teaching at a private Waldorf high school. For twelve years he taught English, history, art and drama as well as various Main Lessons. Mr. Stine was inspired by the opportunity to help start the first public Waldorf high school and to bring this education to those who would otherwise be unable to afford a private school tuition. He has taught classes at Rudolf Steiner College and earned a certificate in College Admissions and Career Counseling.

Element A. The Educational Program

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?

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.

The First Waldorf Schools

"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)

In the chaotic circumstances of post-World War I Germany, Rudolf Steiner had been giving lectures on his ideas for transforming society and the role of education to renew society to the workers of various factories. The workers at the Waldorf-Astoria cigarette factory in Stuttgart, Germany asked whether their children could be given such a school. The owner and managing director of the factory, Emil Molt, announced his decision to set up such a school for his factory workers' children. The name Waldorf thus comes from the factory which hosted the first school.

The original Waldorf school was formed as an independent institution licensed by the local government as an exploratory model school with special freedoms. Steiner specified four conditions which were radically innovative in 1919:

1. that the school be open to all children;
2. that it be coeducational;
3. that it be a unified twelve-year school;
4. that the teachers, those individuals actually in contact with the children, have primary control over the pedagogy of the school, with a minimum of interference from the state or from economic sources.

The school opened on Sept. 7, 1919 with 256 pupils in eight grades. It had been an explicit goal of the founders to create a school that bridged social classes. The Stuttgart school grew quickly, adding a grade each year of secondary education, which thus by the 1923/4 school year included grades 9-12, and adding parallel classes in all grades. By 1926 there were more than 1,000 pupils in 28 classes.

Since the opening of the first Waldorf school there has been an explosion of schools opening and thriving worldwide. Currently there are nearly 1000 schools, with an additional 200 programs developing in China alone! In California and the western states, twenty-five of independent charter Waldorf schools have opened with another twenty in development. Sacramento City Unified School District boasts the first public Waldorf K-8 program and the first dependent charter Waldorf high school program in the nation.

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 began at the beginning of the school year. Over 70 student and teacher volunteers met at Discovery Park for the Great American River Clean Up Day. Students scoured the parkway and river bank for garbage. Students collected bags of trash and found real buried treasures: collectable whisky bottles, wooded sideboards of sunken ships and giant Styrofoam buoys. All trash came back to campus for two main projects: the tenth grade art students created junk sculptures and a physics lab on the energy used to create the materials that we wasted as trash. These two projects led to the design and creation of a giant trash dragon. The school community gathered at the end of September to learn about the environmental impact of our trash. Students pledged to reduce waste. Volunteers slew the dragon, a symbolic promise to reduce personal waste. We sang, we enjoyed the art, we played 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

Recently, a group of district Board members, superintendents and other educational leaders came to Carver for a Linked learning residency. They observed a student-teacher discussion and evaluation of our school wide grading rubrics. By way of reflecting on the exercise, these visitors commented about how articulate and respectful these students were, and what a sense of identity they demonstrated. They asked: how do you teach your students critical thinking and articulate expression?

These are the 21st Century Skills Carver students learn implicitly throughout the four year education. In every assignment, class discussion, integrated project, Carver teachers weave in practice of the four basic 21st Century Skills: Critical Thinking, Clear Written and Verbal Communication, Collaboration and Creativity. While we address our California State Standards and insure our students are prepared for all their standardized exams, we strive even higher in our teaching to offer the highest level thinking skills, opportunities for essay writing across the curriculum, opportunities to collaborate in all classes and daily practice of creativity.

Student profile

Carver students represent the great diversity of Sacramento City Unified School District. Our student body reflects the Lincoln Village and Rosemont neighborhoods in which we are situated. The high school serves students in grades 9 through 12. Other aspects of a Carver student are: a creative person, someone who seeks individual attention, students looking for an innovative approach to learning. We welcome all students, and we are proud to offer Waldorf eighth graders a Waldorf high school option.

Student Voice: At Carver there is a feeling of acceptance for everybody no matter our background or interests.

Total Enrollment and Percent Out of District

School Year	Total Enrollment	Percent “out of district” students
2011-2012	290	41%
2010-2011	219	38%
2009-2010	184	26%
2008-2009	171	35%

Projected Enrollment

School Year	Projected Enrollment
2012-2013	310
2013-2014	340
2014-2015	360

The Waldorf Approach to Education

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

Grade	Developmental Theme
Tenth Grade	Process
<p style="text-align: center;">Educate the <i>powers of comparison</i> through a study of <i>processes</i></p>	<p>By tenth grade, adolescents are actively seeking equilibrium and order. The curriculum explores equilibrium through the study of balance in natural and social phenomena. Students are expected to develop and utilize powers of comparison. These comparisons help bring order to chaos, balance to opposition and acceptance of differences. From order and balance, a new awareness can arise.</p> <ul style="list-style-type: none"> • Students experience: in physics, the principles of mechanics; in social studies, cultural similarities and differences and the development of civilization; in art, creating a vessel from plant material or clay . These reveal the possibility of equilibrium arising out of the balancing of extremes. • Students are called upon to exercise powers of comparison, weighing contrary phenomena to determine their value and significance and their origin. • Students discover that in the balancing of opposites, new forms can arise, whether in clouds and tides or new chemical compounds. <p>The objective is to help students find their own balance by discovering the process of balance in natural and human phenomena. This can prompt the curiosity to explore the origins of things.</p>

Grade	Developmental Theme
Eleventh Grade	Analysis: The Quest for Identity
<p>Educate the <i>powers of analysis</i> through <i>individualized study.</i></p>	<p>The personal experience of juniors is a search for identity and independence. They have formed a new vision of themselves out of chaos, and in the eleventh grade, are ready to journey into the unknown. The curriculum delves further into purely abstract concepts in order to strengthen the student's independent analysis and abstract theorizing. New depths in the inner life of thoughts, feelings and deeds arise. Existential questions may come. Each student feels called to find his or her own path in life.</p> <ul style="list-style-type: none"> • Students investigate the invisible through subjects that draw them into areas not accessible to the senses. This requires developing a new confidence in abstract thinking. • In literature, this journey is captured in the study of the Grail legends and the American Transcendentalist. In chemistry, students study the development of the periodic table—an insight based on intuition; In projective geometry, the meeting point of parallel lines at infinity can be thought, but never reached in the world of the senses. <p>The objective is to strengthen analytical and abstract thinking: Why are things this way? Why did the events of history take this course? Even deeper questions—those of destiny, purpose in life, and social responsibility—also find their way into the classroom.</p>

Grade	Developmental Theme
Twelfth Grade	Synthesis: Myself Within the Community
Educate the <i>powers of synthesis</i> through <i>integration</i> of all previous learning.	<p>Senior year recapitulates and synthesizes the themes of the high school, as well as the Waldorf-inspired grades' curriculum.</p> <ul style="list-style-type: none"> • Students examine the relationship of humanity with the world. Studying the British Romantics, they live with the thoughts of great writers who have questioned man's place in the world. • Subjects synthesize many themes: World History, History through Architecture, Environmental Science and Senior Essay. Assignments call upon the students to synthesize disparate disciplines. • All students present a senior project which may include written, spoken, and performance components. <p>The objective of senior year is the synthesis of the K-12 education and preparation for the next stage in learning.</p>

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. 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, 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 CHS schedule will provide a balance of activities, classes and breaks to promote attention and participation.¹⁹ The first period of the day may be an activity that helps to invigorate students, for example, physical education, dance or music. Then we move into the thematic main lesson, where students focus on a given subject for one hour and 45 minutes each day for approximately four weeks (known as a “block.”) Because understanding is reached by many roads, main lesson subjects will be 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. Math, composition, literature, history, economics, health, foreign language, arts, music, theater, dance, farming and physical education will be taught following the morning main lesson as quarter-, semester- or year-long track classes throughout the year.

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.

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.

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 three to 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. We intend to continue building our main lesson curriculum over time. (Italicized courses are those we currently offer)

<u>Grade</u>	<u>Main lesson</u>	<u>Grade</u>	<u>Main lesson</u>
9	<i>Art History</i> <i>Revolutions</i> <i>Earth Art Science</i> Permutations and Combinations Thermodynamics Comedy and Tragedy	11	<i>The Islamic World</i> <i>Astronomy</i> Romantic Era Enlightenment Botany Music History
10	<i>Health and Nutrition</i> <i>Ancient Meso-America</i> <i>Poetry</i> Ancient Greece Mechanics Embryology	12	<i>Projective Geometry</i> <i>Senior Play</i> Transcendentalists Symptomatology Evolution Modern Thought History of Architecture

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 the ones I made freshman year.

The Arts

All classes have an artistic component, though students take at least three years of art. The ninth grade art class is the Waldorf Wheel. Students rotate through 9-week sessions of Art, Drama, Gardening and Music. The tenth grade takes Art which works in collaboration with 10th grade physics. Eleventh and twelfth graders have the option to take Drama or AP Studio Art. We are working in conjunction with the Capital Unity Center and Linked Learning to build a digital arts laboratory which would round out our art program and link it to the career pathways of digital and graphic arts.

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. Please see Appendix A: Integrated Garden Matrix

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!

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	English 9	Algebra 1 or Geometry	Biology	Waldorf Wheel	PE	Spanish 1
World History	English 10	Geometry or Algebra 2	Physics	Art	PE	Spanish 2 Gardening
US History	English 11	Algebra 2 or Pre-Calculus	Chemistry	AP Studio Art		Drama, Photography Journalism Gardening
US Government Economics	English 12	Pre-Calculus or AP Calculus	Environmental Science	Senior Play		ACE classes at Sacramento State

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. 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 Algebra I, Geometry, Algebra II, Pre-Calculus, and AP Calculus following the California Mathematics Content 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.

Foreign Languages—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, weaving, bookbinding 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. 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.

Addressing Students Below/Above Grade Level, English Language Learners and Special Education.

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 who enrolls in Carver is an individual, with his 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.

As Carver is a public school of the District for purposes of special education services and funding pursuant to education Code section 47841, Special Education students will be admitted through cooperation between the SELP and the administration of Carver. At the time of the IEP, a representative of Carver will assist in determining how to best implement the IEP in our collaborative system for each student enrolled into Carver.

Carver will also provide appropriate service for ELL students. All Teachers teaching in the English and History classes are CLAD certified and provide appropriate direct instruction to ELL students. As part of our process, all teachers are familiar with their students' specific data (i.e., CELDT, grades, primary language) as well as specific interventions and strategies to support language development.

Carver participates in the National School Lunch program in full partnership with SCUSD. The school works together with the district to ensure full compliance with applicable state and federal mandates.

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.

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."

Element B – Measurable Pupil Outcomes

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

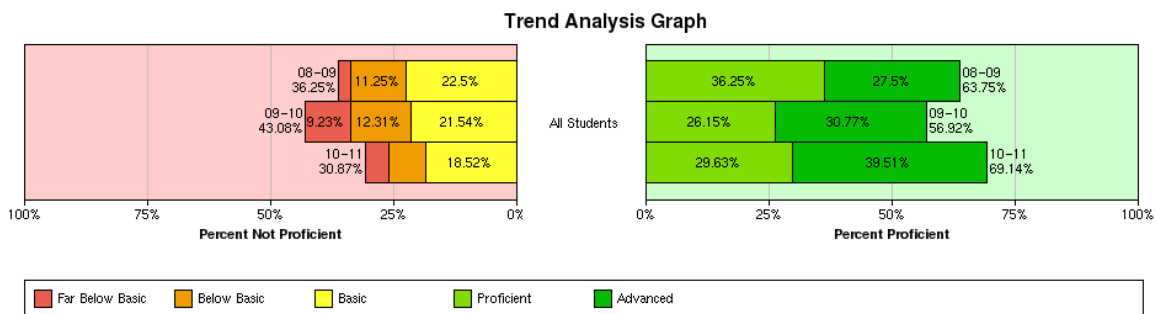
- Pathway Outcomes (see Appendix B)
- Academic Skills meeting and exceeding SCUSD, UC and CSU requirements
- Students will demonstrate their knowledge and learning by creating main lesson books which show their academic skills, artistic mastery and personal learning. (See Appendix C for examples)
- Average Daily Attendance of 95%
- Community Service: A four year total of 118 hours
- Senior Project including internship
- 90 percent of students will pass the CAHSEE
- Meet and surpass API and AYP goals set by the state

Graduation Rates

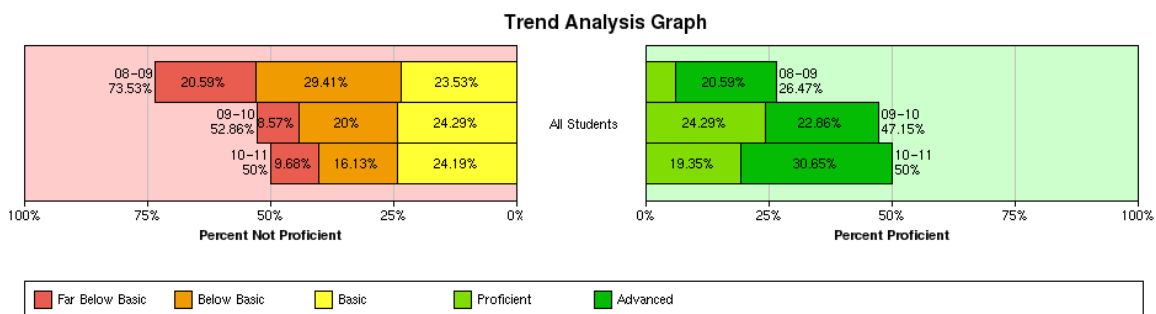
School Year	Class Size	Number of Graduates	Graduation Rate
2011-2012	62	62	100%
2010-2011	15	13	87%
2009-2010	22	20	91%
2008-2009	13	10	77%

Following, find standardized testing scores for Carver over the past three years broken into grade level and subjects.

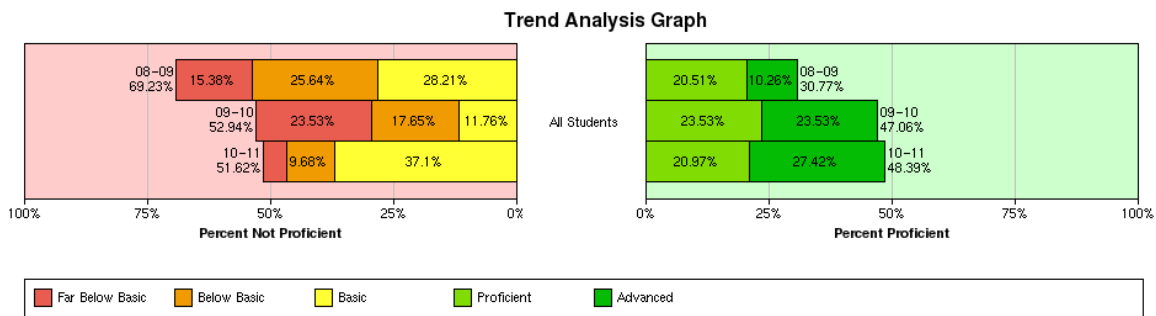
CST Percent Proficient English Language Arts Grade 9



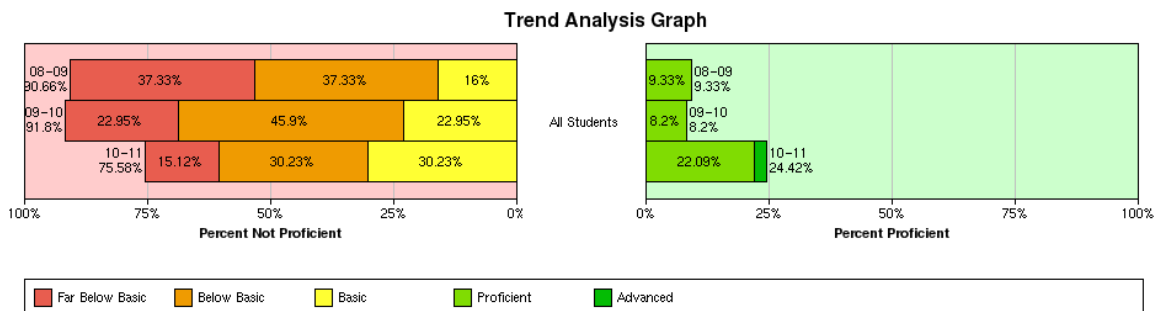
CST Percent Proficient English Language Arts Grade 10



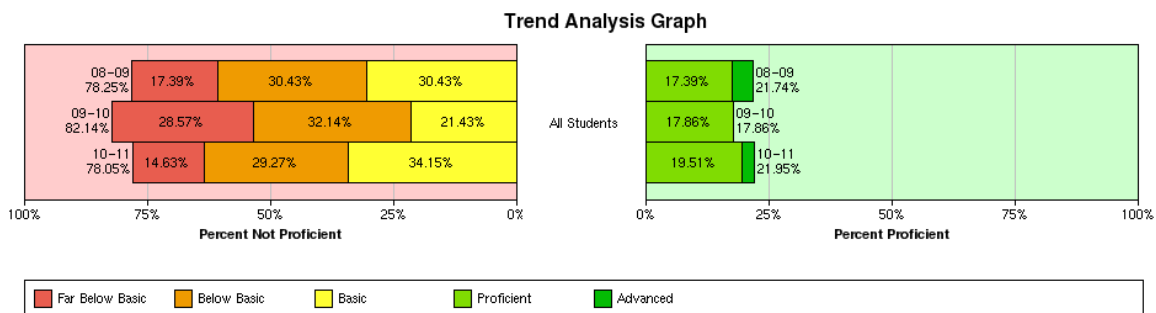
CST Percent Proficient English Language Arts Grade 11



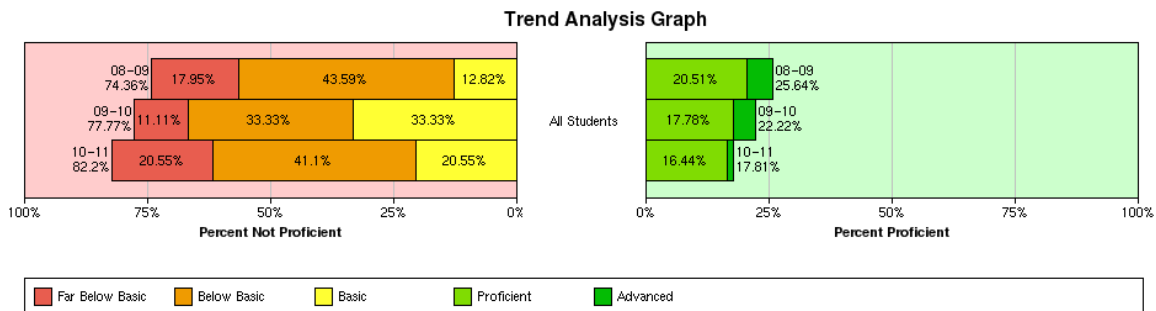
CST Percent Proficient Algebra



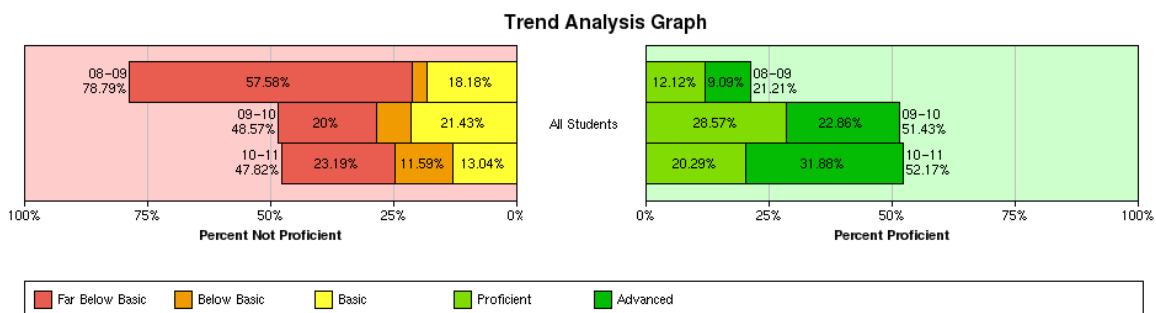
CST Percent Proficient Algebra II



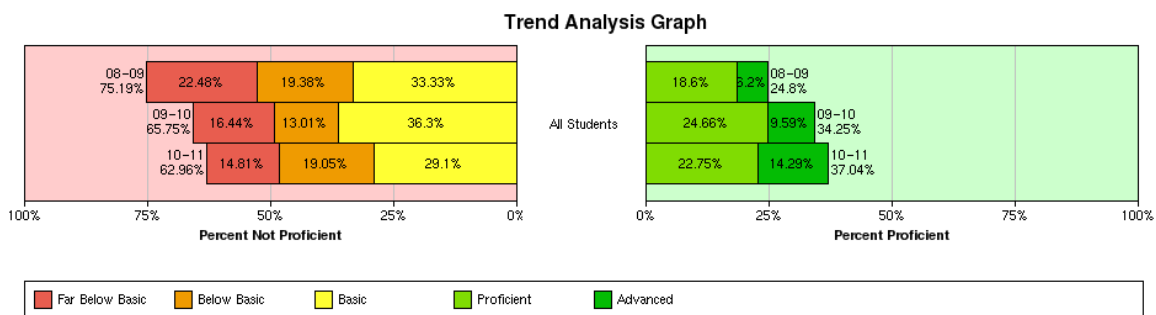
CST Percent Proficient Geometry



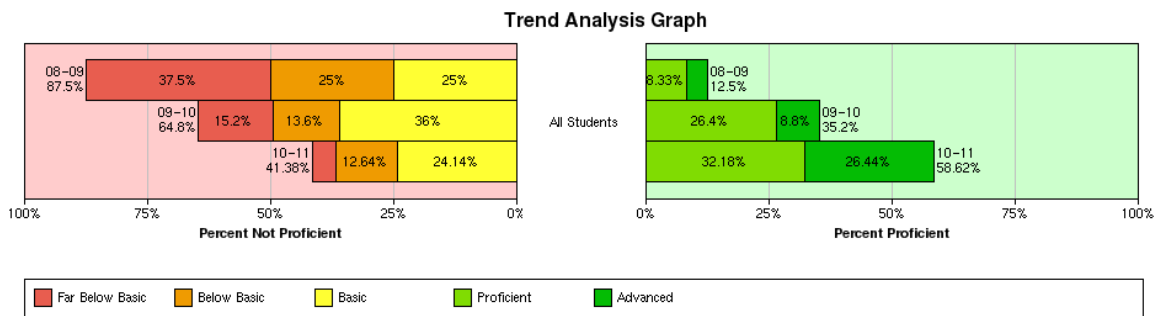
CST Percent Proficient World History



CST Percent Proficient End of Course Science



CST Percent Proficient End of Course Biology



George Washington Carver School of Arts and Science
Charter Renewal
January 2012

Following are tables showing the passing results for the California High School Exit Exam for the past three years, 2008 to 2010.

2009-2010

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
George Washington Carver School of	# Tested	Math	69	5	15	5	36	29
George Washington Carver School of	Passing	Math	63 (91%)	n/a	14 (93%)	n/a	32 (89%)	27 (93%)
George Washington Carver School of	# Tested	ELA	70	6	15	5	37	29
George Washington Carver School of	Passing	ELA	67 (96%)	n/a	14 (93%)	n/a	34 (92%)	29 (100%)

2008-2009

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
George Washington Carver School of Sciences and Art.	# Tested	Math	36	3	10	2	17	11
George Washington Carver School of Sciences and Art.	Passing	Math	20 (56%)	n/a	n/a	n/a	7 (41%)	9 (82%)
George Washington Carver School of Sciences and Art.	# Tested	ELA	35	3	10	2	16	11
George Washington Carver School of Sciences and Art.	Passing	ELA	25 (71%)	n/a	n/a	n/a	11 (69%)	9 (82%)

2007-2008

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
Americas Choice	# Tested	Math	27	2	2	2	17	3
Americas Choice	Passing	Math	17 (63%)	n/a	n/a	n/a	10 (59%)	n/a
Americas Choice	# Tested	ELA	29	3	3	2	18	4
Americas Choice	Passing	ELA	18 (62%)	n/a	n/a	n/a	10 (56%)	n/a

Element C – Methods to Assess Pupil Progress Toward Meeting Outcomes

Carver is committed to high levels of student achievement. Because we know that students demonstrate their learning 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.

Please refer to Appendix D and E: Assessment matrix and School Wide Assessment Rubrics. Also, there are examples of the Main lesson books or learning portfolios in Appendix C which show the ongoing process of learning throughout the year.

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.

Element D – Governance Structure of School

The School of Arts and Science 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 will be 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, such policies shall be deemed a material revision of the charter. The School of Arts and Science will establish a Charter Advisory Board (CAB). The CAB's composition will include the principal, teachers and other staff, parents, and may

also include community members and students. The CAB will develop a set of comprehensive, written bylaws that document the CAB's composition, terms of office, officers, committees, and meeting and advisory procedures. The CAB will ensure parents of Carver students will be actively involved in the governance of the school through parent surveys and questionnaires, interviews, and involvement on action teams. Through these action teams Carver fully intends to involve parents in creating a vision, maintaining their input for plans for school-wide change, and be actively involved in a culture which supports parental participation in monitoring and ensuring progress for student achievement.

Element E – Employee Qualifications

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;
- 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 push 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. All applicable requirements for employment under the law will be met.

Element F – Health and Safety Procedures

The School of Arts and Science has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies shall be developed in consultation with 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-borne 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 security personnel and 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;

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

Element G – Means to Achieve Racial and Ethnic Balance Reflective of the Sacramento City Unified School District

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:

- district-wide advertising of Carver's program and enrollment procedures;
- seven to ten Visit Days for all interested students;
- regular lunch time visits to middle schools;
- presence at all district and middle school sponsored outreach events;
- distribution of informational materials in a variety of languages; and
- 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.

Element H – 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 STAR testing.

Every participating student will be expected to attend an orientation to 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. 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 of 500, a lottery will be held to determine admission. Admission preferences in the lottery will be given to students:

1. from a Waldorf elementary school;
2. residing within SCUSD boundaries;
3. existing students of the school will be guaranteed a space for the following year.
4. Lottery priority will be given to siblings of enrolled students and students with previous Waldorf education.

Element I – 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.

Element J – Pupil Suspension and Expulsion

Carver follows the student suspension and expulsion policies of the Sacramento City Unified School District. The school has developed its own school-specific student discipline policies and follows such policies in alignment with all applicable laws to ensure that students are accorded due process. Should any discipline policy not fall within SCUSD Board policy, it shall be subject to approval by the SCUSD Board and be considered a material amendment to the charter.

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

Element K – 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 L – 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 M – 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. (See attached document – “Small High School Dependent Charter Agreement for Identified Schools”.)

Element N – 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, and (4) 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 Governing 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.

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 have 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.

Oversight, Reporting, Revocation, and Renewal

The District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the Principal prior to any observation or inspection unless such notice would prevent the performance of reasonable oversight functions. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the District without the mutual consent of the school's governance team.

If the governing board of the District believes it has cause to revoke this charter, the board agrees to notify the school's governance team in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.

The District agrees to receive and review an annual performance report prepared by the school. Within two months of the receipt of this annual report, the district will notify the school's governance team as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the District's conclusions.

The school's governance team may request from the District governing board a renewal or amendment of the charter at any time prior to expiration. The school should present renewal requests no later than 120 days prior to the expiration of the charter. The District governing board agrees to hear and render a renewal decision pursuant to the initial charter petition review timelines and processes as specified in the Education Code Section 47605.

Element O – Labor Relations

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 P – School Closure

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 SAS, its assets and liabilities shall remain those of the District and shall be audited through usual and customary audit and property inventory processes.

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
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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
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_____ Name (please print)	_____ Signature	_____ Date
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_____ Name (please print)	_____ Signature	_____ Date
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_____ Name (please print)	_____ Signature	_____ Date
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_____ Name (please print)	_____ Signature	_____ Date
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_____ Name (please print)	_____ Signature	_____ Date
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_____ Name (please print)	_____ Signature	_____ Date
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George Washington Carver School of Arts and Science
Charter Renewal
January 2012

_____ Name (please print)	_____ Signature	_____ Date
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_____ Name (please print)	_____ Signature	_____ Date
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_____ Name (please print)	_____ Signature	_____ Date
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_____ Name (please print)	_____ Signature	_____ Date
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_____ Name (please print)	_____ Signature	_____ Date
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APPENDICES

- A. Integrated Garden Matrix
- B. The Urban Edge Pathway Outcomes
- C. Main Lesson Book Page Samples
- D. Assessment matrix
- E. School Wide Assessment Rubrics
- F. Student Parent Compact
- G. Student Parent Handbook
- H. Expense Budget Projections



A. Integrated Garden Matrix: Nature is our textbook

Some of the LIFE SKILLS learned in the school garden and farm:

PATIENCE: to wait from sowing till harvest

CARE: to weed the crops

EMPATHY: to care for a baby lettuce plant

JOY: to collect the warm eggs

SATISFACTION: to help something grow

BEAUTY: to have a sleepover to help with the spring lambing

COOPERATION: to work together to get the job done

PLANNING: to calculate how long each crop grows till harvest

LEADERSHIP: to take turns being in charge of a crew

SERVICE: to prepare school-grown-meals for the needy in the community

A school garden and farm is a living text book: a great instruction place where school subjects are learned and applied:

MATHEMATICS: to measure areas and calculate seeding requirements

EARTH SCIENCE: to learn about soil

BOTANY: to realize that a cucumber was once a flower

GENETICS: to cross pea plants just like Mendel did

LINGUISTICS: to break down the Latin names of organisms to their root words

ECOLOGY: to interplant crops and thus lower the insect damage

NUTRITION: to prepare the harvested food in the school cafeteria

ECONOMICS: to sell food at the school's farmer's market and calculate the profit or loss

CHEMISTRY: to understand the nutrient cycles from decomposition processes

PHYSICAL EDUCATION: to work different muscle groups

MUSIC: to sing together during weeding

POETRY: to observe Nature and find inspiration

HISTORY: to understand the revolution from an agrarian lifestyle to an industrial one

CIVIL RIGHTS: to understand the plight of migrant farm workers & the works of people like Cesar Chavez



A. The Urban EDGE Pathway Outcomes

Sustainability is a core aspect of Waldorf education.

At Carver, Sustainability means living a conscious, moral and enduring way with our finite resources in all aspects of our lives.

Core Academics

Through a multi-disciplinary and integrated curriculum, GWC students master the academic and practical standards required for successful college entry and career readiness.

Communication

GWC students are competent communicators verbally, in writing, and in artistic expression.

Problem Solving

GWC students think critically and creatively to solve problems facing their community and themselves: political, social, environmental, economic and educational issues.

Citizenship

GWC students are able to identify current pressing issues and use critical and creative problem solving skills to design solutions to these problems in the service of the community and self.

Career Readiness

GWC students demonstrate career readiness, qualities, ethics, personal integrity and professional behavior protocols that constitute positive and professional demeanor in school and the workplace.

Practical Skills

GWC students have the critical thinking skills to select tools, technology, and art to develop solutions for a variety of projects they face

Our Senses



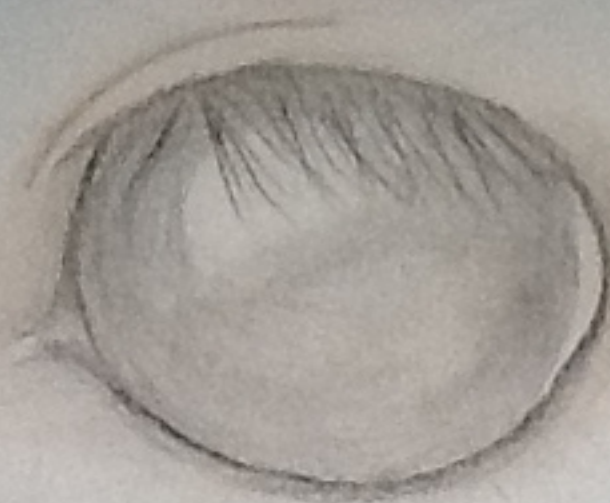
George Washington
Schwarz
2000
2000

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10. Anatomy of Ear
11. Light vs Sound
12. Hearing Loss Essay
13. Sensitivity Lab
14. Taste and Smell
15. Reflection Essay
16. Five senses (painting)

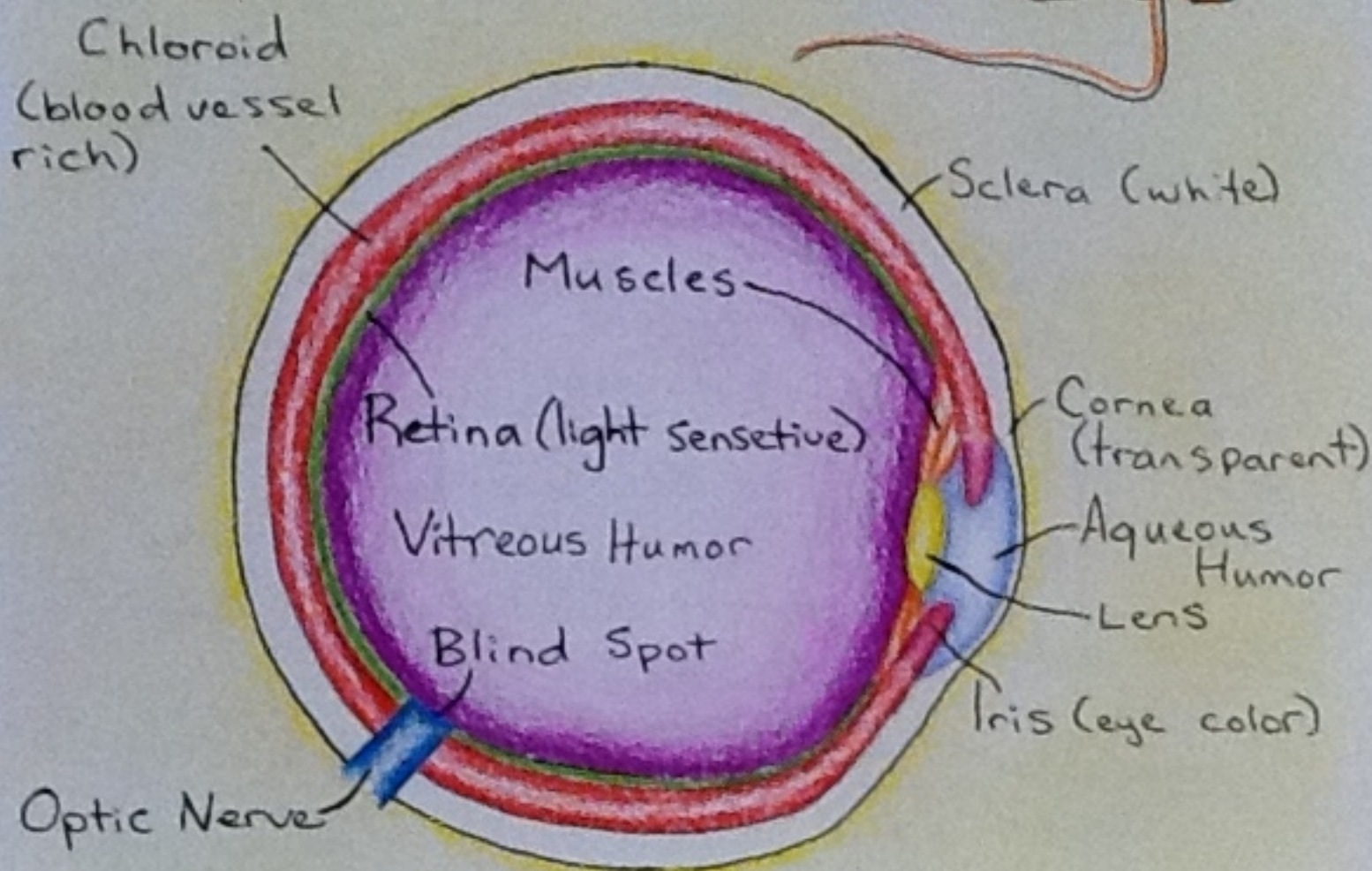


MY LEFT EYE



DEER'S LEFT EYE

THE HUMAN EYE



The human eye is a complex and interesting thing. It is made up of many different factors and parts. The part of the eye used to see clearly close up and far away is called the lens. It is surrounded by small muscles which can pull the lens tight, or relax it. When the muscles pull tight, the lens becomes long and thin, and focuses on things in the distance. The opposite is true for when the muscles relax.

However, sometimes people's eyes get damaged, and their ability to see far away is lost. This condition is called nearsightedness, and sometimes requires glasses or contacts. The same can happen if your eye muscles refuse to relax enough to focus on things close-up.



Neurological Pathways



You see someone you know who you haven't seen in a long time, and they have grown out their hair and bleached it. First the light bounces off their hair and carries information to your retina, and to your rods and cones. The cones notice the color, and the rods notice the shape. They pass their information to the optic nerve which sends neurotransmitters to an electrical impulse, which travels to the brain with the information. In the brain, the information goes through confusion, memory, dislike, and compassion. Compassion sends words to the speech center, which sends an electrical impulse along the motor neuron and to the tongue muscles. The tongue says to your friend: "nice hairdo!"

Understanding the distribution and interaction of the

WE LIVE THE WAY WE DO BECAUSE OF OUR ADAPTATION AND



OUR INTERACTION WITH THE CLIMATE, LANDFORMS, AND SOURCES THE WORLD HAS

GIVEN TO US.

physical and the human features on the earth makes us not just students but geographers, explorers.

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CULTURE

Culture is the understanding of an attitude and behavior of a group that is shared and passed on by the members or they are acquired through some sort of influence.

In some cultures, the moon shows an object, such as a rabbit or faces.

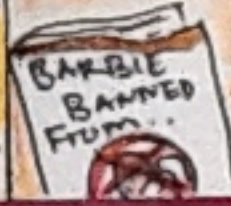


Becoming of age is different in various cultures. In the USA



It is an important age in Latin culture while 15 is important.

Some societies are into thin tall women, healthy, or even obese and over weight.



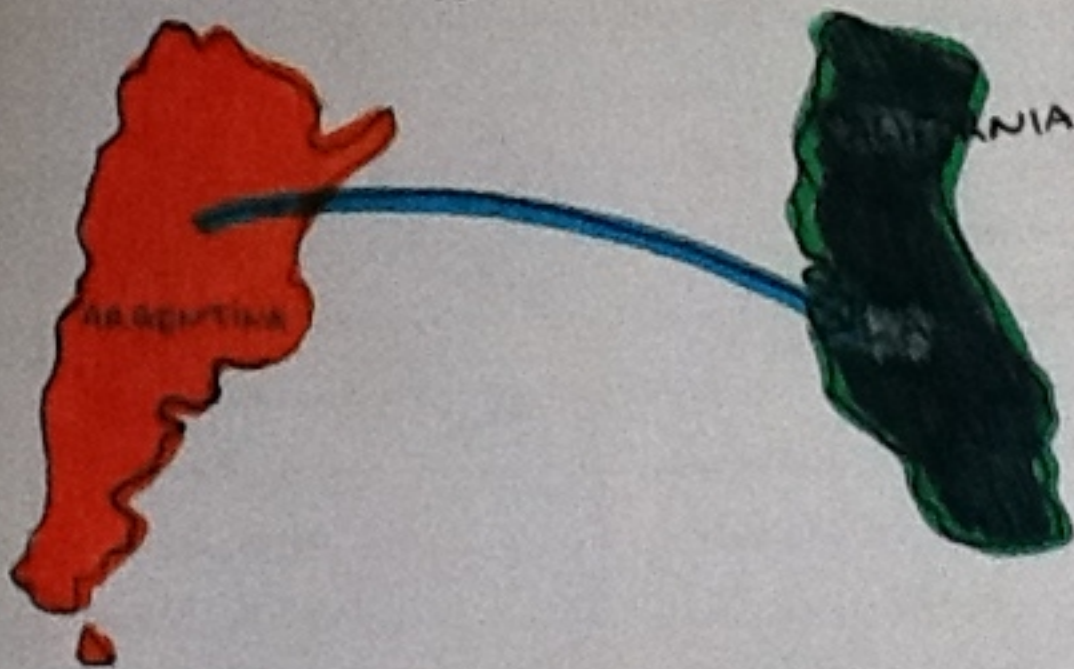
FIRST IMMIGRANT INTERVIEW

My father, Cristian Edemar Morinico, is a wallpaper installer. He came from the city of Córdoba in the province Córdoba in Argentina, where he was born.

Graduating from highschool, he came to the USA in the year 1984, being the age of 18. He went to Los Angeles for his brother who was living there. However this wasn't his first time here. He had come two years previously for vacation.

He was happy to be back and what added to the excitement was the fact that the Olympics were taking place. It meant that everything was clean and looked like a 'Fiesta'. Of course, all the cars in the streets and freeway looked nice and new to him since he wasn't use to that, he found it impressive.

Although he came from a big city he had come to an even bigger one.



Energy

and

ELECTRICITY

Tamara S.
Physics
Quarter 1
Ms. Jenks
12/6/10

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23. Circuit Diagram for Solar Sculpture
24. Essay of Solar Panel for Sculpture

Lemon Lab

Objective: To get an LED to light a lemon.

Step 1: Two metals were placed in the lemon as electrodes. The LED was placed in contact with the electrodes as shown below.

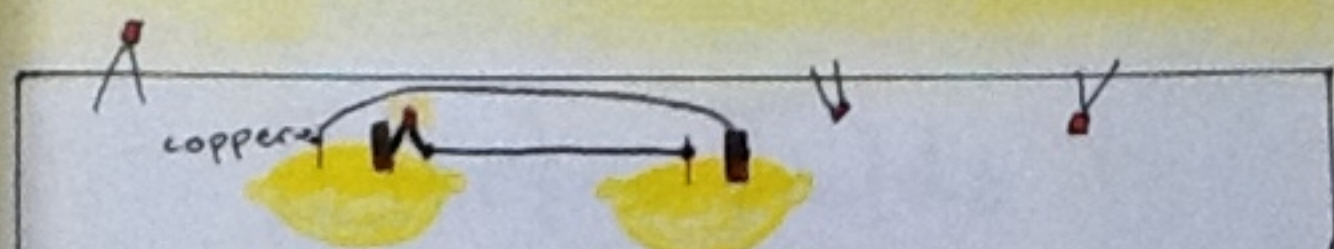


Different metals were tried and the results were recorded below.

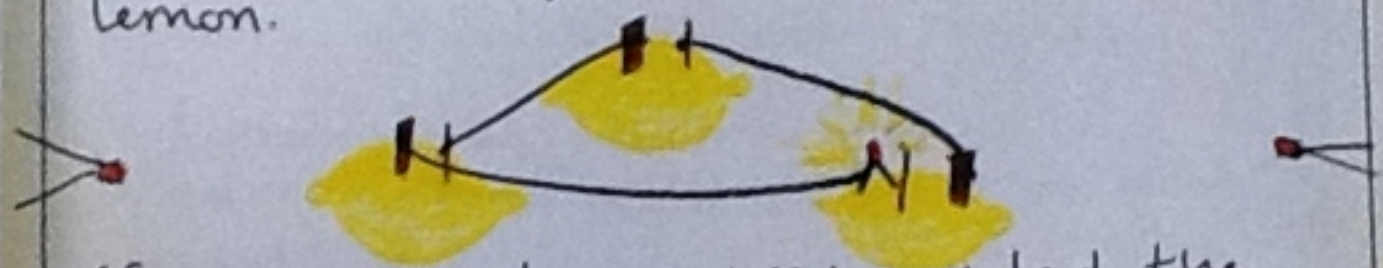
METAL 1	METAL 2	RESULT
copper	copper	no light
zinc	zinc	no light
magnesium	magnesium	no light
magnesium	zinc	no light
magnesium	copper	10 light
copper	zinc	no light

Step 2:

Next we attempted the same experiment with two lemons to try and create a greater charge. This time we had to use wires to connect the metals.

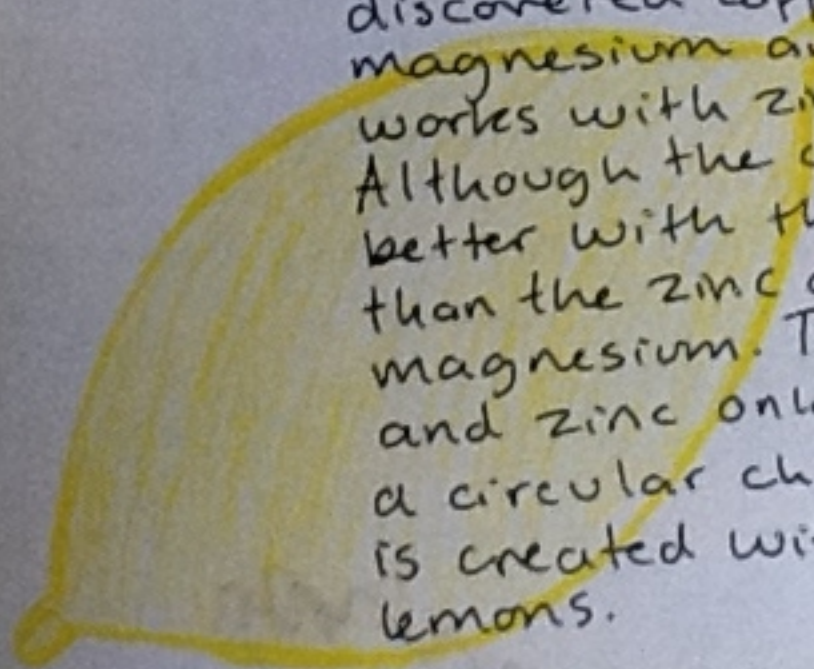


There was no light, so we added one more lemon.



After this the lemon was added the light worked. The light also worked with the combination of magnesium and zinc because it now had enough charge.

Conclusion: There has to be two different metals to light the LED light with the lemon. We discovered copper works with magnesium and magnesium works with zinc as well. Although the copper worked better with the magnesium than the zinc did with the magnesium. The magnesium and zinc only works with a circular charge which is created with three lemons.

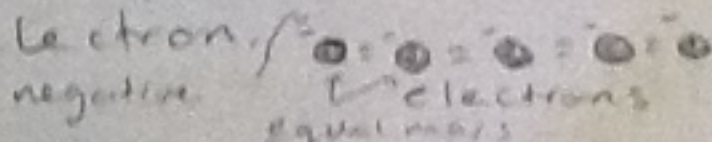


Atom

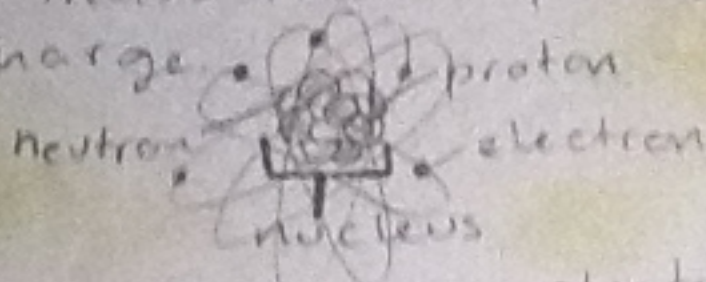
1. Every atom has a positively charged nucleus surrounded by negatively charged electrons.



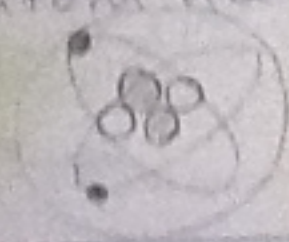
2. All electrons are identical; that is, each has the same mass and the same quantity of negative charge as every other electron.



3. The nucleus is composed of protons and neutrons. All protons are identical; similarly, all neutrons are identical. A proton has nearly 2000 times the mass of an electron, but its positive charge is equal in magnitude to the negative charge of the electron. A neutron has slightly greater mass than a proton and has no charge.



4. Atoms usually have as many electrons as protons, so the atom has zero net charge.

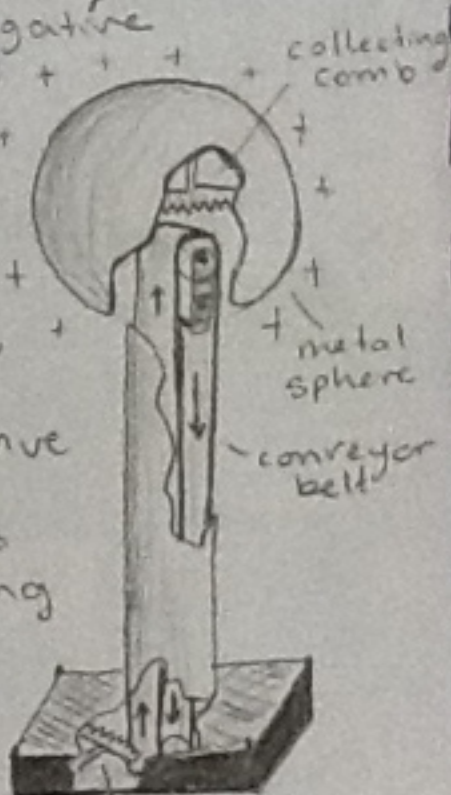


Van de Graaff

How it Works:

The conveyor belt begins rolling and attracts electrons giving it a negative charge. The negative charge on the roller repels the electrons on the brush assembly. Then the electrons of the brush move onto the brush's tips. The belt will become positively charged.

This charge will be carried to the metal sphere. As the belt moves the sphere will continue to accumulate positive charge until the rate that the charge is being lost equals the charging current.



What I Observed:

When a student placed their hands on the Van de Graaff generator their hair began to stand straight up. This is because the negative charges of the Van de Graaff are released into your body when you touch the sphere. Because your hair is charged with negative electrons, the negative charges repel and your hairs break away from each other.



D. Assessment Matrix

Outcome	Curriculum	Assessment
Proficiency in ELA	<ul style="list-style-type: none"> • Interdisciplinary projects • Skill-building classes • Creative and expository writing exercises • Reading comprehension passages • Cooperative group work • Learning portfolio 	<ul style="list-style-type: none"> • California Standardized tests • Classroom-based tests, quizzes, and homework assignments • Informal assessments* • Portfolios of written work graded pursuant to school-developed rubrics • Presentations of projects graded pursuant to school-developed rubrics • Participation in dramatic production
Proficiency in mathematics	<ul style="list-style-type: none"> • Skill-building classes • Interdisciplinary projects • Cooperative group work • Learning portfolio 	<ul style="list-style-type: none"> • California Standardized tests • Classroom-based tests, quizzes, and homework assignments • Informal assessments • Portfolios of written work graded pursuant to school-developed rubrics • Presentations of projects graded pursuant to school-developed rubrics • Participation in music classes to experience the mathematics of music
Proficiency in the social sciences	<ul style="list-style-type: none"> • Interdisciplinary projects • Skill-building classes • Research paper • Field trips to local and state historical sites • Learning portfolio 	<ul style="list-style-type: none"> • California Standardized tests • Classroom-based tests, quizzes, and homework assignments • Informal assessments* • Portfolios of written work graded pursuant to school-developed rubrics • Presentations of projects graded pursuant to school-developed rubrics • Participation in community service project of students design or prearranged project
Proficiency in the sciences	<ul style="list-style-type: none"> • Interdisciplinary projects • Skill-building classes • Science labs • Research paper • Cooperative group work • Learning portfolio 	<ul style="list-style-type: none"> • California Standardized tests • Classroom-based tests, quizzes, and homework assignments • Informal assessments* • Portfolios of written work graded pursuant to school-developed rubrics • Presentations of projects graded pursuant to school-developed rubrics • Participation in gardening to experience Nature and a lab and textbook.

World language proficiency	<ul style="list-style-type: none"> • Interdisciplinary projects • Skill-building classes • Research paper • School-sponsored cultural activities and events • Cooperative group work • Learning portfolio 	<ul style="list-style-type: none"> • School-developed end-of-course writing exam • School-developed oral exam to assess listening and speaking skills • School-developed reading exam • Portfolios graded pursuant to a school-developed rubrics • Presentation of projects graded pursuant to school-developed rubrics
Community service	<ul style="list-style-type: none"> • Interdisciplinary community service projects 	<ul style="list-style-type: none"> • Presentation of written reports or portfolios documenting the successful identification, implementation, and completion of community service projects • Teacher observations • Student self-evaluations

* Informal assessments include use of tutorials, academic conferences, parent conferences, teacher observations, and group discussions and analysis.

Evaluator's Name:

Relationship to Student:

Student's Name:

Writing Rubric

Waldorf Methods: Urban Sustainability

Habits of Mind (Meeting the Standard-4):	Not Passing (1)	Not Passing (2)	Passes w/Reservations (3)	Passes (4)	Passes w/Distinction (5)
Wonder <input type="checkbox"/> Was the topic thoroughly explored? <input type="checkbox"/> Have I followed aesthetic form?					
Authentication <input type="checkbox"/> Are the ideas here original? <input type="checkbox"/> Are there any new insights offered? <input type="checkbox"/> Are these ideas relevant and meaningful to reader or writer?					
Learning <input type="checkbox"/> Is there evidence of mastery of content? <input type="checkbox"/> Is it evident that this endeavor can be repeated and improved upon in the future?					
Development <input type="checkbox"/> Are the main ideas well developed? <input type="checkbox"/> Is there an effective use of examples, evidence, and details to support main ideas? <input type="checkbox"/> Is there evidence of an emerging voice?					
Order <input type="checkbox"/> Is it organized? Logical? <input type="checkbox"/> Is there a discernible structure?					
Rigor <input type="checkbox"/> Is the thesis well-argued and supported? <input type="checkbox"/> Are the appropriate professional sources consulted? <input type="checkbox"/> Is the topic thoroughly examined and discussed?					
Finesse <input type="checkbox"/> Is correct grammar used? Punctuation? Spelling? <input type="checkbox"/> Are there complete sentences? <input type="checkbox"/> Is there evidence of pride and effort here?					

Specific to Assignment:

Comments:

Evaluator’s Name:

Relationship to Student:

Student’s Name:

Creative Expression Rubric
Waldorf Methods: Urban Sustainability

Habits of Mind (Meeting the Standard-4):	Not Passing (1)	Not Passing (2)	Passes w/Reservations (3)	Passes (4)	Passes w/Distinction (5)
Wonder <input type="checkbox"/> I explored a new area?					
Authentication <input type="checkbox"/> This is my original work. <input type="checkbox"/> I have personal meaning and significance in my work.					
Learning <input type="checkbox"/> I can explain my process of what I've learned.					
Development <input type="checkbox"/> I applied previously learned skills to this project. <input type="checkbox"/> I learned new skills in this project.					
Order <input type="checkbox"/> My piece has relevant composition.					
Rigor <input type="checkbox"/> I've consulted professional resources. <input type="checkbox"/> I put forward my best effort or I fully applied myself.					
Finesse <input type="checkbox"/> I breathed life into my piece. <input type="checkbox"/> I went beyond the mechanics and technique.					

Specific to Assignment

Questions/Notes:

Evaluator's Name:

Relationship to Student:

Student's Name:

Presentation Rubric Waldorf Methods: Urban Sustainability

Waldorf Habits of Mind	Not Passing (1)	Not Passing (2)	Passes w/Reservations (3)	Passes (4)	Passes w/Distinction (5)
Wonder <input type="checkbox"/> Multiple visual aids that are relevant thoughtful <input type="checkbox"/> Visual aid is complete and polished Eloquence in words					
Authenticity <input type="checkbox"/> I used original ideas <input type="checkbox"/> The presentation had personal meaning, imagination, unique, appropriate for audience					
Learning <input type="checkbox"/> I can use language of the subject area <input type="checkbox"/> I can use compelling, and accurate evidence from multiple sources <input type="checkbox"/> I cited multiple perspectives					
Development <input type="checkbox"/> I developed a strong stance on a topic to show my opinion <input type="checkbox"/> I can identify a clear purpose and explain why it's important <input type="checkbox"/> Does my work show that I am improving?					
Order <input type="checkbox"/> I have a rhythm to my presentation <input type="checkbox"/> I can dress to impress by wearing professional dress <input type="checkbox"/> I am ready to present on time and the presentation is neat, organized, and finely polished <input type="checkbox"/> I can articulate clear steps of the investigation with clear purpose <input type="checkbox"/> I can support conclusions with evidence or data to accept or reject the hypothesis <input type="checkbox"/> I cited my sources <input type="checkbox"/> I started and finished on time					
Rigor <input type="checkbox"/> I consulted professional level resources (scholarly essays, trusted sources and interviewing experts). <input type="checkbox"/> I showed evidence of the use of those resources. <input type="checkbox"/> I reflected on my experience					
Finesse- <input type="checkbox"/> Sense of timing <input type="checkbox"/> I showed focus on the topic <input type="checkbox"/> I showed that I had a theme <input type="checkbox"/> I showed that I had a thesis <input type="checkbox"/> I showed that could read my audience <input type="checkbox"/> I can demonstrate good body language, eye contact, when speaking with the group. <input type="checkbox"/> I showed appropriate humor					

Evaluator's Name:

Relationship to Student:

Student's Name:



GEORGE WASHINGTON CARVER SCHOOL OF ARTS AND SCIENCE

10101 Systems Parkway ● Sacramento, CA 95827

(916) 228-5751 ● FAX (916) 228-5760

www.carverartsandscience.edu

Allegra Alessandri, Ed.D., Principal

School- Parent- Student Compact 2010 – 2011

Schools, families, and students benefit when they all take collective responsibility for quality education. When a partnership exists and each partner fulfills his/her responsibilities, student learning improves. The term 'school community' refers to teachers, students, families, other school staff and community members. The signatures below indicate our support of and commitment to the following responsibilities:

Administrative Responsibilities

1. Through collaborative decision making, create with the involvement of staff, families, students and the community, a compelling school vision and a quality Waldorf- inspired educational program with high standards that are widely understood and embraced by the school community.

2. Provide instructional leadership to ensure appropriate instructional practices, high academic standards, student support, and the delivery of a quality core curriculum to all students.

3. Provide a safe, orderly and positive teaching/learning environment.

4. Provide appropriate professional development in Waldorf education for staff, families and students to improve teaching and learning and to support collaborative partnerships with families and the community.

5. Maintain open two-way communication between the home and school.

6. Respect the school, students, staff and families.

Teacher Responsibilities

1. Through collaborative decision making with colleagues, families and students, create a school vision and quality Waldorf- inspired educational program with high standards that are widely understood and embraced by the school community.

2. Endeavor to motivate my students to learn. Provide appropriate and compelling projects and instruction that actively involves students, and emphasizes high standards within each subject.

3. Provide a safe, orderly, and caring classroom environment conducive to learning.

4. Participate in professional development opportunities in Waldorf education that improve teaching and learning and support the formation of partnerships with families and the community.

5. Establish two-way communication with families about student progress in school.

6. Respect the school, students, staff and families.

Family Responsibilities

1. Through collaborative decision making, participate with school staff and students in creating a compelling school vision and quality Waldorf- inspired educational program with high standards that are widely understood and embraced by the school community.

2. Communicate the value of education, and provide home support and monitoring of student academic work and progress in school. Weekly check student grades digitally.

3. Establish a schedule with my student for study time, TV viewing, peer activities and out-of-school time.

4. Participate in Waldorf education training opportunities with staff that help to improve teaching and learning both at home and at school. Attend all parent meetings as scheduled

5. Communicate regularly with the school.

6. Respect the school, staff, students, and families.

Student Responsibilities

1. Through collaborative decision making, participate with parents and school staff in creating a compelling school vision and quality Waldorf- inspired educational program with high standards that are widely understood and embraced by the school community.

2. Produce quality work that meets the high standards of each class and to be a reliable member of each collaborative group.

3. Attend school regularly, on time, and with completed projects. Follow agreed upon schedule and home/school rules.

4. Participate in school activities with my parents and teachers that help to improve teaching and learning both at home and at school. Always be respectful of other peoples education time and efforts.

5. Tell parents honestly what is happening at school and help to maintain two-way communication.

6. Respect the school, staff, students, and families.

Principal

Faculty

Parent/Guardian

Student



George Washington Carver School of Arts and Science

a Waldorf Inspired High School

How will you engage the world?

2011/2012

10101 Systems Parkway, Sacramento CA 95827

Phone: 916.228.5751 Fax: 916.228.5160

Jonathan P. Raymond,
Superintendent

Allegra Alessandri, Dr.
Principal

Sacramento City Unified School District

Board of Education

Ellyne Bell, MA, LMSW, President, (Area 1)

Patrick Kennedy, Vice President, (Area 7)

Roy Grimes, MPA, MBA, CGFM, 2nd

Vice President, (Area 6)

Jerry Houseman, Ed.D., (Area 2)

Donald Terry, (Area 3)

Gustavo Arroyo, (Area 4)

Diana Rodriguez, (Area 5)

Arthur Fong, Student Board Member

George Washington Carver School of Arts and Science Vision

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

George Washington Carver School of Arts and Science Mission

To achieve this vision, we will engage all students in developing critical thinking and creative problem solving skills in an integrated and rigorous college-preparatory curriculum that integrates the arts and issues of social justice and environmental stewardship, and ultimately enable each student to find his or her own unique paths 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?

Waldorf Methods at Carver High School

Much of this handbook concerns policies and rules. At all times an attempt is made to find a balance between the culture of trust and responsibility the school wishes to instill and the need to be very clear in expected behaviors and outcomes. Students will be empowered to take their education into their own hands more than at other schools and they will also be given a greater degree of involvement in school governance. With these privileges come greater responsibilities.

As educators, the staff at GWCSAS is ultimately responsible for maintaining a positive and safe learning environment. Student actions will determine the level of trust the staff can have in students and the level of responsibility that is expected.

The GWCSAS Pledge

All students at the School of Arts and Science are expected to be principle driven in their behavior and daily decision making processes. Each student, within their advisories, will participate in activities designed to build and maintain a culture of responsibility, respect, and trust. In addition, all students are asked to pledge their commitment to these principles.

Academic Expectations

All students are expected to perform to their capabilities. George Washington Carver is a place that values learning above all else and expects SAS students to work to develop themselves.

Academic Probation

Students whose grade point average is 2.0 or below or who have one or more failing grades for more than one semester or who are credit deficient will be placed on "Academic Probation". Students on Academic Probation will be monitored on a weekly Progress Report to be turned into the Principal. Further individual interventions will be considered. Students will be released from Academic Probation with a Semester report card GPA of greater than 2.0 and no failing marks. Students failing to remove themselves from Academic Probation risk losing their position at GWCSAS.

Bus Transportation

There are no district school buses that serve SAS. RT buses will stop on Routier Road. For information about bus routes and fares, please call 321-BUSS. Students waiting at bus stops are to represent SAS in a respectful and responsible manner. Students are not allowed to loiter in/on the businesses on Routier Road.

Cafeteria

GWCSAS participates in the Free and Reduced Lunch Program. It is very important for the funding of the school that all students eligible for free and reduced lunches fill out the appropriate paperwork. This paperwork will be sent home the first week of school

Students will have a selection of up to eleven items to choose from each day, including a salad bar. Offerings will include hot entrees, salads, cold sandwiches, hot sandwiches, pizza, and fruit. A la Carte items and milk will be available. Breakfast is also available. Pricing: Breakfast is \$1.25 and lunch is \$1.75. Students may pay in advance.

Clubs

Clubs on campus are voluntary and will meet at lunch and after school. Students wishing to start a club should find a teacher mentor to initiate the club.

School Lockers

GWCSAS has lockers for use during PE classes as well as lockers for students to store their PE clothes in from Monday through Friday. They are school property and are therefore liable to search by school officials. PE students are expected to lock their belongings in the appropriate lockers. The school will take no responsibility for items left in unlocked lockers or left out. There are no hallway lockers. SAS will make every reasonable attempt to provide a "home copy" book to each student for each class to eliminate transporting books to and from school. While GWCSAS intends to have positive, safe, and trusting school culture, prudence suggests that students should provide a combination padlock their locker for use during PE. A limited number of locks will be sold by the school.

Emergency Information Cards

State laws require that an emergency card be kept on campus at all times. In case of emergencies, it is important that BOTH sides of the emergency card are filled out. Emergency cards will be handed out the first week of school and may also be obtained in the school office.

Care of Books, Supplies, and Equipment

GWCSAS prides itself on its culture of Trust and Responsibility. Part of this responsibility is accountability for actions. The following policies reflect accountability for student actions:

Books: Text books are provided without cost or fee. Charges are made, however, for damages resulting from abuse or loss of texts. Damages from \$5.00 up will be assessed if the book is still useable. If the book is no longer useable or lost, a charge equal to the amount of the book, tax and shipping will be determined. Book prices range from \$60.00 to 85.00. Students should write their name and their teacher's name on the inside covers of their books. ***All students and their parents are required to read, sign and return the Textbook Authorization form which details the cost of the books and acknowledges the responsibility for payment for lost or stolen books.***

Supplies: Special as well as occasional "loaner" supplies are provided. Students are expected to supply traditional supplies such as paper, pens, pencils and their own personal binder. Students may find it convenient to purchase some supplies such as a re-writable CD to back up their work on. If students wish to listen to sound files on their computer, they must supply their own headphones. Its is strongly recommended that inexpensive headphones only be brought to school. From time to time a teacher may ask for a small, voluntary donation to offset the cost of special materials. State law prohibits actual fees or charges for materials

Acceptable Use of Policy

In addition to the SCUSD Acceptable Use Policy sent home and signed at the beginning of the year, **Arts and Science has its own policies regarding the following prohibited actions on Classroom and all Computers:**

- **Personal email:** email coming from or going to an address outside of school is prohibited without staff approval. *The content of all email is subject to monitoring and is not to be considered private.* Email containing obscenities, personal attacks, gang references, drug references, and any other content deemed unacceptable is strictly prohibited and will result minimally in the loss of email.
- **All-student email:** an e-mail which goes to every student. (It slows down the system)
- **Visiting Proxy sites is PROHIBITED!!** SCUSD maintains an internet filtering service intended to protect students from accessing inappropriate and unsafe Websites. Any Website or method of circumventing this safeguard will result in LONG TERM loss of internet privileges.
- **Possession, use, and downloading of Executables:** any process (i.e. program executable, script, batch file, etc.) that is not pre-loaded on a Carver computer or approved by staff is **STRICTLY PROHIBITED!**
- **Downloading or Streaming Non-school related Music from the Internet is strictly prohibited:** E-mailing links to songs or possession in your favorites list or document files is also prohibited.
- **Viewing Websites of questionable value or websites unrelated to school work may result in severe disciplinary action:** when in doubt...ask.
- **Chain letter/Communications:** a letter or communication that encourages the recipient to send to it more people. These are disruptive and use excessive server space and *will result in loss of email privileges.*
- **Using someone else's e-mail account will result in loss of privileges.**
- **Visiting chat rooms, using Instant Messaging clients or sites is prohibited.**
- **Installing software not approved by School Administration is a suspendable offense.**
- **Loading games:** Putting a game on a computer for use on the computer.
- **Copying software is a crime and will be treated as such.**
- **Plagiarism is a crime and will be treated as such.**
- **Logging on an account not your own is strictly prohibited.**
- **Moving software from a local machine to a server:** copying program files to the server to be used on another machine is never allowed.
- **Inappropriate computer-to-computer communication ("hacking"):** any attempt by a student to control another computer, delete/change files, send network-level messages, sniff IP packets, or any malicious or non-school related computer-to-computer communication will minimally result in loss of privileges.
- **Playing games during class time is strictly prohibited.**
- **Using racist/sexist/threatening comments in the database or email**
- **Printing personal documents:** any printing done that is not associated with the classroom is not allowed.
- **Using school e-mail or the school's network for personal gain:** using your email or network to make money is a suspendable offense.
- **Sending email to groups of larger than five must first be approved by a staff member.**
- **Possession or use of destructive programs:** Having any program that can cause any sort of damage to the computers will result in suspension.
- **Going around log-on procedures:** using a computer without logging on the computer (i.e., without supplying your username and password), booting off floppies: using a disk to start a computer with a different operating system such as DOS is also prohibited.

- **Re-installing or re-activating a program that has been removed from the system:** putting a program back onto a computer that was removed from that computer.
- **Purchases over the Internet:** many things may be bought over the Internet with a credit card. The school cannot be responsible for the liability of these transactions.
- **Sharing personal information with strangers over the Internet:** giving someone information which can be used to find the person.
- **Meeting someone you have met over the Internet**
- **Using more than your 250 MB limit on the server:** having files on your space in the server which uses more than 250 MB of storage space.
- **Individual Computer configurations (CPU and Monitor) are to be left as set.**
- **Abuse or destruction of Technology will result in being dismissed from Carver.**
- **Subject matter generated on SCUSD/New Tech technology must be of acceptable and positive content**

Listening to Music is a privilege at SAS, not a right. Playing music without permission, without headphones, or when interacting with a teacher will result in the loss of the privilege. (RE-WRITE)

Please refer to the Electronic Device section.

The Staff at GWCSAS reserves the right to at any time, given the rapidity of change in technology, to add, delete, or modify the above policies and restrictions. We reserve the right to examine and confiscate any storage device used on campus.

Lost and Found

The lost and found department is located in the front Office.

Athletic Eligibility

GWCSAS students are eligible to try out and participate on their home school athletic teams. **A contract must be signed and delivered to the home school principal/ Athletic Director.** Students must satisfy the academic and behavior standards of both schools to be eligible. Students need to remember this is a privilege and they are ambassadors of GWCSAS. Additionally, either principal or the coaches may unilaterally remove a student from participation.

Campus Rules and Policies

George Washington Carver is committed to reinventing the high school experience for students and families. In this spirit, our rules are stated as a series of positive expectations rather than a list of “don’t do’s”. The exception to this is policies regarding suspension and expulsion, and the use of technology which is required by law to communicate in writing.

Attendance Policy

Attendance at school is very important. One cannot do well at school if one is not attending regularly. Attendance is especially important at SAS, where if you are not at school your class suffers. The school goal is 97% attendance. This allows about 7 absences per year overall. It is the responsibility of all students who have been absent from school to obtain a readmit slip *prior to returning to class*. The Attendance Office will open at 7:00 a.m. and close at 4:00 p.m. daily. All clearance slips must be stamped by the time clock in the Attendance Office. *Securing a readmit is not a reason for being late to class*. The student may choose to go to the Attendance Office during passing time or lunch time for pick-up of Early Dismissals. *Any student who leaves campus without a valid off-campus pass or an early dismissal will be marked truant and be subject to other consequences*.

Early Dismissals

In the event that a student must leave school during the normal school day for doctor or dental appointments or any personal business, he or she should bring a note, or parent/guardian should call the Attendance Office. The student will need to obtain an early dismissal slip from the office to leave campus. Parents should be certain that their student obtains an early dismissal before they pick the student up. When a student has knowledge of an early dismissal, he/she must come to the Attendance Office to pick up the early dismissal slip. If a student becomes ill during the school day, he/she should go to the Office in order to get an early dismissal. Ill or injured students may not go home on their own volition; to do so would result in the student being marked truant (automatically) and may be subject to other disciplinary action. This is a protection for the student in case the problem is more severe than the student surmises. Students are the responsibility of the school until such time as the parent/guardian gives permission for dismissal.

Tardy Policy

A student is considered tardy if the student is not in class with the proper materials (such as books, paper, and pencils) and ready to work at the first prompting of the teachers. Every time a student who is late 3 times or more per quarter (all classes inclusive) will be subject to disciplinary action which may include but is not limited to Parent contact, conference, and/or detention. Any work due during the time period in which the student was not present in class may not be accepted (teacher discretion). Chronic tardiness will also activate the SART/ SARB process. Detention will also be assigned.

Disciplinary Policy

Please refer to the parent student handbook. Our general SCUSD policy is that 1) after the first offense the student is given a warning; 2) the parent is contacted. 3) Student serves detention; 4) student is referred to the office; 5) parents, teacher, student and principal meet; 6) student is suspended.

Possible Disciplinary Actions

At George Washington Carver students and staff elect to work through situations in ways that teach. When the occasion arises and student behavior does not conform to teacher expectations of the school rules the following adult responses are likely:

George Washington Carver School of Arts and Science

Graduation Requirements:

240 Credits

University of California/CSUS A-G entrance requirements

- 4 years English
- 3 years Math (Algebra, geometry and Algebra II)
- 3 years Laboratory Science (Bio-Physical science for two years and chemistry)
- 4 years Social Science
- 2 years Foreign Language
- 2 years Physical Education
- 1 year of Waldorf Elective Core for the class of 2012
- 1 year Fine Arts
- 1 year additional College Prep Elective
- 4 years of Advisory/Class meeting

12 credits of college coursework

Community Service (16 hours 9th, 24 hours 10th, 32 hours 11th, 40 hours 12th, 112 Total hours for Graduation)

Senior Project

Grades

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 Parent Zangle Connect.

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.

Community College Requirements

In order to take coursework at the community college students must have an overall GPA of 2.7 or better, be 16 years of age, take courses not offered at SAS, and be able to pay for all texts and instructional materials. To enroll students must have pre-approval from the counselor and the Principal as well as complete all of the following:

- An online application
- An Advanced Education Application form
- Submission of all applications with all required signatures and documents
- Testing at the Assessment Center
- Enrollment in the specific class to be taken

Students may visit the Los Rios Web page regarding Advanced Education Students: <http://scc.losrios.edu/~admis/highschool.html>

Students must provide GWCSAS with OFFICIAL TRANSCRIPTS for each class completed in order to meet this requirement.

- Teacher conference
- Logical consequences- including financial restitution for damages/s/ theft
- Loss of privileges
- Teacher/ Advisor/ Parent/ Student conference
- Referral to counselor
- Referral to principal
- Independent study
- Shortened day
- Suspension
- Expulsion

Grounds for Suspension and/ or Expulsion

The Sacramento City Unified School District's *Zero Tolerance* Policy states that assaults, drugs, weapons, robbery and extortion constitute cause for expulsion.

Grounds for Immediate Recommendation for Expulsion

The infractions listed below will result in a five-day administrative suspension, loss of all extra-curricular activity privileges, and an immediate recommendation of expulsion.

1. Possession or use of weapons or other dangerous objects. This includes, but is not limited to, firearms, knives and/or explosives.
2. Abuse of personnel. This is classified as willful assault or battery or threat of great bodily harm against school personnel coupled with the ability to commit such harm.
3. Possessed, sold, or furnished a controlled substance, as defined in Section 11007 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
4. Committing or attempting to commit sexual assault or battery.

Suspension

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil may be suspended for any of the reasons enumerated in California Education Code Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision A-O and 2, 3, 4, and 7 of Section 48900 or that that pupil's presence causes a danger to persons or property at the school in which the pupil is enrolled

- a1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- a2) Willful force or violence used upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to
- e) Any person selling another liquid, substance, or material and representing the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- f) Committed or attempted to commit robbery or extortion.
- g) Caused or attempted to cause damage to school property or private property.
- h) Stolen or attempted to steal school property or private property.

i) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. However, the principal shall be notified of any prescription medicine which must be brought top school or taken at school.

j) Committed an obscene act or engaged in habitual profanity or vulgarity.

k) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

l) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

m) Knowingly received stolen property or private property.

n) Possession of an Imitation Firearm. Replica so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

o) Committed or attempted to commit a sexual battery as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

p) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

q) Sexual Harassment: Conduct considered sufficiently severe or pervasive to have a negative impact upon an individual's performance or created an intimidating, hostile, or offensive educational environment (Grade 4-12)

r) Hate Violence: Willfully interfering with or threatening another person's personal property or orientation. (A verbal act (speech) is not sufficient unless the speech threatens violence against person or persons, and perpetrator has apparent ability to carry out the threat. Grade 4-12)

s) Harassment, Threats, Intimidation: Intentional behavior severe enough to disrupt class work, create substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment (Grades 4-12)

t) Terrorist threats

Sexual Harassment: E.C. 48900

Sexual harassment is defined as: "unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting." Any student who commits sexual harassment will be subject to suspension and even expulsion. If a student feels he/she have been sexually harassed, he/she should see the Principal or counselor as soon as possible.

Prohibited Illegal and Dangerous Items

(P.C. 25608, 262.9, 626.10, E.C. 48903)

Students shall not carry with them to school any of the following: Firecrackers, explosive devices, any size knife, metal pins, stars, baseball bats, clubs, chains, pellet guns, nun chucks, mace, pepper spray, stun guns, or ANY item which could be used as a weapon. Possession and/or use of any dangerous weapon or object will result in an immediate suspension/expulsion and a citation/arrest by the Police or Sheriff's Department.

Gambling

Gambling is not allowed at any time or any place on campus. In addition to legal penalties, students will be subject to school disciplinary procedures.

Electronic Devices

Students are reminded that the school may confiscate any and all electronic devices including cell phones iPods and MP3 players. The school will not be liable for an item confiscated and kept longer than thirty (30) calendar days. Any student who wishes to recover a confiscated item must bring a parent/guardian to the school to reclaim it. Items not recovered by the parent/guardian within that period of time, become the property of the school.

Since we cannot guarantee their security and because they are a distraction to the learning environment and/or potential sources of trouble, non-essential personal property such as MP3 PLAYERS, IPODS, RADIOS, CD PLAYERS, TELEVISION SETS, VIDEO CAMERAS, AND WALKIE-TALKIES ARE NOT ALLOWED AT SCHOOL AND/OR SCHOOL-SPONSORED ACTIVITIES unless cleared with the Principal.

This rule is in effect at all times when students are under school supervision such as, but not limited to, before and after school, lunch, games, performances, rallies, assemblies, and passing time. School authorities will confiscate electronic devices and retain such personal property as a gratuitous deposit. Parents must pick up the items that are confiscated within thirty (30) calendar days. They will not be returned to the student. Please refer back to the computer usage policy regarding electronic devices.

Cell Phone Policy:

In the 1980s cell phones were banned from schools due to illegal drug activity in certain areas. SAS recognizes that many parents now want their students to carry cell phones for matters of convenience and safety. However, cell phones—like all electronic devices-- represent a serious potential for both disruption of the school environment and students exceeding the boundaries of the school and parents alike. The following policy has been developed in order to facilitate student possession of cell phones while at school:

Students may bring cell phones to school if they remain OFF during school hours. Cell phones are not to be out during class time. Students may place calls at lunch. Inappropriate use of cell phones will be handled in the following steps:

1. **First Offense:** Student will be counseled by the Instructor.
2. **Second Offense:** The cell phone will be confiscated and locked up for the remainder of the day and the parent will be called. It is the student's responsibility to retrieve the cell phone at the end of the day.
3. **Third Offense:** The cell phone will be confiscated and given to the Principal. Parents will be required to conference with the Principal. Parents must meet with the Principal and pick up cell phones that are confiscated within thirty (30) calendar days. They will not be returned to the student.
4. **Last Offense:** Student will no longer have the privilege of a cell phone in their possession during the day. The student will be required to check the cell phone in at the office during the day.

Hate Crimes

Due to the potential seriousness of this offense and the requirements of California Education Code 48900.3, any violation of this rule will result in suspension and may also result in a recommendation for expulsion, restitution, and/or a police report.

Loss of Privileges

An administrator may determine that a student whose behavior is a liability to the school may lose the privilege of participation in extra-curricular events. These events may include, but are not limited to end of the year activities including graduation.

Law Enforcement Officials

Occasionally, law enforcement officers will come to the school to talk with a student concerning matters that may or may not have any connection with the school. If an officer removes a student from the school,

the school will make reasonable effort to contact the legal parent or guardian. When a law enforcement officer interviews a student at school, a school representative will be present. The school administration will call upon law enforcement agencies when it is deemed necessary to maintain order and to protect the rights of all individuals.

Bicycles

Bicycles must be parked and locked to the bike rack inside the front gate during school hours. Unicycles are to be considered covered by this policy and are not to be stored in class rooms. Skate boards can be used with helmet for "freestyle" skating only during lunch and at the discretion of teachers. Students MUST wear a helmet.

Student Parking

Students who drive to school should register their car in the high school office. Student parking is located in parking lot adjacent to Systems Parkway directly in front of the main entrance, on either side of the driveway. Students are expected to drive safely at all times. Reckless driving will result in the loss of parking privileges. Students will not be allowed to leave the main campus to go to their car during the regular operation hours of the school day. Drop Off and Pick Up Map available in the front office.

Physical Education

All students enrolled in PE are required to wear the GWC SAS PE uniform. The can be purchased in the front office. White Shirt and black shorts or sweats. *Note: Sweats and sweatpants are optional, but are recommended for months of colder weather.*

Dress Code

The following gives specific information regarding the dress code:

1. No cleavage or bare midriff tops, tank tops should have straps at least two fingers wide. Garments are to be worn in good taste allowing no undergarment to be shown. Beach wear, halter tops, bare midriffs or chests, see-through outfits, or off the shoulder blouses or dresses are not appropriate or acceptable.
2. No public displays of underwear!
3. No red or blue shoelaces or belts.
4. Shoes or sandals are to be worn at all times. House shoes/slippers are not acceptable.
5. Pants are acceptable for both male and female students. Pants are to be clean, without holes. All pants are to be worn in an appropriate fashion (No SAGGING), belted at the waist. No article of underwear may be showing. Nylon sweats may be worn only in rainy weather.
6. *Students are not permitted to wear bandanas, hair nets, or Wave-Caps* on campus unless excused by a physician's letter and with administrative approval.
7. No caps, hoods, sunglasses in doors, or beanies are allowed. This is not a gender specific rule.
8. Underwear type T-shirts worn as outside garments are unacceptable.
9. Any clothing that advertises or promotes drugs, alcohol or tobacco products, sex, racism or violence is unacceptable.
10. Gloves may be worn to school to protect hands against inclement weather. Gloves will be removed in the classroom. Golf gloves, batting gloves or fad gloves styles are not acceptable.
11. Shorts may be worn at the student's discretion. Shorts will be no shorter than finger-tip length, which is generally mid-thigh.
12. Skirts and dresses may be worn throughout the year and must adhere to the length standard applied to shorts. There are no spaghetti strap tops or dresses allowed. Tank tops are acceptable as long as a young lady's bra does not show.
13. **Any attire or paraphernalia deemed gang related by the staff may not be worn- including the wearing of RED or BLUE (other than blue jeans or dress attire).**
14. Distracting or dangerous accessories are not permitted (i.e. grills, spike necklaces).

In reference to the dress code, if there is any doubt about the appropriateness of the attire, we ask students not to wear it. *Students will be sent or taken home because of inappropriate appearance.*

Presentation and Assembly Wear

When presenting, **students should dress in “interview” clothes.** Students should be neat and wear professional office type attire. Students should not mistake fashionable for professional. Before the first presentation, we will go over this with students.

Boys	Girls
<ul style="list-style-type: none">• Collared Shirt (must be tucked in)• Neck Tie• Slacks (no jeans)• Belt (with pants worn at the waist)• Leather Dress Shoes or other dark shoes	<ul style="list-style-type: none">• Slacks (no jeans)and Collared Shirt which is not low cut or exposes a bare midriff• Dress/ Skirt with an arm length hem (no net stockings)• Dress Shoes (no tennis shoes or flip flops)• No lingerie “type” clothing

The staff of George Washington Carver School of Arts and Science reserves the right to add, delete, or modify any policy above based on the needs of our community.



<u>Classification</u>	<u>Object Code</u>	<u>FTE</u>	<u>Actual Salary & Benefits</u>
Director	1901	1	127,080
Principal	1311		
Assistant Principal	1321		
TEACHERS:			
Regular Education	1101	10	999,087
ROTC	↓		
Teacher Substitute	1102		13,728
Teacher Temporary	1103		
Coaching Stipend (Extra Duty/Extra Pay)	1103		
Head Teacher	1903		
Librarian	1201		
Counselor	1211		
Psychologist	1221		
Nurse	↓		
Instructional Aides -With Benefits	2101		
-Without Benefits	↓		
Instructional Aide Substitute	2102		
Plant Manager	2221		
Custodian	↓	1.5	95,730
Plant Mgr/Custodian Substitute	2222		
Plant Mgr/Custodian Overtime	2224		
Bus Duty	2233		
Crossing Guard	↓		
Walking Attendant	↓		
Library Media Tech	2241		
In-house Suspension	2251		
Site, Computer Suprt Tech	↓		
Campus Monitor	↓		
Campus Monitor Substitute	2252		
CLERICAL STAFFING:			
Controller	2401		
Office/Attendance Technician	↓	0.5	30,000
Registrar	↓		
Office Manager	↓	1	80,634
Bookkeeper	↓		
Career Information Technician	↓		
Clerks -With Benefits	↓		
- Without Benefits	↓		
Clerical Substitute	2402		2,500
Clerical Temporary	2403		
Parent Advisor	2901		
School Community Liaison	↓	0.5	38,574
Student Outreach Worker	↓		
Noon\Breakfast Duty	2903		
Noon\Breakfast Duty Substitute	2902		
Other			
Other			
Total Salary & Benefits			\$ 1,387,333

<u>Expense Title</u>	<u>Object Code</u>	<u>Total Budget</u>
Textbooks	4110	30,000
Other Books (Library)	4210	
Instructional Supplies	4310	35,000
Administrative Supplies	4320	5,000
Custodial Supplies	4320	10,000
Medical Supplies	4320	2,000
Equipment - from \$500 to \$4,999	4410	10,000
In District Mileage	5210	
Out of District Mileage	5220	
Travel/Conference	5230	
Property/Liability Insurance	5450	
Utilities - Electricity	5510	25,000
Utilities - Gas	5520	10,000
Utilities - City	5550	6,000
Copier Rental	5610	8,000
Property/Building Rental	5620	
Other Contracts,Rents,Leases (Maint. Agrmnt.)	5690	
Maintenance Services (District staff)	5770	
Capital Improvements (District staff)	5771	
Duplicating/Printing (District staff)	5775	
Outside Services		
Instructional	5800	10,000
Non-instructional	5800	
Security (Other)	5800	
Transportation (Field trips, Athletics)		
District Transportation	5765	5,000
Outside Transportation (Amador,All West,etc)	5832	
Tickets/Fees	5810	
Postage Stamps	5911	1,500
Telephone/Cellular Services	5930	2,000
Equipment Purchases - over \$5,000	6490	
CENTRAL/OTHER COSTS:		
Special Ed Encroachment	7619	97,000
District Oversight	↓	
Administration & Instructional Support	5751	90,000
Pro Rata (Facility Use)	↓	96,000
Child, Welfare & Attendance/Police Svs/Other	↓	
Reserve For Economic Uncertainty	9770	35,000
Other		
Other		
Total Supplies/Services/Equipment		\$ 477,500
Over/Under Total Allocation		\$
GRAND TOTAL		\$ 1,864,833

School: George Washington Carver School of Arts and Science2023-2014**REGULAR ED**

<u>Classification</u>	<u>Object Code</u>	<u>FTE</u>	<u>Actual Salary & Benefits</u>
Director	1901	1	127,080
Principal	1311		
Assistant Principal	1321		
TEACHERS:			
Regular Education	1101	11	1,089,087
ROTC	↓		
Teacher Substitute	1102		14,728
Teacher Temporary	1103		
Coaching Stipend (Extra Duty/Extra Pay)	1103		
Head Teacher	1903		
Librarian	1201		
Counselor	1211		
Psychologist	1221		
Nurse	↓		
Instructional Aides -With Benefits	2101		
-Without Benefits	↓		
Instructional Aide Substitute	2102		
Plant Manager	2221		
Custodian	↓	1.5	95,730
Plant Mgr/Custodian Substitute	2222		
Plant Mgr/Custodian Overtime	2224		
Bus Duty	2233		
Crossing Guard	↓		
Walking Attendant	↓		
Library Media Tech	2241		
In-house Suspension	2251		
Site, Computer Suprt Tech	↓		
Campus Monitor	↓		
Campus Monitor Substitute	2252		
CLERICAL STAFFING:			
Controller	2401		
Office/Attendance Technician	↓	1	51,970
Registrar	↓		
Office Manager	↓	1	80,634
Bookkeeper	↓		
Career Information Technician	↓		
Clerks -With Benefits	↓		
- Without Benefits	↓		
Clerical Substitute	2402		2,500
Clerical Temporary	2403		
Parent Advisor	2901		
School Community Liaison	↓	1	48,556
Student Outreach Worker	↓		
Noon\Breakfast Duty	2903		
Noon\Breakfast Duty Substitute	2902		
Other			
Other			
Total Salary & Benefits			\$ 1,510,285

<u>Expense Title</u>	<u>Object Code</u>	<u>Total Budget</u>
Textbooks	4110	30,000
Other Books (Library)	4210	
Instructional Supplies	4310	35,000
Administrative Supplies	4320	5,000
Custodial Supplies	4320	10,000
Medical Supplies	4320	2,000
Equipment - from \$500 to \$4,999	4410	10,000
In District Mileage	5210	
Out of District Mileage	5220	
Travel/Conference	5230	
Property/Liability Insurance	5450	
Utilities - Electricity	5510	25,000
Utilities - Gas	5520	10,000
Utilities - City	5550	6,000
Copier Rental	5610	8,000
Property/Building Rental	5620	
Other Contracts,Rents,Leases (Maint. Agrmnt.)	5690	
Maintenance Services (District staff)	5770	
Capital Improvements (District staff)	5771	
Duplicating/Printing (District staff)	5775	
Outside Services		
Instructional	5800	10,000
Non-instructional	5800	
Security (Other)	5800	
Transportation (Field trips, Athletics)		
District Transportation	5765	5,000
Outside Transportation (Amador,All West,etc)	5832	
Tickets/Fees	5810	
Postage Stamps	5911	1,500
Telephone/Cellular Services	5930	2,000
Equipment Purchases - over \$5,000	6490	
CENTRAL/OTHER COSTS:		
Special Ed Encroachment	7619	97,000
District Oversight	↓	
Administration & Instructional Support	5751	90,000
Pro Rata (Facility Use)	↓	96,000
Child, Welfare & Attendance/Police Svs/Other	↓	
Reserve For Economic Uncertainty	9770	35,000
Other		
Other		
Total Supplies/Services/Equipment		\$ 477,500
Over/Under Total Allocation		\$
GRAND TOTAL		\$ 1,987,785

School: George Washington Carver School of Arts and Science2014-2015**REGULAR ED**

<u>Classification</u>	<u>Object Code</u>	<u>FTE</u>	<u>Actual Salary & Benefits</u>
Director	1901	1	127,080
Principal	1311		
Assistant Principal	1321		
TEACHERS:			
Regular Education	1101	12	1,159,087
ROTC	↓		
Teacher Substitute	1102		15,728
Teacher Temporary	1103		
Coaching Stipend (Extra Duty/Extra Pay)	1103		
Head Teacher	1903		
Librarian	1201		
Counselor	1211	1	104,400
Psychologist	1221		
Nurse	↓		
Instructional Aides -With Benefits	2101		
-Without Benefits	↓		
Instructional Aide Substitute	2102		
Plant Manager	2221		
Custodian	↓	1.5	98,730
Plant Mgr/Custodian Substitute	2222		
Plant Mgr/Custodian Overtime	2224		
Bus Duty	2233		
Crossing Guard	↓		
Walking Attendant	↓		
Library Media Tech	2241		
In-house Suspension	2251		
Site, Computer Suprt Tech	↓		
Campus Monitor	↓		
Campus Monitor Substitute	2252		
CLERICAL STAFFING:			
Controller	2401		
Office/Attendance Technician	↓	1	57,970
Registrar	↓		
Office Manager	↓	1	82,434
Bookkeeper	↓		
Career Information Technician	↓		
Clerks -With Benefits	↓		
- Without Benefits	↓		
Clerical Substitute	2402		2,500
Clerical Temporary	2403		
Parent Advisor	2901		
School Community Liaison	↓	1	48,556
Student Outreach Worker	↓		
Noon\Breakfast Duty	2903		
Noon\Breakfast Duty Substitute	2902		
Other			
Other			
Total Salary & Benefits			\$ 1,696,485

<u>Expense Title</u>	<u>Object Code</u>	<u>Total Budget</u>
Textbooks	4110	30,000
Other Books (Library)	4210	
Instructional Supplies	4310	35,000
Administrative Supplies	4320	5,000
Custodial Supplies	4320	10,000
Medical Supplies	4320	2,000
Equipment - from \$500 to \$4,999	4410	10,000
In District Mileage	5210	
Out of District Mileage	5220	
Travel/Conference	5230	
Property/Liability Insurance	5450	
Utilities - Electricity	5510	25,000
Utilities - Gas	5520	10,000
Utilities - City	5550	6,000
Copier Rental	5610	8,000
Property/Building Rental	5620	
Other Contracts,Rents,Leases (Maint. Agrmnt.)	5690	
Maintenance Services (District staff)	5770	
Capital Improvements (District staff)	5771	
Duplicating/Printing (District staff)	5775	
Outside Services		
Instructional	5800	10,000
Non-instructional	5800	
Security (Other)	5800	
Transportation (Field trips, Athletics)		
District Transportation	5765	5,000
Outside Transportation (Amador,All West,etc)	5832	
Tickets/Fees	5810	
Postage Stamps	5911	1,500
Telephone/Cellular Services	5930	2,000
Equipment Purchases - over \$5,000	6490	
CENTRAL/OTHER COSTS:		
Special Ed Encroachment	7619	97,000
District Oversight	↓	
Administration & Instructional Support	5751	90,000
Pro Rata (Facility Use)	↓	96,000
Child, Welfare & Attendance/Police Svs/Other	↓	
Reserve For Economic Uncertainty	9770	35,000
Other		
Other		
Total Supplies/Services/Equipment		\$ 477,500
Over/Under Total Allocation		\$
GRAND TOTAL		\$ 2,173,985