



Petition for a California Public Charter School

Submitted to:

Ocean View School District

September 21ST, 2016

Submitted by:

Sarah Bach, Lead Petitioner

Requested Charter Term: July 1, 2017 – June 30, 2022

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AFFIRMATIONS & ASSURANCES

As the authorized lead petitioner, I, Sarah Bach, hereby certify that the information submitted in this petition for a California public charter school to be named Sycamore Creek Community Charter School ("SCCCS" or the "Charter School"), and to be located within the boundaries of the Ocean View School District ("OVSD" or the "District") is true to the best of my knowledge and belief; I also certify that this petition 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, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, 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)]
- The Charter School shall be deemed the exclusive public school employer of the employees of Sycamore Creek Community Charter School for purposes of the Educational Employment Relations Act. SCCCSC shall comply with the EERA. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School 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. Except as required by Education Code Section 47605(d)(2), admission to the Charter School 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 the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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)]

- The Charter School 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.
- The Charter School 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)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School 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 the Charter School without graduating or completing the school year for any reason, the Charter School 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. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall comply with all laws pertaining to being an exclusive public school employer with respect to Chapter 10.7 of Division 4 of Title 1 of the Government code 47605

Sarah Bach
Lead Petitioner
Sycamore Creek Community Charter School

Date

MISSION

Our desire to form Sycamore Creek Community Charter School stems partly from being parents at another charter school with a STEM based method. During the time our children attended the charter we became drawn toward the idea of establishing a school that reflects our pedagogical and philosophical aspirations of education guided by the core principles of public Waldorf education.

Simultaneously, SCCCS founding families who attended the nearly fifty-year-old North Huntington Beach Community Nursery School ("NHBCNS") were struggling to find a local elementary school that remains in line with the philosophy of NHBCNS. This unique parent-participation, child-centered, play-based, Reggio and Waldorf-Inspired preschool, attracts families who care about community volunteering, parent education, a child's sense of wonder, and social and emotional development of the child.

Every year, parents have worried about finding a school that would pick up where NHBCNS left off. Some families have been able to attend a Waldorf private school in Costa Mesa, while other families have opted to drive to the Waldorf-Inspired Journey of Aliso Viejo if they were winners of their lottery system, which is highly competitive. A few families have chosen to homeschool using Waldorf Curriculum while those who cannot financially afford private school tuition, are not lucky winners of the Journey School lottery, or are unable to homeschool for various reasons stick with their local public schools, wishing there was another local option.

SCCCS will meet the needs of families desiring a Public Waldorf Education recognized by a focus on a "whole-child," philosophy. SCCCS intends to educate children at the TK-8 level in Orange County and the surrounding communities, applying arts-integrated curricula inspired by Waldorf methods, directed by natural, developmental rhythms that enrich student imagination, improve academic performance, and encourage empathetic response to their environment. Teaching emphasizes attention to all intelligence domains. Through experiential, hands-on methods, students will emerge capable of empathetic communication, problem solving, and critical thinking skills with the ability to serve as valuable members of a global community.

SCCCS will be a community of families and teachers whose goal is to nourish and educate our children. We recognize the benefits of the vitality, history, and diversity of Orange County—one of the fastest growing counties in the nation, and in turn, we will offer an alternative educational choice. We have developed a concrete vision: a public school with a consistent philosophy, curriculum, and teaching method that embraces the developmental model of the growing child and awakens each child's full and unique potential. Waldorf-Inspired education nurtures a sense of awe and curiosity, and fosters the reverence for nature and humanity inherent in young children.

SCCCS will educate students in a thematic, arts-integrated, and interdisciplinary curriculum so they develop the ability to communicate with and as scientists and policymakers to solve complex global problems of their future adulthood. Students will recognize the socio-economic, environmental, political, psychological, scientific, environmental, health, and inherent multidisciplinary nature of complex and unclear issues and therefore will be adept at synthesizing disparate information and ideas to solve problems.

SCCCS will create a student centered environment where everyone finds value and inclusion. In this process, teachers become facilitators, employing strategies to reach and teach those with an array of cultures, intelligences and abilities. This enables students to learn critical thinking and collaborative skills in addition to academic content. Students will learn individual and group accountability, which inherently fosters resiliency, caring/sharing, active participation, and positive expectations. (TLC pg. 12-13)

Creativity and collaboration will greatly benefit and nurture our TK-8 students. Rather than teaching reading, writing, and arithmetic in isolation, SCCC addresses the needs of society by teaching academics infused with a child-centered, interactive environment that largely integrates the arts to engage and captivate the growing child—instilling in her not only **what** to learn, but **why**, **when**, and **how** to learn.

Our Mission is to educate students to:

- think critically and independently while recognizing humanity's interdependence with the local and global community;
- strive to control the outcome of their educational goals;
- stay committed to engaging the people, places, and learning opportunities around them in order to direct their intellectual, physical, and emotional growth;
- value differences in others by responding with empathy; and
- see challenges as a natural part of life and an opportunity for growth.

SCCCS has developed a comprehensive and instructionally rigorous program that incorporates state standards with guiding principles of public Waldorf Education to achieve learning expectations that are both broad and deep in scope. This co-alignment provides a basis for developing curriculum, aiding teachers in decision-making, and the proper review of our program to determine quality-level. Through this process SCCC will assure our stakeholders of our commitment to meet the goals laid out in the charter.

FOUNDING TEAM

The founding group for SCCCS includes dedicated parents and teachers who are both scholars and business professionals. Our diverse backgrounds range from education to marketing, and our unique experiences and abilities provide the necessary tools to ensure the success of SCCCS.

In the area of business, we have extensive understanding of day-to-day operations. In terms of organization, governance, and administration, we understand the administrative needs of an organization and are adept at building and strengthening interpersonal relationships. With a founder who has served as a Board Member for a parent participation preschool, our team is experienced in the area of governance of a nonprofit organization. In terms of curriculum, instruction, and assessment, we have founders with extensive experience in delivering Waldorf Education in the private and public realm to ensure curriculum is in line with state standards and our school philosophy.

SARAH BACH

Spearheading Sycamore Creek Community Charter School is Sarah Bach who follows the transformational, authentic, servant leadership models which all share the characteristics of helping others to develop their strengths, putting the group above their own needs, and having a high regard for ethics and transparency. She is a mother of four and a PhD candidate at University of California, Irvine in the School of Social Ecology. Sarah's interdisciplinary dissertation focuses on the relationship between psychological constructs and environmental and sociological factors that affect graduate students' abilities to complete their degrees. By incorporating sociological and psychological frameworks, she hopes to learn why attrition rates in education, specifically PhD programs, are as high as 75% in some departments. As a Data Science Fellow at UCI she worked with the UCI Ethics Center and high school interns to create an archive on narratives about moral choice.

As a first generation college student who put herself through college, Sarah appreciates that pursuing education can be challenging. As an undergraduate she worked to help local underprivileged high school students learn about social science issues through a partnership with the AVID program and Global Connect, a program at UCI. She demonstrated her leadership through organizing fundraising for the community radio station on campus, raising awareness about the effects of Malaria in developing countries, and organizing programs to benefit charities through the Ambassador's Council. She is adept at connecting individuals and groups to achieve a purpose greater than themselves. Along with receiving Honors and initiation into Phi Beta Kappa, she earned the rare "Order of Merit" from the School of Social Sciences when she graduated. She went on to complete a master's degree work in demography and demonstrated how social mobility is tied to academic achievement for individuals regardless of race and/or ethnicity. She therefore believes strongly in the necessity of providing high quality education to all individuals regardless of socioeconomic status.

Sarah is also currently enrolled in a Waldorf teacher training program at the Waldorf School of Orange County. She has been an active parent during her daughter's kindergarten year at a local charter school and was Co-chair of the Beautification Committee where she wrote and received a grant from Annie's Foods to grow edible and nutritious vegetables as well as plant material donations from three garden centers for a native butterfly and hummingbird restoration garden as well as an edible garden. She organized regular clean-up days at the school and coordinated over 75 parent volunteers.

For years, she owned and operated her own landscape design and maintenance business. Prior to that, she has years of service industry, retail, and management experience at Roger's Gardens, where she demonstrated her unique leadership style to motivate employees. Her responsibilities included: hiring, training, and managing employees; ordering products and merchandising; daily banking and accounting; generating sales and labor budgets; analyzing profit and loss statements, and lecturing on gardening topics to a public audience. In total, Sarah managed over 50 staff members and oversaw operations for \$20 million annual sales.

By following the Servant Leadership Model, Sarah believes leaders must be doers, not only thinkers and/or feelers, and set an example worthy of emulating. Sarah will help SCCCS succeed by utilizing her diverse skill set.

KIMBERLY TELFER-RADZAT

Kimberly Telfer-Radzat has been a teacher at the Waldorf School of Orange County (WSOC) since 2000 where she recently finished a full loop cycle teaching a cohort of students from grades 1st-8th. She graduated from the University of California, San Diego, cum laude and then attended the University of California, Irvine for her California Multiple Subject teaching credential in 1993. Kimberly has received special training in the Slingerland method, which is a structured, sequential, simultaneous, multisensory teaching method designed to help dyslexic students and other struggling readers with speaking, reading, writing and spelling. She used this training to work as both an assistant and then a teacher at the private Prentice School, which is a private school for children with learning differences, for six years. Kimberly also received instruction at the Rudolf Steiner College and received her certificate in Remedial Teacher Training. Because of her deep understanding of Waldorf, her experience working with children with learning differences, and her education to serve as a public school instructor, she is uniquely qualified to aid in ensuring SCCCS's future success.

PHYLLIS GILMER

Phyllis Gilmer was a founding kindergarten teacher of the Waldorf School of Orange County (WSOC), a successful private school in Costa Mesa that has been a thriving organization for almost thirty years. As an integral part of the WSOC community she has served many years on their board as well as numerous other capacities to bring Waldorf education to Orange County. She also successfully operated a home preschool program for 17 years that served as a feeder program for WSOC. Since retiring from her preschool program in 2006, she has continued teaching handwork for grades 1-6 at WSOC. Phyllis has a pioneering "can do" philosophy and wholeheartedly believes in the importance of bringing Waldorf Education into the public realm. Phyllis will be instrumental in SCCCS's future and long term success.

JEREMIAH LEIGH

Jeremiah Leigh is a marketing consultant with over 15 years of experience in communications and graphic design. He has served both Fortune 100 companies and higher education organizations with copywriting, designing websites and corporate marketing materials such as catalogues and brochures, and consulting on software and technology solutions to improve project management processes. In addition to relaying SCCCS' message to the community, he will foster a close relationship with enrolled families to encourage involvement and inclusion. Jeremiah was also an important member of a previous successful charter school initiative in the Bay area.

DIANE CARSON

Diane has spent two years teaching public Kindergarten, one year as a reading intervention teacher for 4th, 5th, and 6th graders, and the past two years teaching middle school at a virtual charter school. She also has spent one year as an assistant at a private Waldorf school, Maple Village, in the Kindergarten class. Diane also has her Master's Degree in Education, her Waldorf Institute of Southern California Teacher Training Certificate, and is currently pursuing a certificate in early childhood education. She is passionate about bringing Waldorf Education into the public realm and brings critical knowledge and experience to SCCCS's founding team.

AMY GREEN-BOSINOFF

Amy Green-Bosinoff is a California credentialed Social Studies teacher. She completed her student teaching in the immediate area to be served by SCCCS. Her subsequent years of substitute teaching in socioeconomically disadvantaged areas galvanized a desire to be a part of alternative educational programs. Amy is a student in the Foundation Studies program at the Waldorf School of Orange County in order to further her understanding of Waldorf education in order to be an instrumental member of the SCCCS community.

Amy's experience working full-time to pay for college, where she received a Bachelor's degree in History with a concentration in Anthropology, has expanded her awareness of the challenges facing those who want to pursue higher education but do not have financial support. She will contribute to SCCCS' community of support to students looking to further their personal growth. Amy believes the SCCCS model is a superb educational vehicle for personal development, specifically to teach values of hard work and perseverance.

Since working as a substitute teacher, Amy has been a stay-at-home mother devoted to providing her two children a wide ranging experience of life. She is the 1st Vice President of his parent participation preschool, delegating jobs and helping the school maintain its strong level of community support. While putting herself through college she worked her way from cashier to store manager at a retail auto parts store. She has experience with many aspects of business operations and management and extensive customer service experience from retail work, substitute teaching, and waitressing and catering. She believes this experience will be useful in collaborating with the parent and teacher population of SCCCS.

VYCTORIA LUONG

Vyctoria Luong has over 15 years of experience in the Banking Industry working at banks such as Washington Mutual, US Bank, and IHP Capital Partners (an equity capital firm). She earned her Bachelor's degree in History at California State University, Long Beach. Vyctoria was born in Vietnam towards the end of the Vietnam War. Her family fled Vietnam in 1977 by boat and spent one year in Hong Kong at a refugee camp before moving to the United States. Vyctoria did not learn English until she entered school in kindergarten. Because of her early experiences, she believes that children should have the opportunity to learn through sensory play and meaningful, practical, and challenging exposure to a complete range of life experience. This will allow the child to grow up to "think outside the box" and develop their full breadth of humanity. Vyctoria believes Waldorf-inspired teaching with its emphasis on imagination, creativity, and critical thinking skills are essential to support the "whole child" with an authentic education. She also emphasizes the importance of a life balanced with work, family,

personal development, and leisure. In addition to being the working parent in her family, she is a professional photographer and quilter. Vyctoria will support SCCCS in any capacity it takes to succeed and thrive, and is confident her background in commercial lending and loan disbursement will be an asset to SCCCS in its first few years.

INGRID FECK

Ingrid received a B.S. with a double major in biochemistry and computer science from Iowa State University and a M.S. in mathematics from CSULB. Her interest in education was sparked while teaching *Mathematics for Elementary School Teachers* at CSULB. Searching for a holistic educational approach for her four children brought her to the Waldorf School of Orange County, where she eventually taught for eighteen years in varying capacities. During these years, she completed the Waldorf Foundation Studies through the Center of Anthroposophy and received yearly continuing education on Waldorf teaching methods at Rudolf Steiner College. She taught middle school mathematics and handwork, took one class through a full eight-year-cycle, and then helped with the start-up of the High School. At the High School, she taught mathematics, chemistry, and computer technology, and she was responsible for overseeing the mathematics and science program. Some of her responsibilities involved mentoring part-time teachers, writing curriculum guidelines, preparing UC course descriptions and accreditation materials, developing assessment strategies, organizing parent education events, and leading field trips. Her recent involvement in the foster care system has kindled a conviction to bring Waldorf-Inspired education to families who cannot afford private school.

ANGELIQUE BONCA

Angelique Bonca has a B.A. in English (cum laude) from Cal State Fullerton, and a Masters Degree in English (summa cum laude) from Chapman University. She has over eight years' experience working in higher education as a college instructor, writing center tutor, teacher assistant, and graduate research assistant for both public and private universities. As the Assistant to the Director of the John Fowles Center for Creative Writing at Chapman University, she helped secure Salman Rushdie to visit the campus and expand the growth of the local literary and arts community. She worked under a notable scholar in Education at the University of California, Riverside, as a research assistant in a major study analyzing elementary education student writing. She also worked closely with Rueben Martinez, owner of the former Martinez Books and Art Gallery in Santa Ana, now the Centro Comunitario de Educacion, where socio-economically disadvantaged and minority students are encouraged and empowered to pursue higher education. These experiences led her to study the paths of primary education in socio-economic disadvantaged areas, and as a parent of two boys who followed the public school K-12 track in the ethnically diverse west side of Costa Mesa (where the term "white flight" meant that many children in wealthier white neighborhoods were sent not to the Latino-dominated schools in their local district, but instead to predominately white schools in nearby Huntington Beach), she became aware of the lack of arts programs and extracurricular activities in these racially diverse Costa Mesa schools. After her sons graduated from Estancia High School, she was introduced to Waldorf education for her young daughter in the hopes of finding a play-based nature-inspired arts curriculum that would meet the developmental needs of a young child in ways that the traditional public schools in the area (which lack many resources in the arts and natural sciences) do not. She and her daughter spent three years at the Waldorf School of Orange County, the first year as Playgroup participants, and the last two as part of the Bridge program where she studied Waldorf pedagogy under the Playgroup Director. As a parent and

homeschooler, she helped create and organize a Waldorf-inspired preschool co-op made up of families in her local Costa Mesa and Huntington Beach community, where she planned festival activities, field trips, and researched and implemented Waldorf-inspired curricula for young children and their parents. Currently, she is in the Foundation Studies Program at the Waldorf School of Orange County (with an intent to continue in the Grades Training), and is the parent-assistant in the Kindergarten classroom of a Waldorf-inspired homeschool enrichment center. She feels bringing Waldorf education to the public community will help motivate and inspire students of all socio-economic backgrounds, and provide a rich learning environment for the students, their families, and the local communities.

[Reg. Criteria for Review and Approval of Charter School Petitions; California Code of Regulations, Title 5, §11967.5.1(c)(4)]

Table 1: Founder and Consultant Expertise Areas

Name	Curriculum	Instructional Methodology	School Administration	Teaching	Special Education	Charter School/ Business Development	Legal	School Finance	School Facilities/ Real Estate	Fundraising/ Grants	School Non-Profit/ Assoc. Governance	Human Resources
Sarah Bach	x	x	x			x			x	x		x
Kimberly Telfer-Radzat	x	x	x	x	x						x	
Jeremiah Leigh						x						
Amy Bosinoff	x	x	x	x				x	x	x	x	
Phyllis Gilmer	x	x	x	x				x	x	x	x	
Diane Carson	x	x	x	x								
Vyctoria Luong						x		x	x			
Angelique Bonca	x	x		x								
Ingrid Feck	x	x	x	x								
Supporting Consultants												
CCSA					x	x				x		
EdTec								x				
Young, Minney & Corr, LLP					x	x	x	x	x	x	x	x
Alliance for Public Waldorf Education	x	x			x	x					x	

Table 2: General Information

<u>GENERAL INFORMATION</u>	
Contact Person	Sarah Bach
Contact Person Address	P.O. Box 4467, Irvine, CA. 92616
Contact Person Phone Number	949-648-3658
Proposed Address for SCCCS	8121 Ellis Avenue Huntington Beach
School District	Ocean View School District
County	Orange County
City	Huntington Beach
Grade Configuration	TK-8
Number of Students in the First Year	125
Grade Level in the First Year	TK-4
Scheduled Opening Date	September 2, 2017
Enrollment Capacity (Enrollment capacity is defined as all students who are enrolled in Charter Academy regardless of student residency).	444
Instructional Calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
Bell Schedule	8:30am-2:50pm
Charter Term	July 1, 2017 to June 30, 2022

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: *A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).*

Governing Law: *A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

MISSION/VISION

It is our vision to provide students at SCCCS with the environment necessary to grow into lifelong knowledge seekers empowered to strive toward their full potential. Therefore, our mission will be to provide the necessary instructors, instruction, tools, materials, facilities, and overall setting that enhances optimum student learning and potential. We believe our mission and vision will best be achieved through:

- Careful selection of teachers and staff that wholeheartedly embrace and support the principles that guide public Waldorf education
- Continued support and professional development of teachers and staff to administer the mission and vision
- Daily efforts by administration, teachers, and all staff to encourage the spirit of community and partnership with parents and guardians to succeed in our pedagogy of educating the whole child through a “head, heart, and hands” approach.
- Place integrity, kindness, professionalism, and goodwill at the center of our priorities in all of our interactions with staff, students, parents/guardians, and outside community members to model healthy discourse, and problem solving for our students

NEED

The charter school movement in Orange County, while behind other counties of California, has been slowly growing and finding considerable success. This comes after a recognition by an Orange County Grand Jury in (Orange County Grand Jury, *Are Charter Schools Getting Passing Grades*, 2007) that the charter school movement in Orange County had remained stagnant for over a decade.

Enrollment for new charter schools has steadily risen and now the demand has surpassed the number of available charter schools in the area. While the Orange County school districts in general provide excellent education, many parents still desire and are actively seeking a nontraditional environment for a variety of reasons. For instance, perhaps they believe their student would better thrive in a small classroom environment, or possibly they desire a less media-reliant setting that exists in many elementary even kindergarten classrooms where students typically engage a google Chromebook or

similar electronic device. They may desire a more interdisciplinary style that uses content-rich themes to teach multiple subjects, or prefer a program that integrates multiple arts into the school day.

Issues such as serving English learners, and other at-risk and/or low academically achieving students, who may simply fare better in an alternative environment, would suggest that particular charter schools present a win-win scenario in which the burden at the county level is reduced by schools addressing particular challenges parents believe the charter school will be able to fulfill.

As mentioned in our Mission section, local preschools such as NHCBS, and Hilltop preschool, that follow Waldorf-Inspired and/or alternative learning principles, struggle with the next step in their child's education. Through networking with parents whose children attend these preschools, as well as parent groups, and networks drawn to attachment parenting or other natural parenting lifestyles, we have found that families throughout the area from both traditional public and private schools as well as current and/or previous homeschoolers will enroll their children at SCCCS in the coming years if a petition is granted.

SCCCS addresses our target population's preference for an education based on Waldorf Principles. The closest charter school using a Waldorf-Inspired methodology, Journey, is a thirty-minute drive away from the Huntington Beach/Fountain Valley/Westminster. We are aware of many residents of the northwest section of Orange County selected by lottery who are making this trip and many others who continue to stay on the waitlist year after year in hopes of being selected in the lottery for their child to attend the school. When our team toured Journey and met with the Principal we were greeted with enthusiasm at the prospect of the addition of another public Waldorf charter school option for residents of Orange County. In an initial exploration beginning in the fall of 2015, using social media to reach out to prospective families, we found much success and easily raised approximately \$1,000 in contributions towards our petition efforts. Here are some of the comments on social media made by those interested in our campaign:

"This is so exciting! Looking forward to seeing this come to fruit."

"So excited to hear about the future of this charter school. Let me know if you will have any volunteering opportunities."

"This is what I've been looking for, for my children. I look forward to watching it grow and expand. My wish is that my children grow and learn in a nurturing environment and this school sounds like the perfect fit."

Since this initial outreach last fall our Facebook page has received 130 "likes", our mailing list derived from individuals who have subscribed on our website has over 150 subscribers and we have raised \$8,640 through 30 individual donations to help with associated start-up costs. Here are some other comments by our community of donors:

"Our four adult children graduated from the Waldorf School of Orange County. We are excited to see this exceptional education become a possibility for more children"

"An(sic) investment in a healthy, well-rounded education for our nephews Dylan and Tyler. Good luck getting SCC(C)S up and running!"

Research in education provides further evidence for the importance of SCCCS's initiative to bring Public Waldorf Education to northern Orange County. In his landmark book, What Works in Schools: Translating Research into Action, Dr. Robert Marzano asserts that we could be on the brink of unprecedented effectiveness for the public practice of education if we are willing to implement what is known about effective schooling.¹ His basic position is simple: Schools can have a tremendous impact on student achievement if they follow the direction provided by research. Marzano's research has important implications for SCCCS and the broader Waldorf public charter school movement.

The latest research in educational neuroscience establishes strong linkages between high student achievement and Waldorf methods. In fact, Marzano's own research confirms that the use of certain practices used in Waldorf schools, like teacher looping, summarization, and interdisciplinary teaching, allow children to excel on a variety of assessments, including standardized tests. As educators and their allies implement what they are learning from brain research, Waldorf charter schools will both benefit from and contribute to educational reform. Specifically, we anticipate a steady stream of interest in our unique program, and we will embrace opportunities to disseminate best practices.

Furthermore, new 2015 findings from Stanford's Center for Opportunity Policy in Education (SCOPE) indicate that bringing methods guided by the core principles of public Waldorf education to disadvantaged communities brings transformational positive change in educational performance. Their executive summary that lays out findings from their longitudinal research at a public Waldorf school, Alice Birney, in northern California, clearly supports the view that SCCCS shares and intends to deliver through our educational program:

² *"Quantitative analysis of student record data as well as qualitative analysis of interviews with Birney graduates, reveals that Birney successfully supports students' development. In particular, Birney produces greater gains for its low-income and African American and Latino students than for its school population as a whole. Birney students demonstrate low transiency and suspension rates, positive student achievement outcomes, and graduate from high school at high rates. The following are some highlights of the positive outcomes of Birney's approach.*

- *African American and Latino students at Birney have a suspension rate that is ten times lower than similar students in the district.*
- *Over five years' duration for African American, Latino and socio-economically disadvantaged students the effect of attending Birney was correlated with an increase of 8 percentile ranks (i.e. from 50th percentile to 58th percentile) in ELA.*
- *Attending Birney had a smaller but positive effect size for these students in math. Birney students outperform similar students in SCUSD on several behavioral and academic measures."*

¹ Marzano, Robert J. *What works in schools: Translating research into action*. ASCD, 2003.

² Friedlaender, D., Beckham, K., Zheng, X., & Darling-Hammond, L. (2015). Growing a Waldorf-Inspired Approach in a Public School District. Stanford, CA: Stanford Center for Opportunity Policy in Education.

SCOPE’s definitive findings suggest charter schools that intend to follow similar education programs will find significant success in supporting all students, including all sub-groups in realizing their full potential.

STUDENTS TO BE SERVED

SCCCS proposes to be a site-based public school to serve students grades TK-8 in Ocean View School District (OVSD). We will serve up to 444 students and are targeting the student population throughout a range of School Districts, in the northwest section of Orange County, and south Los Angeles County whose families desire an alternative, non-traditional, and progressive education. The majority of SCCC students will come from the surrounding communities of Westminster (92683), Fountain Valley (92708), Costa Mesa (92626-92627), Garden Grove (92840-92845), Newport Beach (92663), Seal Beach (90740), Long Beach (90801-90899), and Huntington Beach (92646-92649). Enrollment for 2017-18 is targeted at approximately 125 students, and the school will add additional students in subsequent years. At full capacity we will serve approximately 444 students to create and maintain a small, strong, school community. SCCC addresses a growing need for students to be educated with methods outside of traditional educational methods. We believe our programmatic model will provide an option in OVSD that will be considered an addition to the community and further academic achievement standards. Please see the below tables for information regarding the most current data available:

Table 3: API Growth in OVSD Schools 2014/2015

Elementary Schools	CDS Code	2013 Growth API	Non-Weighted 3-Year API Average*	Weighted 3-Year API Average*
Circle View Elementary	30-66613-6029540	929	936	936
College View Elementary	30-66613-6029557	832	842	842
Harbour View Elementary	30-66613-6029581	898	910	910
Hope View Elementary	30-66613-6029607	919	929	929
Lake View Elementary	30-66613-6029615	817	815	815
Oak View Elementary	30-66613-6029656	760	764	764
Star View Elementary	30-66613-6029706	891	889	889
Sun View Elementary	30-66613-6029714	807	805	806
Village View Elementary	30-66613-6029722	914	905	905
Westmont Elementary	30-66613-6029730	798	800	800
Golden View Elementary	30-66613-6071104	866	873	873

Table 4: AYP Scores in OVSD Schools 2014/2015

Elementary Schools	CDS Code	Met All Components	Met English- Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status
Circle View Elementary	30-66613-6029540	Yes	Yes	Yes	Yes	N/A	Not Title 1
College View Elementary	30-66613-6029557	Yes	Yes	Yes	Yes	N/A	Year 2
Golden View Elementary	30-66613-6071104	Yes	Yes	Yes	Yes	N/A	Not Title 1
Harbour View Elementary	30-66613-6029581	Yes	Yes	Yes	Yes	N/A	Not Title 1
Hope View Elementary	30-66613-6029607	No	Yes	Yes	No	N/A	Not Title 1
Lake View Elementary	30-66613-6029615	No	Yes	Yes	No	N/A	Year 5
Oak View Elementary	30-66613-6029656	Yes	Yes	Yes	Yes	N/A	Year 4
Star View Elementary	30-66613-6029706	Yes	Yes	Yes	Yes	N/A	Not Title 1
Sun View Elementary	30-66613-6029714	Yes	Yes	Yes	Yes	N/A	Year 2
Village View Elementary	30-66613-6029722	Yes	Yes	Yes	Yes	N/A	Not Title 1
Westmont Elementary	30-66613-6029730	Yes	Yes	Yes	Yes	N/A	Year 4

We intend to facilitate an inclusive learning environment with a population reflective of the local community demographics (See Table 5 for a breakdown of OVSD demographics) with thoughtful care for those who may be challenged by developmental delays, social anxieties, sensory processing difficulties, linguistic and/or cultural barriers, and/or other unique backgrounds. Equally, we will provide for the particularly bright and/or curious students who may thrive by the engagement in our uniquely creative educational environment. Using experiential, and phenomenological approaches and embedding art and music forms to the rich and vibrant core of math, language arts, science, history, and geography, that

are in line with Common Core State Standards that we have aligned to traditional Waldorf Educational parameters, students are set up to achieve their highest potential.

Table 5: 2014/2015 OVSD Demographics by School

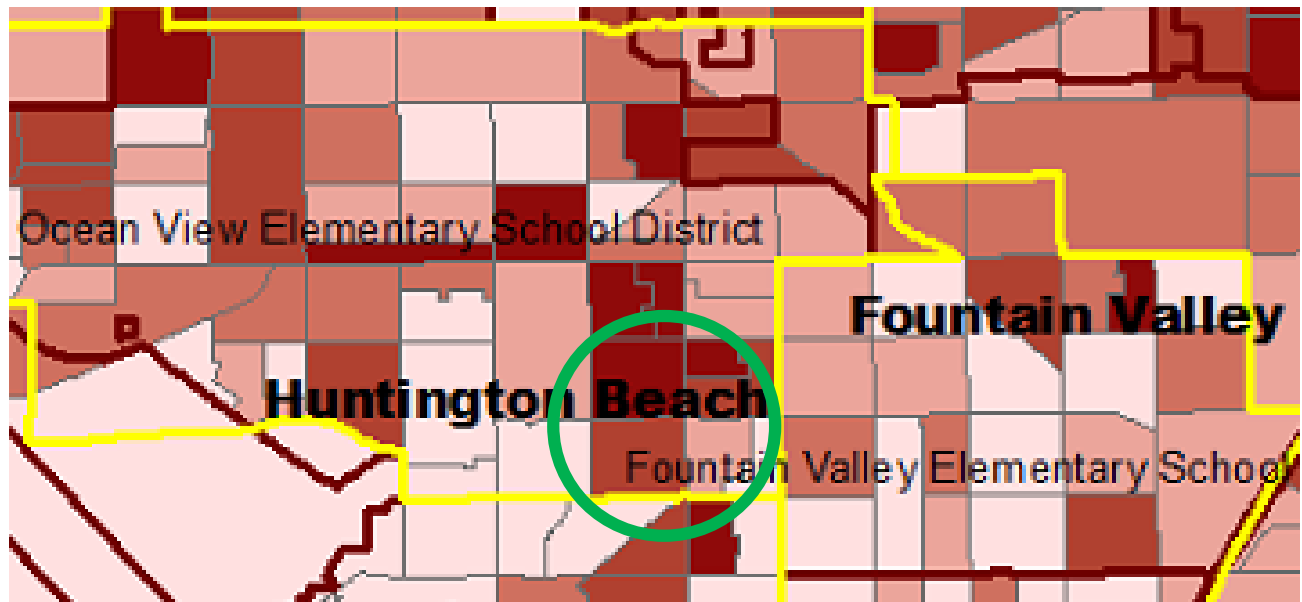
School	African American not Hispanic	Asian not Hispanic	Hispanic or Latino	White not Hispanic	English Learners	Avg. Class Size	Free or Reduced Price Meals
Circle View Elementary	4 (0.6%)	151 (21.2%)	110 (15.5%)	388 (54.6%)	99 (13.9 %)	28.4	129 (18.1%)
College View Elementary	3 (0.7%)	22 (4.8%)	200 (43.4%)	197 (42.7%)	117 (25.4 %)	27	239 (51.8%)
Golden View Elementary	14 (2.9%)	28 (5.8%)	184 (37.9%)	237 (48.9%)	106 (21.9 %)	25.5	178 (36.7%)
Harbour View Elementary	5 (0.6%)	73 (9.2%)	210 (26.4%)	443 (55.8%)	113 (14.2 %)	28.4	173 (21.8%)
Hope View Elementary	4 (0.6%)	60 (8.9%)	128 (18.9%)	406 (60.0%)	45 (6.6 %)	27.1	89 (13.1%)
Lake View Elementary	7 (2.2%)	41 (13.1%)	158 (50.6%)	101 (32.4%)	125 (40.1 %)	21.9	192 (61.5%)
Marine View Middle	7 (0.9%)	49 (6.0%)	266 (32.7%)	424 (52.2%)	123 (15.1 %)	27.5	239 (29.4%)
Mesa View Middle	9 (1.1%)	129 (16.0%)	230 (28.5%)	386 (47.9%)	91 (11.3 %)	26.9	186 (23.1%)
Oak View Elementary	3 (0.4%)	1 (0.1%)	690 (97.3%)	10 (1.4%)	637 (89.8 %)	26.3	681 (96.1%)
Pleasant View	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0 %)	0	0
Spring View Middle	7 (0.9%)	60 (7.5%)	267 (33.5%)	396 (49.6%)	114 (14.3 %)	27.8	303 (38.0%)
Star View Elementary	11 (1.9%)	334 (56.2%)	95 (16.0%)	137 (23.1%)	228 (38.4 %)	25.8	258 (43.4%)

Sun View Elementary	12 (5.0%)	15 (6.2%)	142 (58.7%)	61 (25.2%)	95 (39.3 %)	24	171 (70.7%)
Village View Elementary	3 (0.5%)	34 (6.1%)	123 (22.2%)	335 (60.4%)	33 (5.9 %)	24.1	112 (20.2%)
Vista View Middle	7 (1.0%)	197 (28.2%)	350 (50.1%)	128 (18.3%)	211 (30.2 %)	24.5	428 (61.3%)
Westmont Elementary	1 (0.3%)	49 (14.0%)	210 (59.8%)	69 (19.7%)	189 (53.8 %)	20.1	245 (69.8%)
District Total:	97 (1.1%)	1,243 (13.8 %)	3,363 (37.3 %)	3,721 (41.3 %)	2,326 (25.8 %)	25.3	3,623 (40.2 %)
County Total:	7,088 (1.4 %)	75,973 (15.3 %)	243,781 (49.0%)	139,186 (28.0%)	129,390 (26.0 %)	27.3	243,432 (49.0%)
State Totals:	373,280 (6.0%)	545,720 (8.8 %)	3,344,431 (53.6%)	1,531,088 (24.6%)	1,392,263 (22.3%)	24.3	3,655,624 (58.6%)

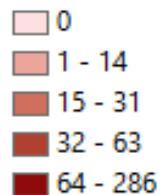
As a public charter school, SCCCS will be open to all students who reside in the state of California. SCCCS recognizes diversity as central to excellence in education and we support diversity in all its forms including neurodiversity, ethnic and racial diversity, gender, socioeconomic status, linguistic, and cultural diversity. Our curriculum fosters a warm, safe, and secure atmosphere where each student is respected and multiple viewpoints can be expressed. We will follow the Tribes Learning Community method to further cement the goals and aspirations we have for a strong, positive community and culture.³ Furthermore, SCCCS is committed to the belief that socioeconomic status (SES) should not be a barrier to receiving quality education. We believe economically disadvantaged members of our community deserve equal access to innovative, educational choices.

³ ("About Tribes - Tribes Learning Communities." *Tribes Learning Community*. Web. 10 Nov. 2015. <<http://tribes.com/about>>)

Figure 1. U.S. Census Data of number of households receiving food stamps in 2013 based on block groups



Households in block groups who received food stamps in 2013



This is a map we created of the surrounding area of our proposed site. This data was collected from the U.S. Census on households who received food stamps in 2013. Most maps found in the public domain are based on larger spatial units such as cities and we believe it is important to consider the SES (using number of households receiving food stamps as a proxy) of the community that we are looking to bring an alternative educational choice to and therefore created a map of block group data using Geographical Information Systems (GIS).

While it is SCCCS's goal to reflect the large ethnic diversity of its surrounding communities as much as possible, with special attention to the minority Latino and Black communities, we also know that it is difficult to disentangle the effects of poverty and cultural disparities. For instance, research by Kao and Thompson (2003) indicates that although there has been traction, "substantial gaps remain, especially between less advantaged groups such as African Americans, Hispanics, and Native Americans and more advantaged groups such as whites and Asian Americans." Therefore, minority students of Asian descent often surpass their peers in terms of educational achievement and performance and may not

are possibly not as susceptible to inequalities related to their ethnic background. (Kao p. 417)⁴ However, this is not always the case and researchers often find that SES factors also play a large part. For instance, Clayton (2011), found when looking at race, SES, and school performance that the pass rates of White students was the most strongly negatively correlated with SES when compared to other groups. This finding suggests that pass rates in schools with higher rates of free/reduced-price lunch eligibility are connected and why it is important to carefully consider the educational needs of all students, without letting any slip through the cracks.⁵

Furthermore, our analysis of the percentage of students qualifying for free or reduced lunch who reside in the nearby areas indicates that our goal will be to enroll 29.2% of our total students from this category. We determined this by averaging the percentages of free and reduced lunch percentages within the Ocean View, Huntington Beach City, and Fountain Valley elementary school districts, which are the three districts in the geographical area near our target site.

LEARNING PHILOSOPHY

Waldorf education, developed by Rudolf Steiner, a renowned thinker of his time, converges with SCCCS's mission and vision to also develop *hardiness* and Howard Gardner's theory of Multiple Intelligences. Steiner's prescriptive view is that teaching the whole child ought to be the educator's goal. Perhaps because Steiner lived during the industrial revolution, which brought about large economic, social, political, and technological changes, he believed students needed to develop into ethical, versatile, and independent learners in order to properly surmount the great challenges of a war-torn Europe. Today this is no less true, and perhaps even more so. Steiner recognized that individuals should develop not only their intellectual capacities, but also their physical, social, and emotional capacities. In Waldorf education, this is referred to as the "head, heart, and hands" approach. SCCCS believes this approach holistically considers the whole child and provides the methods necessary to develop students' resilient capacities measured by the *three C's of hardiness: control, commitment, and courage*. Through a comprehensive approach to education, the three C's of hardiness will be cultivated. For instance, a child who learns to acquire the patience to knit a satchel for their recorder in first grade, develops a stick-to-it understanding through meaningful work. Not only do they feel a sense of pride and ownership of their craft, but the *challenge* to persist to the achievement of the finished product builds resilience even though it may take a long time and be difficult. It also instills the belief that they can *control* the outcome by perseverance to complete the satchel through their own effort and stay *committed* to asking for help if needed.

SCCCS is committed to creating a healthy community which reflects and supports our common values. We believe that children develop social responsibility and feel a greater sense of significance in a small,

⁴ Kao, Grace, and Jennifer S. Thompson. "Racial and ethnic stratification in educational achievement and attainment." *Annual review of sociology* (2003): 417-442. There are differences within the pan ethnic groups however. For example, Cubans, Central and South Americans outperform Mexicans and separately Laotians and Cambodians do not outperform whites like Chinese and Koreans do.

⁵ Clayton, J. K. (2011). Changing Diversity in US Schools The Impact on Elementary Student Performance and Achievement. *Education and urban society*, 43(6), 671-695.

supportive environment which promotes close, long-term relationships with classmates and teachers. In an atmosphere of respectful and clear communication, mutual cooperation and parent participation, we believe children flourish and grow to be healthy, capable, contributing human beings.

We believe that teaching children to care for and respect the earth encourages global responsibility and promotes environmentally conscious living. In celebrating seasonal festivals as a school, children experience the seasonal cycles of their environment and are drawn to live in harmony with the world they live in. By introducing electronic media only when age appropriate, we foster a cooperative and encouraging culture (rather than a competitive one), that stimulates intrinsic motivation, a child's inherent creative and intellectual abilities will naturally develop. At the heart of this approach is the recognition that teaching must be presented to children in a way which fills them with wonder, appreciation, and enthusiasm.

Guidance by Core Principles of Public Waldorf Education

Concomitant with the charter school movement is the Waldorf Public Education movement. Coalitions such as the 50 schools who are part of The Alliance for Public Waldorf Education have vigorously worked to support this movement of Waldorf Education in the Public school realm. Alliance has developed and provides appropriate resources at many levels. For instance, an in-depth project was undertaken by the coalition to understand how to help Public Waldorf charter schools meet the Common Core State Standards. Alliance prepared a lengthy report with four sections to give new and existing charter schools a basis by which to make decisions regarding CCSS. This is an important guide for new schools using methods guided by the principles of Public Waldorf education and an approach that SCCCS plans to utilize. Alliance's seminal project includes recommendations regarding the placement of Common Core standards in the Public Waldorf Education classroom. We have added a section that includes a full grade level to Appendix 11. Alliance's work provides not just "what and when" but also "how" charter schools guided by the core principles of public Waldorf education can address the CCSS while remaining true to Public Waldorf Education philosophy and pedagogy.

At this time, there are approximately one thousand Waldorf schools in ninety-one countries, including approximately 150 in the United States, where Waldorf's growth has been particularly vigorous. While many of these schools are private, The George Lucas Educational Foundation reported in 2009 that the number of public schools inspired by Waldorf educational methods is growing fast.⁶ In the United States, there are now more than 50 public schools guided by the core principles of public Waldorf education, most of them K-8 charter schools located in the West. With only one public charter school guided by the core principles of public Waldorf education in Orange County, currently, SCCCS is uniquely positioned to meet the mounting demand for a child-centered, rigorous and vibrant public Waldorf education in the northern section of the county.

Our curriculum develops the child's active will, and supports clear and independent thinking. SCCCS is committed to contributing to the healthy growth of the whole child at each stage of development. For instance, our Kindergarten teachers will exemplify for students a model of an engaged and energized individual, inspiring them to become active in class participation. From first grade and on, the imagination will be stimulated, and developed, in stages, to provide momentum for abstract thinking.

⁶ Costello-Dougherty. "Waldorf Public Education Are On the Rise", *Edutopia*, 2009)

This will establish, and build upon a solid foundation of analytical and critical thinking abilities for each child as they begin to discern the world around them—the challenges and opportunities they will find. Gradually, and appropriately, stimulating the intellect through the 1st through 8th grades, this philosophy places equal emphasis on a solid and progressive academic program, artistic expression, psycho-social development, as well as the inner life and natural rhythms of the child. As tomorrow's decision makers, SCCCS students will bring empathy, and conscientious solutions to their personal and professional life, and the world around them.

Multiple Intelligences

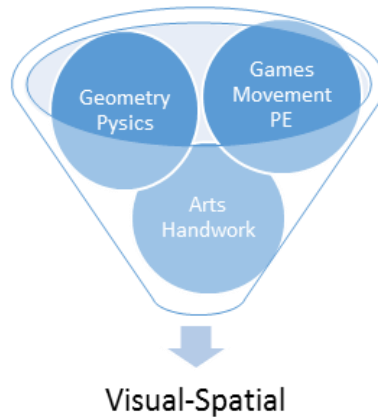
SCCCS's approach considers the importance of articulating a clear educational framework that includes Howard Gardner's theory of Multiple Intelligences. Gardner has suggested that instead of ⁷ only two main areas of intelligence, humans exhibit multiple intelligences (MI): linguistic, logic-mathematical, musical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, naturalistic, and existential. Although MI are not correlated with each other (as researchers would expect), falsifiable, or testable, we believe that they are nevertheless important constructs by which to organize an educational program founded upon teaching to the whole child. As such, we believe each student should have the opportunity to develop multiple intelligence domains in order to become a well-rounded person. It is consequently our goal to educate students so that they are well-rounded, have a deep sense of well-being, and fluency in the nine MI. We posit that education guided by the core principles of public Waldorf education addresses all of Howard Gardner's 9 intelligences and believe as Steiner did, that an effective educational approach is to begin with an inner vision of the child and the child's needs, and build the curriculum around the person rather than the reverse.⁸ The following is a more complete description of how the nine intelligences of MI correspond with the guiding principles of Public Waldorf Education and which subject components of our curriculum fulfill the development of each intelligence domain.

Visual-Spatial Intelligence:

Visual-Spatial Intelligence is the judgment and the ability to visualize with the mind's eye. Sailors, pilots, and architects are very aware of their environments. Mastery of puzzles and differences in pictures are observable by individuals with high visual-spatial acuity. Playing games and sports of various types, creating art and crafts is a component of visual-spatial intelligence. Geometry, and physics require high visual-spatial intelligence. Individuals with high visual-spatial intelligence are able to convert objects in their location, but also navigate an environment full of objects. Our specialized program at SCCCS will offer a full spectrum of activities for students to fully explore and develop their Visual/Spatial knowledge. Through handwork that includes, knitting, weaving, crochet, sewing, and woodwork (when the budget allows) students will develop Visual/Spatial Intelligence. Furthermore, our integrated-arts curriculum offers plentiful opportunities to spatially develop. In the upper grades, through physics and geometry, students will deepen their Visual-Spatial Intelligence, and throughout the 1st-8th grades students will receive instruction during our "Games" component from individuals with specialized spatial dynamics training in order to maximize opportunities to develop their Visual-Spatial Intelligence.

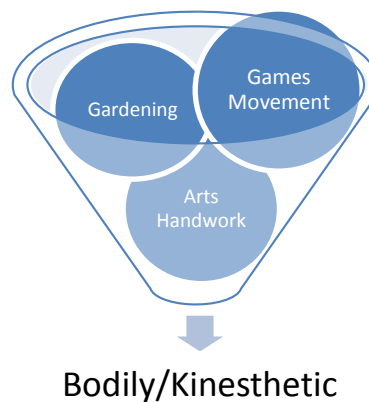
⁷ Intelligence Reframed: Multiple Intelligences for the 21st Century, Howard Gardner 1999 Basic Books, New York

⁸ Thomas Armstrong, cited in Eric Oddleifson, Boston Public Schools As Arts-Integrated Learning Organizations: Developing a High Standard of Culture for All.



Bodily-Kinesthetic Intelligence:

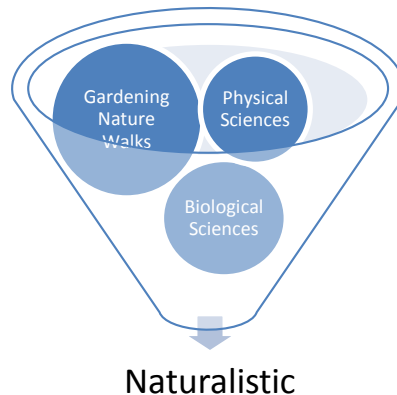
Having control over one's bodily movements is a type of Bodily-Kinesthetic Intelligence. For instance, dance, according to anthropologists, has been found to "reflect and validate social organization" (Gardener 2011). Having a strong movement vocabulary requires an ability to determine the "speed, direction, distance, intensity, spatial relations, and force" of movement. Furthermore, fine motor control, and a keen sense of balance is related to Bodily-Kinesthetic Intelligence. We believe SCCCS's program will support students in reaching their full Bodily-Kinesthetic Intelligence by engaging in thoughtful games and movement led by experts. During classes students will develop balance gross and fine motor development as well as other skills to increase their strength, coordination, sportsmanship, flexibility and timing.



Naturalistic Intelligence:

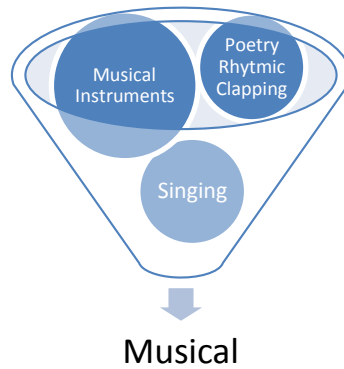
Sensing patterns in and making connections to elements in nature are the main components of Naturalistic Intelligence. At SCCCS students will develop a keen interest in varying ecologies from human culture, the behaviors of other species, and the plant world through gardening, nature walks and instruction in the physical and biological sciences. To promote the development of Naturalistic Intelligence students will be exposed to topics such as weather, climate, zoology, botany, geology,

meteorology, paleontology, and astronomy through stories that examine animals, people, the environment and natural phenomena. This attention to the development of Naturalistic Intelligence will increase students' levels of sensory perception in order to rapidly notice similarities, differences, as well changes or stasis in their surroundings. Students will also learn to categorize and catalog both concepts and items by frequent opportunities to collect rocks, feathers, shells, and observe differences in micro-ecologies during nature walks. Students will be encouraged to develop a sense of wonder about the both the beauty and the scientific processes of the natural world and recognize life as an evolving living system through SCCCS's unique eco-literacy approach.



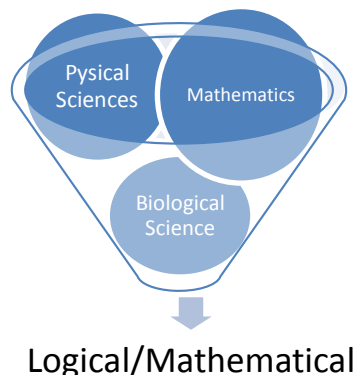
Musical Intelligence:

Gardner posits that pitch, rhythm, and timbre are the components of musical intelligence and that individuals with highly developed musical intelligence may begin decomposing pieces of music they are learning. The act of decomposition encourages re-creating new compositions. Gardner suggests that “musical facility can be elaborated to a considerable degree simply through exploration and exploitation of the oral-aural channel.” SCCCS's program will provide plentiful opportunities for students to develop their Musical Intelligence. Not only is music through singing and flute and/or recorder playing part of the Main Lesson academic period, it is also a specialty subject that will be taught multiple times each week. Students will have ample opportunities to master various musical skills and abilities through the prominence music will play throughout our program, partly because it is a thread that connects the transitions throughout the day. For instance, TK and Kindergarten teachers will use short melodies to ease students into new and different activities activating the oral-aural channel. Instead of announcing that all students are to “line up” or begin cleaning up, teachers might begin singing a short song as a signal to the students that a change is coming. This will give the students gentle encouragement to transition into the next activity. An example of a clean-up song is, “Tick-tock goes the clock, what does it have to say? Time for us to pick up our toys and put them all away.” This careful attention to the use of music through transitions as well as the multiple ways music will be incorporated throughout the day will encourage students to recognize music as a natural component of their daily life, thus strengthening their Musical Intelligence domain.



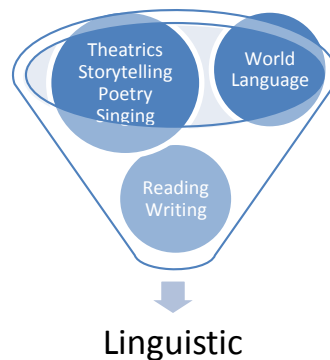
Logical-Mathematical Intelligence:

The world of objects is the primary origin of the development of Logical-Mathematical Intelligence. SCCCS's program will help students develop and appreciate abstraction and how it relates to physical realities through a developmental approach. From TK/Kindergarten through grade 6th, students will engage in learning that includes concrete experiences to cement understanding. Beginning with an understanding of the "whole" of a concept or object and then broken down into parts, students will learn to follow "long chains of reasoning" and "increasingly abstract tiers of analysis." We believe that the natural inclination is to first take something apart (such as a watch) and learn how it works, before one can understand the logic of creating one. By starting with a whole bushel of apples, an entire eco-system, or a complete society, students will gradually learn logic in an accessible way. This is primarily introduced through narrative, the use of realia and other visual materials, and experiences so that the student can create a concrete picture of an event, object, or concept. For instance, to learn time, the teacher may use colored chalk to draw a large clock outside on the paved concrete, complete with minute and second marks, and a tall wooden dowel in the center to effectively create an accurate sundial. By letting the students observe how the sun moves slowly around the clock, the students will have an opportunity to appreciate more deeply the concept of time. By further playing a game where the students are able to take turns being either the second or minute, by themselves moving around the circle, students will learn to appreciate the concept of time in a more personal way thus, prepared to learn the full spectrum of CCSS associated with time. In this way, we believe the student orients to the topic, and is therefore actively engaged in using their own imagination to enliven the material in a way that increases understanding and retention.



Linguistic Intelligence:

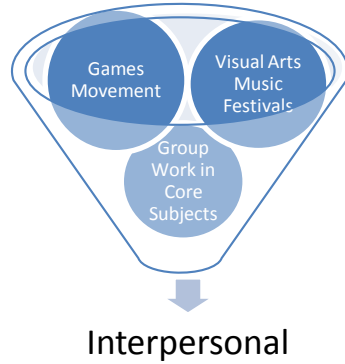
Linguistic intelligence is to be adept with words and languages and the ways by which to communicate in words through reading, writing, and telling stories. The fact that deaf people can equally acquire language skills suggests that there is not necessarily an aural component required to having linguistic competency. Nevertheless, Gardner suggests that "Understanding of the evolution of human language, and its current representation in the human brain, is likely to fall wide of the mark if it minimizes the integral tie between human language and auditory-oral tract." (p. 103 Frames of Mind) SCCCS believes that engaging all the aspects of linguistic intelligence will empower students with the ability to read, write, listen and articulate in compelling ways. Through not only reading and writing, but also through visual arts, poetry, and singing, the full spectrum of auditory-oral aspects will be engaged. Furthermore, through World Languages, and storytelling students will thoroughly develop their linguistic faculties.



Interpersonal Intelligence:

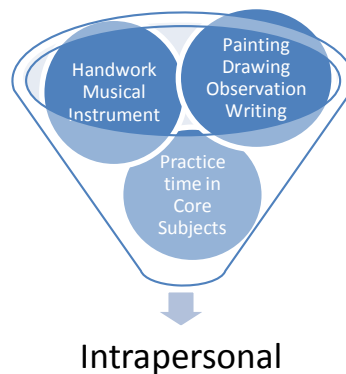
One's level of sensitivity to others' moods, feelings, temperaments and motivations, as well as the ability to cooperate in a group, demonstrate Interpersonal Intelligence. Those with high interpersonal intelligence communicate effectively and empathize easily with others, and may be either leaders or followers. They often enjoy discussion and debate. Gardner has equated this with the emotional intelligence of Goldman.⁹ Gardner believes that careers that suit those with high interpersonal intelligence includes, politicians, managers, teachers, lecturers, counselors and social workers. At SCCCS we will work hard on a daily basis to ensure that our students develop empathy and compassion so that they may become effective in their later life. By group work during Main Lesson as well as continual opportunities to portray characters in drama, students will successfully learn to navigate the social world and develop strong Interpersonal knowledge and intelligence. Because a founding premise of our developmental model is that students learn from imitation, TK and Kindergarten teachers will make special efforts to be worthy of emulation. All of our teachers throughout the grades will strive to be models of unwavering character and ethics representing to our student body model citizens.

⁹ Gardner, Howard (2002). "Interpersonal Communication amongst Multiple Subjects: A Study in Redundancy". *Experimental Psychology*



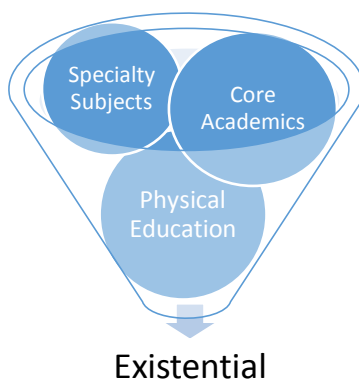
Intrapersonal Intelligence:

Intrapersonal Intelligence is one's ability to be introspective and self-reflective. Our program will help students to develop a deep understanding of the self; what their individual strengths or weaknesses are, what makes them unique, and learn to predict one's own reactions or emotions. We will focus on helping students to develop a strong sense of responsibility, self-reliance, and resilience, empowering them with the ability to be vital, disciplined, and hard-working individuals who take initiative, self-regulate, and are fully accountable for their own actions. We will strive to teach students to see others as individuals, not as members of a group, give of themselves, work to make ethical decisions, work cooperatively and understand and respect individual and cultural differences. Because of our looping model in which the students stay with the same teacher and students for multiple years, students will have the opportunity to learn the value of relationships, respect for each other, and for authority. Because our curriculum uses narrative, experiential learning, and visual aids, students will develop a sense of wonder and curiosity, enthusiasm and passion for learning, and because the curriculum relies on teaching ethics through stories such as fables, a sense of social justice and responsibility to the local and global community. At SCCCS we believe it is paramount to give students activities and time, to encourage wonder, curiosity, and reflection, in order to further develop their Intrapersonal intelligence so that they are thoughtful, contemplative, and individuals with desires to work hard to make a difference in their surroundings. Through activities that they are able to engage in separately such as painting, drawing, observation, handwork, music, and observation, students will become actualized in their abilities to be introspective and self-reflective.



Existential Intelligence:

Gardner also suggested that an "existential" intelligence may be a useful construct. We believe Existential Intelligence is a powerful additive to our educational model and incorporate it through our understanding of the psychological construct of Hardiness, which is essentially the "courage to be". Our teachers will guide students through their daily struggles to overcome and embrace challenges whether they are to read one more word, sentence, page, chapter, or book, write one more letter, word, sentence, paragraph, or page, do one more push up, lap, or rope jump, stitch one more knot, row, square, or item, play one more note, line, or song, or speak one more word, line, or verse. Furthermore, through consistent encouragement and mentorship in individual and group work, our teachers will encourage students to believe and strive to effectively control the outcome of their educational goals, small or large. By an emphasis on cooperation and intrinsic rather than extrinsic reward, we will aspire to help students to stay committed to their goals by staying engaged with their classmates, their teacher, and the material at hand.



Using MI's theoretical framework as a guide, educators at SCCCS will teach with the nine intelligence domains in mind so that the culmination is the education of enthusiastic lifelong learners. Students in the 21st century must be joyful, confident, self-motivated, aware, inquisitive, resourceful, and persistent if they are to know how to best learn, and hence, thrive in an ever-changing world. We believe our comprehensive learning program that teaches to the whole child will achieve this.

Arts-Integration

Through differentiated instruction that addresses the nine intelligences, by virtue of arts integration in every core content area, SCCCS will be able to meet the unique parameters laid out in our charter, as well as the CCSS. The visual and performing arts develop the aesthetic sense and support the students' emotional life. Arts-integration, inclusive of visual, musical and performance art, has been proven to have positive effects on student achievement and engagement. Several of Gardner's multiple intelligences are exercised through the many arts in our daily lessons (*Movement, Sculpting and Handwork*: Bodily-Kinesthetic Intelligence; *Drawing and painting*: Visual-Spatial Intelligence; *Instruments, singing*: Musical Intelligence; *Storytelling, Drama*: Linguistic Intelligence; *Cooperative Group Work, Games, Chorus*: Inter and Intra social-emotional Intelligences). Art projects will be thematically linked to academic work. For example, fractions may be demonstrated through experiencing musical whole, half and quarter notes.

As the “What the Arts Change about the Learning Experience” study concludes, “Involvement with the arts provides unparalleled opportunities for learning, enabling young people to reach for and attain higher levels of achievement.”¹⁰ The study describes how integrating the arts in education changes the learning experience in multiple ways including reaching disparate groups often not reached in traditional learning environments. For instance, the arts reach students *who* are not otherwise being reached, *in ways* they are not otherwise being reached; connect students to themselves and each other, transform the environment for learning, provide learning opportunities for the adults in the lives of young people, afford new challenges for those students already considered successful, and connect learning experiences to the world of real work. Arts integration holds relevance in today’s educational climate for both students and teachers, leading to increased academic achievement and student retention while assisting teachers to move toward ‘highly qualified’ criteria, and be effective and innovative in the teaching profession. Research has proven that students who study the Arts consistently perform better in academic pursuits. Recent scientific studies show that music enriches a person’s thinking capacities and overall well-being. In one study, researchers increased students’ music lessons from one to five a week while cutting back on math and language studies. After three years these students were as good at math as students who had stayed in the standard curriculum, and even better at languages.¹¹ Another wonderful benefit is that music students tend to be more cooperative with one another. For all of these reasons, a fundamental component of SCCCS’s program is pervasive arts-integration throughout our curriculum and interwoven as much as possible into the daily activities of students.

What it means to be an “educated person” in the 21st century

An educated person in the 21st Century possesses, simply put, the ability to learn, solve problems, and thrive through adversity. Essentially, they have the strong will and courage to grow despite the difficulties they might face. In the introduction of his 2003 groundbreaking book, Todd Oppenheimer suggests what it means to become an educated person has been turned on its head by a “thin academic experience” in classes where technology is the main learning modality used. He suggests that there are a few “sturdier traditions” such as the Waldorf methods (of which he spends a chapter analyzing the merits) that have the potential to open up “a whole new direction in education policy—a turn to what might be called ‘enlightened basics’.”¹² We believe that by making “enlightened basics” the foundation of our educational program SCCCS will help students develop into individuals who have the ability to learn, solve problems, and thrive through adversity. Using methods guided by what Oppenheimer refers to as a “sturdier tradition”, the principles of Public Waldorf Education, SCCCS will successfully fulfill our founding mission and produce students with a strong will to direct their own path, choosing to stay committed to confronting and embracing all challenges and opportunities for growth.

Many education systems around the world have been adjusting to research that indicates that in the early kindergarten years, for instance, the pertinent social skills developed take priority over academics.

¹⁰ Fiske, Edward B. "Champions of change: The impact of the arts on learning." (1999).

¹¹ Almodovar, Mayra. "Integrating music, drama, and the visual arts in the early childhood curriculum: A study of early childhood teachers in a metropolitan area of Puerto Rico." (2010).

¹² Oppenheimer, Todd. *The flickering mind: The false promise of technology in the classroom, and how learning can be saved*. New York: Random House, 2003.

This is because through the development of social skills, and the executive functioning portion of the brain, future capacities for abstract thinking is maximized.¹³ Without this crucial development, students are in danger of lacking vital communication skills, which are necessary more than ever. At SCCCS we appreciate and recognize therefore the benefit of a play-based, holistic TK and Kindergarten program that readies students for academics that begin more formally in first grade.

Further evidence that a model that emphasizes social development and teaching content and skills at appropriate developmental stages comes from Steve Grineski, the dean of the College of Education and Human Services at Minnesota State University Moorhead who says, "The reason people get fired isn't their lack of job skills, it's their lack of social skills."¹⁴ Our program at SCCCS is one that profoundly professes to put a student front and center and that even though one can teach academics sooner and possibly the child will learn them; it is essential development of social/emotional aspects are not underdeveloped due to an overemphasis in academics too early.

Now, in the Information Age, we are increasingly understanding that the ever-changing data and rapidly changing systems and situations require critical thinking and collaborative skills. (TLC pg. 19) The SCANS (U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills) report affirms that schools must teach a new set of skills to prepare people for today's workforce. Of sixteen skills outlined, eight are social/emotional competencies. (TLC pg. 20-21) Rather than incur potential behavioral issues by not giving adequate time for social development, SCCCS's educational model (DR. BARR citation) recognizes that developmentally the student should be ready to focus, control their emotions, and begin to rationalize in order to avoid social delays that hinder the student and the dynamic of the class community of which they are a part upon entering first grade.

The Importance of Community

An educated person in the 21st century understands that to achieve a fulfilled life community involvement at various levels including local, state, national, and global, is critical. A student must first learn and appreciate their local, natural, surroundings, and the individuals included in that system and then branch out into a thorough understanding of their state, followed by their nation, and ultimately the modern system of globalized nation states. Our program fosters the gradual community hierarchy through an appropriate developmental lenses. For instance, through narrative and storytelling students engage appropriate biographical accounts of influential individuals in their nation, and then later other nations. These are taught through thematic block style teaching that would have a historical, cultural, and geographical component along with language arts and other appropriate subjects. The student, depending on the grade level may be introduced to map-making or visit an important historical site to cement their understanding of a topic. The "Newland House", a local historical site in Huntington Beach where students are able to churn butter and see artifacts related to individuals from an earlier time period gives them a deeper sense and appreciation of how our local community has developed.

¹³ McClelland, Megan M., Claire E. Cameron, Shannon B. Wanless, Amy Murray, O. N. Saracho, and B. Spodek. "Executive function, behavioral self-regulation, and social-emotional competence." *Contemporary perspectives on social learning in early childhood education* 1 (2007): 113-137.

¹⁴ Oppenheimer, Todd. "Schooling the imagination." *The Atlantic Monthly* 284, no. 3 (1999): 71-83.

We will also work outside the classroom to build our larger student/parent/teacher community through the use of regular seasonal festivals. These festivals will provide an opportunity for the larger community to come together focused around a central seasonal theme. The centerpiece of these events will be community collaborative student performances in music, drama or dance. These festivals will have an added outreach component because they will be open to the public. We believe this outreach into the community enhances students' understanding of a widening circle of humanity. Furthermore, by uniting with the larger community in such a way, opportunities for further partnerships and community-building occur that we believe add to a more cohesive, safe, welcoming, and strong neighborhood. We also believe these events are an important point of acquisition of underserved members of the locale. Our hope is that through these efforts we will ultimately reach students who would specifically benefit from our educational program.

Develop Resilience and Hardiness

An educated person in the 21st century should be resilient, gritty, and hardy in order to mitigate the effects of life's inevitable problems. Students who develop these traits will be able to respond appropriately to stressful life events. Research over the last five decades by Dr. Salvatore Maddi, UCI professor and founder of the Hardiness Institute, indicates that the skills of high performing individuals are related to their level of psychological hardiness, a characteristic he noticed during his early research of the largest corporate upheaval to date, the Illinois Bell reorganization.¹⁵ He, along with Deborah Khobasa, noticed that while some employees succumbed to the chaotic environment (quit, resorted to drugs and alcohol, decreased work performance, suffered health problems, divorced, and even committed suicide), other employees actually thrived. Maddi and Khobasa's extensive work, observing and interviewing employees, led them to the hypothesis that one's level of hardiness buffers the effects of negative environmental factors and ultimately allows individuals to adjust and thrive. Through a individuals' levels of the three C's of hardiness, courage, commitment, and control, people are able to intuit necessary adjustments and change with the times. These represent an individual's tendency to believe one can "control" the outcome of one's goals, rather than passively surrender to the outcomes; one's "commitment" to the people, circumstances, and situations in which they are engaged, rather than retreating into isolation; and one's "challenge" to continue to desire to grow through the adversity they will face, rather than give way to fear.

Today, this is more important than ever, and therefore the reason that any educational program must not focus on academics alone. It is why SCCCS includes existential intelligence, suggested by Howard Gardner, to be an equally important intelligence as the others in his model of MI. Gardner defined intelligence as, "a biopsychological potential to process information in certain kinds of ways, in order to solve problems or create products that are valued in one or more cultural settings."¹⁶ SCCCS will assure

¹⁵ Maddi, Salvatore R. "The story of hardiness: Twenty years of theorizing, research, and practice." *Consulting Psychology Journal: Practice and Research* 54, no. 3 (2002): 173.

¹⁶ Seaver, Shannon. "Chapter Page 1. Introduction Statement of Research Problem and Questions 9 Significance of Research Problem 10 Assumptions 10." *Learning* 218: 755-2027.

healthy and whole development of every student so that they each have the knowledge, skills, and resiliency to be successful in the 21st century.

To achieve this, SCCCS teachers, administration, students, and families will work together as a learning community that is dedicated to caring, supportive, active participation and positive expectation. The American Psychological Association also recognizes the value of hardiness and resilience in children. "In the fall of 2003, the APA launched "Resilience for Kids & Teens," a school-based campaign which focuses on teaching the skills of resilience for problems ranging from adapting to a new classroom to bullying by classmates or even abuse at home. The campaign included the distribution of a special issue of Time for Kids Magazine to more than two million fourth- through sixth-graders and their teachers to help children learn the skills of resilience, using "kid-friendly" language."¹⁷

On their website, the APA suggests important ways that both teachers and parents can help their student and child develop hardiness. SCCCS plans to employ these methods and, fortunately, has the personal guidance of Dr. Maddi to do so. Ultimately, through a curriculum that recognizes and values persistence, achieved by way of the development of the three C's, students will acquire the skills both necessary and predicted to be even more important for future university performance in all realms.¹⁸

How Learning Best Occurs

Visceral, Sensory Experiences

We believe learning best occurs in an upward spiral where knowledge and understanding develop slowly and deeply. We believe this occurs through visceral experiences reliant on activities that engage the senses, which in turn imprint on a student's memory in a way that has a lasting effect. With this approach, memories, ideas, concepts, and facts are more easily accessed in the future. We believe the way to bring rich, impressive experiences, which allow for a deeper memory association to occur, is through thematic, interdisciplinary, and arts-integrated curriculum brought to the students by a fully engaged teacher. This is supported by a warm and inviting, and vibrant environment. For instance, smell is the sense most keenly attuned to memory according to researchers (cite). Therefore, baking, cooking, gardening, and botany are effective sensory experiences that create environments conducive to intense learning for a variety of subjects. By also incorporating art and music, not only are the visual and aural learning modalities activated, emotional responses are also actuated in order to heighten potential for deeper cognitive engagement.

Carefully Constructed Learning Environment

The way that SCCCS will effectively educate its students is by first recognizing that every child is unique and there is no one-size-fits-all to teaching. Because we believe education is as much an art as it is a science, we bring a full quiver of methods guided by the core principles of public Waldorf education to the table. Since it is our belief and goal to teach the whole child so that they develop into a well-rounded and fully capable adult, we recognize that the nine intelligence domains are equally valuable

¹⁷ (<http://www.apa.org/research/action/lemon.aspx>)

¹⁸ Maddi, Salvatore R. "The personality construct of hardiness: I. Effects on experiencing, coping, and strain." *Consulting Psychology Journal: Practice and Research* 51, no. 2 (1999): 83.

and also interdependent. We therefore ensure that our curriculum is attuned to the nine intelligences in a well-rounded approach.

Clear Learning Objectives

SCCCS believes that learning best occurs when there are clear educational objectives that are detailed, quantified, and measurable. We focus on intensive language and math literacy, as well as social literacy so that students are firmly grounded in the world around them and have the skills needed to navigate in it successfully. Guided by core principles of public Waldorf methodology, this understanding relies on measurable learning objectives in order to assess how well students are reaching their potential in the nine intelligences, while also mastering Waldorf/Common Core State Standards.

Developmentally Appropriate Material

To ensure optimal learning at SCCC, we prioritize the preservation of childhood through careful attention to developmentally appropriate material. Premature intellectual demands that require undeveloped abilities to engage in abstract thinking are avoided and teaching of new concepts and skills are introduced at appropriate ages. We believe this fosters a cooperative, engaging environment. By bringing material to students when they are primed developmentally to receive it, students will develop an intrinsic motivation rather than extrinsic, which leads to a happier student with a greater sense of well-being and ultimately achievement. We believe precious time to deeply teach concepts that are appropriate is saved rather than attempting to teach concepts prematurely and repeatedly. Our desire to defend childhood because we believe it supports student learning supports a healthy development of the imagination through creative play, nature-based activities, appropriate autonomy, and a wholesome environment.

Common Core State Standards

SCCCS will ensure an overall alignment of Common Core State Standards (CCSS) with a curriculum guided by the principles of a Public Waldorf education for students in order to meet the requirements of state-mandated standardized testing. Public Waldorf curriculum determines that some state Standards will be addressed at different grade levels from those stated in the CCSS. It is SCCC's goal for students to meet statewide performance standards by the completion of eighth grade in accordance with Education Code Section 47605(c). Students will also demonstrate competency in state grade-level content and performance standards, progress on the State Testing Program, and competency in standards of Public Waldorf education. Please see the attached supplementary binder, which contains "The Alliance for Public Waldorf Education Recommendations for the Appropriate Placement of the Common Core Standards into programs guided by the core principles of public Waldorf Programs" for greater detail. Throughout our charter we refer to "Waldorf/Common Core State Standards", which are based on the amalgamation of the information in the supplementary binder. We have also included in Appendix 11 a full grade level example of the co-alignment with CCSS from the supplementary binder of Alliance's recommendations.

Narrative

The use of narrative gives students a conceptual framework within which they are able to contextualize their own experiences, their place in their community, both locally, and ultimately, globally. Students will listen to stories told by a teacher in their own words. They begin with fairy and folk tales, legends, fables, parables, mythology, and literature with the younger students before moving on to recorded

history and historical fact and biographies with the older students. In classroom observation, Goetz and Sadowski (1996) found that storytelling engages students of all ages profoundly in the learning process. Students are inwardly active when listening and processing stories.¹⁹ Stories direct attention to personal experience, thereby increasing students' intrinsic motivation to learn, as well as their sense of ethics. During Main Lesson teachers recite compelling stories to students of all ages. Classic literature and expository texts will also be read at appropriate times after Main Lesson. Teachers will make special efforts to use vivid language and imagery to spark the students' curiosity, hold their attention, and model high standards for speech. Through storytelling and the accompanying chalkboard drawings, students will become enthusiastic participants in the learning process. In his book, *The Literary Mind*, cognitive scientist, Mark Turner, writes that stories are fundamental instruments of thought.²⁰ Stories are important cognitive events because they encapsulate information, knowledge, context and emotions into one compact package. The story is one of the basic tools invented by the human mind for the purpose of understanding because stories convey complex ideas in a memorable and meaningful way. Stories enable children to face and accept their own circumstances. Difficult emotions such as isolation, anger or fear can be implicitly addressed by the teacher in story form, thus allowing students to come to terms with their own needs. Conflicts in the classroom can also be worked out through the use of tailored stories. Teaching through stories has been proven to equip students with deep empathy and strong ethics. The pedagogical story will be used in our program to give children strong moral pictures. This has proven far more effective than moralizing, confronting or criticism. Subsequently, a sense of right and wrong is developed in the individual as well as the community of the class. SCCCS teachers will inspire students to identify with characters in stories and develop linguistic and listening skills. They will use story as a classroom management tool, incorporating inspirational or thought-provoking stories that take the place of moralizing or lecturing students. Biography will be used to strengthen student identification with people who made a difference. Children who engaged in storytelling and story reading in class and at home had increased scores in creativity, literacy tests and problem solving when compared to children who did not engage in such activities.²¹

Learning through Visual Representation

The use of imagery to invoke "mental pictures" is a crucial element to the implementation of our program. When presenting factual information, teachers will strive to present information with both a pictorial and emotional element. One of the prime benefits for this is that other than mnemonics, emotions are an important tool in deepening memory. Painting a vibrant picture in one's mind's eye is critical as a first step for a student to "see" what is being taught. Teachers will use imagery that evokes strong sensory impressions that stimulate the imagination wherever and whenever appropriate. This ability to imagine or visualize patterns requires an inner sense of space by which processes unfold in time. Through such repeated movements, the child establishes time within space. This synchronized ability to visualize and pattern, forms the building blocks to skills such as reading comprehension,

¹⁹ Goetz, E. T. "8: Sadowski, M.(1996). Imaginative processes in literary comprehension." *Empirical approaches to literature and aesthetics*: 221-240.

²⁰ Turner, Mark. *The literary mind: The origins of thought and language*. Oxford University Press, 1996.

²¹ Peters, Sandra. 1993. "Where have the children gone? Story Reading in Kindergarten and Pre-kindergarten Classes." *Early Child Development & Care*. July 1 -15.

expository writing and completing mathematical processes.²² Teachers will make the transition to more abstract intellectual processes in grades 4 to 8 when the ability to think in abstract and causal terms begins to emerge. From grades 4 to 7, teachers will adopt metaphor, simile, and comparison to create mental images. In grades 6 to 8, teachers will construct imagery from history and current events.

Looping

At SCCCS we believe learning best occurs through a strong and steady connection of students with their teacher. We support this in Grades 1–8, by giving the class teacher the advantage of taking a cohort of students through multiple grades together, teaching all the Main Lesson subjects through a process called Looping. Looping provides the child with a sense of camaraderie and commitment, and affords the teacher, who takes a larger role as a guardian, and solid, stable authority figure, the opportunity to work more deeply with the children and their families. This model offers security and continuity to each child and supports the continuing transition from early childhood to the elementary curriculum. The class teacher is not the only teacher the cohort has contact with because specialty teachers teach world languages, music, games, movement, and handwork (as the budget allows) so students benefit from other instructor's special skills an appreciation for an in-depth experience with specific subject areas, and an understanding of their wider school community. The resulting connection between student and teacher acts as a guarantor for student well-being, which in turn adds a higher probability to the continued success of the student in all realms, academically, emotionally, and socially. Mutual respect leads to trust and strong relationships. Renowned educational researchers have cited specific advantages to the looping model, such as maximized instructional time because less time is needed during the normalization phase in the first part of the year, and improved test scores because a teacher is familiar with what makes each student tick and so they are able to capitalize on valuable added quality time in teaching rather than expending extra time and energy understanding the individual learning styles and temperaments of students.

Attention to Rhythms

We believe that there is a natural rhythm in accordance with hours, days, weeks, months, and seasons that deserves formal recognition and incorporation into education. For instance, for students in grades 1-8, the Main Lesson block, which is the most mentally taxing, will be taught in the morning hours when students are most rested, alert, and able to concentrate. Physical education and other stimulating blocks such as handwork or music, will be taught in the afternoon. By following their bio-rhythms, we believe students will transition easily between subjects and increase their ability to retain and acquire the education they are receiving. They will also develop a sense of stability and understanding about the world as they engage in markers of the days of the week, the changes in seasons, and other milestones. By following a rhythm that allows for a flow between listening and doing, speaking, and writing, concentrating and relaxing, mental and practical activities, individual and group work, a balance in education is achieved, which supports the social/emotional, physical, and intellectual faculties of each student. A rhythmic approach to teaching encourages and maintains interest in order to enhance learning and memory. Information that is not immediately 'regurgitated' can be absorbed and later 're-remembered' within a wider context that includes the student's own experiences. Teachers will introduce new experiences allowing time for students to assimilate previously taught material. Subjects

²² Schwartz, Daniel L., and Julie Heiser. *Spatial representations and imagery in learning*. na, 2006.

that need regular practice (world languages, music, spelling, math facts etc.) will be distinguished from the subjects focusing on new content. Topics will follow a period of concentration of 2-4 weeks. This allows for new information and data to settle, and become knowledge and understanding. Beyond the classroom, a school wide rhythm will include the celebration of seasonal festivals, which provide a natural sense of connection. Our parents will be supported in their efforts to bridge the rhythms established at school into home life so that students have a sense of clear and predictable patterns at home (bedtime rituals, sharing family stories, reading, chores, meals, etc.). As a result of these concerted efforts, SCCCS students will be provided with a strong and secure foundation that fosters healthy development and resiliency.

Small Community

We believe that one of the best ways learning occurs in the classroom is to maintain an overall small school culture with average class sizes of 24 or less, enabling teachers and students to develop meaningful connections and delve more deeply into learning. Some of the benefits of small schools are noted in a study by UCLA that states that “at their best, small schools are seen as enhancing strong personal bonds, home and community involvement, improved instructional quality and accountability, and improved teacher working conditions and job satisfaction.”²³ SCCCS will preserve a small school community with a maximum of 444 students. Faculty and staff will work to know our students by name and face, greeting students personally as well as their families on a daily basis. An example of this small school community is the way our parents, students and teachers celebrate each individual child’s birthday, a personalized celebration choreographed by the teacher that acknowledges each child and welcomes his/her family into the celebration.

Developing a Healthy Diet

SCCCS will collaborate with parents in their child’s learning goals and in creating a supportive home environment, including support of a healthy home diet. Nutrition and school performance go hand in hand. Simply put, bad eating habits negatively affect student attendance, achievement, and behavior. As a result, we will have strongly established school-wide nutritional guidelines to improve learning and to embed positive lifelong habits into the educational environment.

Limiting Media Exposure

At SCCCS, we believe monitoring the influence of media and video games and ensuring appropriate use of technology is valuable. As advocates for childhood, SCCCS will work hard to establish a culture free from consumer-oriented messages and commercial images. Today’s children are immersed in an electronic environment. According to a 2010 study by the Kaiser Family Foundation, 8-18 year olds in the U.S. spend 7.5 hours per day using media, not including use in the classroom. The study notes that this is almost the amount of time in a work day and occurs seven days a week rather than five. Moreover, because young people often use multiple devices at once they are in actuality consuming 10.5 hours of media content per day. The study also reported that children who were heavy media users were more likely to report getting fair or poor grades (mostly C’s or lower) than other children. Even after controlling for parent education, gender, and other variables, the results were still significant. Almost half of all heavy media users (47%) versus less than one quarter of light media users (23%) said

²³ Ancess, Jacqueline, and Suzanna Ort Wichterle. "Making school completion integral to school purpose and design." (2001).

they earned mostly C's or lower. Over-exposure to electronic media hampers the development of the child's imagination, memory, and overall well-being. Research indicates children use less mental effort when processing information from electronic media than they do from print.²⁴ Our concern is that children who experience substantial doses of electronic media may never learn to process information in the complex way that promotes creative academic achievement.

Based on teaching knowledge, we believe that when media exposure is limited to weekends only, students are more focused, calm, and engaged in their academic learning. When students watch television and play video games during the school week, we believe there will be a qualitative difference in students' behavior, including exclusive rather than cooperative play, a lack of socialization experiences, a lack of imagination in their work, and an enhanced need for immediate gratification.

Therefore, to engender an environment in which learning best occurs, SCCCS has adopted a policy of limiting media exposure for students, especially in the lower grades. While the American Pediatric Association is in the process of revising screen time suggestions, recent research suggests that background effects of media screens are harmful to the development of the brain's executive functioning. One area of research involving media and screens that has recently become robust is the detrimental impact of background television, Dr. Barr said. "Background TV actually disrupts the children's activities—their play, the parent-child interactions, and it's related to poorer executive functioning," she said. "When it is on, play is not as complex, and that's a really important part of how a child develops."²⁵

The value of technology is extremely important in today's society, and in keeping the core guiding principles of Waldorf philosophy at the forefront of our curriculum, Sycamore Creek Community Charter School advocates waiting to introduce technology to children until they've developed discriminating computer literacy skills. Once reached, screen use does not take the place of the teacher, and in fact, the teacher will model for the students how to appropriately navigate web, media and phone-based technology in an ethical and thoughtful way (i.e. what not to post, the consequences of posting/sharing on the internet, how texts/pics can affect friends/family, age appropriateness, etc.).

The Importance of Frequent Physical Activity

We believe students learn best when they engage in frequent physical activity. We achieve this by a predictable yet flexible rhythm throughout the day of quiet studious activities, and opportunities to move such as practicing times tables by jumping rope or tossing bean bags. Because the qualities of physical fitness and health enhance the students' welfare and academic achievement, each child will be encouraged to rise to their individual physical potential. Movement activities, games, and other forms of creative physical expression will be infused into the everyday curriculum. To the greatest extent possible, classrooms and play yard space will be organized to maximize the children's opportunities for movement.

²⁴ Rideout, Victoria J., Ulla G. Foehr, and Donald F. Roberts. "Generation M [superscript 2]: Media in the Lives of 8-to 18-Year-Olds." *Henry J. Kaiser Family Foundation* (2010).

²⁵ (<http://www.wsj.com/articles/pediatricians-rethink-screen-time-policy-for-children-1444671636?mod=e2fb>)

Significant Parent Involvement and Collaboration

Parent and/or caretaker participation is a critical component of our program and necessary to support students' learning. A significant body of research indicates that when parents participate in their children's education, the result is an increase in student achievement and satisfaction. Increased attendance, fewer discipline problems and higher aspirations have all been correlated with successful parent involvement. Active parents strengthen the school on many levels. As a charter school, the individual skills, talents and interests of the parent body are resources on which SCCCS will depend. Additionally, we believe strong partnerships with parents bring greater meaning and purpose to education by integrating the children's school life into their family life and into their community. To achieve successful parent involvement, we believe ongoing parent education is necessary, which is why parents will be encouraged and supported to organize and participate in activities to deepen their understanding of our educational model and child development philosophy. By engaging in lectures, book talks, support groups, parenting classes, school festivals and class meetings, we intend to involve and collaborate with parents in order to ultimately benefit our students' learning.

Enabling Students to Become Self-Motivated, Competent, and Lifelong Learners

By striving to increase capacities for learning as opposed to focusing on an information-based model, we recognize that both the process and outcome are equally valued and that the means of learning significantly affects students' abilities to become self-motivated, competent, and lifelong learners. Therefore, academic components are framed with the acknowledgement that before age seven, students learn primarily through imitation, and between ages seven and fourteen igniting their imagination is the best way to engage them. During these two developmental periods we rely on an artistic framework to encourage deep connections and set a long-lasting foundation for our students to become primarily intrinsically-motivated rather than primarily extrinsically-motivated learners.

At all ages, but primarily before age seven, teachers at SCCCS will serve as a role model continuously seeking to spark a student's imagination through storytelling, meaningful work, song, movement, and art. By focusing on experiential learning a natural curiosity is developed propelling students to set goals with increasing depth and breadth. SCCCS's developmental guidelines for when content is presented are in alignment with prevailing theories of cognitive development such as those of Erik Erikson, Jean Piaget, Maria Montessori, and John Dewey. In addition, we now know that the brain grows in spurts, releasing new capacities in the maturing child and adolescent. SCCCS's methods will be, whenever possible, aligned with these developmental windows to further and benefit from every opportunity to promote motivation and competency capacities and encourage a sustained desire to learn.

As already mentioned, individuals need to be hardy in order to overcome adversity in the 21st Century. We believe our program enables students to become self-motivated, competent, and lifelong learners in part because they are nurtured to develop hardiness traits within themselves. And because the MI framework supports the idea of existential knowledge, aka "hardiness" domain, as well, we are confident our students will grow to desire to challenge themselves and continuously learn.

CURRICULUM AND INSTRUCTIONAL DESIGN

Sycamore Creek Community Charter School proposes to be a site-based school for students in TK through 8. SCCCS' instructional framework enables its students to achieve the objectives specified in the charter, as well as master the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code Section 60605. This will be done through careful

curriculum planning that identifies clearly defined measurable and testable objectives and goals that have historically been successfully adopted through principles guided by public Waldorf education. The result will be an integrated, rigorous linguistically and culturally relevant education program.

SCCCS will a backward approach beginning with the Common Core State Standards followed by determining how the nine learning domains described herein can be achieved using methods guided by the core principles of public Waldorf education. SCCC will also use formative and summative assessment results to inform instructional practices on a regular basis, including decisions about: cooperative learning groups, curricular and instructional materials, targeted intervention, and extra enrichment opportunities.

The main subjects (language arts, science, mathematics and social studies) will be taught in cycles of 2-4 week instructional blocks. Presentation in the block system guarantees adequate access to each subject, allowing students to learn material in depth. At the beginning of each year, teachers will create and share a written yearly block rotation. The block rotation will organize learning goals from the SCCC curriculum co-alignment into thematic, integrated units of study. SCCC teachers will submit lesson plans that specifically identify concepts and skills of the Waldorf/Common Core Standards and MI. The teachers' planning process has three distinct stages.

- Identify the goals and outcomes of each block based on
 - Public Waldorf Standards
 - Common Core State Standards
 - Nine intelligences of Multiple Intelligences
- Decide on how students will demonstrate accomplishment of identified outcomes
- Deliver engaging lessons to achieve measurable outcomes.

SCCCS will ensure overall alignment of a curriculum guided by the core principles of public Waldorf education with Common Core State Standards (CCSS) to create success for all students in meeting the requirements of state-mandated standardized testing. Our curriculum determines that some State Standards will be addressed at different grade levels from those stated in the Common Core State Standards framework. Our goal is that students will meet statewide performance standards as measured by state assessments by the completion of eighth grade in accordance with Education Code Section 47605(c) and competency in standards guided by the core principles of public Waldorf education. Please refer to the Attachment (supplementary binder) containing The Alliance for Public Waldorf Education Recommendations for the Appropriate Placement of the Common Core Standards into public Waldorf Programs (Waldorf/Common Core State Standards) for further detail. Also, please see Appendix 11 for a full grade example of Alliance's recommendation for meeting CCSS using methods guided by the core principles of public Waldorf education. Parents will be informed when the delivery of the SCCC curriculum differs in sequence from traditional schools, so that they may make well-informed decisions on the enrollment of their children. Parents will learn about the benefits of remaining in the school throughout the grades and long-term commitment to the school will be sought to achieve optimal student learning and success.

Main Lesson

A primary component of our program that will be designed to meet CCSS is the Main Lesson time. Main Lesson is a format to address a progressive range of competencies in mathematics, language arts, science and humanities. After personally greeting each student, the teacher will start the day with opening activities designed to stimulate and inspire the students, often incorporating movement. Then the day's study begins with the 2-hour Main Lesson, introducing new concepts or subject areas when the child's mind is fresh. Each lesson will be designed to address multiple learning modalities (visual, auditory, kinesthetic), intelligences such as interpersonal, logical/mathematical and/or musical, and core subjects using an interdisciplinary, cross-curricular approach. This two-hour main lesson is the academic cornerstone of the program. Each block, generally lasts 2-4 weeks, thus immersing the student in a particular subject. Teachers will strive to design lessons and schedules that best reflect the way children learn at different developmental stages. Students will also experience daily math practice periods and language arts practice periods a few times per week.

The Main Lesson approach can be broken down into three phases of knowledge acquisition.

- **NEW**

The "NEW" stage generally takes place over one day. The teacher will guide students through specific learning activities, teaching from the whole-to-part, which typically starts with concrete and familiar examples and moves from there into more abstract concepts. Ideas will be presented within the broader context first and then deconstructed down into smaller digestible pieces. This will allow students to eventually creatively reconstruct ideas, concepts, and theories. At SCCCS we believe students are able to relate better and ultimately learn better if they are taught to first deconstruct something rather than given many random pieces and then expected to construct a narrative, creation, idea, or theorem. The children will experience this with minimal abstraction so they can absorb the new information deeply. For example, at the beginning of a sixth grade geometry lesson students might observe and then draw natural phenomena such as flowers. As they discover the innate patterns, geometrical concepts emerge. This method is in contrast to teaching that is too abstract or isolated from context, which can then become discouraging and indigestible.

- **DO**

The "DO" stage will usually occur the next day. After literally "sleeping-on" the previous day's content, the children summarize it in their own words with minimal but conscious input from the teacher. The literal process of sleep is seen as an essential part of learning. Research corroborates that the brain processes sensory information in significant ways during phases of deep sleep. In Classroom Instruction that Works, Dr. Robert Marzano established that summarization and effective questioning boosts student achievement more than nearly any other known teaching strategies. Additionally, research in cognitive psychology has found that long-term memory is greatly improved if students process material in a deep and meaningful way. Self-generated elaboration (as happens when a child retells or summarizes information) leads to better recall than mere study of material, as it establishes a long-term memory trace. In this way, the content becomes "possessed" and "reconstructed" in new ways by the students. We believe retelling during the "DO" stage will be consistently more vivid and integrated.

- **REVIEW**

The review stage may take place over the following days and weeks and even months, and leads further towards the development of analytical thinking capacities. In this third stage there will be an emphasis on promoting deep understanding at the conceptual level through the use of critical thinking strategies. In the example above, the sixth grade geometry students will have now worked with complex theorems and have the ability to solve challenging math problems since their learning has been appropriately scaffolded. In summary, SCCCS teachers will work hard to thoughtfully present information comprehensively from whole to parts. They will understand if teaching is too detached, unstructured, abstract (for younger grades) or chaotic; students will not engage, which could lead to boredom, frustration, and underachievement.

The “NEW, DO, REVIEW” rhythm will occur both on a macro and a micro level because inherent in each Main Lesson is a time for each aspect of our approach as well. With the exception of the first lesson in which there is no “REVIEW” and the last main lesson of a block in which there is no “NEW”, every Main Lesson period will be made up on a micro level of our “NEW, DO, REVIEW” approach. This is described in more detail below in the “Sequence of Learning” section.

Sequence of Learning

As mentioned throughout our charter, a fundamental aspect of our program is that there is a developmentally appropriate sequence of learning. In the first grade, at the start of Main Lesson, children will be taught to play the pentatonic flute. They will also sing, recite poetry and verses, and participate in guided movement activities that help them cross their midlines. Following this active period of expansive involvement in the “NEW” stage, the students will be encouraged to become quiet and go through a series of guided questions posed by the teacher about the story they heard the previous day. After this oral recall, which is the “REVIEW” stage, the students are guided through creating a Main Lesson book page about the story, one that includes a key visual image from the story as well as class composed text from the story in a “DO” stage. This writing process will be modeled for the entire group by the teacher while incorporating student input. The teacher will also include grammar, spelling, and punctuation lessons throughout this process. An example of a first grade story is a fairytale: a lengthy, detailed and magical portrayal of characters in an imaginative setting that allows the children to create rich visual images in their minds. Finally, the students will be instructed to carefully put away their materials and clear their desks as they move figuratively inward to listen to the next segment of the teacher-delivered story. These stories are specific to the child’s age and are drawn from the curriculum. In fourth grade, the flow of the Main Lesson would be similar to that in first, but the activities reflect the growing abilities of the students. Students will now be playing the more difficult recorder rather than the pentatonic flute, reciting lengthier and more complex verses and poems, singing songs in rounds, and moving in more complex patterns and forms in fourth grade. As the class moves into recalling the story from the previous day, the teacher will write key terms or phrases on the board that students will use in their writing later. While the class still moves through the writing process as a group with teacher guidance and student input, students will be progressively creating more of their own independent, original writing. The magic of the story told at the close of the lesson persists, albeit the fourth grade tales are often darker, such as the trials and tribulations of the Norse gods, or more historically based, such as stories of California’s indigenous peoples. In the seventh and eighth grades, the students are all involved in playing a musical instrument (violin) and singing, and continue to begin their day with music, song, poetry and movement; however, the time allocated to these activities is less as the volume of academic content increases. The flow of the lesson remains the same, but again,

the content is grade level specific. Biographies become the content of the stories and bring to life the passions of Joan of Arc, Leonardo Da Vinci, Thomas Jefferson, Martin Luther King Jr., Jane Adams, Susan B. Anthony, Pocahontas, Michelangelo and other major figures of historical importance. These biographies are shared throughout the disciplines, bringing the struggles and unexpected victories of scientists and mathematicians, such as Newton, Curie, Galileo, Pythagoras, Mendel, and Einstein to life.

By using our unique Main Lesson approach, each student will produce a Main Lesson Book for every block of study. What begins as a blank canvas becomes an individual record of experiences, observations and gained knowledge, along with hand-drawn illustrations, and often poetry. As a portfolio of work, Main Lesson Books reflect key understandings and skills students have learned, while also displaying their inspiration. Multidimensional, complex and thoughtful, the book shows the child's day-to-day ups and downs as well as their finished work, illustrating the learning process in authentic ways. Students will benefit from the motivation of producing a finished product that is a personal accomplishment that serves as a valuable record of their learning.

The arts, such as beeswax modeling, performing arts, and painting will be integrated throughout the Main Lesson and day. After Main Lesson there will be a break for snack and recess. The rest of the day will be divided into Specialty Classes and practice periods. Specialty subjects could include Spanish, Japanese, Handwork, Movement/Games, and/or Music. Each will be taught within the week and is linked to the thematic units of the Main Lesson. Through the grades, the world language program will be expanded to include reading, writing and grammar. Lunch and recess are generally followed by practice periods where targeted skills are addressed such as specific math or language arts skills, additional science material and nature studies. As mentioned, practice periods are also an important component of ensuring that SCCCS ensures it is fulfilling its charter mission and meeting CCSS. Therefore, students engage in Mathematics, English Language-Arts, Science, and other content-specific practice periods. These rigorous daily lessons guarantee students opportunities to learn essential standards and sharpen skills in the core content areas. Such activities may include tossing bean bags in a synchronized rhythm while practicing times tables, jumping rope, or reciting rhymes or verses to increase memory as well as to enhance and enliven what may otherwise seem like rote memorization. After a closing poem is recited together, the day will end with a handshake at the door. Eye contact is made and the teacher-student relationship will be solidified.

Attention to Class Dynamics

At the beginning of each school year, teachers will carefully form their classes. The initial period of intentional community building lasts approximately one month, and is constantly reinforced throughout the school year. The forming stage is a time when students are acclimated to any changes in their environment while still engaging in the learning process. Positive relationships with new staff, specialists, and classmates will be cultivated as well as important habits, expectations, and procedures for the next grade. This will also be a time when students learn how to complete chores and to use high-quality classroom materials. As new class dynamics invariably occur at the beginning of each year, a primary goal of the normalization stage is to establish order, calmness and "set the tone" within the classroom. Teachers will focus on the class as a dynamic whole and constantly work to shift and reintegrate smaller groups—such as peer groups for math and reading—back into the whole class. We believe a class of mixed-ability children is a model of community by helping students learn from each other and to celebrate differences. Teachers will avoid giving rewards for being first or best because

they will be aware that rewards and prizes make students compete for prizes rather than working and developing their inherent desire to progress. Once the class has been formed, a wonderful structure to the daily, weekly, and monthly activities will occur. In turn, this stability will empower the students to become fully actualized individuals.

Curriculum

One of the areas that truly sets our educational program, guided by the core principles of Waldorf education, apart, is its curriculum, for the reliance on traditional textbooks is slim. What is supplanted by the textbook is the teacher, because the premise of public Waldorf education is that it is the teacher who is able to engage young students not textbooks. The student must in essence create their own textbook from their understanding of the material provided. The emphasis is on quality rather than quantity. Slow, methodical, and systematic attention is placed on the work. This teaches patience, perseverance, promotes self-esteem and a “can do” attitude. It also, in an active rather than a passive way, engages students. For instance, students learning to read must simultaneously learn to write, for it is the action of writing one’s name and letters to make words that is imprinted more strongly than looking at abstract symbols on a page and being told it means something. Our methods require 100% teacher involvement. The teacher must captivate, engage, and draw out each student. Therefore, the teacher must possess the knowledge of the particular subject by intense study prior to each lesson and utilize props and guides if needed. To illustrate this truism one must only imagine attending a professional presentation. The most captivating ones are always the ones of a fully engaged individual who refers to their notes sparingly. The presenter does not ask the attendees to read passages silently or ask them to listen to long passages being read from a projector. The presenter tells stories, offers anecdotes and elicits discussions and involvement from the audience. At some points, perhaps the presenter will ask the audience to talk to their partner or other audience members to discuss something, but if they are reading off of a PowerPoint then typically the audience will shut down and become disengaged. In the same way, and even more so, for a child, the teacher must come fully prepared to each lesson, able to improvise and think quickly, having thoroughly immersed themselves previously in the subject matter.

SCCCS will comply with the required days and minutes of instruction by ensuring at least 175 days of instruction; 36,000 minutes for Transitional and traditional kindergarten; 50,400 for grades first through third; and 54,000 for grades fourth through eighth.

Transitional and traditional Kindergarten Narrative

SCCCS will offer Transitional Kindergarten in alignment with Education Code Section 48000(c) and (d).

Our TK and Kindergarten program will most likely be the child’s first introduction to Sycamore Creek Community Charter School. It will be the start of the family’s tenure with the school and we will recognize the necessity of a warm, inviting, and nurturing environment to provide assimilation into the larger school community. Our TK and Kindergarten program will cultivate creativity, imagination and initiative through the serious and vital activity of play. Through baking, storytelling, dramatic play, household arts, painting and time outdoors in nature, children develop skills in listening, following directions, getting along with others and taking care of their classroom and each other. Our Transitional and traditional Kindergarten curriculum is developmental, to meet the children “where they are,” and lay the foundation for academic success in later grades. It is designed to enhance the young child’s physical development, which includes fine and gross motor skills, language development and sensory

integration. In addition, the activities of the Transitional and traditional Kindergarten are structured to strengthen the child's social skills and sense of self-confidence. At SCCCS, we believe whether in Transitional or traditional Kindergarten, all of these aspects are important for the stage of child development between the ages of TK eligible students through traditional-aged Kindergarten and therefore see the benefit of an early childhood program that stays true to a play-based approach.

At SCCCS environmental awareness will be cultivated by celebrating seasonal festivals that make the pupils aware of the yearly rhythms of nature and the interconnectedness of the environment and people, even in an urban environment. Time spent working with natural materials (such as wood, wool, water, beeswax and sand) will give pupils sensory experiences that will help them develop a keen sense of the world around them.

Literacy will begin in the TK and Kindergarten with a rich oral language base. Our early childhood teachers will use multicultural storytelling to develop the students' attention span, concentration, vocabulary, speaking, and listening comprehension skills, and to lay the basis for reading comprehension in later years. Through drama, rhythmic poetry, nursery rhymes, and songs, our teachers will further immerse the children in vivid and imaginative oral speech and literature. SCCCS's teachers will use puppetry, engage the children in acting out stories, and lead singing games to introduce comprehension strategies such as story sequence and character development.

SCCCS's Transitional and traditional Kindergarten program will introduce the fundamental concepts of mathematics through creative play and daily practical activities. Beginning with sorting, one-on-one correspondence, counting from 1 to 30, patterning, and identifying shapes, children in TK and Kindergarten will be exposed to mathematical concepts. While the approach described above is typical for SCCCS, other strategies may be implemented when needed. By engaging in practical activities such as setting the table, students will learn to pattern, as well as to identify, sort, and classify objects by attribute. Our approach, through imitation and creative play, will use raw materials such as logs, nature blocks and driftwood of different shapes and sizes, seashells, stones, pinecones, etc. By the end of their Kindergarten years, students will understand small numbers, quantities, and simple shapes in their everyday environment. They may also explore economics through imaginative play that involves sorting and trading objects of different sizes and properties.

The science curriculum in SCCCS's Transitional and traditional Kindergarten will give the children a variety of experiences with the natural world. For instance, in the physical sciences, by engaging in creative play, students will unknowingly explore basic physics principles, such as mass, density, gravity, balance, and the creation of pulleys and levers. Through experiences that utilize their five senses such as feeling the properties of heat and cold, as well as observing seasonal changes, students will develop a foundational understanding of life and earth sciences to help them in later academic life. Students at SCCCS will learn to communicate observations orally and through drawings. Nature tables as well as frequent nature walks will provide an awareness of the seasons and a connection to the natural environment. SCCCS students will also experience the cycle of growth through gardening, from seed to harvest to transformation through cooking and finally consumption to expose them to ecological understanding of the world they are a part of.

At SCCCS we believe by allowing children's imagination to more fully develop in TK and Kindergarten, they will be prepared for the increased academic rigor in the grades, and especially develop a strong sense of wonder and curiosity, the foundations of the scientific method of inquiry. TK and Kindergarten

teachers will involve the students in maintaining the organization of classroom materials, to create a foundation for orderly thinking. Other activities in our program will involve students directly in the transformation of colors and natural materials into useful and beautiful creations. These activities will include combining primary colors in watercolor painting, carding and felting raw wool, and making dolls from garden grasses. Because the development of fine motor skills and focus is necessary for learning to read and write, as well as doing mathematics and other academic work, our students will also be introduced to finger-knitting to develop fine-motor skills and cultivate children's ability to focus, concentrate, and foster hand-eye coordination. Creative play provides students with opportunities to imagine, plan, and carry out increasingly complex activities. SCCCS TK and Kindergarten teachers will guide students' growing capacities for creative problem solving, social interaction, and self-regulation through time spent engaging in creative play. Time spent engaging in creative play will give students opportunities to imagine, plan, and engage in increasingly complex activities ultimately preparing them for their later academic pursuits.

Transitional and traditional Kindergarten	
English/Grammar	Letter recognition and sounds (long vowels), Syllabication through games and song, rhyming
Writing	Exploration of letter graphemes through artistic expression
Literature	Fairy Tales, poems, verses, rhymes, and finger plays
Mathematics	Numbers from 1-30, simple addition and subtraction
Geography	Here and now
World Studies	Fairy Tales and Multicultural Stories
Social Science	Family
Science	The Wonder of Nature through observation and exploration of natural materials
Environment	Gardening, Hiking, Observation of Natural Surroundings
Music	Singing and Action Games, Beat Rhythm, Seasonal Songs, Rhyming Songs
Handwork	Finger Crochet, Finger Knitting, Twizzling, Wet Felting
Art	Wet-On-Wet Watercolor Painting Focusing on the Three Primary Colors, Modeling with Beeswax and Clay, Drawing using block and regular crayons.
World Language	Spanish
Physical Education	Games, movement, walks, practicing good nutrition and hygiene

Grades 1-8

The following information describes both the core and specialty subjects SCCCS will teach in grades 1-8. In addition, when appropriate, a brief description of the scope and sequence of SCCCS's program at each grade level for each core subject is included. The school's co-alignment describes the specific scope and sequence in which the Common Core State Standards are addressed at each grade level. Students are assessed at the beginning of the year for ability and aptitude to ensure that the rigorous State Math Standards can be met in the higher grades, and to provide opportunities for those more challenged in math to receive extra support, while those who are excelling can be introduced to a more advanced

curriculum. During these classes students will continue to study grade-level math in alignment with state standards.

First Grade Language Arts and Mathematics	
Literacy and Language Arts	The SCCCS approach to literacy, as with all our teaching, is to build from the known to the unknown. Rather than push a student to decode quickly, we concentrate on building a solid foundation for long-term writing and reading success. This foundation begins with what the child already knows—oral language. The average first grader has a working vocabulary of approximately 10,000 words. This number will be even higher at SCCCS since Transitional and traditional Kindergarten teachers consciously model and cultivate expansive vocabularies. The first grade child learns how to first write and then read what s/he has already learned to say. This builds upon their assets versus deficits. Over the course of the year, the teacher introduces the letters and sounds in imaginative ways. Students become increasingly capable of writing and reading sight words as the first grade year progresses. The teacher presents the study of these words in the context of compelling and age-appropriate stories. The first grade child is quite ready to undertake the tasks of literacy development, which comes clearly into focus through SCCCS's Language Arts curriculum. Teachers closely assess and monitor students so that the appropriate services are available at this crucial developmental period.
Writing and Penmanship	Writing arises from drawing and from both the kinesthetic extension and continued practice of the alphabet as a combination of the straight and curved lines. Much care is taken in the initial stage of writing to prepare the children for success. Penmanship, the spacing of letters, recognition and distinction of letters, words, and sentences are all emphasized. Capital and lowercase letters, single sentence, writing from experience and modeling. Writing through story, images, and phonics simple sentences.
Phonemic Awareness	Formal introduction to letters: Letter sounds, short/long vowels, word families, short vowels, silent e, blends in speech work, sight words: 0-100, phonetic spelling. Games that encourage visual tracking, concepts of print, matching oral and printed words, and phonemic awareness are introduced and assessed formatively to help guide instruction.
Reading and Writing of Common Words	Students become increasingly capable of writing and reading high frequency words as the first grade year progresses. The teacher presents the study of these words in the context of compelling and age-appropriate stories.
Storytelling	Thematic instruction centers around storytelling (archetypal fairy tales being one of the primary foci) to develop the child's growing capacity for writing and reading. Listening and speaking is deepened by daily circle activities, which allow the child to retell stories, poems, and verses using basic story grammar and relating the sequence of story events by answering who, what, when, where, and how questions.
Mathematics	SCCCS's integrated approach to mathematics in first grade commands attention, builds critical thinking capacities, facilitates memory, and imparts a joyful appreciation for the qualities of numbers. Qualities of numbers up to 100, counting, and Roman numerals. Math is taught from the whole to the part and is integrated into other parts of the curriculum. Stories, art, manipulatives, music, mental games, and movement are used to stimulate students' "neural resources" and to create a learning context for the understanding of numeric concepts. Formal introduction to the four operations of arithmetic; Addition, Subtraction, Multiplication, and Division. Through storytelling the four operations are tied to characters that exemplify social characteristics for understanding; gathering (addition), sharing with others (subtraction), observation and notation of recurrent patterns in nature (multiplication/division), and the equity and equanimity of the equal sign. Clapping, chanting, skipping, jumping rope, and stepping intervals assist with patterning and sorting quantities. Children take these skills into their emergent writing experiences by solving

	number sentences that express numerical relationships. Students begin to memorize their multiplication tables (twos, threes, fours, and fives) through rhyme and movement. Additionally, they are introduced to the concept of the number line and recognizing patterns. Formative and summative assessments help to guide differentiated instruction.
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First Grade Science and Social Science	
Geography	Our place in the world, understanding directionality through observation.
World and Social Studies	Cultural and multicultural Stories, then and now, celebrations of traditions from around the world.
Science	Science standards are taught through observation and experience of our natural environment. Through nature stories and studies, seasonal changes, plants, beeswax modeling, and environmentally conscious practices, the children develop reverence and a sense of guardianship for the Earth and all of its inhabitants.
Weather	Through daily observations of the seasons, students understand that the weather changes from day to day and is predictable per season. They also know that weather can be observed, measured, and described. The senses become one of the keys to the observation of the natural world.
Environment	Gardening, and nature walks, observation, Stories of nature to teach students about their role in their environment and observation help instill independent thinking and sound judgment

First Grade Enrichment Subjects	
World Language	At least one world language, most likely Spanish, is taught through plays, songs, rhythms, and games.
Art	Watercolor Painting, exploration of color and form (emphasizing the experience of working with color over creating formed pictures, modeling with beeswax modeling, form drawing, crayon illustration. Class play based on curriculum aspects.
Music	Singing seasonal songs, singing and action games emphasizing body geography, String Games, Pentatonic flute to develop breathing awareness and control, concentration, group coordination as well as finger coordination.
Form Drawing	Straight and curved lines, simple running forms, and patterns.
Handwork	Finger Knitting, Simple Sewing, making own needles, knitting with two needles (promotes hand-eye coordination, fine motor skills, visual tracking skills, and sequencing).
PE, Games, Movement	Gross motor movement such as skipping, hopping, galloping, starting and stopping are practiced; and matching these movements to pace and rhythm.

Second Grade Language Arts	
Literature	Aesop's Fables, American folklore, inspirational stories, plays, poetry, nature stories, tales and animal fables from cultures around the world, reading (using context word recognition, reading out loud).
Writing	Retelling in Main Lesson books, letters, narratives, observation recordings, teacher and self-generated paragraphs and stories, poetry.
Reading	Reading Discovery is a highly organized reading program that pre-assesses and continuously re-assesses students for placement in flexible reading groups. Reading

	groups take place for 30 minutes a day, five days per week with ongoing evaluation and intervention. Each student is given book bags containing books at their reading level, which they take home Monday through Thursday and read with an adult 20 minutes each evening. The adult fills out a simple information sheet to communicate with the teacher and on Friday the student brings the book bag back to school so the teacher can read the parent notes and perform a weekly re-assessment of the student's reading level.
Metaphor	In second grade, a greater understanding of word analysis and academic language is available to the child, and again storytelling and metaphor provide the framework for the Language Arts curriculum, as the teacher engages the students' avid interest through stories that support the social and emotional development of the 7-8-year-old child.
Stories-Shining Hearts	Kindness, courage, and generosity, the highest endeavors of human nature, are conveyed through the stories of heroes, who are revered as "Shining Hearts." Examples of these heroes and heroines are Gandhi, Abraham Lincoln, Martin Luther King Jr., and Jane Addams. The opposite tendencies of human nature such as greed, selfishness, and laziness are represented in the telling and re-enactment of Aesop's fables. The child sees light and dark, goodness and evil, mirrored in the examples from this core literature.
Word Families, Phonic Awareness	Students also begin to read and respond to a variety of children's literature. Word families and phonemic awareness are further developed in second grade by strengthening the listening and speaking capacities of the child. The child recites weekly his or her birthday verse with the class and teacher as audience.
Whole Language Approach	Additionally, phonics is embedded in the whole language approach, where word analysis guides children into decoding words before reconstructing them independently. The children gain a natural understanding and feeling experience of the English language through a personification of phonetic patterns and relationships.
Grammar	Students also begin to identify and use elements of grammatical mechanics such as capitalization and punctuation. Reading instruction emphasizes writing as a gateway to unlocking the meaning and the sound-symbol relationships within words.
Reading Fluency and Comprehension	By reading their own writing in their Main Lesson books, the children develop reading fluency and comprehension through recognition of and familiarity with their own hard work.
Other Common Core Second Grade ELA Standards	Students will be able to read at grade level, write short narratives and letters to others, understand capitalization rules, be able to use a dictionary and thesaurus, use commas, periods and quotation marks, spell frequently used irregular words, identify and correctly use nouns, verbs, adjectives, comprehend informational text and understand plots, prefixes, suffixes, abbreviations, read aloud fluently and accurately.

Second Grade Mathematics	
Mathematics instruction in the second grade is an interwoven balance between daily oral math review and movement activities, direct instruction imbued with narrative, and informal and formal assessments. Students continue with the four operations of arithmetic, story problems, counting by 2,3, 5, and 10, beginning multiplication tables, graphs and tables, place value to 1,000, mental math, regrouping, and estimation.	
Multiplication Table	Skip counting strengthens basic multiplication and student's multiplication memorization. Opportunities for mathematical practice arise in image rich stories that deepen the sense of numbers and how they relate to one another. These stories allow children to make a personal connection with the learning objectives and access a higher-level understanding and memorization of the concepts. A solid foundation of abstract and concrete measurement begins as children learn to answer questions related to data representation and comparisons.

Time, Monetary Values	This later evolves into experiments that foster children's ability to measure monetary values and understand the concepts of time and tools that measure time.
Place Value, Four Processes, Estimation, Probability	Estimation and probability, place value and the four processes, as well as solving multi-digit number equations with carrying and borrowing, are all embedded in the thematic instruction incorporating hands-on manipulatives, movement, and graphic organizers in their Main Lesson books.
Other Common Core Second Grade Mathematics Standards	Algebraic number sentences, simple charts and graphs, associative and commutative rules, measurement, geometric shapes, bar graphs, charts and tallies, recognize and extend number patterns, ability to make precise calculations and check validity.

Second Grade Science and Social Science	
Geography	Observations in Natural Surroundings, Cause/Effect Relationships in Nature.
Social Studies	American Folklore, inspirational people such as Jane Goodall, Henry David Thoreau, Dr. Martin Luther King Jr.
World Studies	Fables, legends, folklore and nature/animal tales from different cultures. Study aspects such as crafts, music, art, traditions, and multicultural stories.
Science	Nature studies, life cycles presented through experience and story, observation and inquiry. Natural Cycles: The life and earth sciences are observed and studied through weekly nature walks and visits to the Transitional and traditional kindergarten and third grade gardens, all of which highlight the predictability of the different cycles and patterns in living things from plants and soils to animals and fossils. Cooking: Through cooking and baking practice measuring, counting, distribution and fine motor skills. As well as connect our food source and nutrition to the environment through garden observations and maintenance.
Environment	Nature Studies, gardening, hiking, stories with themes of transformation teach the concept of evolution in an imaginative way to lay a foundation of metaphor for forces of nature to be scientifically examined later.
Movement, Spatial Dynamics	The science curriculum standards in second grade begins with daily movement activities that incorporate the use of objects such as beanbags and balls. Spatial dynamics are explored through the observation and experience of the pushing and pulling forces, and how an object's motion can change through space and time.
Investigation and Experimentation	The second grade nature table is a space for seasonal experimentation and investigation of the students' interests. The children have the opportunity to help guide class inquiries with deeper scientific studies throughout the year.

Second Grade Enrichment Subjects	
World Language	World language continues through songs, plays, poetry, stories counting, games, and simple conversations.
Art	Continue form drawing, watercolor painting with complementary colors, adding three secondary colors, beeswax modeling. Emergence of animal forms, and nature forms, color feelings, emotions, and senses.
Class Play	Originates from the curriculum.
Music	Pentatonic flute, folk songs, circle dances, listening skills, singing up to an octave and in rounds by end of year.
Form Drawing	Spirals, symmetry and running forms.

Handwork	Finger knitting, simple sewing, making own needles, knitting with two needles and knitting patters of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development) resulting in specific projects such as rabbits, balls, kittens, and hats.
PE, Games, Movement	Gross motor movement and emphasis of opposites such as skipping, hopping and Hopscotch, galloping, jumping and jump rope, and sliding; and matching these movements to pace and rhythm; chasing, dodging, tumbling exercises. Nature walks and hikes.

Third Grade Language Arts	
In the third grade, the Language Arts curriculum is taught thematically through practical living and Hebrew Legends. Farming and practical skills are at the forefront, and thus class-wide literature reflects and supports this theme.	
Literature	Hebrew legends, Native American, creation myths from around the world, farming and pioneer, plays, reading for different purposes, recitation.
English/Grammar	Sentence structure and elements of grammar, verbs(red), nouns (blue), adjectives (green) and adverbs (orange), spelling rules, vocabulary, synonyms, antonyms, compound words, contractions, sight words: 301-500.
Spelling	Review blends, long vowel patterns, homophones, diagraphs, prefixes, consonant +le, R-controlled, suffixes, diphthongs, ed, ing, plurals, comparatives, contractions.
Writing	Dictation, independent writing of paragraphs, cursive writing, letter writing, report writing, personal narratives, and compositions. Students work toward fluency in sentence structure and paragraph development.
Reading and Vocabulary	Students use a large variety of children's literature in order to explore their newfound reading skills, and they become familiar with the use of dictionaries to support their vocabulary studies.
Reading Comprehension	Expectations have moved clearly from encoding to decoding independently by transferring the semantics and syntax found in their Main Lesson book writing and daily oral language to reading and comprehending grade level appropriate literature.
Plot, Character, and Summary	Ways of distinguishing the actions of text, and genre conventions (poetry, fiction, nonfiction) become recognizable to the children.
Other Common Core Third Grade ELA Standards	Use of dictionary, thesaurus, atlas and encyclopedia, alliteration, understanding of plot and theme, sentence and paragraph structure, legible cursive writing, write personal and formal letters, thank you notes and invitations, verbs, verb tenses, pronouns, adjectives, punctuation, capitalization, spelling, alphabetical order, rhymes, oral recitation and telling of stories and occurrences in chronological order.

Third Grade Mathematics	
Direct instruction creates a bridge between hands-on practical activities and mastery of Main Lesson book objectives based upon the state standards. Students learn multi-digit multiplication, and practice higher multiplication tables through twelve, long division with remainders, and the commutative and associative properties of multiplication and division. Students are also introduced to weight; measure; length; volume; money; time; and place value.	
Word Problems	Students deepen their understanding of place value and estimation, and begin to use generalization and probability to understand real-world numerical puzzles
Math Infused with Movement and Music	Third grade mathematics concepts are further supported through whole-body movement activities, music, storytelling, and use of adopted state curriculum resources.

Other Common Core Third Grade Mathematics Standards	Place value to 10,000, memorization of multiplication table, using division to check multiplication and vis versa, add and subtract fractions, algebraic symbols and operations, measure in metric and U.S. length, volume and mass, perimeter of a polygon, polygons, triangles and angles, three dimensional geometric shapes, simple probability, breaking math problems into smaller parts to determine solution, estimation, determining best way to find solution of math problems.
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Third Grade Social Studies	
World and Cultural Studies	Third grade marks the first explicit foray into cultural studies, with an exploration of the myths of the Hebrew people. Cultural activities include celebrations of Hebrew festivals replete with dancing, eating and singing. All are important components of the third grade curriculum.
Geography	Resource and Regional Studies in Relation to the Practical Arts—Farming, Fibers, Shelters, Grains, Cooking, and Building Map skills.
History	Students deepen their study of human connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories.
California Natives and Immigrants	Through the gardening and farming component of the curriculum and local field trips, emphasis is on the physical and cultural landscape of California, including preliminary studies of Native Americans and immigrants, working toward understanding the significance of their impact on the character of our contemporary society.

Third Grade Science	
The content of the third grade science curriculum lends itself to internalizing the natural processes of the physical and life sciences within the children's environment. Farming/gardening, ecosystems, fibers, building, soil, compost, earthworms, silkworms, cotton, wool, seeds, the Moon and Sun.	
Solar/Lunar Cycles, Water Cycle, Weather Patterns	Students study and understand the solar and lunar cycles with respect to their gardening, as well as water cycles and weather patterns.
Gardening/Botanical Experiments	By creating and comparing botanical experiments in the school garden and class kitchens, the importance of asking meaningful questions is explored and they are given opportunities to give back to their school community.
Cooking - Heat Energy, Weight and Volume, Solids, Liquids, Gases	Their hard work and careful investigations are rewarded with produce and meals to enjoy and share with others while offering students a deep understanding of energy and fuel from a nutritional standpoint. Regular cooking as part of the practical arts curriculum offers students a chance to measure, weigh, and observe the qualities of ingredients (melting, liquid, solid).
Farm Field Trip	At least one field trip is taken to a local farm, where the children participate in the activities of farm life from weeding to harvesting and caring for the farm animals. An emphasis on learning about sustainability and different farming methods such as aquaponics is part of the curriculum.
Environment	Hiking, gardening, stewardship, creation myths from different cultures about the origins of the earth and human beings prime the mind of the children to think of the whole world as a single holistic environment. Gardening and farming curriculum reinforces lessons about nature and the seasons.
Other Embedded Third Grade California Content Standards	Sun energy/light, conversion of energy to create motion and heat, energy movement (electrical current, sound waves), evaporation, atoms, basic elements of periodic table, animal and plant adaptation, extinction, star patterns, telescope, solar system, seasonal solar changes length of time angle and intensity, investigation and experimentation.

Third Grade Enrichment Subjects	
World Language	World Language continued through songs, plays, and conversations.
Art	Drawing in Main Lesson Book, watercolor painting, and building structures, beeswax modeling. Harmonious balance of inside and outside (changes the inside changes the outside) Mandalas.
Music	Introduction of the pentatonic scale recorder, singing rounds and parts, times table songs, folk songs and dances, beginning to read music for transition to instruments that utilize the diatonic scale.
Handwork	Fiber arts, knitting, crochet develops finger dexterity, placement recognition, and pattern, weaving, "Sheep to Shawl".
Form Drawing	Mirror images, axis of symmetry, straight and curved lines.
Class Play	Based on curriculum.
PE, Games, Movement	Continuity and change in movement. Order and sequence of movement through a variety of gross motor control skills such as dance, running, dribbling a ball, skipping, jumping to match rhythm, speed and motion. Nature walks and hikes.

Fourth Grade Language Arts	
The fourth grade focus on citizenship, perseverance, problem solving, industry, and craftsmanship guides the literacy and language arts emphasizes. Students move from the law-driven culture of the Hebrews to the coarse rough-and-ready world of the Norse myths. Along with the enrichment of the core literature of the Norse myths, written reports begin.	
Literature	Norse Mythology, historical fiction based on California history, animal poems and stories, poetry, speech/presentations, play reading, fluency with class readers.
English/Grammar	Grammar/spelling, using a dictionary, reading comprehension, vocabulary, punctuation.
Writing	Multi-paragraph narrative/descriptive essays, dictation, book reports and creative writing, cursive writing. Use of evaluation and revision skills is used to further develop the writing strategies of research. organization, penmanship, and daily practice of spelling and grammar.
Reading	Reading comprehension is further developed through reading core literature books in differentiated reading groups that align with our blocks of Norse myths, California history, and animal/man.
Book Reports	Regular reading literary responses and analysis through book reports and reading assignments relevant to the curriculum are assigned and assessed via rubrics and authentic assessment of oral presentation throughout the year. These assignments are the beginning of literary response and analysis, which encourages understanding of the structural features of literature and the narrative analysis of grade-level-appropriate text.
Public Speaking	Emerging public speaking skills are developed by making narrative and informational presentations a part of our curriculum for each child. Listening and speaking comprehension is furthered by the regular study of poetry and the regular memorization and recitation of the poetry. This aids in the organization and delivery of oral communication by developing strong public speaking and presentation skills.
Research Writing	Research writing begins during the study of animals and humans in zoology, and report-writing skills are developed during the exposure to California history. Narrative writing, summary writing, and the writing of informational reports are all explored. Written and Oral Conventions: Written and oral conventions of language (sentence structure, paragraph structure, punctuation, capitalization, and spelling) are practiced regularly in student writing.

Spelling	Additional development of spelling through word analysis, word recognition, and fluency, along with systematic vocabulary development, is done through skits, language experiences, and weekly dictation and assigned spelling lists.
Other Common Core Fourth Grade ELA Standards	Citing references, hyperbole, metaphor, simile, parentheses, commas, apostrophes, quotation marks, suffixes, prefixes, proper notation of names of magazines, newspapers and musical pieces, identify cultural and language references, using pace, pitch, modulation and gestures in public speaking, evaluate role of media and deferential between opinion and fact, make narrative and informational presentations, deliver summaries and quote poems.

Fourth Grade Mathematics	
Students work with higher multiplication tables, four-digit multiplication, long division, factoring, four processes with fractions, prime numbers, mental math, measurement, conversion, freehand drawing and identification of lines and angles, classification of shapes by properties of their lines and angles.	
Basic Operations	Continued practice of the four operations in a variety of formats using higher place value numbers keeps mathematical reasoning sharp and basic computational facts fresh, as well as giving depth to the understanding of numbers above one million. Place value, multiplication, and division are reviewed and expanded with understanding of larger numbers.
Fractions	Are studied beginning with the whole of one to many of the fractional parts that comprise the whole of one. Fractions are represented by a drawing parts of a figure and then fractions are represented by using drawings as directed in the Content Standards.
Numeracy	Number sense as well as written conventions are emphasized, and a complete working understanding of interpretations of fractions (parts of a whole, parts of a set, and the division of whole numbers by whole numbers) is studied in depth. Equivalent fractions and concrete fraction work (addition and subtraction of fractions, including like and unlike denominators. Student work later in the year continues toward multiplying and dividing fractions as well as the study of mixed fractions. The least common multiple and greatest common divisor of whole numbers are introduced as concepts and then used to solve equations.
Area and Perimeter	Area and perimeter will be reinforced during practice periods by the use of graph paper (also used in the study of missions in California History and Mapping). Simple symbolic representations, as outlined in the State Standards, provide for puzzles and the basis of story problems.
Prime, Abundant, and Deficient Numbers	Prime numbers, abundant and deficient numbers, and amicable numbers are all studied in fourth grade.
Word Problems	Daily problem solving skills are developed, practiced, and strengthened through word problems, mathematical reasoning problems, stories, math games, paper pencil work and hands-on activities. Students are also engaged in learning and utilizing strategies for checking their own work.
Other Common Core Fourth Grade Mathematics Standards	Read, write and round whole numbers into millions, two dimensional coordinate grids and graph lines, understand plane and geometric solids, pyramids, triangles, quadrilaterals, mode, median and mean.

Fourth Grade Social Studies

The fourth grader is industrious and active. This energy is directed to making California maps California and local history; Spanish exploration, missions, statehood, the Gold Rush, ranchos.	
California	The fourth grader is industrious and busy, full of an energy easily directed to the making of maps of the state of California and its' landforms, rivers, and native people. The following of natural water resources from initial source to where towns have developed is an important expansion out into the world beyond the student's personal home. This also leads to the understanding of the importance of agriculture to the economy of California. The exploration of the history of California from before man to how the native people lived is reinforced by at least one-day trip to a historical site. Emphasis is placed on the multicultural role of many people in the history of California. Students begin to explain the economic, social, and political life in California during the time of the Spanish ranchos and missions, and discover the importance of early trappers and trailblazers to the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
Geography	Local surroundings mapmaking, classroom, bedroom, route to school.
World Studies	Multicultural myths, Scandinavian culture and folklore, Norse and Celtic folklore and culture.

Fourth Grade Science	
Zoology, habitats, the web of life/food chain, Geology, Geography, Land and Water Formations, Weather, Water Cycle, Weather Patterns, Electricity	
Environment	Gardening, Stewardship, Awareness of Local Environment with a Focus on Local Wildlife, and special focus on the human interaction with the animal kingdom.
Zoology	In the fourth grade, life science is emphasized through the beginning study of zoology. With guidelines supported by the content standards, the relationship of humans to animals is explored in depth. The various species of animals are studied, drawn in detail, and written about. Students learn how to observe and describe similarities and differences in the appearance and behavior of animals. Students know how to identify anatomical features of animals, and learn to infer what animals eat by the shapes of their teeth.
Natural History	Deep instruction regarding the structures of animals with respect to growth, survival, and reproduction is studied in 4th grade.
Food Chains and Webs	Students know plants are the primary source of matter and energy entering most food chains, and deepen their understanding of the roles of producers and consumers, herbivores, carnivores, omnivores, and decomposers in food chains and food webs, and how these roles may compete with each other for resources in an eco-system. The interdependence of living organisms and their roles in the environment for survival are studied.
Animal Research Report	Students prepare a formal research report complete with citation of sources on an animal they have studied in great detail.
Other Embedded Fourth Grade California Content Standards	Build and use a simple compass, magnetic polarity, electromagnets and their role in motors, doorbells etc., electrical energy and its effects of heat, motion and light, food chain, food web, pollination, natural history of microorganisms, rock types (sedimentary, igneous, metamorphic, volcanic), identification of rock forming minerals, earth forces such as erosion and water movement, landforms, scientific investigation, and scientific method.

Fourth Grade Enrichment Subjects	
World Language	Spanish immersion continues with writing, reading and poetry.
Art	Watercolor, drawing and painting animals and representational painting, modeling.
Music	Singing in rounds, introduction of diatonic scale recorder, and violin (if budget allows), note reading continued, songs from California, themes/multicultural.
Handwork	Sewing, cross stitch, embroidery, braiding, knot tying.
Form Drawing	Celtic and braided forms.
Class Play	Based on curriculum.
PE, Games, Movement	Manipulating objects in and through space. Throw, kick, catch, strike, dribble, pass, transfer weight from feet to hands, jump and land for height and distance, practice balance with various objects. Development of endurance and cardiovascular capacity. Nature walks and hikes.

Fifth Grade Language Arts	
<p>The fifth grade child is at a point of balance in the curriculum. The children have one foot in true childhood, and are about to take a step into the world of adolescence. Before childhood is left behind, students are offered a meaningful experience through exposure to and study of the development of Western Civilization. The mythologies and historical epics such as the Ramayana, the Mahabharata, the Epic of Gilgamesh, the Iliad and the Odyssey offer students a chance to experience civilizations very different from their own. Elements of grammar, cursive, punctuation, independent clauses, synonyms, and syntax.</p>	
Literature	Fiction and myths from ancient civilizations, Lewis and Clark, nonfiction, recitations.
Writing	Journaling, essays of all genres, content related dictation, compositions, Greek myths, report writing.
Written Analysis	Further, students incorporate the stories studied in this grade into a greater understanding of archetypal characters. Writing deepens with analysis directed toward the myths studied and to the biographies of significant persons from the aforementioned ancient cultures.
Writing Projects	Written projects are incorporated throughout the fifth grade, building upon the skills of prior grades and developing proficiency in writing strategies, writing applications, and conventions.
Essay Conventions	Essay conventions are taught and students explore this form in depth, including distinguishing between and practice of the modes of writing (narrative, expository, persuasive, descriptive writing).
Historical Research	Historical research, reading projects, and book reports deepen the fifth grader's reading comprehension, literary response and analysis.
Reading Comprehension	Comprehension is further developed through reading core literature books in differentiated reading groups that align with fifth grade instructional blocks. To supplement their understanding and analysis of grade-appropriate texts, the students continue to deepen their knowledge of story structure, genre, and reading comprehension.
Reading Discussion Groups	In reading discussion groups, the students begin a deeper analysis of character, genre, and setting as they discuss books from core literature selections of historical fiction correlated with this area of study.
Public Speaking	The study of ancient cultures provides an apt landscape for articulate written reports and public speaking via presentations and drama.
Latin and Greek Roots	The students are exposed to botany as part of the science curriculum, and the deep study of plant life encourages students to increase their vocabulary by exploring the Latin and Greek

	roots used in scientific classification. They learn to write clear and concise descriptions of plant species.
Beauty and Power of the Written Word	The curriculum in fifth grade pays special attention to the depth and beauty of literature creating an expansive vocabulary and developing and understanding of complex concepts within text and oral presentations. Fifth graders bring their emergent writing skills to the public realm via peer editing and participation in public writing projects so that they may see the written articulation of their thoughts and ideas as a contribution to the community.
Other Common Core Fifth Grade ELA Standards	Synonyms, antonyms, homographs, figurative and metaphorical use of words in context, graphical and other text features, draw conclusions, distinguish facts from fiction, plot/characters/theme, archetypal patterns and symbols, multi-paragraph narrative and expository compositions, create simple documents using electronic media, research from multiple media sources, edit and revise manuscripts, research and investigative writing, persuasive letters and compositions, prepositional phrases, appositives, independent and dependent clauses, correct use of verbs, modifiers and pronouns, correct capitalization, spelling, suffixes, prefixes, contractions, organized and conclusive oral presentations, critique persuasive techniques, analyze media sources for accuracy, deliver oral responses to literature.

Fifth Grade Mathematics	
Fifth grade mathematics honors the student's capacity for and interest in data gathering, computation, and reasoning. Having learned the four operations well enough to apply them to more sophisticated conceptualizations, the fifth grader now moves to working with very large and very small numbers (exponents, fractions, decimals), and examining in depth the relationship between decimals, fractions, and percent.	
Operations	Multi digit multiplication and division and negative number lines are practiced and reviewed.
Orienteering, Graphical Representations:	Students learn to analyze and interpret mathematical relationships in graphic representations. Additionally, students work with the skills of compass reading; bearing, orienteering, and mapping skills all add dimension and intrigue to the mathematics curriculum.
Algebra	5th grade continues the articulation of simple algebraic formulas, and equations. The use of letters in place of numbers is introduced and practiced.
Geometric Principles	Geometric principles of perimeter and area, grid coordinates, angles, radius, diameter.
Statistics	Basic statistics, data analysis and probability, and mathematical reasoning are all in clear focus at this point of the child's educational experience.
Other Common Core Fifth Grade Mathematics Standards	Negative integers, prime factors through 50, long division, multi-digit division, multiplication and division of fractions and decimals, distributive property in equations, graph coordinate plane, linear functions, graph results of written equations, compute volumes and areas for simple objects and differentiate between two dimensional and three dimensional objects, recognize and draw angles, protractor and compass use, sum of angles in triangles and quadrilaterals, mean, median, mode, histograms, circle graphs, percentages, ordered pairs (x,y), more advanced mathematical reasoning, positive and negative number lines, proportions.

Fifth Grade Social Studies
An integrative part of the Literacy and Language Arts study, the focus on the ancient cultures of India, Mesopotamia, Egypt, Phoenicia, and Greece as the birth of western civilization supports the history and social

<p>science component of the curriculum for fifth grade. Students study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students gain an understanding of the colonial government and its founding principles and the ideals of the Enlightenment. As well, cultural universals and differences, early explorers and the Americas are part of the curriculum.</p>	
<p>India, Mesopotamia, Egypt, Phoenicia, Greece</p>	<p>Students receive integrative instruction as part of Literacy and Language Arts, with the focus on the ancient cultures of India, Mesopotamia, Egypt, Phoenicia, and Greece as the birth of western civilization supports the history and social science component of the curriculum for this grade.</p>
<p>Colonial Era</p>	<p>Students are educated in the political, religious, social, and economic institutions that evolved in the colonial era. The cause, course, and consequences of the early explorations through the War for Independence and western expansion is studied, and the aim is for student understanding of the colonization, immigration, and settlement patterns of early America.</p>
<p>U.S. Geography, Maps</p>	<p>Our place based education and geography also widens its scope from California in the fifth grade to include the other 49 states and their capitals. The study of geometry assists the children in mapmaking and provides an opportunity for the children to observe and study the natural treasures of our country and note them accurately and geographically by region, natural resources, and population centers. Compass-Latitude-Longitude: Students read about and study the characteristics of early explorers and the technological developments that made sea exploration by latitude and longitude possible, supplementing this instruction with their own developing use of the compass.</p>
<p>World Studies</p>	<p>Ancient Civilizations: India, Persia, Mesopotamia, Egypt, Greece, and Kush</p>

<p>Fifth Grade Science</p>	
<p>Fifth grade marks the beginning of state testing of science standards. SCCS fifth grade primary uses the study of botany and plant science to deliver the science standards.</p>	
<p>Plant Science- Botany</p>	<p>Plant science provides a thematic foundation from which the state standards in physical science. Focus on investigation of individual plant parts and basic conditions of plant life, different types of soil, and plant communities and botanical adaptations.</p>
<p>Chemistry</p>	<p>The periodic table of elements, basic elements and basic chemical reactions are studied.</p>
<p>Evolution and Adaptation</p>	<p>Further, the evolution of lower plants to the higher plants, classification of plants, plant growth, and the relationship of plants and insects are all studied in depth.</p>
<p>Sun and Water Cycles, Photosynthesis</p>	<p>The fifth grader will learn to understand the interactions between animals, the sun and the water cycle influences on plant growth, using charts and tabular information as well as illustrations from field guides and other credible informational materials.</p>
<p>Ecological Principles</p>	<p>They learn how the complete environment determines the physical qualities and growth characteristics of any plant, flower or tree, and study the ecological role of human beings in relationship to the environment. Plants environments (desert, tundra, rainforest, etc.) are investigated, as plants grow from the poles to the equator. Individual plants are compared and contrasted in detail.</p>
<p>Scientific Writing, Investigation, and Experimentation</p>	<p>Students learn how to accurately observe and describe in scientific writing, and drawing plants that are in their habitat or environment, using skills of interpretation, observation, details, and examples. Students have the opportunity to deliver their first scientific reports, choosing a plant and describing it in its environment, including factors that affect the healthy development of the plant. Through investigation and experimentation, they learn how the complete environment determines the physical qualities and growth characteristics of any plant or flower or tree, and they also ponder the role of human beings in relationship to the environment.</p>

Other Embedded Fifth Grade Science Content Standards	(Note: 5th Grade STAR Test includes a separate Science Test). Electricity, atoms, molecules, magnetism/metal conductivity, pure elements, chemical properties and atomic notation of sugar, water, helium oxygen, nitrogen and carbon dioxide, sodium chloride, human circulatory system and O ₂ /CO ₂ exchange, animal respiration, digestion, circulation, role of kidney, bladder, photosynthesis, movement of sugar, water and minerals in plants, evaporation and condensation, fog and cloud formation and resulting precipitation, earth water cycle, role of heat in causing air movement and weather, weather maps, barometric pressure and altitude, planets, moon, sun of our solar system, create investigations, test hypothesis, reach conclusion (scientific method).
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Fifth Grade Enrichment Subjects	
World Language	World Language (Spanish) immersion continues with writing, reading and poetry.
Art	Work for Darkness to Light, Art Forms from Ancient Civilizations, Modeling; representational painting.
Music	Dances and Songs from India, Persia, Egypt and Greece utilizing harmonies. Continued work with the diatonic recorder, and violin. Traditional woodwind flute and piccolo will also be offered if budget allows.
Handwork	Simple Sewing, Cross-stitch, Embroidery, Woodwork
Form Drawing	Braided Forms, Free Geometric Forms
Class Play	Originates from the curriculum.
PE, Games, Movement	Manipulating objects in and through space. Throw, kick, catch, strike, dribble, pass, transfer weight from feet to hands, jump and land for height and distance, practice balance with various objects. Development of endurance and cardiovascular capacity.

Sixth Grade Language Arts	
In sixth grade the student has crossed the threshold into adolescence. As such, their ability to understand language at a deep level is recognized and utilized to further their understanding of literature.	
Literature	Historical fiction, verses and poems, mythology, tribal lore, Roman and Greek myths, stories of knighthood and chivalry, biographies.
English/Grammar	Compound and complex sentences, prefixes and suffixes, punctuation, elements of grammar, spelling.
Writing	Multiple genres, emphasis on description, poetry, nature writing, word processing, biographies, business letters, essay writing.
Literary Devices	Such as use of dialogue, figurative language, personification, metaphor, simile, and irony are all studied and practiced.
Word Origins	In Latin, the language of the Roman people under study from a historical perspective, is a natural avenue for teaching grammar skills to the sixth grader. Although Latin is not a considered a modern language, its influences on the English language are noted via a close study of prefixes and suffixes common to our language and unchanged from their Latin roots.
Grammatical areas of focus	Including subject and predicate, tenses, and a deepening understanding of the parts of speech. Many forms of writing will be incorporated into the sixth grade year, including essays, written reports, position papers with supporting claims and analysis, and

	research papers citing sources will further develop the child's ability to read and process information from expository text.
Book Reports	And reading assignments relevant to the curriculum are assigned and assessed throughout the year on a regular basis.
Quick writes	Related to prompts from the Main Lesson will be integrated through the blocks
The Standard Writing Process	Begins to apply to all formalized writing activities, reviewed and reinforced through each step of brainstorming, inquiry, research, rough draft, peer editing, second draft, teacher editing, and final copies for both class and public reading. Elements of peer editing are furthered with the instruction of editing codes to enhance the quality of each other's writing.
Oral Reports	Further, presentation via spoken reports emphasizes student awareness of audience and auditory rhetorical communication techniques.
Dictionary and Thesaurus skills	Proficiency is increased through the writing process, and spelling, dictation, and recitation continue on higher levels with literary works of note strengthening the children's deepening aptitude for and appreciation of noted writers.
Other Common Core Sixth Grade ELA Standards	Use of technology to aid in research, critique literary works, and expository compositions.

Sixth Grade Mathematics	
Sixth grade students continue to be supported to develop their specific needs, abilities, and aptitudes for the subject of math. Proficiency in number sense, beginning algebra, geometry, statistics, and reasoning are all stressed during this year of study. Ratios; percent; proportions; geometric drawing with instruments; business math; algebra; graphing (bar, circle, line); mean, median, and mode; geometric formulas with plane and solid shapes; positive and negative numbers. By the end of grade six, students can demonstrate mastery in the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers. They can accurately explain, identify, compute, and solve complex problems.	
Statistics and Probability	Students are able to apply this knowledge to their developing understanding of statistics and probability, including a conceptualization and practice of concepts of mean, median, modern range, outliers, central tendency, of data sets and population samples. They begin using theoretical and experimental probabilities to make predictions, and use a variety of methods to explain mathematical reasoning.
Ratios and Proportions	Students will learn to conceptually understand and work with ratios and proportions and learn to compute percentages.
Formulas and Business Math	Review of the basic formulas learned for area and perimeter of rectangles and squares leads to the use of more advanced formulas such as area and perimeter of a circle, including introduction of the concept of pi. The study of borrowing and lending supports the social science curriculum component bank development during medieval times.
Geometric Shapes and Ratios	Letters begin to substitute for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. This culminates in students developing the ability to solve one-step linear equations.
Pythagorean Theorem	The concept of the Pythagorean Theorem is introduced to the sixth grader.
Compass	The compass as a mathematical instrument assists in the creation of accurate pie charts to graphically represent percentages. With an understanding of percentage and formulaic thinking.
Other Common Core Sixth Grade	Multiplication and division of fractions, common denominator, graph equations, tables and graphs, perimeter, area of rectangles/triangles/circles, volume, complimentary and supplementary angles, types of triangles.

Mathematics Standards	
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Sixth Grade Social Science	
<p>The structure of ethical codes in human history becomes a clear focus for the sixth grader, who can articulate that political systems cannot live by law alone. The sixth grade marks a major shift from mythological stories to historical stories that can be tracked chronologically. Archaeology, hunter-gatherer societies, Ancient migrations, agricultural révolution, Neolithic civilization, Pre-Columbian peoples, Ancient Romans, chivalry in Medieval Europe, studies of different peoples and cultures in reference to their natural environment are all components of our curriculum. Citizenship, critical thinking, intellectual curiosity, and social responsibility are all hallmarks of the sixth grade Public Waldorf pedagogy. The driving need for the world to be lawful is met in these children by the study of the most lawful civilizations of the ancient world—Rome and Greece.</p>	
Geography	Place-based education, local water-shed issues, physical geography and biomes, global geography, European geography.
World Studies	Global mapping, country studies, cultural studies, ethno sphere, Spanish language, indigenous peoples.
History and Social Studies of Rome and Greece	Students further develop their cultural and historical studies of ancient civilizations from a Paleolithic perspective, and work toward analysis of the geographic, political, economic, religious, and social structures during the development of Rome and Greece. Stories of the Seven Kings of Rome, the Roman Republic, and the Roman Empire up to its demise followed by the development of European civilization.
Middle Ages	The sixth grade year ends with a focused study of the middle ages including a theatrical performance by the students of a medieval play, and the participation, along with sixth graders from other Public and Private Waldorf schools, in a Medieval Games event. These are an opportunity for the children to compete and cooperate in a variety of tasks from archery to obstacle courses and individual class presentations of music, dancing, juggling or drill-team type demonstrations. The work required toward this event supports the emotional and physical changes occurring in the children through group-building activities.
Community Service Projects	An awareness of the importance of giving to the greater community through community service projects, and low-ropes type courses led by teachers and parents explore the changes in the young teen that are affecting their value systems as well as their social interactions.

Sixth Grade Science	
<p>At this developmental juncture, the student needs an objective look at the world that dovetails with the magnitude of growth in intellectual capacities. The science curriculum thus lends itself to the study of physics as an introduction to laboratory science in the classroom guided by the core principles of public Waldorf education.</p>	
Electricity and Magnetism	Electricity and magnetism introduced, and then pursued further in the upper grades.
Sound	Physics is introduced experientially through the continued use of musical instruments and the larynx, these are tools used to investigate the qualities of acoustics before scientific conclusions are drawn.
Optics	Students study light and color and experience complementary and secondary colors, reflection and refraction with the geometry of mirrors and the laws of lenses.
Heat	Experiments with heat will allow students to observe and generate theories on the effects of heat on various substances of matter. Additionally, they will experience heat's role in expansion and contraction (i.e. boiling and freezing).

Scientific Reporting	Students learn how to represent their experiences and observations in the format of a classical scientific report.
Geology	The polarities of the mineral world are explored, from the fiery igneous rock to watery sedimentary rocks and the contrasts in formation from volcanoes and caverns, stalactites and stalagmites, and other geomorphic forms are studied. Biomes, Chaparral Ecology.
Environment	The study of geology braids with continued study of geography, and local geography, climate, and topography are concepts expanded for the sixth grader. Sit spots in nature, earth stewardship, nature journals, environmental movement, local flora and fauna, recycling, and composting.
Astronomy	Using their newfound skills with the compass and straight edge, students will practice naked-eye astronomy, drawing representations of the movement of the stars through the quadrants of the sky. Students will gain knowledge of the phases of the moon as well as its position in relation to the sun. Understanding of the Pole Star and its use in orienting oneself on the earth is taught. Mythologies of the constellations and the ability to identify them in the night sky are studied in depth during the sixth grade year.
Technology	Keyboarding and computer literacy will be acquired to aid in research, critique literary works, and expository compositions
Other Embedded Sixth Grade Science Content Standards	Plate tectonics, Earth layers, earthquakes/volcanism, convection, food chain, food web, renewable vs. non-renewable resources, earth forces and effects on topography, heat energy processes/actions/effects, sun's role in convection/weather/ocean currents/wind/solar energy/photosynthesis, scientific method in investigation and experimentation.

Sixth Grade Enrichment Subjects	
World Language	World Language (Spanish) instruction continues with speaking, reading and writing.
Art	Watercolor, chalk and, study of shadows 'light' and 'dark', veil painting, clay modeling, woodworking.
Music	Singing in rounds and Harmony, ensemble performance, folk songs, wind and string instruments, chorus.
Handwork	'Primitive' skills including: flint knapping and fire making, knitting, hand sewing of animals and dolls, embroidery.
Geometric Drawing	Geometrical drawing is one of the cornerstones of sixth grade, with an emphasis on precision. For the first time students will use tools and instruments to create forms. The proper use of a compass, ruler, T-square, and straight edge will challenge the child's artistic abilities in finding new and beautiful patterns in five, six, twelve, and twenty-four, division representations of the circle and other geometric designs. Application of skills from mathematical constructs and formulas such as radius, diameter, and circumference are essential to creating these geometric forms. Also embedded in the work with geometrical drawings is the study of angles of a circle, line, and triangle. Properties of the six types of triangles (Right, Isosceles, Equilateral, Scalene, Obtuse, and Acute) are surveyed along with the ability to solve for a missing angle. The child's study of geography now takes him to nearby countries—Canada and Central and South America. Greater accuracy is developed in map making skills with the use of new drawing instruments and a developed understanding of longitude and latitude.
Class Play	Originates from the curriculum.
PE, Games, Movement	Working cooperatively to achieve a common goal. Throwing, dribbling, dance; identify the five components of fitness, participation in vigorous activity for 20 minutes. Knowing warm-up and cool-down activities and how to measure heart rate. Being able to offer rule changes that improve a game. Team cooperation and effective practice. Team sports;

	keeping score; learning to outwit an opponent with activities like jousting, tug of war and “steeple chase”/obstacle course in preparation for an inter-school Medieval Games event. Nature walk and hikes.
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Seventh Grade Language Arts	
<p>The seventh grade curriculum offers a true Renaissance education; mirroring the physical and cognitive changes in students fully entering adolescence. Seventh graders witness their same desire to express themselves and to assert their independence as historical biographies from the Middle Ages to Early Modern Times (particularly from the Renaissance, Reformation and Age of Exploration) exhibit, and thus become the course of study for literary analysis.</p> <p>Literature: Classical literature, Shakespeare.</p>	
English/Grammar	grammar, spelling and punctuation
Writing	Creative writing, lyric poetry, play writing, letter writing, essay writing.
Creative Writing	Seventh grade affords students the opportunity to further develop their writing skills through creative writing in a sequence of poetry and prose that envelops the elements of wish, wonder, and surprise.
Literary Devices	Continued study of literary devices marks the seventh grade year, as foreshadowing, irony, parody, perspective, and point of view are all explored in great detail through literature and writing, and students are able to fluently produce both fictional and autobiographical narratives and speak to the use of voice, tone, diction, etc. in the contents of written text.
Drama Studies	Are integral to this grade, commonly students will participate in the study and production of a Shakespearian play, culminating in a trip to the Huntington Beach Library to see theatre productions, including (when available) plays by Shakespeare. This modeling of and instruction in the master works of English literature affords students a classical education and provides foundation for further literary studies of complexity.
Renaissance Research Paper	Students engage in the writing of a research paper based on a topic from the social studies curriculum, typically a person or event from the Renaissance or another studied time period. Documentation of sources is taught in depth and students are required to work with bibliographic information in detail.
Media Analysis	Media analysis continues in seventh grade, offering students ample opportunity to break down messages in text and image and affording the experience of exposing a critical eye to public work.
Internet-based research	Research writing and technological competence training begins with internet-based scholarly research, database searches, basic word processing, typing, and note-taking open the students to the world of computing with developing fluency.
Other Common Core Seventh Grade ELA Standards	Expository critique, simple mechanical devices, follow technical instructions, articulate expressed purpose of different forms of prose, identify events, plots, characters, use organizational structure to unify important ideas in compositions, support statements in writing, research topics and give credit both as quotes and paraphrasing, create documents with word-processing software and publishing programs, develop simple databases and spreadsheets, evaluate and revise written works, write fictional or autobiographical narratives, write research reports, write persuasive compositions, proper use of modifiers, identify infinitives, and participles, proper mechanics, hyphens, dashes, brackets, semicolons, delivery of oral communication, analysis and evaluation of oral and media communications, deliver narrative presentations, oral summaries of books and persuasive presentations.

Seventh Grade Math	
Instruction continues with the Flexible Math Program to accommodate low and high academically achieving students. The trajectory of the mathematics curriculum in seventh grade offers a continuation of concepts introduced and reinforced in the sixth grade, such as probability, statistical analysis and pre-algebra. Seventh grade students who have completed pre-algebra will be offered Algebra I.	
Algebra and Plane Geometry	Seventh grade mathematics introduces students to the basic concepts of algebra and plane geometry. Math grouping continues and offers flexibility for students to move ahead as necessary for full realization of aptitude and ability. Students see geometric principles applied to the lawfulness of perspective and learn of their development during the Renaissance. They work with and study the Pythagorean Theorem to develop several proofs of the theorem and to compute the unknown side.
Studying three-dimensional solids	Studying three-dimensional solids, students learn to compute surface area and volume, and understand how they change as the scale of the shape changes. Students work with equations to become adept at their manipulation and understand the principles that make such manipulation possible.
Fractions, Complex Equations	By the end of grade seven, students are adept at manipulating numbers and equations and can not only understand but can explain to younger students the general principles at work. A seventh grader can understand and fluidly use factoring, common and least common denominators, and the properties of exponents to solve increasingly complex equations.
Measurement	Students make conversions between different units of measurement and use those conversions to solve meaningful problems.
Ratio, Proportion	Training in usage of ratio and proportion are reviewed and expanded from the former year, as is the use of percentage equations in order to effectively understand concepts such as simple and compound interest.
Graphing	They graph linear and elementary non-linear functions and understand the idea of slope and its relation to ratio, and can compute said functions with equations involving time, rate, speed, etc.
Statistics	Finally, statistical probability, theoretical, and experimental probability form the foundation from which students can extrapolate more complicated predictions not only from mathematical perspectives, but from the standpoint of curricular scientific perspectives as well.
Other Common Core Seventh Grade Mathematics Standards	Algebraic expressions, algebraic terminology, exponents, graph quantitative relationships, evaluate expression, graph and interpret linear and non-linear functions, measurement and ratios, perimeter, area of common geometric objects, data sets, use electronic spreadsheet software programs, analyze problems and identify relationships, make and test conjectures using both inductive and deductive reasoning, express solutions clearly and logically, develop generalizations.

Seventh Grade Social Studies	
The Renaissance, Age of Exploration, beginnings of modern science.	
A.D. 500 - 1789	Students in grade seven study some of the significant social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500 - 1789 from an archeological, historical, and geographic perspective. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times.

Middle Ages	The students ponder the profound intellectual storms brought about at the end of the Middle Ages, as the corruption in the Roman Church, which had reigned supreme in Europe, is challenged, and the roots of European civilization are shaken and changed.
Renaissance	Students are introduced to the lives and works of Renaissance masters and examine the beauty and power of their works and their ability to communicate ideas and demonstrate the advances made by people of their time.
Age of Exploration	Through the explorers of earth and sky, seventh graders experience our changing understanding of the world and universe as seen by those who lived it during the Age of Exploration and Discovery. Students produce maps of many kinds, representing exploratory journeys to and the riches, cultures, and geography found in foreign lands. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities.
Enlightenment	Students learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.
Geography	Africa, Central and South America.

Seventh Grade Science	
Seventh grade builds on the strong science curriculum introduced in the sixth grade as the students see how astronomy, mapping, and the physical sciences were used by navigators on land and sea to chart and discover new territories in the Age of Exploration.	
Physics	Physics offers the children an objective way to explore the world as they move on to acoustics, advanced studies of electricity and magnetism, and a physical study of levers and simple machines. They begin to delineate specific forces and explore their interactions. For instance, students experienced the pitches of different sounds in sixth grade; now they discover how the relationships between pitches correspond to mathematical formulas. The seventh grader, in addition to experiencing phenomena and then reflecting on the experience, also inherently asks the how of things; "How has the phenomena arisen and how does it work?" The demonstrations, activities and investigations now refine the student's capacities for observation, for drawing conclusions and forming judgments. Call upon the student to compare what they are experiencing with what they know.
Chemistry	The study of inorganic chemistry is begun with the exciting subject of combustion, studies of chemical transformation, the acids and the bases can easily be linked to the Medieval and Renaissance studies of a similar nature. Acids are introduced as another form of fire and how, together with bases, salts are formed. Water and various gases (hydrogen, oxygen, and carbon dioxide) can be studied along with the Principal metals. Students are approached with the scientific, cultural, artistic and practical sides of chemistry and how it relates to industrial and economic life. They are asked to respond to this experience through observations, reports and technical illustrations. The quest to find or create precious metals that started in the Middle Ages through the study of alchemy is understood on a chemical level and is furthered by the history and social sciences aspects of the curriculum that inform students of the significance of gold, treasures, and spices.
Nutrition and Physiology	Begin a conversation in the seventh grade for students about contemporary practices of nutrition and physiology. The elementary aspects of physiology presented in the seventh grade include the main systems of the body: respiratory, circulatory, digestive, and

	perhaps reproductive. These are presented to the students in an artistic and beautiful way. Health, nutrition and hygiene are taught so that these systems have meaning and relevance to the students. Throughout the science blocks accurately written descriptions and drawings are integral to the quality of a student's work and are evaluated as such.
Environment	Focus is on food choices and nutrition by investigating the effects of food production, diet, and nutrition on human health and the environment. Continuing with organic gardening, composting and recycling.
Technology	Further development of keyboarding and computer literacy to aid in research, literary works, and expository compositions, internet source work; media literacy; safe and responsible use of the internet.
Other Embedded Seventh Grade Science content standards	Cell biology, plant cells vs. animal cells, cell structure, genetics, sexual vs asexual reproduction, inherited traits, DNA, evolution, genetic variation, Charles Darwin, fossils, classification of living groups of organisms, extinction, Earth processes, catastrophic earth events, geologic layers, radioactive dating, age of earth (time line), plate tectonics, anatomy and physiology of plants and animals, human anatomy, optics, visible light, the light spectrum, simple lenses, light wavelengths, angle of reflection, angle of incidence, simple machines, investigation and experimentation using calculators, computers, balances, spring scales, microscopes, use of internet research, scale models, written research reports, scientific method.

Seventh Grade Enrichment Subjects	
World Language	World language continues with speaking, reading, and writing.
Art	Perspective drawing, spatial solids, Chiaroscuro technique, Veil painting. Also, the use of charcoal drawings offers students a revealing medium to note the ways in which art is not only a process of addition, but that the subtraction of darkness is equally revealing in process.
Music	Singing, duets, continued strings and woodwind instruments, chorus.
Handwork	Hand and machine-sewing from a pattern to create personal clothing.
Musical History	Musical instruction often reflects the period music of the social studies and history curriculum; for example, seventh grade students become familiar with musical styles from the Middle Ages during this portion of the Main Lesson block. A chronological understanding of musical style, compilation, and the specifics of theory are part of the core musical curriculum.
Class Play	Originates from the curriculum.
PE, Games, Movement	Meeting challenges and making decisions. Perform a variety of dances. Offer basic offensive/defensive strategies. Participation in vigorous activity for 20 minutes. Know warmup and cool-down activities and how to measure heart rate. Offering rule changes to improve a game, team cooperation, track and field events (running, sprinting, long jump), push-ups, team sports.

Eighth Grade Language Arts	
Eighth grade student curriculum springs from the will and temperament of revolution that runs through the theme of this year of development as students study the American Revolution, Civil War, and the Reformation period of European history.	
Poetry	A close study of poetry includes further understanding and identification of poetic forms such as sonnets, ballads, epic poems, lyric impulse, and elegies, and odes.
Short Stories	Short stories are core components of the curriculum, and continuing mastery and fluency in the use of literary device such as analogy, metaphoric writing, and idiomatic

	expressions give students meaningful and relevant lenses to view historically significant literary works.
Literary Criticism	Students begin forays into literary criticism by analyzing works of literature, showing how each reflects the heritage, traditions, attitudes, and the attitude and cultural beliefs of the writers.
Practical Writing	Reading comprehension of written works expands into consumer materials, legal documents, contracts and documents related to career development such as resumes and job applications.
Research	Research, both library and internet-based, and the integration of quotes, paraphrases, proper citation, and summary from primary texts are all taught in depth.
Required Projects	<ul style="list-style-type: none"> • Short Fiction: Students also are expected to write their own short fictional works. • Essay Assignments: Essay assignments deepen command of organizational, research and drafting strategies as well as the ability to support evidence and defend arguments with inquiry-driven approaches to writing, incorporating a clear understanding of the use of a thesis to construct ideas for further expansion. • Literary/Historical project: The writing and research skills will culminate in the completion of end of the year project literary/historical project, introduce the skill of annotating references for use. • Oral Presentation: An oral presentation for this project will be one of the graded requirements of students. Listening and speaking skills are further emphasized with dramatic literature. • Theatrical Production: Year-end theatrical production requiring extensive memorization and further attentions to voice modulation, tone, and gestures to enhance meaning. • Field Trip Journal: Students in schools guided by the core principles of public Waldorf education commonly prepare for and undertake a significant field trip of approximately one week at the end of the year (budget allowing), which culminates their experience as a class and affords ample opportunity for journalistic representations of their experiences.

Eighth Grade Mathematics	
Upon entering grade eight students are adept at manipulating numbers and equations and understand the general principles of equations and formulas. Our program that allows for all students, both low and high academically achieving students to be successful. The trajectory of the mathematics curriculum in eighth grade offers a continuation of concepts introduced and reinforced in the seventh grade, such as probability and statistical analysis and the completion of Algebra I. Students that have completed Algebra I will be offered Geometry.	
Factoring	Students understand and use factoring of numerators and denominators and properties of exponents with ease and are able to both set up and solve problems that involve these components.
Scientific Notation	Learn to understand and use scientific notation with rational numbers
Algebraic Terminology	Algebraic terminology becomes a more fluid part of the mathematical lexicon as the students prepare for higher level math in high school.
Sampling Logic	Students are able to use data to construct and interpret population sampling and explore elementary concepts of logic applications to critically analyze data.
Fractions, Decimals, Percent	Students learn to understand and use different representations of fractional numbers (fractions, decimals, and percent) and are proficient at changing from one to another.

Ration and Proportion	Students are instructed how to increase their facility with ratio and proportion, compute percent of increase and decrease, and compute simple and compound interest.
Linear Functions	Students learn to graph linear functions and understand the idea of slope and its relation to ratio.
Excel, Mathematical Organization	Students gain a sophisticated set of skills to transition into the high school math core subjects, including classroom instruction in the use of Excel for both mathematical and organizational purposes.

Eight Grade Social Studies	
As the child moves more fully into adolescence, the study of revolutions in the course of history becomes an integral part of historical studies. The tenants of citizenship, critical thinking, intellectual curiosity, and social responsibility, all cornerstones of the Public Waldorf pedagogy, are further advanced through the curriculum in this grade. By the end of their history blocks students will have a keen grasp of the how the United States was founded and how the initial philosophies of democracy and morality have effected history and continue to effect the development of contemporary political movements.	
World and Social Studies	Study of Revolutions (French, Russian, Industrial and American), American history, current events.
Biographies	Through the power of biographies, the students will come to understand and be able to analyze the philosophy, morals, and events that led to the American and French Revolutions.
U.S. Constitution and Declaration of Independence	Close reading, attention to, and analysis of documents such as The Declaration of Independence and The Constitution will allow students to explore the political Principals that founded our country.
U.S. History	Students in the eighth grade also focus their studies on the period of American History from the time of the framing of the Constitution up to World War I, with an emphasis on America's role in the war. Students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War and the post-Civil War period of emancipation and reconstruction.
Social-Political Change	Over the course of the year students will also study movements and sweeping change events integral to the contextual understanding of social and historical movements such as the Industrial Revolution, where they will focus attention on the connections between the rise of industrialization and contemporary social and economic conditions.
Ethical Citizenship	This kind of lens gives students a way to view their own roles as citizens in order to develop their own civic work—engagement in the community during this year is a requirement of our curriculum. Through their studies students will gain insight into the foundation of the American political system as well as awareness of their responsibilities and rights as an American citizen.
Research	Students will be able to think chronologically and spatially, conduct research, distinguish facts from opinion, and draw conclusions from primary and secondary sources as well as draw their own conclusions.

Eighth Grade Science
Physical Science moves to the forefront of science curriculum in the eighth grade, with an emphasis on understanding velocity, force, the structure of matter, acoustics, optics, and electromagnetism. Each of these concepts is integrated into the practical realm by studying the influence of such ideas influenced the industrial and technological revolutions.

Physics	Studies in hydraulics, density, buoyancy, hydrostatics, and aeromechanics are introduced in physics blocks, while earlier knowledge of the properties of heat, light, and sound are furthered.
Meteorology	Meteorology becomes one of the cornerstones of earth science study, and the use of barometers, rain gauges, and thermometers is studied and practiced by the students.
Chemistry	Organic chemistry is a core part of the science curriculum including reactions, atoms and molecules, chemical properties of elements, chemistry of living systems and study of the periodic table.
Anatomy and Physiology	Anatomy and physiology, which are enhanced with health and nutrition blocks during which the role of caloric measures and the components of sustenance (i.e., fats, proteins, carbohydrates, and sugars) are examined from the perspective of chemical reactions in the body. Additionally, the skeletal system, musculature, and study of the small components of the eye and ear deepen the students' knowledge of physiology.
Environment	Students explore the sources, production, uses, and environmental effects of energy in the study of the historical birth of the Industrial Age and the economic globalization in contemporary times. Field trips and field study are a large part of the learning. Continue with organic gardening, composting and recycling.
Technology	Perfecting of keyboarding skills and computer literacy as well as the use of presentation software, internet source work, media literacy, safe and responsible use of the internet.
Eighth grade Science Fair Project	Participation in a public science project (i.e., science fair) is required of eighth grade students.
Other Embedded Eighth Grade California Science Content Standards	Motion, speed, velocity, forces, unbalanced forces create changes in velocity, mass, gravity's effect on shapes of plants, stars and solar system, structure of atoms, structure of molecules, long chain polymers, states of matter, vibration of atoms and molecules in relation to state, metals, nonmetals, and inert gases, atomic numbers, elemental density, hardness, melting temperature and thermal and electrical conductivity, light years, position and names of planets in our solar system, conservation of matter, chemical reactions, exothermic and endothermic reactions, complex molecules of living organisms, DNA, density and buoyancy, investigation and experimentation, scientific method.

Eighth Grade Subjects	
World Language	Continued world language immersion through reading, writing and speaking.
Art	Black and white drawing, clay modeling, veil painting.
Music	Singing/chorus/strings/woodwinds.
Handwork	Machine sewing.
Music History	Musical instruction often reflects the period music of the social studies and history curriculum. For example, eighth grade students become familiar with musical styles from the American Revolution during this portion of the Main Lesson block. A chronological understanding of musical style, compilation, and the specifics of theory are part of the core musical curriculum.
Class Play	Originates from the curriculum.
PE, Games, Movement	Working as a team to solve problems. Perform a variety of dances. Offer basic offensive/defensive strategies. Participation in vigorous activity for 20 minutes. Know warmup and cool-down activities and how to measure heart rate. Offering rule changes to improve a game. Team cooperation. Team sports and fitness. Nature walks.

Teaching Methods

SCCCS teachers will understand that their main goal as educators is “to bring forth” or “draw out” understanding and engagement in students. They will strive to create a classroom environment where each student is honored by promoting learning that is not controlled by inhibition or anxiety. As explained previously, our looping model enables the class teacher to gain detailed insight into each child, facilitating more in-depth assessment and encouraging resolution of problems, leading to better results.

Language Arts/Linguistic Intelligence Approach

SCCCS uses both the whole language approach and phonics instruction to teach students to read. The reading process begins from the teacher’s own instruction and writing. Learning is familiar and relevant. By the end of first grade, many students will be reading simple books and will know up to 100 sight words. Students will understand that letters represent sounds, which form words, and that these words can be used to write fun, creative, and powerful things on paper. They will be able to listen attentively and concentrate for more than 30 minutes at a time. Such control is a remarkable milestone and translates into proven future academic success. Students enjoy a variety of stories and become adept at talking about the sequence, characters, settings, and events of a story. Some students may learn to read independently and fluently in the first grade year. The focus of literature is primarily on fairy tales because they speak to the developmental needs and interests of this age. By second grade, students’ writing will become increasingly beautiful as the teacher carefully models penmanship and guides them through form-drawing classes, which actually teaches cursive handwriting through brain integration. By the end of the second grade year, more students will have learned to read independently and fluently. The vast majority of third grade students read independently and fluently. Their cursive handwriting and spelling improves dramatically over the course of the year.

The literacy level of students will begin to soar during third grade as students enter the reading to learn stage of their development. Students will become increasingly motivated to read independently about their own interests as well as to study for school. They will comprehend more fully what they have read and are equipped with a toolkit of effective reading strategies, including clarification, questioning, summarization, and prediction. We intend to promote students in the upper grades to engage in reading both fiction and nonfiction of high quality, as well as articles from highly respected magazines, newspapers and/or journals. According to a presentation evaluating student achievement data at the annual conference of Alliance for Public Waldorf Education, students in public Waldorf schools begin to outperform their counterparts in traditional school settings on standards-based test scores in English-Language Arts at third grade and above.²⁶ Parents will be highly encouraged to support the school’s literacy efforts by reading to their children for a minimum of thirty minutes each evening.

World language instruction is considered part of linguistic intelligence in our program framework and will begin in first grade when children are primed to engage another language and become familiar with new and different linguistic sounds, words, and phrases. Through the grades, the world language program expands from teaching language through stories, songs and games to include reading, writing,

²⁶ Oberman, Ida. “Assessment & Waldorf Public Charter Schools,” as presented at the *Alliance for Public Waldorf Education Annual Conference*, January, 2010

grammar and conversation so students become increasingly proficient in at least one world language. Aspects of other languages (e.g., Latin, Sanskrit, and Japanese) are also woven into the curriculum through Main Lesson. We believe that introducing students to Latin provides a deliberate and broad foundation of language acquisition that is valuable to any language speaking individual. As English becomes the primary world language it is logical to give all students a strong grasp of Latin. Not only will understanding the roots of words give students a future leg up on college entrance exams, but many disciplines use Latin as the language by which scientists, researchers and practitioners communicate. Medicine, botany, zoology, oceanography, anatomy, and biological anthropology, to name a few, rely on Latin as the main connecting tool of communication.

Logical/Mathematical Intelligence Approach

In the early elementary years, mathematical instruction flows from the whole-to-parts and is especially integrated through stories, art, manipulatives, music, mental games and movement to stimulate students' thinking. The primary mathematical operations of addition, subtraction, multiplication, and division will be taught side by side to demonstrate their interdependence and to discourage the *one right answer* mode of thinking. Our integrated approach engages, develops critical thinking, facilitates memory, and imparts an appreciation for numeracy. Our mathematics program will become increasingly practical for the nine to eleven-year-old child, when useful skills for daily life are strongly emphasized, including: two-digit multiplication, long-division, measurement, decimals, and fractions. Such topics are introduced in the context of thematic instructional blocks related to gardening, cooking, building, zoology, and narrative. For instance, the four operations will be introduced through a fairytale that describes "Queen Equaliss", "Milton Minus", "Tipper Times", "Dottie Divide", and "Peter Plus", as each having distinctively different and important characteristics in first grade. In this way, mathematics is enlivened. SCCCS will be careful to ensure that individual children have positive experiences with mathematics from the outset so that they become equipped with a solid foundation and positive attitude to further develop themselves as mathematicians. We will work so that our students appreciate the concrete nature of mathematical laws. The objectivity of mathematics will offer them comfort during potentially turbulent years. The curriculum will meet the expanding developmental capacities of students through in-depth study of business math, algebra, and geometry. Students will create order, think rationally, engage in logical exercises, and learn to visualize spatially. By the time the majority of eighth graders exit the mathematics

program, they will be proficient in foundational mathematical skills, have been introduced to important principles of geometry, and have completed Algebra I.

Naturalistic Intelligence Approach

At Sycamore Creek Community Charter School, it is our intention to educate the whole child to see himself or herself as living within the context of an ecological system comprised of social, physical, and intellectual components. Developing the capacity to think ecologically, we believe, is more than a matter of teaching about the importance of recycling or reducing our reliance on fossil fuels. We will teach students to become aware of the inherent *ecology of life* as something that is connected to everything we do, from a baby animal's exhale, to the ionosphere, from a drop of water to a tsunami. In the same way that each child must be taught as a whole human being, so the multi-dimensional, complex issue that is our world ecology we believe, must first be experienced as a single unit with many interconnected parts.

From there, specific aspects of ecology will be woven into our curriculum so that the child will fully understand the individual and collective relationship they have with the planet. Science, for example, will be taught in the lower grades through observation and experience of the natural environment. Through practical nature studies, gardening, and environmentally conscious practices, the children will develop a sense of guardianship for the Earth and all of its inhabitants. They will see and feel their connection to, and responsibility for, their community. In the upper grades the teacher will set up experiments, call upon the children to observe carefully, ponder, discuss and write up as scientific observation. The students will then draw their own conclusions, either as a law or formula. Through this process, rigorous, independent thinking and sound judgment will be cultivated. In horticulture for instance, students will learn about the various ways plants grow from seeds, cuttings, spores, and/or bulbs. They will observe seeds and the differences between sowing crops directly in their rows, or planting seedlings into the ground. They will see the difference between traditional approaches to growing food and other methods such as the *French intensive* method compared with the traditional row method. They will observe the way that some plants produce fruit or leaves, or roots for consumption. The cycle of growth will come full circle with harvest, collecting new seeds for cultivation, with the remains being put into a compost bin to create nutrient rich soil for new crops. Within this process, the students will learn and appreciate the patience and time it takes to produce the food we consume and the interdependence humanity and its environment shares to inspire ecological responsibility.

Inter/Intrapersonal Intelligence Approach

Being part of a community with shared practical responsibilities is an essential component to educating the whole child. By caring for each other and the school environment, students will gain respect for their classmates, teachers, and school. Through our program they will develop empathy by actively working as well as watching others work, which will help instill a perseverance to continue projects to completion. The sense of achievement from participation will bring a further effect into other subject areas with an overall increase in productivity and (CITE LIU) performance.

Musical Intelligence Approach

Music is a central component of our curriculum and will be found in every classroom through singing and instrumental music. Instrumental study begins in first grade, with flutes on the pentatonic scale and recorders that are stored in cases the students knit or sew themselves. After work with the pentatonic flute students will transition to a pentatonic recorder in third grade and then a diatonic recorder in fourth and fifth grade. Also in fourth grade, students will begin to learn an orchestral instrument, such as the violin. Sycamore Creek Community Charter School will also offer chorus and students may even make their own instruments as part of integrated science and/or history blocks.

Bodily/Kinesthetic Intelligence Approach

Our movement program at SCCCS will support physical development as defined and guided by principles of Public Waldorf Education. Cooperation, spatial understanding, healthy physicality, leadership, strength, timing, and coordination are all goals sought to achieve in our courses focused on students bodily/kinesthetic intelligence. By incorporating them into movement, younger students will be able to retain memory of letter's shapes and sounds. Our movement component is an amalgam of dance and physicality that also encompasses eurhythmmy (the traditional Waldorf style) Eurhythmmy is a dance-like art form in which speech is expressed through bodily movement. Specific gestures represent spoken

sounds, both vowels and consonants. Eurhythm can be thought of as “visible speech or song”. Eurhythm enhances coordination, strengthens the ability to listen, and promotes harmony in groups.

Handwork is a key element of SCCCS’s program because of benefits to the students’ social-emotional, physical, and intellectual development. In our program, handwork is considered an aspect of multiple intelligences, but primarily falls under the “Bodily/Kinesthetic Intelligence”. Handwork will be brought to the Transitional and traditional kindergarten students in the form of finger knitting and will increase in complexity and skill level through the grades. Research confirms that optimal brain development relies on refined motor development and using the hands to knit opens up neurological pathways that would otherwise atrophy. Also, learning to knit, crochet, sew, weave, whittle, etc. develops hand-eye coordination, hand strength, and dexterity that enhances intellectual development (tracking with the eyes helps eliminate some early reading issues), concentration, coordination, perseverance, and creativity.

Visual/Spatial Intelligence Approach

SCCCS students will practice form drawing, a subject taught in schools guided by the principles of public Waldorf education schools in first through fifth grade which will enhance their development of their “Visual/Spatial Intelligence”. The forms the children will draw each year are chosen to resonate with the challenges typically experienced during the respective developmental year and in conjunction with the academic subjects they will study in each grade. In fourth grade, for instance, the children work with fractions and so draw geometric forms that express fractions in visual shapes. Students will also draw forms that relate to the cultures they are studying. In fifth grade, for instance, elaborate designs are derived from ancient Persia and Egypt as they study those cultures. Free hand form drawing will develop spatial intelligence by relating the size of their paper to the various components of the drawing and understanding how there is a relation of parts to the whole. Because the students are looking back and forth at the teacher’s demonstration of the drawing and their own drawing they develop coordination of their hand and eye and because they must take their time and work slowly they will develop their patience and ability to concentrate. A side benefit is that their handwriting will be improved.

Existential Intelligence/Hardiness Approach

Students will also engage in other hands-on experiences such as, gardening, and cooking and baking. We believe our practical subjects program will give our students the opportunity to engage their imagination, help them practice problem solving, and support the development of Hardiness to fulfill our commitment to the MI of Existential Intelligence. Items the children will create and build take time and effort to complete, often, weeks or even months. During this time, they will experience trial and error and develop the intrinsic desire to finish. We believe the sense of accomplishment the students will gain from practical subjects will be further motivation to translate their developing efforts to other subjects and ultimately become part of their daily life.

A Typical Day

Elementary Student:

8:20am You arrive on campus 10 minutes before the bell rings so that you have time to put away your things and have some social time on the yard with your friends. A little exercise gets your blood moving

and wakes you up for the day, or, perhaps, just gives you a moment to acclimate to campus after being at home with mom and/or dad.

8:30am The bell ring and you and your classmates race to the classroom to line up to enter the room. As you get to the door you reach out to shake your teacher's hand and say, "Good Morning!" You take a brief moment to share about your exciting time at the park yesterday after school and let her know that you have been practicing your poem.

8:35 Once all the students have been greeted and entered the classroom, you stand to say a morning poem together. You practice standing tall and still, as you have been asked, while you speak clearly and loudly. The next half hour is spent jumping rope while saying your times tables, singing seasonal songs, and learning a new piece on the recorder.

9:00am When the teacher asks for volunteers to retell a bit of yesterday's story (you are in a math block but this little bit of language arts keeps things fresh), you wave your hand enthusiastically in the air. You love the stories and enjoy drawing scenes from them in your main lesson book. Together you and your classmates share about the story.

9:15am The teacher lifts her hands signaling the class to stand. It is time for a quick movement break. Out you go to practice some handstands and pushups and cartwheels.

9:30am After a bathroom break and some water, the teacher asks you to put the number 15 on your paper. You enjoy this bit of mental math because the question is so open-ended that you can be as creative as you wish. In the 7 minutes you are given, you are able to come up with 12 different equations and have included 1 with a fraction it! The class is impressed that you remembered even though the teacher just began introducing fractions.

9:50am You turn your head away for a second and your teacher is standing at the front of the classroom with a large watermelon and a HUGE knife. She proceeds to demonstrate how 1 watermelon can be cut into pieces (fractions) while asking for continuous call and response from the class. You are just excited because you are probably going to get to eat some of the watermelon at recess!

10:10am The teacher asks you to get out your main lesson book and find all the fractions on the board that are equal to 1 and write them on a page. Her hint: there are more than 15! IF you finish this task quickly, you are asked to make up as many more as you can. She ends the lesson with a bit more of the story she has been telling.

10:30 RECESS – For 10 minutes you sit outside at the picnic table having snack. Even though you are eager to play, you know that everyone must sit, so you might as well eat something. Then it's off to the yard to practice some more cartwheels or engage in a rowdy game of tag. It is nice to have such a long recess; you know many of your old friends are only allowed 10 to eat, then it's back to class!

11:00am It's handwork day! You have designed your pattern for cross-stitching and today you get your thread and needle. It is going to take a long time, but you know that handwork is good for brain development, especially math, as well as developing your fine motor skills. You loved learning to crochet last year!

11:50am Games lesson – You are a little nervous for games today because your games teacher has told you that you are going to run a mile. You are not sure you can do it! Once everyone has gotten some

water, he explains that you do not need to be the fastest, you just need to pace yourself and finish. He will be keeping track and you will only be trying to improve your own time. It doesn't matter what anyone else does. You all begin to jog. After 10 minutes you realize that you are the last one on the field running. Your classmates have all gathered at the end and are calling your name and cheering. Your friend has even run back to finish your lap with you!

12:40pm LUNCH - 10 more minutes of sitting to eat together. And then it is off to play. Free time is so much fun and a great opportunity to develop new friendships as well as make up inventive new games.

1:15pm Spanish – when you first heard that you would be learning Spanish, you imagined a lot of papers and tests and not understanding anything. You were so wrong! The class has fun singing songs, making up sentences about the stuffed animals in Senora Blanco's basket and playing games. Sometimes you get to make tortillas from scratch or play a piñata game or bring pictures for the Day of the Dead.

2:00pm Strings – It has only been a couple of months but the class is actually able to play Mary had a Little Lamb on their violin. Learning to sit up straight and listen to the notes, keep your fingers in the right position and bow accurately is challenging. Your mom says you are developing your executive function skills – whatever that means!

2:50 School is over! It is so hard to leave the playground, even though you know your dad is waiting in the car. There are so many fun things to do on campus!

Middle School Student:

8:00am Campus is open and some days you come early, hang out with your friends and put your violin away in the storage area.

8:30am As the bell rings, you gather your things for the day – the question you are required to bring each morning during the Anatomy block, a write-up on balance and how the hardness of the bones connects with the flexibility of the muscles, the speech you have prepared for your 8th grade presentation in just 2 weeks. It has been a busy year but the 8th grade 4 week blocks are so interesting: organic chemistry, physics, civil rights, revolutions, algebra, meteorology, Platonic solids, geography and economics, and modern history.

9:00am After warming up with some games to demonstrate how muscles and bones work in our body, reviewing all the bones in the body for our final test with a game, practicing an A cappella song for Winter Festival and doing a quick mental math activity, we finally get into the anatomy lesson. The teacher said yesterday we were going to talk about the eye. I remember our discussing the camera obscura in 7th grade and am super interested in how that all worked. I am remembering that the image was upside down, but why...? I guess we will find out!

10:00am Wow! That was fascinating. I will definitely have some questions to write down tonight for homework. I am happy now to have some time to work on my main lesson book. I had a great idea for demonstrating how the eye works by making the page into a lens and projecting the image onto it upside down. Also, have to begin the final draft of the write-up on balance. I have some things to add after hearing a few of my classmates share theirs this morning.

10:30am RECESS – Still so lucky to have this time. Nearly everyone I know who goes to other schools has 5 minutes for recess. I don't think I could sit all day if I didn't have a chance to move around. The class has been having a great game of badminton the last couple of weeks.

11:00am Spanish – I am eager to hear some of my classmates' presentations, in Spanish, about their family trees. I don't present for 2 days and am grateful that I can observe and make changes. I am proud of the work I did on my poster project part and now just need to be able to speak for 10 minutes without forgetting my vocabulary.

11:50 Games – I can't believe that Track and Field is only a month away. Our games teacher told us that each had to pick at least 3 events to participate in. I am not a super athletic person but I think I will do alright. I have decided that I will focus on the shot put, high jump and hurdles. Last year it was fun to see all the kids from the 8 other similar schools in the region. I wonder if most of the kids will come again?

12:40 RECESS It's my group's day for lunch service. At least I get out 10 minutes early! Set up isn't too bad and if the classes are all on time, we still have some time to eat and play after cleaning up. It's fun to see all the other students; they actually look up to us 8th graders.

1:10 Class lesson – I have been practicing my speech in front of the mirror for the past week. I would never have believed I would be speaking for 10 minutes in front of an audience of 80+ people if you had told me so in 4th grade. But in 2 weeks, that will be me. I have really enjoyed my project these past 8 months. I never imagined that it would be so hard to find a mentor who would work with someone my age and am grateful that I did. The illuminated manuscript I have created is pretty impressive, if I do say so myself. My classmates have been really impressed, too. I am looking forward to hearing their suggestions for my speech. After all, they know me almost better than I know myself after 8 years in the same class!

2:00pm Orchestra – Our orchestra teacher is tough! We have a test today on a hard, fast piece that we will play for Winter Festival. It's worth all the hard work, I guess. We won the highest ranking possible last year in the regional music competition. I have to admit that I feel a bit of pressure to keep up such a high standard. We do sound good, though.

3:15pm School was out at 2:50pm but I am hanging around today because I was chosen to be a peer mediator for the middle school. We will be trained over the next 2 weeks to be able to facilitate meetings between students who are having a conflict. I'm pretty proud that my classmates feel I am trustworthy enough for this job. I think I will enjoy it!

Materials

Sycamore Creek Community Charter School teachers will use a variety of sources to deliver our standards-based curriculum implemented through the guiding principles of public Waldorf education. Teachers will carefully craft their presentations to feature stories and imagery that engage the children's imagination. In all the grades, high quality materials designed to give students the experience of success in their school activities, promoting self-esteem, a sense of value for quality work, and increased motivation for accomplishment.

A Vibrant Classroom

Transitional and traditional Kindergarten teachers' instructional materials will be chosen to enhance the children's imaginary play, to deliver stories and songs that are rich in language and imagery, and to support the meaningful activities the children will participate in daily. In the TK, Kindergarten, and lower grades, age appropriate play materials, and instructional support tools are selected or handmade from wood, silk, wool, and other natural materials. Students feel more connected to the environment using materials made from the natural world. Students also tend to focus better and feel more relaxed and nurtured when warmly surrounded by an environment of beauty and simplicity, avoiding business in classroom décor. These instructional materials support our arts-integration within the framework of the state standards.

In grades 1-8, SCCCS teachers will use a wide variety of materials and resources including primary resources, realia, manipulatives, visual aids, prepared worksheets, texts, vocabulary lists, maps, diagrams, and multimedia (when appropriate). Much of the thematic and interdisciplinary Main Lesson is delivered through oral presentation, complemented with hand-drawn illustrations on blackboards. The students will then copy it into specially designed blank books, known as Main Lesson Books, creating their own "text" books for each unit block. As students' skills develop, they will start to take their own notes, transposing them into text for their books. Student-generated Main Lesson Books will be the center of the classroom experience. Teachers will develop the Main Lesson from a variety of sources, such as primary resources and texts, field trips, experiential activities such as gardening and baking, and other relevant materials. Students will then write and illustrate what they have learned and observed into their Main Lesson books. The Main Lesson books are alive with the students' writing and illustrations. Using high-quality paints, crayons, and colored pencils on appropriate painting and drawing paper allows students to create work with rich blended colors and subtle hues, to create detailed and beautiful writing, pictures, and designs. The main-lesson books for each student will provide an important record of learning that gives students, teachers, and parents a comprehensive view of their learning and progress.

The classroom will also be used to exhibit student watercolor paintings (and other forms of visual artwork in the upper grades) that represent and reflect the themes of the topic being studied. Living plants, flowers, rocks, gemstones, shells, and other artifacts that bring nature and life into each classroom will be collected and displayed to imbue a sense of awe and wonder with regards to the natural world as well as stoke students' curiosity desire to learn.

The Place of Textbooks

Appropriate and carefully selected textbooks are seen as valuable resources for teachers and students. Depending on the grade and subject matter, SCCCS will use state-adopted textbooks as teacher resources for lesson preparation, and research tools for students to augment their lessons. It is important to note, however, that textbooks do not drive decisions about what is essential for students to learn. Rather, they are considered part of a toolkit and used as a resource, to deliver standards-based lessons. As a matter of course, books such as dictionaries, atlases, encyclopedias, and other reference material are also an integral part of the classroom. Assignments and projects arising out of the lesson themes will give students opportunities to develop competence in a range of information-retrieval skills by the time they complete seventh grade.

Technology

At SCCCS, technological literacy will occur in a specific and gradual timeframe. We are committed to a balanced approach to technology so that students view it as a potent tool to gather information, research, and communicate ideas. Technology will be used as a platform to take standardized tests from grades three onward and then will begin to be used as a learning tool during middle school. Before this time, it will be critical for students to interact with one another and with teachers in exploring the world of ideas, participating in the creative process, and developing their social skills and inner qualities. As older students, they will become proficient in computer technology and web-based research. Specific technological learning time points is embedded throughout the curriculum section. SCCCS believes in the importance of students developing an understanding of the value of technology, its many uses and its continued evolution as a tool. Many Waldorf graduates have successful careers in the computer industry. A MacArthur Foundation report supports the approach of focusing on students' development of cultural understanding and social skills in order for them to fully employ the available technological tools. The report contends that in order for students to be capable of participating in contemporary culture they need to develop the "skill, knowledge, ethical framework, and self-confidence."²⁷ We will support literacy because of the benefits and gains of developmentally appropriate access and use of technology when presented as a tool, much like knitting needles or a painter's brush.

Other Instructional Methods

Community Committed to Growth

Sycamore Creek Community Charter School is designed to function as a social ecology that balances initiative and accountability. Just as we will expect students to learn and grow, so will all teachers, staff, and participants be expected to stay committed to growth and development. A key philosophical underpinning of our community is to be and develop hardiness and specifically one's courage to consistently grow and accept challenges as an opportunity. We will make planning, doing, and reviewing, a creative, fruitful and effective process.

Purpose and Service

At Sycamore Creek Community Charter School, we will educate children who as adults will be capable of envisioning and creating not just a tolerant, but an inclusive world that respects people and principles thoughtfully. Doing things for others contributes to a sense of self-sufficiency, self-esteem, purpose, leadership, and accomplishment, as well as strengthens qualities of self-discipline, perseverance, patience, and imagination. Community service is an intrinsic part of that goal. Bringing children into contact with those less fortunate than themselves and caring for the environment helps broaden their understanding of the realities of our society. It helps them develop compassion and empathy for others as well as a desire and will to help. A service project for a class also helps build a spirit of community within the class. Working together towards a common goal helps develop skills in cooperation and working together. This is one reason why service projects will be important even in the early grades. The

²⁷ Jenkins, Henry, Ravi Purushotma, Margaret Weigel, Katie Clinton, and Alice J. Robison. *Confronting the challenges of participatory culture: Media education for the 21st century*. Mit Press, 2009.

children will learn to work together and to trust one another. A sense of community service will be fostered in the younger grades first locally, that is, within the class community. As the children mature, their ability to be empathetic and use that empathy towards action in service of others will be focused on an ever-widening circle of influence beyond the classroom and the school into the greater community. Community service at SCCCS is not required for promotion nor is it tracked by number of hours because we believe that it is not merely a duty to be of service, but a privilege, and want to emulate and instill an intrinsic desire to be of service. Therefore, it will be integrated into the learning blocks to become an accepted part of the curriculum.

Homework

Because we will employ a developmentally appropriate approach to education, we understand the need for young children to have the right amounts of time for structured and unstructured learning experiences. We also recognize that homework can be a valuable way to extend and reinforce classroom lessons, giving older students more practice and review time to incorporate new knowledge and skills. Homework can also help students develop good study habits, discipline, and accountability, while providing parents the opportunity to stay connected and up to date with their children's education. Therefore, at regular times during the school week children will be asked to complete homework.

Cultivating Leadership

The personal behavior of adults and teachers at Sycamore Creek Community Charter School will be an example for the students to emulate. Students will learn about leadership at different stages of their development, with empathy, compassion, strength, and humility as the ideal leadership characteristics to strive toward. For instance, TK and Kindergarten teachers knowing that children at this age imitate adult behavior on their path towards becoming their own individuals will be aware of their demeanor, actions, tone, and behavior in order to consistently model the ideal leadership characteristics. The class teacher of grades one to five will seek to set clear guidance and boundaries for the class as a whole, knowing that children at this age rely on guidance and boundaries to continue developing their individuality. Class teachers of grades six to eight will endeavor to be experts in their subjects, knowing that at this age student want to be led by teachers they respect. The beauty of the variety of subjects in our curriculum is that children will experience themselves and each other in different leadership capacities. The opportunity to be seen and understood in multiple ways, places where one can shine and places where one needs help, will develop students' positive self-image. Teachers will endeavor for a creative balance between cooperation and competition among students, aiming for them to be enlightened and inspired by their peers, and their teachers.

Field Trips

Field trips give students the opportunity to explore, learn, and retain curriculum content through highly interactive experiences and activities. Interactivity promotes effective teaching and leads to enjoyment, satisfaction and curiosity as well as intellectual stimulation. Stephen Bitgood²⁸ has done research, which shows that field trips are highly effective and should be particularly experience-driven rather than information driven. Therefore, field trips (when the budget allows) will be opportunities for unique experiences such as a tide pool visit or trip to a nature conservancy. Sycamore Creek Community Charter

²⁸ Bitgood, Stephen. "School field trips: An overview." *Visitor behavior* 4, no. 2 (1989): 3-6.

School teachers will assess student knowledge prior to the experience and then follow up the field trip with related classroom activities to maximize student learning. School Day, School Calendar and Instructional Minutes Sycamore Creek Community Charter School will follow a traditional school year calendar that will include a minimum of 175 days during which instruction is provided by school staff.

Positive Behavioral Discipline

At Sycamore Creek we believe in the unique value of each child, parent, and teacher -- both as individuals and as members of the school community. We will offer a climate of warm caring and mutual respect. SCCCS's strengths are based on the belief that academic growth, a well-developed sense of self-worth, and an eagerness to accept challenge, are essential to the success of students. Our beliefs will underlie everything that we do at SCCCS. We will strive to be constantly aware of the trust that parents place in us as we guide students toward a deeper understanding of themselves and the world around them. Programs include: Tribal learning, and conflict resolution. Effective discipline reliant on a positive behavioral model is essential to the learning environment. Students need to feel safe and protected in order to be free to learn. To ensure this, age-appropriate behavior expectations will be insisted upon. A positive but firm approach to discipline will allow students to be gradually led towards self-discipline. Sycamore Creek Community Charter School teachers will be confident authorities who exercise strong leadership creating a healthy environment worthy of imitation. Sycamore Creek Community Charter School understands that discipline is about teaching, and modeling appropriate behavior versus punishing. We also believe it is very important that in the classroom and on the playground that appropriate topics are being discussed and subjects that are too mature are avoided. Allowing for wholesome jovial interactions is emphasized and we intend to be vigilant in keeping clear parameters in place. Teachers will use the concept of temperaments to help them interpret, understand and relate to their students. Through deliberate observation and conscious child study that occurs over a long period of time because of our adherence to the guiding principle in Waldorf Education of looping, teachers will have the opportunity to develop a deep understanding of the students' dispositions and will therefore be better equipped to help them succeed in every way. We believe students learn better when teachers leverage this insight garnered through looping and temperament observation.

PLAN FOR DIVERSE LEARNERS

Sycamore Creek Community Charter School aims to serve every student's needs and hold ALL students to standards of excellence. Through methods that are guided by the core principles of public Waldorf education that balance group and individual work, as well as variation in teaching modes, our students will have the opportunity to develop the full spectrum of intelligences so that they grow into well-rounded individuals. Our educational program will serve students from various socioeconomic, racial/ethnic, linguistic, and cultural backgrounds as well as students with either high or low academic achievement, ELL, or disabilities. In the following section we describe the strategies for identification of these students, the methods for meeting the specific needs of the students as well as our plan to successfully partner with families to successfully meet each student's needs. We will strive to provide clear and effective communication between parents or guardians and school staff to ultimately achieve excellent teaching and support for every student.

SCCCS plans to assess each student after they are enrolled. Our early childhood Transitional and traditional Kindergarten educators will assess student's readiness through parent and student meetings. For all grades including Transitional and traditional Kindergarten information that identifies individual

student characteristics such as temperament, special skills and areas of interest as well as challenge, and other information the parent/guardians would like the teachers to be aware of will be collected via a questionnaire. SCCCS will also assess all new incoming students in mathematics and language arts before the academic year begins.

Plan for students who are academically low achieving

SCCCS's plan for low academic achievers is modeled after the Response to Instruction and Intervention (RTI²) framework, a systematic, data-driven approach to instruction that benefits every student. Our goal is to meet the academic needs of all of our students through the use of the full spectrum of instruction, from general core, to supplemental or intensive. Our framework of RTI² will integrate resources from general education and special education through a comprehensive system of core instruction and interventions to benefit every student.

Evidence shows that RTI² is our best hope for giving every student the additional time and support needed to learn at high levels (Burns, Appleton, & Stehouwer, 2005). By using the RTI² approach and moving away from the traditional model of "wait to fail" before a student is identified as having needs for targeted support; SCCCS will provide proactive, targeted, and systematic interventions to all students as soon as a need is demonstrated, as soon as a student shows he/she is not responding to the core instruction. Please see Appendix 7 for further details of the RTI² approach.

Identification

At SCCCS we believe every student, even those that may have enrolled and are performing at significantly lower grade levels, have the ability to succeed. We plan to make special efforts to identify students who need extra supports whether these supports are for social development, emotional development, or academic development in order to thrive.

Every year incoming students will be assessed in language arts and mathematics. TK and Kindergarten students will be assessed for TK and Kindergarten readiness. Because SCCCS employs the looping model our teachers will have the extra advantage of being intimately familiar with the strengths and challenges of each student as they move through their formative education years. They will have the benefit of being familiar with each student's previous year's work and have the ability to successfully foresee upcoming curriculum challenges and therefore strategize how to best meet each student. Furthermore, having built a partnership with parents/guardians, teachers will have an established line of communication with families on day one of each school year for continuing students.

During the school year, SCCCS teachers will actively monitor and measure student progress both informally and formally. We describe more fully in Element 2 our assessment tools. We will use the following criteria when determining whether or not a student is academically low achieving:

- Baseline TK or Kindergarten readiness assessment shows an overall lack of readiness

- Performing at one or more grade levels below their peers in the mathematics, language arts, and/or writing sample assessments for incoming students

- Performing at one or more grade levels below their peers in mathematics or language arts for continuing students

Parent Notification and Involvement

Parents and/or guardians of academically low-achieving students will be contacted by the classroom teacher to discuss student achievement and ways to support improvement. Contact will be made either in writing or by phone to set up a conference time. Fortunately, our looping approach will build on the rapport and relationships built between teachers and families over the course of the years so that supportive communication occurs among families and teachers about each child's needs, challenges, strengths, passions and learning styles. Garnering this knowledge will enable teachers to craft individualized supports for each low-academically achieving student. Thereafter, through progress updates via email, phone calls, and/or in person discussion parents will be informed of student performance improvements and/or additional efforts needed toward achieving improvement.

Supports

It is SCCCS's intention to have all students, regardless of performance or ability, integrated throughout the school. Fortunately, because our program offers diverse and varied subjects and facilitates development of multiple intelligences our students will be supported to reach their full potential. Here are particular aspects of our program that are designed to support academically low-achieving students:

- Sensory integration and movement activities are integrated into classroom instruction throughout the early grades in order to support motor and sensory development that is foundational to academic understanding

- Leveled reading and mathematics groups

- Differentiated instruction in mathematics, writing, reaching and spelling to facilitate learning at various levels

- Evidence-based instructional practices such as direct instruction

- Evidence-based intervention programs as determined by student need

- An experiential based, hands-on approach to support various ways students learn

- An emphasis on quality over quantity by plentiful time given to assignments so that teaching assistants and teachers have one-on-one time for mini-lessons in specific areas of struggle

- Round-table discussion of particular student difficulties during teacher meetings to provide teacher support and advice for successful instructional practices

- Extra time to complete assignments if needed

- One-on-one help by the teacher and/or aid

- Small group work

- Extra practice through take-home projects and assignments that are discussed with parents in order to further partner in helping the student reach their academic potential

- Extra after-school tutoring in specific subject areas such as math or reading (as budget allows)

Ongoing Evaluation and Student Success Team

Teachers will monitor student progress through observation, assessments, and benchmark assessments. If needed because support practices are unsuccessful, a Student Success Team (SST) will be formed to identify further intervention strategies. The SST would include the student's teacher, parents/guardians, and other necessary support providers and set a meeting.

SST Meeting Steps:

1. Introductions
2. Identify student strengths and deficiencies
3. Discuss peripheral issues of importance, i.e. student is receiving enough rest, proper diet etc.
4. Discuss modifications to learning environment
5. Strategize evidence-based instructional approaches
6. Choose timeline and process to institute modifications and changes as decided
7. Set clear expectations and methods for accountability of teachers/aids/student
8. Set-up follow-up meeting

The teacher will keep the Principal informed of the ongoing work to evaluate and support the student. In discussion the SST will formulate a plan after discussion of the areas of concern to monitor the student's progress. After a designated period of time the SST will take additional measure such as a referral for a special education evaluation and/or 504 services if there is not sufficient improvement in performance to warrant continuing the approach.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Because some gifted children will need higher level academics in some subjects but not others, and some gifted children that are twice exceptional, will require remediation / accommodation in their areas of limitation while still receiving appropriate academics in their areas of strength, SCCCS will be flexible in accommodating the various needs regarding students' strengths and deficiencies.

Identification

Sycamore Creek Community Charter School will ensure that each individual student's needs are met and that all students will be challenged to achieve their potential. Inherent in our Waldorf/CCSS co-aligned curriculum taught through the implementation guided by the principles of public Waldorf education is the opportunity to stimulate each child's learning needs through an arts-integrated curriculum and through stimulating higher level thinking skills. By its nature, our curriculum is multi-disciplinary and interdisciplinary, which is thought to aid in increasing problem solving and connection building in all students and gifted students. Learning supported by a vibrant multi-art curriculum along with movement instruction and social learning. In this environment all children succeed in all areas, while witnessing their classmates develop particular strengths and/or exhibit natural talents. This learning atmosphere will build individual self-esteem, as well as students' respect and recognition for each other as important, and unique members of their classroom learning community.

Gifted, and twice exceptional students are identified by:

Using formative and summative assessments to gauge the level of the students and plan for their potential to require accelerated work. The particular assessment(s) given will be in conjunction with parent and teacher collaboration as the type of assessment may depend on additional characteristics such as if the student may require a Nonverbal test, such as the *Naglieri Nonverbal Ability Test* or the *Test of Nonverbal Intelligence*, which may be more effective for students from culturally and linguistically different or low-income backgrounds to eliminate barriers. Some students may score high in particular sub-set areas of a test, but may have a diluted total score because of lower scoring areas. Each assessment will be carefully analyzed in order to accurately assess each student's abilities.

Whether they are performing two grade levels above peers on writing samples.

Whether they are performing two grade levels above peers on performance assessments.

Whether they are advanced in their mathematics and/or language arts assessments.

Parent Notification and Involvement

Parents of high achieving students will be notified by their student's classroom teacher who will contact them to discuss student performance and strategies for meeting the needs of high achieving students. Contact will be made either in writing or by phone in order to set up a conference. Because parents provide a detailed understanding of their child's strengths, deficits, passions, learning modalities, and needs, SCCCS considers them critical in developing an appropriate learning plan that best suits their child's needs. Throughout the year teachers will communicate progress to parent/guardians through calls, emails, in-person meetings and progress reports in order to ensure consistent communication.

Supports

In addition to using an approach to learning that is guided by the core principles of Public Waldorf education, Sycamore Creek Community Charter School's plan for students who are academically high achieving includes:

Differentiated instruction in such areas as math, writing, reading, and spelling to meet different student learning levels in practice periods. Examples include the teacher challenging students with scalable math problems or spelling words on the board or during other classroom activities. Problems and individual or group projects may be given to more advanced students. Students who are recognized and identified as gifted, talented, or high ability will be provided with enrichment activities within the classroom focusing on meeting their individual levels of curiosity and intellectual capacity. Examples of ways learning will be deepened and expanded include: posing open-ended questions that require higher-level thinking; modeling thinking strategies, such as decision-making and evaluation; divergent thinking, analysis, and logic; accepting ideas and suggestions from students and expanding on them; facilitating original and independent problems and solutions; helping students identify rules, principles, and relationships; and, taking time to explain the nature of errors.

Leveled math programs using State-adopted textbooks in sixth through eighth grades may also be used. Students may be placed in math levels based on student achievement data and teacher recommendation/evaluation.

Teachers will have the option to provide extra challenges to students as needed, and the school will make available supplemental materials, such as advanced mathematics materials. Teachers may also meet with parents to discuss supplemental materials and activities outside of the classroom.

Students identified as academically high achieving will be given extra leadership opportunities in appropriate settings to allow for further acceleration in their particular strength(s). For example, they may be asked to assist their peers with math, grammar, etc.; leadership of group academic projects; and leadership of groups performing singing and recorder parts.

Because SCCCS believes that developing Hardiness is an important aspect of education gifted students will be encouraged to develop the view of the three C's that makeup Hardiness: Control, Challenge, and Commitment. Each of these are important for all students, including gifted students. Challenge, the idea that one can overcome adversity and grown through difficulty is especially important and related to a "Growth Mindset" in gifted students. Unfortunately, gifted students often experience self-sabotage through:

- **Imposter syndrome:** "If I struggle with this, people won't think I'm smart anymore"
- **Perfectionism:** "If I can't get it right on the first try it's not worth doing." "I'm not the best at it so why bother."
- **Complacency:** "I'm already good at this and don't need to work on it"

By teaching students to overcome these stumbling blocks by recognizing that their abilities are not static, but growth oriented, they will have greater achievement. One subject area where this is already being taught is math. Stanford Professor and researcher, Jo Boaler, has conducted extensive research in math and the importance of developing a growth mindset to help students reach their full potential. She has the intention of revolutionizing math education and has been speaking to school districts

nationwide about the importance of her findings. Furthermore, through Stanford she has provided incredible resources developed specifically for teachers that SCCCS will take advantage of. Fortunately, the idea of a growth mindset can be applied throughout subjects so that gifted and all students will benefit.

PLAN FOR ENGLISH LEARNERS

Sycamore Creek Community Charter School will comply with all applicable legal federal/state and district mandates for English Language Learners (“ELL”) as they pertain to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Sycamore Creek Community Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

In the case that there are more than 21 ELL students, SCCCS will employ an ELAC.

Home Language Survey

Sycamore Creek Community Charter School will administer the home language survey to the parent/guardians upon a student’s initial enrollment into the Charter School (on enrollment forms). This will be made available in the language(s) spoken by the parent/guardians. Our home language survey will ask families to provide information about (1) the language(s) spoken by most adults in the home (2) the language(s) the parent/guardians uses most frequently when speaking with the child (3) the language(s) the child was exposed in the home environment when beginning to learn to speak (4) the language the child uses most frequently at home. After initial enrollment and within thirty days, SCCCS will assess the English proficiency of students whose parent/guardians indicated that English is not the primary language in the home.

CELDT/ELPAC Testing²⁹

All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”) or English Language Proficiency Assessment for California (“ELPAC”) tested within thirty days of initial enrollment³⁰ and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

Parent Notification

Sycamore Creek Community Charter School will notify all parents of its responsibility for CELDT or ELPAC testing and of CELDT or ELPAC results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

²⁹ All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California (“ELPAC”), when it replaces the CELDT.

³⁰ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Instruction

SCCCS is committed to hiring an instructional staff that can meet the needs of all students, including English Learners. We will prioritize the hiring of teachers who have already obtained a Cross-cultural, Language and Academic Development (CLAD) certificate or a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate. Teachers who are hired without CLAD certification will be expected to acquire this certification within three years of their employment unless there is a presence of demonstrable extenuating circumstances. In this case the teacher will work with the Principal to create a roadmap to certification.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT or ELPAC.

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

SCCCS is committed to appropriately and adequately fulfilling the needs of English language learners (ELL's). We believe that our overall pedagogy and philosophy is a natural fit for working with culturally and linguistically diverse populations of ELL students. ELL's. Recent research looking at success of students in a public Waldorf school have found that there are fewer ELLs at the higher grades because these otherwise students have been re-designated early on. This development of English Language Proficiency is attributed to the developmentally appropriate approach of learning to read, write, and speak used in education that is guided by the core principles of public Waldorf education. For instance, students will be taught to write before they can read and speaking and listening are considered equally critical components of our curriculum. Group work in which students recite song and verse during their Main Lesson allows for ELL's to sing and speak in a group without being expected to understand fully the content. Choral work is a fundamental approach to helping ELL's acquire the English Language and is therefore a natural component of our approach.

Furthermore, because much of the instruction is delivered through narrative and explanation from the teacher, ELL's will be in a quasi-English-immersion setting to begin with. In terms of learning secondary languages, immersion is a successful method. ELL's benefit from our educational model of first learning to listen, then speak through recitation in the early grades because the pressure to read is taken off of all students by asking them to copy words and phrases before they are expected to read them. Also, helpful to ELL's is our block teaching approach. Students will engage content repeatedly and consistently over three to five weeks slowly building their understanding. For example, in first grade the language arts curriculum is delivered through a fairy tale narrative. In a traditional block, the students will hear the story in stages over the course of many days and be asked to recount the previous section before moving on. The students will have an opportunity to act out the story and play different roles which gives ELL's a way to engage and build confidence in their social and communicative abilities. In the earlier grades the students would learn their respective parts through learning specific phrases orally together while also allowing for natural creativity to be developed. As well, the students will practice their writing by copying particular phrases and ultimately summarizing the key points of the story. There is an opportunity for the students to read the phrases aloud and with help when needed. There is usually a song that is specific to the block that the children learn and continually add to it until it is many verses long. Singing and learning through repetition is valuable for all students and particularly ELL's.

SCCCS believes its approach is complementary to the Sheltered Instructional Observation Protocol (SIOP)³¹ and will rely on this method in particular to empower ELLs to increase their English Language Development (ELD). The SIOP framework is an evidence based framework proven to help English Learners master the English Language. SCCC's teachers will be provided specific opportunities to professionally develop their understanding of the SIOP and enter their classrooms confident in their abilities to teach ELL's. Because the SIOP framework suggests the delivery of sheltered instruction in Art, Music, and Physical Education, for students at the beginning levels of English Language acquisition SCCC is especially equipped to deliver the sheltered instruction. This is because Art, Music, and PE are interwoven throughout the entire curriculum and therefore provide constant opportunities for Sheltered Instruction. SIOP suggests that these subject areas are the most accessible opportunities for sheltered instruction because they are usually highly context-embedded areas. At secondary stages of English Language Development Sheltered Instruction is suggested to be delivered in the subject areas of science and social studies. Again, because our educational approach is an interdisciplinary one ELL's will experience multiple opportunities throughout the day to receive Sheltered Instruction. Furthermore, SCCC focuses on the deep cognitive benefits of experiential and phenomenological learning which provides further opportunities for high context-embedded areas of instruction. So, subjects that in a traditional classroom, such as math or English Language Arts, are delivered with visual aids, manipulatives, movement, story, song, and art giving ELL's ample opportunities for Sheltered Instruction. Indeed, we are confident ELL's in our high context-embedded environment, similarly to ELL's in other private or public Waldorf educational environments, will exceed expectations in their ability to acquire the English Language will ultimately be re-classified as English Language Proficient earlier than if they would in a traditional classroom setting. Because of this important goal, SCCC is committed to ensuring that our specialty instructors of Music, Handwork, Games (PE) and World Languages are given professional development training in SIOP. This is critical because while ELL's receive the high context-

³¹ Echevarria, J., Vogt, M., & Short, D. (2012). *Making content comprehensible for English language learners: The SIOP model* (4th ed.). Boston, MA: Allyn & Bacon

embedded opportunities with their main classroom teacher, it is important to further capitalize on opportunities in the high context-embedded areas found throughout an ELL's student's day. Therefore, playground and classroom aids, and specialty teachers will be provided with training in SIOP.

SCCCS will also employ Specifically Designed Academic Instruction for English (SDAIE) when appropriate and necessary to augment and complement SIOP. Lessons will have both a language and content goal for students.

Strategies SCCCIS intends to use to support ELD are:

- Connecting prior knowledge
- Using a slower rate of speech, clear enunciation, and an animated tone
- Using repetition to promote understanding
- Providing opportunities for pre-reading and reading aloud
- Allowing sufficient wait time
- Using students' primary language as often as possible
- Implementing pair work
- Modeling expected behaviors
- Using lots of visuals and realia
- Context embedded
- Manipulatives and hands on
- Using a controlled vocabulary, using cognates, and avoiding the use of idiomatic language
- Activating prior knowledge
- Limiting teacher-centered lectures
- Focusing on the meaning, not the form
- Games and Cooperative learning
- Graphic organizers
- Preview-review
- Comprehensible input
- Art and Drama
- Alternative assessment
- Using gestures and facial expressions
- TPR (Total physical response)
- Not limiting multicultural activities to "Heroes and Holidays", but utilizing everyday opportunities
- Providing lots of time for SSR (self-selected reading) and pleasure reading

In its comprehensive nature, education that is based on the core principles of public Waldorf education is an example of a program that asks teachers to use the methods described in this section for all students and so the classroom environment is conducive to ELD for ELL's equally. Research has indicated that before age thirteen exposure to more than one language should be recognized as learning more than one first language and not in degrees of first, second, third languages. All students, including ELLs will also benefit from class time devoted to instruction in at least one other world language, most likely Spanish, but also perhaps Mandarin (if the budget permits). Also, SCCCIS will provide an afterschool

tutoring program, if necessary, specifically designed to assist ELL's in their English Language Development.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.

Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.

Monitoring student identification and placement.

Monitoring parental program choice options.

Monitoring availability of adequate resources.

PLAN FOR STUDENTS WITH DISABILITIES

Overview

Sycamore Creek Community Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

In the event that Sycamore Creek Community Charter School is not a "school of the district" it will be its own local educational agency ("LEA") and will apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). Sycamore Creek Community Charter School will consider membership in the following SELPAs: Orange County SELPA, Southwest SELPA, Mountain Desert SELPA, and El Dorado County Charter SELPA.

Upon acceptance in a SELPA, the SCCCS will provide the District evidence of membership. SCCCS's application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, SCCCS will receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

In the event that SCCCS is not granted immediate status as a "school of the district" and subsequently does not gain membership in a SELPA for its first year of operation, it will by default be categorized as a "school of the district" for special education purposes pursuant to Education Code Section 47641(b), and may seek membership in a SELPA to commence in year two of operation. If SCCCS is designated as a "school of the district" for special education purposes, this charter and/or the MOU with the District will be revised accordingly to reflect the division of responsibilities and funding arrangement between the Sycamore Creek Community Charter School and the District. SCCCS is ready to discuss this arrangement, or a mutually agreed upon reasonable alternative, in our discussions with the District to develop the MOU.

Sycamore Creek Community Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

Sycamore Creek Community Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Sycamore Creek Community Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by SCCCS shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

Sycamore Creek Community Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of SCCCS. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by SCCCS.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for accommodations under 504 will be made by the 504 team in writing and notice will be given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the

504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found to be eligible for accommodation under section 504 the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

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

Services for Students under the "IDEIA"

The following description regarding how special education and related services will be provided and funded is being proposed by Sycamore Creek Community Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of SCCC and the SELPA if SCCC is not a "school of the district". A copy of the MOU will be presented to the District upon execution. If SCCC is a "school of the district" the authorizer, OVSD will serve children with disabilities in the same manner as it serves children with disabilities in its other schools.

SCCC shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

SCCC will provide services for special education students enrolled. SCCC will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

SCCC agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Search and Serve

Upon the commencement of SCCC's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, SCCC will work to identify any students, who do not currently have

an IEP but may be in need of a pre-referral intervention plan. Principal and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal, and an SCCCS faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. SCCCS may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New SCCCS Students

If a student enrolls at SCCCS with an existing IEP, SCCCS will notify Ocean View School District or the SELPA (where applicable according to SELPA policies) within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, SCCCS shall work with Ocean View School District and/or SELPA to implement the existing IEP at SCCCS or as otherwise agreed by the parent/guardian.

Staffing

Although Ocean View School District will hold ultimate responsibility for providing Special Education services (so long as SCCCS operates as a school of Ocean View School District for purposes of special education), SCCCS is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

All special education services at the SCCCS will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. Charter School staff shall participate in Ocean View School District or SELPA in-service training relating to special education.

SCCCS will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. SCCCS shall ensure that all special education staff hired or contracted by SCCCS is qualified pursuant to SELPA policies, as well as meet all legal requirements. SCCCS shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to SCCCS students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

The principal of SCCCS, will be the primary SCCCS representative tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at SCCCS will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Because it is the goal for SCCCS to hire a full time Special Education Manager, in year 3, pending budgetary availability, SCCCS plans to employ an individual with the following duties:

- Ensure that all aspects of the IEP are followed;

- Arrange for the teacher of the student to attend the team meetings;

- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;

- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;

- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;

- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and

- Provide a report of student progress on the same schedule as students in general education

In addition to the above special education staff, SCCCS will also seek related services from Ocean View School District for special education students enrolled in SCCCS in the same manner as is provided to students in other District schools (so long as SCCCS operates as a public school of the Ocean View School District for purposes of special education). SCCCS also reserves the right to contract with service providers outside of the district when appropriate.

Professional Development for SCCCS Staff

SCCCS's Executive Director, Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by Ocean View School District or SELPA.

So long as SCCCS operates as a "school of the district" for special education purposes, Ocean View School District agrees to allow SCCCS staff access to all Special Education related professional development opportunities that are available to other employees of Ocean View School District.

SCCCS also intends to seek professional development opportunities for its' staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Potential Professional Learning Topics Include Those Advised by the California Statewide Special Education Task Force of Spring 2015

The Task Force unveiled recommendations for changes in distinct parts of the education system. SCCCS plans to engaging in professional development for teaching staff and administrators in the following areas as recommended by El Dorado SELPA:

1. Educator Preparation & Professional Learning

Redesign of teacher preparation programs to include evidence based strategies, Universal Design for Learning UDL. Focus on using data to monitor progress, inform instruction and guide interventions.

2. Accountability

Systems of accountability established to strengthen all aspects of educational programming. Focus on classroom instruction, individual goal-setting, and meaningful assessments.

3. Family & Student Engagement

Parents and family members provide their insights on how their child learns, and they work with educators to construct useful strategies for home and school. Focus on supporting families with students with disabilities and giving students a voice in decision making.

4. Special Education Financing

Provision of a system of financing that provides the resources necessary to meet the needs of all students with disabilities. Focus on equalizing the state's financial support for special education.

5. Assessment

Alignment of IEPs to Common Core State Standards (CCSS). Focus on using standards to guide IEP discussions on student expectations, performance, and progress. Assessments should be selected with care and effectiveness monitored and aligned with curriculum and instruction.

Notification and Coordination

SCCCS shall follow Ocean View School District or SELPA policies as they apply to all Ocean View School District or SELPA schools for responding to implementation of special education services. SCCCS will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral for Assessment

SCCCS shall have the responsibility to identify, refer, and work cooperatively in locating SCCCS students who have or may have exceptional needs that qualify them to receive special education services. SCCCS will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

SCCCS will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. SCCCS's internal method for referral for assessment will be the Student Study Team. The parent of any student

suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by SCCCS within 15 days. SCCCS will notify Ocean View School District and/or SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed that special education and related services are provided at no cost to them.

If SCCCS, in collaboration with Ocean View School District and/or SELPA, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. SCCCS will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. SCCCS shall obtain parent/guardian consent to assess SCCCS students.

The Principal will be responsible for gathering all pertinent information and sharing such information with Ocean View School District and/or SELPA (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Unless conflicting with Ocean View School District or SELPA policies and procedures, SCCCS will follow the following assessment guidelines. If a conflict with Ocean View School District or SELPA policies and procedures exists, then Ocean View School District policies and procedures will govern.

Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;

The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;

The student must be evaluated in all areas related to his/her suspected disability;

Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;

Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;

Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;

Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and

Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and

A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. SCCCS, in coordination with Ocean View School District or SELPA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

IEP Meetings

The SCCCS shall arrange and notice the necessary Individualized Education Program ("IEP") meetings. IEP team membership shall be in compliance with state and federal law. SCCCS shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal, the SCCCS designated representative with appropriate administrative authority, as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other SCCCS representatives who are knowledgeable about the regular education program at SCCCS and/or about the student. SCCCS shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP meetings will be held according to the following schedule:

Yearly to review the student's progress and make any necessary changes;

Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;

After the student has received a formal assessment or reassessment;

When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);

When an Individual Transition Plan is (ITP) required at the appropriate age;

When SCCCS seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

Special Education Strategies for Instruction and Services

SCCCS will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. SCCCS will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through SCCCS's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

IEP Development and Implementation

SCCCS staff and faculty will understand that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible SCCCS students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

SCCCS shall be responsible for all school site implementation of the IEP. As part of this responsibility, SCCCS shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for SCCCS's non-special education students. SCCCS shall also provide all home-school coordination and information exchange. SCCCS shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

SCCCS, in collaboration with Ocean View School District or SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. SCCCS will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at SCCCS who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Principal;
- At least one special education teacher;

A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;

An Ocean View School District OR SELPA Special Education Representative

If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;

Others familiar with the student may be invited as needed. SCCCS views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the SCCCS will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent in accordance with state laws and Ocean View School District or SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by SCCCS, in cooperation with Ocean View School District or SELPA in which SCCCS is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by SCCCS. The IEP will include all required components and be written on Ocean View School District OR SELPA forms.

The student's IEP will include the following:

A statement of the student's present levels of academic achievement and functional performance;

The rationale for placement decisions;

The services the student will receive and the means for delivering those services;

A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;

Measurable annual goals and short-term objectives focusing on the student's current level of performance;

A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and

Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;

Interim and Initial Placements of New Charter School Students

SCCCS shall comply with Education Code Section 56325 with regard to students transferring into the SCCCS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in SCCCS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, SCCCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time SCCCS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into SCCC from a district operated program under the same special education local plan area of SCCC within the same academic year, SCCC shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the SCCC agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to SCCC with an IEP from outside of California during the same academic year, SCCC shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until SCCC conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by SCCC, and develops a new IEP, if appropriate that is consistent with federal and state law.

Reporting

SCCC, in collaboration with Ocean View School District, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;

- The number of students provided with test modifications and the types and the number of students exempted from District assessments;

- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;

- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and

- The basis of exit from SCCC of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of SCCC's Principal. The Principal will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Non-Public Placements/Non-Public Agencies

SCCC shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to Sycamore Creek Community Charter School and no student shall be denied admission nor counseled out of SCCCS due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Procedural Safeguards

Parents or guardians of students with IEP's at SCCCS must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

SCCCS will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. SCCCS will utilize the Notice of Procedural Safeguards used by Ocean View School District or SELPA in which it is a member.

Parent/Guardian Concerns and Complaints

SCCCS shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

SCCCS's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Parents or guardians also have the right to file a complaint with Ocean View School District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Dispute Resolution³²

In the event that a parent/guardian files a request for a due process hearing or request for mediation, Ocean View School District and SCCCS shall work together to defend the case, so long as SCCCS operates as a school of Ocean View School District for special education purposes. In the event that Ocean View School District determines that legal representation is needed, SCCCS agrees that it shall be jointly represented by legal counsel of Ocean View School District's choosing.

So long as SCCCS operates as a school of Ocean View School District for special education purposes, Ocean View School District may initiate a due process hearing or request for mediation with respect to a student

³² In the event that SCCCS opts to operate as an LEA in a SELPA, SCCCS reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.

enrolled in SCCCS if the authorizer determines such action is legally necessary or advisable. SCCCS agrees to cooperate fully with Ocean View School District in such a proceeding.

So long as SCCCS operates as a school of the Ocean View School District for purposes of special education, SCCCS understands that Ocean View School District shall have sole discretion to settle any matter in mediation or due process. The Ocean View School District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any SCCCS student necessary to protect its rights.

Due Process Hearings

SCCCS may initiate a due process hearing or request for mediation with respect to a student enrolled in SCCCS if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, SCCCS shall defend the case.

SELPA Representation

SCCCS understands that it shall represent itself at all SELPA meetings.

Funding

SCCCS understands that it will be subject to the allocation plan of the SELPA if it is not deemed a “school of the district”. In accordance with the LCFF, Sycamore Creek Community Charter School will comply with all elements of the LCAP and reserves the right to amend school-specific goals, and/or establish additional goals. In Element 2 under “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” of our charter we provide a description of SCCCS’s annual goals to achieve the Eight State Priorities, both schoolwide and for all student subgroups (described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii). SCCCS shall submit the LCAP to Ocean View School District and the County Superintendent of School annually on or before July 1, as required by Education Code Section 47604.33.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

GOALS, ACTIONS AND MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of students and all subgroups. The metrics associated with these goals shall help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Each of the Charter School's goals are listed below, along with the specific metrics that are used to monitor progress toward achieving these goals.

<u>STATE PRIORITY #1— BASIC SERVICES</u>	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	All main classroom teachers will hold a valid CA multiple subject credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	Hire main classroom teachers who hold CA multiple subject credentials with English learner authorization and track expiration dates to ensure that credentials are cleared within the appropriate time frame. Office Manager will annually review credential status.
MEASURABLE OUTCOME	100% of main classroom teachers will hold a valid CA multiple subject credentials with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
METHODS OF MEASUREMENT	Initial and annual verification of main classroom teacher multiple subject credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report; Annual publication of School Accountability Report Card
SUBPRIORITY B – ALIGNMENT WITH ALLIANCE GUIDELINES FOR WALDORF AND COMMON CORE	
GOAL TO ACHIEVE SUBPRIORITY	Each standard will be carefully assessed based on Alliance's comprehensive review of the average adherence of public Waldorf school teaching of standards. Please see the supplementary binder that details how SCCCS will co-align CCSS with our curricular model.

ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition
MEASURABLE OUTCOME	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
METHODS OF MEASUREMENT	Executive Director and faculty review all instructional materials before purchase pursuant to E.C. § 60119
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards
MEASURABLE OUTCOME	Annually, 90% of all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.
METHODS OF MEASUREMENT	Monthly site inspection documents and Annual Facility Inspection Reports reviewed by Executive Director
<u>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u> <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	A curriculum based on the Waldorf/Common Core Standards and the nine intelligences of MI will be taught to all students including ELL students.
ACTIONS TO ACHIEVE GOAL	Provide teachers (including those who have ELL students) with professional development based on the Waldorf/Common Core State Standards
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in at least three hours of Professional Development and trainings in Waldorf/CCSS. 100% of teachers will also participate in two hours of professional development to learn and increase further understanding of methods to help increase ELD in ELL's.
METHODS OF MEASUREMENT	The Office Manager will review the Professional Development calendar and rosters to confirm evidence of participation by teachers in professional development activities.
SUBPRIORITY B – ELL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of ELL students will gain academic content knowledge through the implementation of the CCSS

ACTIONS TO ACHIEVE GOAL	ELL students participate in English Language Arts/Literacy instruction with appropriate instructional support
MEASURABLE OUTCOME	Annually, 100% of ELL students will gain academic content knowledge through the implementation of the CCSS
METHODS OF MEASUREMENT	ELL student performance on the CAASPP statewide assessments; CELDT or ELPAC Assessments; ILP folder; teacher assessments; annual report cards
SUBPRIORITY C – ELL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% of ELL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies
ACTIONS TO ACHIEVE GOAL	ELL students participate in English Language Arts/Literacy instruction with appropriate instructional support. ELL students have access to ELD curriculum. Teachers of EL students participate in professional development activities
MEASURABLE OUTCOME	100% of ELL students will reach English language proficiency within four years of initial classification as an English language learner through the implementation of the CCSS
METHODS OF MEASUREMENT	Student performance on CELDT or ELPAC Assessment, ELD folder and reclassification documentation
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u> <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Parents will work in collaboration with administration and teachers to create and uphold the Charter School's vision and mission.
ACTIONS TO ACHIEVE GOAL	Include parent representation on the Governing Board. Encourage active parent involvement through committee opportunities. Invite parents to volunteer in classrooms. Hold yearly town hall meetings to keep parents abreast of what is happening in the Charter School and to provide a venue for parent input. Have teachers conduct a minimum of three Class Parent Meetings per year.
MEASURABLE OUTCOME	Annually, the Governing Board will have, at minimum, two parent members
METHODS OF MEASUREMENT	Governing Board meeting agendas and minutes identify Parent Members. Logs, minutes, and calendars provide evidence of committee meetings, and teacher-led parent meetings.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Parental input will be solicited and considered regarding decisions which affect the Charter School community.

ACTIONS TO ACHIEVE GOAL	School administration will work with the Parent Community Council to recruit parents to the PCC via flyers, classroom newsletters, and monthly parent meetings.
MEASURABLE OUTCOME	Annually, the Parent Community Council will be comprised of 100% parents.
METHODS OF MEASUREMENT	Parent Community Council meeting agendas and minutes identify parents who form part of the PCC.

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

- A. CA Assessment of Student Performance and Progress (CAASPP) statewide assessment*
- B. The Academic Performance Index (API)*
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*
- E. EL reclassification rate*
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUBPRIORITY A – CAASPP

GOAL TO ACHIEVE SUBPRIORITY	The Charter School will increase the number of students, including all student subgroups, scoring the equivalent of advanced or proficient in State Assessment Program by 8 th grade. 95% of all students in grades 3-8 will participate in each component of the CAASPP for which the charter school is held accountable.
ACTIONS TO ACHIEVE GOAL	Provide professional development for teachers to assist them in delivering Waldorf/Common Core State Standards. Teachers will use state assessment results and other assessment results to plan curriculum. Teachers will create and deliver lessons using the methods of Waldorf education—through the use of direct instruction, storytelling, manipulatives, visual and performing arts and movement.
MEASURABLE OUTCOME	Annually, at least 95% participation rate in the CAASPP statewide assessments; there will be a 20% increase from the baseline in the percentage of students at every applicable grade level, including all subgroups, scoring proficient or higher on the CAASPP statewide assessment.
METHODS OF MEASUREMENT	CAASPP Score reports

SUBPRIORITY B – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
SUBPRIORITY C – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	95% of ELL students will advance a minimum of one performance level per the CELDT or ELPAC each academic year until they are reclassified as Fluent English Proficient (FEP).
ACTIONS TO ACHIEVE GOAL	Teachers will use rich oral language curriculum to foster language development in EL students. Small group work and usage of SDAIE instructional strategies. Specialists, under the direction of credentialed teachers, will provide SOIP by delivering rich and varied instruction in music, arts, gardening, handwork, movement, and games.
MEASURABLE OUTCOME	95% of ELL students will advance at least one performance level per the CELDT or ELPAC each academic year
METHODS OF MEASUREMENT	CELDT or ELPAC Score Reports; EL Reclassification documentation; ELD Folder in conjunction with ELD curriculum assessments and annual report cards
SUBPRIORITY D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	A significant portion of ELL students will be reclassified as Fluent English Proficient annually and perform at proficiency level on the CAASPP statewide assessment
ACTIONS TO ACHIEVE GOAL	Teachers will use rich oral language curriculum to foster language development in EL students. Small group work and usage of SDAIE instructional strategies. Specialists, under the direction of credentialed teachers, will provide SOIP by delivering rich and varied instruction in music, arts, gardening, handwork, movement, and games.
MEASURABLE OUTCOME	At least 25% of ELL students will be reclassified as Fluent English Proficient annually and perform at proficiency level on the CAASPP statewide assessment
METHODS OF MEASUREMENT	Analysis and review of CELDT or ELPAC results, and CAASPP statewide assessment scores
SUBPRIORITY E – AP EXAM PASSAGE RATE	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
SUBPRIORITY F – COLLEGE PREPAREDNESS/EAP	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u> <i>Pupil engagement, as measured by all of the following, as applicable:</i> A. School attendance rates	

<p><i>B. Chronic absenteeism rates</i></p> <p><i>C. Middle school dropout rates (EC §52052.1(a)(3))</i></p> <p><i>D. High school dropout rates</i></p> <p><i>E. High school graduation rates</i></p>	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School’s attendance rate will increase each year and maintain a level of absenteeism less than 3%
ACTIONS TO ACHIEVE GOAL	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled to support high attendance rates. Charter School will recognize students who have achieved excellent attendance with an incentive program three times per year.
MEASURABLE OUTCOME	Percentage increase from original baseline until 97% or higher attendance rate occurs.
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual ADA reports
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences in any school year
ACTIONS TO ACHIEVE GOAL	Track student attendance and notify parents when their children have excessive absences. Hold meetings with parents of students with chronic absenteeism problems.
MEASURABLE OUTCOME	90% of enrolled students will have fewer than three absences during any one school year
METHODS OF MEASUREMENT	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success, is determined by monthly, quarterly, and annual attendance reports
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will retain and promote 98% of 7 th and 8 th grade students
ACTIONS TO ACHIEVE GOAL	Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups
MEASURABLE OUTCOME	98% of the 7 th and 8 th grade classes will be comprised of students who enrolled at Charter School the prior academic year
METHODS OF MEASUREMENT	Student re-enrollment documentation as verified by our student information system and SARC

SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u> <i>School climate, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain a suspension rate less than 5%.
ACTIONS TO ACHIEVE GOAL	Principal will work with teachers and families to manage student behavior issues and concerns. Administration and faculty will use feedback from parent surveys in order to improve school climate.
MEASURABLE OUTCOME	Annually, there will be a measurable decrease in the number of student suspensions from the baseline until it is less than 5%.
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 as well as CBEDS-ORA. Discipline Incidents will be used as evidence
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual expulsion rate of less than 1%. Pupil expulsions will only occur when legally required by the severity of the infraction.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow the Social Emotional Wellbeing component of our Charter which outlines our classroom management and behavior approach. Executive Principal will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 1% or fewer of enrolled students will be expelled
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 as well as CBEDS-ORA. Expulsion Incidents will be used as evidence
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students and staff will adhere to the School Safe Plan

ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safe Plan. Students will participate in monthly Fire, Earthquake, and safety drills
MEASURABLE OUTCOME	100% of staff will participate in at least four hours of Safe School training; Students will participate in monthly fire, earthquake or safety drills. 90% of parents, staff and students will rate the sense of safety and connectedness at Charter School satisfactory or above.
METHODS OF MEASUREMENT	Professional Development agenda and annual drill calendars. Results of surveys regarding safety and connectedness of parents, staff and students.

STATE PRIORITY #7— COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at the appropriate grade levels
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available
METHODS OF MEASUREMENT	Student, teacher, course, and grade level schedules

STATE PRIORITY #8— OTHER STUDENT OUTCOMES

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

SUBPRIORITY A - ENGLISH

GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy according to the Waldorf/Common Core Standards and the nine intelligences of MI.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/Common Core State Standards and the nine intelligences of MI

	through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.
MEASURABLE OUTCOME	<p>Annually, 85% of all TK through 8th grade students will progress one grade/skill level each academic year, as evidenced by benchmark assessments and student portfolios.</p> <p>Annually, 70% of 3rd through 8th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level will score Proficient or above on the CAASPP in English Language Arts/Literacy.</p>
METHODS OF MEASUREMENT	CAASPP test results, student portfolio assessment
SUBPRIORITY B - MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics according to the Waldorf/Common Core standards and the nine intelligences of MI.
ACTIONS TO ACHIEVE GOAL	<p>Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/Common Core State Standards and the nine intelligences of MI through storytelling, performing and visual arts, movement and music.</p> <p>Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.</p>
MEASURABLE OUTCOME	<p>Annually, 85% of TK through 8th grade students will progress one grade/skill level each academic year in mathematics, according to benchmark assessments and students' portfolios.</p> <p>Annually, an average of 70% of 3rd through 8th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score will score proficient or above on the CAASPP statewide test in the area of Mathematics.</p>
METHODS OF MEASUREMENT	CAASPP test results, Main Lesson Book assessment
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and

	content knowledge in history, civics and social science according to the Waldorf/Common Core standards and the nine intelligences of MI.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/Common Core State Standards and the nine intelligences of MI through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.
MEASURABLE OUTCOME	Annually, 85% of TK through 8 th grade students will progress one grade/skill level each academic year in social studies.
METHODS OF MEASUREMENT	Benchmark and Main Lesson Book Assessment.
SUBPRIORITY D - SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science according to Waldorf/Common Core State Standards and the nine intelligences of MI.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/Common Core State Standards and the nine intelligences of MI through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.
MEASURABLE OUTCOME	Annually, 85% of Kindergarten through 8 th grade students will progress one grade/skill level each academic year in Science.
METHODS OF MEASUREMENT	Benchmark assessments, students' Main Lesson Books and California Standards Test
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Visual and Performing Arts according to Waldorf/Common Core State Standards and the nine intelligences of MI.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/Common Core State Standards and the nine intelligences of MI

	through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.
MEASURABLE OUTCOME	An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate competence in Visual and Performing Arts each year.
METHODS OF MEASUREMENT	Benchmark observation of their class performances (plays) and visual creations
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Physical Education according to Waldorf/Common Core State Standards and the nine intelligences of MI.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/Common Core State Standards and the nine intelligences of MI through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.
MEASURABLE OUTCOME	An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate competence in Physical Education each year.
METHODS OF MEASUREMENT	Observations of their skills and written assessments
SUBPRIORITY G – HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Health according to Waldorf/Common Core State Standards and the nine intelligences of MI.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/Common Core State Standards and the nine intelligences of MI through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which

	includes direct instruction, projects, storytelling, performing and visual arts, movement and music.
MEASURABLE OUTCOME	An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate competence in Health each year.
METHODS OF MEASUREMENT	Benchmark assessments
SUBPRIORITY H – WORLD LANGUAGES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in the World Language(s) being taught according to Waldorf/Common Core State Standards and the nine intelligences of MI.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/Common Core State Standards and the nine intelligences of MI through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.
MEASURABLE OUTCOME	An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate competence in the World Language(s) being taught each year.
METHODS OF MEASUREMENT	Benchmark assessments
SUBPRIORITY I – APPLIED ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in the Applied Arts being taught according to Waldorf/Common Core State Standards and the nine intelligences of MI.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/Common Core State Standards and the nine intelligences of MI through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.

MEASURABLE OUTCOME	An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate competence in the Applied Arts being taught each year.
METHODS OF MEASUREMENT	Benchmark assessments

ELEMENT 3: METHODS OF ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

ASSESSMENT PHILOSOPHY

Assessment will be ongoing at SCCCS, and methods, while recognizing areas of improvement, will build upon students' attributes and skills as teachers strive to help students develop their multiple intelligences. Current educational research on the importance of addressing the whole child and multiple intelligence theory supports our system of assessment. SCCCS has ultimate responsibility for ensuring that the school is fulfilling the expectations and obligations under the Charter Schools Act, the SCCCS charter, and SCCCS school policies. The Executive and Principal will be responsible for legal and organizational adherence to assessment policy and procedures. SCCCS' assessment methods will evaluate all realms of the child's development, including their intellectual, physical, social-emotional capacities which is guided by the principle of "hands, head, heart" a core principle of public Waldorf education. SCCCS administration will closely collaborate with teachers and aids to evaluate the quality of learning. Within this collaborative context, the Principal will manage the assessment program by analyzing qualitative and quantitative achievement data and then regularly making recommendations to the faculty and Board of Trustees

Because assessment of student performance is one of the most powerful tools a classroom teacher and school can use to enhance student achievement and school-wide performance, assessment will be integral as a part of daily instruction. We believe our system of assessment is effective because it engages students and teachers in a frequent and ongoing reflective and reciprocal process. During assessments SCCCS teachers will be cognizant of our program developmentally and neurologically based curriculum and use appropriate instructional strategies. Educators will provide descriptive feedback to students and families during parent conferences, where the student work is reviewed in great detail in each of the student's Main Lesson books. SCCCS will also provide semester report cards that address each content area within the curriculum.

On a yearly basis, administration and teachers will work together to comprehensively and thoroughly understand where our students are as a whole as well as on an individual level. Once, data has been collected, reported, and analyzed, teachers and administrators will labor side-by-side to make school-wide adjustments (if necessary), individual and/or classroom changes in teaching methods in order to improve. In following the principles that guide public Waldorf Education, SCCCS teachers and administrators will consistently strive alongside the students to become more proficient at what they do and will actively resist any tendency to become complacent in their desire and efforts to continuously and tirelessly meet the students where they are developmentally.

CORE ASSESSMENT METHODS

Using Multiple Measures

Employing many different methods to assess students is integral if we are to successfully measure the depth and breadth of what students are learning. Multiple measures provide a more complete and accurate representation of student achievement over time than is possible with a single measurement of assessment. The use of multiple measures also serves to ensure that instruction does not focus on a single test or a narrow set of learning styles. SCCCS will base performance assessments on the Waldorf/Common Core State Standards developed by the Alliance for Public Waldorf Education. These standards, provided in the Supplementary Binder, were designed to align Waldorf methods curricula with Common Core Standards over the nine to ten-year period of Tk/kindergarten through eighth grade. SCCCS chose these standards based on their clear, grade-by-grade correlation of Waldorf methodology with the Common Core State Standards.

- Report Cards TK-8th grade by Trimester
 - Assess student academic, social, and motor skills
- First Grade Readiness Assessment in Spring of Kindergarten year or summer for new students
 - Assess developmental readiness for entering first grade
- CAASPP Test for 3rd through 8th grade during Spring
- Quantitative Reading Inventory (QRI) Fall and Spring for 1st-8th grades
 - Assesses reading skills
 - Sight word knowledge
 - Reading Fluency
 - Reading Comprehension
- Math Assessments
 - 1st -5th grade Fall and Spring
 - In accordance with Waldorf/Common Core State Standards
 - 6th-8th grade Fall and Spring
 - Use of state-adopted textbooks to determine:
 - Placement
 - Areas of skill that need additional review
- i-READY in order to establish a baseline
 - Computer Adaptive
 - Assessment is norm referenced
 - Aligned to the Common Core curriculum
 - Can be used to evaluate how effective our model of instruction guided by the core principles of public Waldorf education is
- Behavior portfolio for TK-8th grade by Trimester
 - Interaction with adults
 - Interaction with peers
 - Completion of classroom chores
- Main Lesson Books 1st-8th grade by Trimester
 - Creative assessment
- Parent Communication for TK-8th by Trimester
 - Parent description of student enthusiasm level through parent survey
- Mid-year Second Grade Assessment
 - Evaluate development of:

- Motor skills
 - Ability to cross midline
 - Other developmental abilities that contribute to academic learning
- Physical Fitness Testing 5th and 7th grade in Spring
 - Use state criteria to measure student physical fitness
 - Collaborate with parents/guardians to support student deficits if needed
- School created formative portfolio assessments 1st-8th student work samples periodically throughout school year
 - Age-Appropriate
 - Projects
 - Reports
 - Assignments
 - Oral recitations
 - Presentations
 - Exhibits
 - Demonstrations
 - Artistic abilities
 - Paintings
 - Musicality
 - Class Play
 - Performances

As stated above, the Waldorf/Common Core State standards align with curriculum of public Waldorf education guided by core principles and CCSS or the nine to ten-year period of TK/Kindergarten through eighth grade. We plan to use QRI, a state-adopted reading assessment, math assessments for placement and skill development needs, and report cards to measure academic, social, and motor skills. SCCCS will also use student portfolios that include student work samples with a 4-point rubric. A score of 3 will demonstrate grade-level proficiency and achievement. We will also use a First Grade Readiness assessment to learn whether students have sufficiently developed fine and gross motor skills, visual, tactile, auditory, speech, language, cognitive, social and emotional development. Because students will need to focus and sit quietly for extended periods of time in order to listen to vibrant oral presentations of histories, biographies, multicultural and international myths and then write and illustrate in their Main Lesson books, it is imperative that they are developmentally ready. During second grade SCCCS will also assess students' development of their motor-sensory faculties such as fine and gross motor skills, bodily coordination such as crossing the midline, proprioception (balance and spatial and temporal orientation), and rhythm to incorporate timing and hearing. Using this mid-year assessment teachers may choose to incorporate more physical-spatial exercises in order to help students further develop these capacities that support learning.

i-Ready Assessments

SCCCS will use i-Ready to measure individual student performance, measure growth over time in order to apply suggestions for targeted instruction within our use of the Waldorf/Common Core alignment. Although there are a limited number of test items, a large amount of diagnostic information is available through i-Ready's assessment program because it is an adaptive test.

SCCCS will administer the assessment twice annually for students in grades 3-8 for reading and mathematics. The first test will occur within the first month of the academic school year and the second will occur mid-Spring of the same academic year. Testing in the first month of the school year will allow teachers to pinpoint each students' current level of performance as well as a baseline to allow for academic growth measurement in reading and math year by year. Using this assessment approach, SCCC will be able to generate a Student Profile Report to allow teachers to pinpoint areas of strengths and weaknesses so that they may customize instruction in order to maximize instructional benefits throughout the year. The mid-Spring assessment will provide a report of areas of growth and/or areas that need further strengthening.

Teachers' Role

SCCCS attaches great value to growing teachers' capacities as instructional leaders. Teachers are empowered to design and administer classroom-based assessments. They will be able to design assessments on a daily basis so they can provide timely and specific instructional feedback to students, families, and service providers. As assessment expert Richard Stiggins argues, classroom-based assessments are vital because teachers need *continuous* information about where each student is *now* in relation to key understandings so that they may adapt lessons, activities, and expectations.³³

Matching Desire and Effort with Achievement

A balanced approach to assessment is critical to making sense of a child's ability and aptitude for each individual subject. Using our understanding of having a growth mindset and desire to develop the existential intelligence and what we also call "hardiness", SCCC will aim for students to recognize that there is a direct link between how hard they try and what they can achieve. SCCC, therefore, intends to inspire students through adequate preparation for assessments and varying opportunities to demonstrate understanding to embrace assessments with enthusiasm and confidence in order to compel them to apply the requisite effort to achieve educational goals. By allowing time throughout the school day for recitation work, cooperative learning, and peer/cross-age interaction, SCCC's program will set students up for appropriate assessment achievement-level.

Parent-teacher Conferences

Conferences for all students will take place at least once a year, or more, if dictated by individual circumstances. Parents, teachers or students may request additional conferences. These conferences are essential in that they allow a complete picture of the child's performance to unfold. Conferences are especially effective as a result of the school's looping model, low teacher-student ratios, and warm community atmosphere.

³³ Stiggins, Rick. *Defensible teacher evaluation: Student growth through classroom assessment*. Corwin Press, 2014.

Main Lesson Items

Main Lesson books, work samples, practice papers, written work and reports, artwork, etc. will be assessed. Teachers will use specific rubrics to ensure validity, reliability and objectivity to evaluate Main Lesson items. Rubrics will be developed to establish clear assignment expectations and to provide meaningful feedback to students. In the upper grades, students will be made aware of rubric requirements and work toward mastery of each area specified by the teacher.

Demonstrations of Understanding and Mastery

Demonstrations include oral recitations, presentations, reports, performances or other demonstrations, which occur regularly beginning in first grade, by students individually as well as the class as a group.

Testing

All required tests, including but not limited to the assessments under the California Assessment of Student Performance and Progress ("CAASPP") testing program, the CELDT or ELPAC, California Standards Test ("CST") in Science, and the PFT, will be administered in compliance with State law.

Classroom Assessments

Additionally, grade two through eight semester benchmark assessments and instructional block assessments at all grade levels will be administered throughout the school year. Classroom assessments are an integral part of the school-wide assessment program. Before a lesson or block is taught, the teacher will pose the work to identify the evidence that will be collected from students in order to demonstrate their knowledge and proficiency. The teacher will create the assessment and rubric to measure student outcomes. With these factors in mind, the teacher will plan the appropriate order of learning activities. Assessment results will inform future instruction. Instructional strategies will be used to challenge students to think at high levels and show acquired knowledge and skills. Example strategies include: effective questioning techniques; summarizing and notetaking; collaborative work; non-linguistic representations of key concepts and vocabulary; and effective homework practices. These strategies allow students to demonstrate their learning on a daily basis. Additionally, grade two through eight semester benchmark assessments and instructional block assessments at all grade levels are administered throughout the school year.

Letter Grades

Grades for academic content (based on tests and/or written and/or oral reports, etc.) may be used for specific classes and will be reserved for students at the middle school level. The letter grades will represent specific achievement levels based on clear criteria.

SCHOOL-WIDE ASSESSMENT STRATEGIES

Diagnostics in key areas, as noted above will be given at key intervals throughout the year in core academic areas. Students will be challenged to demonstrate their attainment of specific skills and knowledge areas covered in the previous instructional period. A pre- and post-assessment will be used to gauge growth. These assessments are in close alignment in both content and context with the CAASPP. In addition to assessment of individual students, SCCCS will implement a variety of measures for determining the success of the overall school program and the school staff:

Local Control and Accountability Plan (LCAP)

The LCAP is a report of the progress of the school in multiple areas and is used as a method to assess overall school progress. In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Staff and Administrative Evaluations

To assure the highest quality education, at a minimum SCCCS staff will be observed on an annual basis (more frequently for faculty who have worked at Sycamore Creek less than two years) and evaluated using a comprehensive and student-centered evaluation system.

Parent Involvement

The school reviews the level of parent involvement and the accomplishments over the course of a year in order to measure overall success. Frequent parent surveys will allow collection and tracking of data on several levels to measure the satisfaction of and solicit feedback from the parent community.

Student Surveys

Student surveys will allow for direct collection of information regarding the level of satisfaction students experience at their school in terms of the level of support they experience and their views of the school-climate. These surveys will be used for current students as well as those exiting the school or graduating.

Data Reporting and Use

SCCCS will utilize an appropriate Student Information System, such as PowerSchool, to track student learning and growth, household characteristics, as well as manage and report this data. The system will provide all necessary individuals the ability to access the data in real time so that families may access up to date information. Wherever appropriate the data collected will be used to fine tune SCCCS's assessment process and monitor the progress of our students. At select intervals throughout the school year SCCCS will provide paper communication to families who may have limited internet access to alleviate issues with accessibility. The Principal will ensure proper maintenance of the Student Information System in accordance with SCCCS's mission and vision.

Some of the features of the SIS which SCCCS plans to utilize will be:

Alerts & Notifications – in order to send alerts and notifications to staff, parents and students. (*via Email, Text or Voice Message*)

Templates & Distribution – so that faculty and administrators may create, save and reuse communications templates. Generate an email or mail merge letter to a class, school or whole district. Verify notification receipt and map the location of recipient.

Permissions – In order to control information access and tools utilized and viewed with tiered permission groups.

Automated or Ad Hoc Reports – so that administrators can use automated report generation or pull reports manually as any time as well as create their own ad hoc reports utilizing filters such as grade, gender or age **by:** performance, discipline, attendance, demographics, class size, and enrollment numbers.

The teachers at SCCCS will be included in data analysis at the aggregate level with a multi-level focus of nested groups (individual class cohorts nested in classes across particular grades or all classes for particular grades nested in upper and lower grades) when appropriate and encouraged to participate in ongoing program evaluation. Changes to curriculum, methods, and other teaching mechanics will be implemented based on faculty suggestions grounded in the analysis of data with the goal of Improvement in student learning outcomes. In addition, results from benchmark assessments will be analyzed by faculty and used to make adjustments in pacing guides, and intervention services to students. The guiding principles of public Waldorf education and how they map onto CCSS will be consistently sought by teachers and staff. On an annual basis at minimum, data will also be scrutinized based on sub-groups of race/ethnicity, gender, ELL status, socioeconomic status (SES), students with disabilities and other relevant categories. As well, teachers and staff will analyze data at the individual level in order to properly address specific areas of growth and/or deficiencies of particular students.

ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: *The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

NON-PROFIT PUBLIC BENEFIT CORPORATION

SCCCS will be a directly funded independent charter school and will be operated as a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

SCCCS will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and SCCCS. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of SCCCS, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by SCCCS, as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix 7, please find the SCCCS Articles of Incorporation, Bylaws, and Appendix 9 for our Conflict of Interest Code.

BOARD OF TRUSTEES

SCCCS will be governed by a corporate Board of Trustees (“Board” or “Board of Trustees”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than three (3) and no more than thirteen (13) Trustees unless changed by amendments to the bylaws. All Trustees shall be designated by the existing Board of Trustees. This Board consists of up to seven (7) parent members, up to two (2) community members, and up to four (4) faculty members. All Trustees are to be designated at the corporation's annual meeting of the Board of Trustees.

Except for the initial Board of Trustees, each Trustee shall hold office unless otherwise removed from office in accordance with the Bylaws for two (2) years and until a successor Trustee has been appointed as required by the position as described below.

Terms for the initial Board of Trustees shall be five (5) seats for a term of either one (1) or two (2) year(s). The terms of the initial Board of Trustees shall be staggered, with three (3) members serving for one (1) year and two (2) members serving for two (2) years. The staggering of the initial Trustees' terms of service will be drawn by lot.

Each of the initial Board members is thoroughly described in Appendix 9 under the description of the Initial Board of Trustees. Below is a brief summary of each board members' qualifications and background to demonstrate that we have qualified, experienced board members that will ensure the successful operation and governance of the school.

The Permanent Board shall have two parent representatives nominated amongst the parent body; two faculty members nominated amongst all faculty; and one community representative appointed by the Board existing at the time of the vacancy.³⁴ Community representatives shall have experience in one or more of the following areas: Waldorf education, government, law, business, finance/accounting/marketing, fundraising, facilities, or public relations. Neither the Executive Director or Principal shall serve on the Board or vote in Board elections.

The Board of Trustees shall maintain at least 51% of the board membership as disinterested members. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Trustees. If the District chooses to do so, SCCCS may appoint a second community member to ensure that the Board is maintained with an odd number of Trustees.

The method of board member election, terms, and replacement are all addressed in detail in the Board-adopted bylaws. These bylaws found in Appendix 7, include, but are not limited to the following:

- The means by which Board Members are to be nominated, selected, and removed from office;
- The duration of each Board Member's term of office;
- The method by which Board meetings will be held;
- The means by which parents, teachers, students, and other members of the community may communicate with the Board; and
- The procedure by which bylaws will be amended.

³⁴ "Community Members" will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. The Board may choose to select a current SCCCS parent to serve in the Community Member capacity in the event that the Board cannot find a suitable non-parent community member to serve in this capacity.

Board Meetings and Duties

The Board of Trustees of SCCCS will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board of Trustees is fully responsible for the operation and fiscal affairs of SCCCS including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Principal and Executive Director of SCCCS;
- Hire, promote, discipline and dismiss all employees of SCCCS after consideration of a recommendation by the Executive Director and Principal;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of SCCCS. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor SCCCS' annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of SCCCS in accordance with applicable laws and the receipt of grants and donations consistent with the mission of SCCCS;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

SCCCS shall comply with the Brown Act

The Board shall adopt a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the draft Conflict of Interest Code is attached

within Appendix 9. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of SCCCS any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

Be in writing.

Specify the entity designated.

Describe in specific terms the authority of the Board of Trustees being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation.

Require an affirmative vote of a majority of Board members.

The Board of Trustees will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum board governance, conflicts of interest and the Brown Act. Initial training for the SCCCS Board of Trustees will be conducted by California Charter Schools Association's Governance Academy, offered in partnership with Procopio, Cory, Hargreaves & Savitch LLP, and Young, Minney and Corr, LLP. The Governance Academy is an intensive workshop designed to help governing board members increase their knowledge of ethical and legal obligations as stewards of public institutions. It will help SCCCS develop legally compliant governing board policies and procedures, and establish clear roles and responsibilities, including financial oversight and student performance. The Governance Academy will help schools identify key areas of expertise for high functioning boards and provide training on the Brown Act. It will include discussion of financial responsibilities and oversight as well as HR Issues, and Board Committees' limitations and duties. Other topics to be covered include; Political Reform Act, Conflict of Interest Code Basics, Statement of Economic Interest Basics (Form 700), 501(c)(3) corporations, Brown Act/Open Meetings, and Penalties.

EXECUTIVE DIRECTOR

The Executive Director will be the business leader and in concert with the Principal, be the co-cultural leader of SCCCS. S/he will be responsible for ensuring that the school complies with all state requirements, has adequate funding and external resources to maximize student-learning experiences. The Executive Director of SCCCS will report directly to the Board of Trustees. S/he will supervise the school Principal and serve as the liaison between the Board of Trustees and the authorizing school district and other outside agencies. The Executive Director's duties shall include tasks assigned by the Board of Trustees. These tasks will include, but are not limited to, the following:

- Communicate and report to the Board of Trustees.
- Oversee school finances to ensure financial stability including fiscal planning, budgeting and working with SCCCS's back office provider, EdTec.
- Present a quarterly financial report to the Charter School Board.

- Present fiscal audit to the Board of Trustees and, after review by the Board of Trustees, present audit to the District Board of Education and the County Superintendent of Schools, the State Controller, and the California Department of Education.
- Communicate with Charter School legal counsel and any outside consultants.
- Attend all Board of Trustees' meetings and attend as necessary District Board of Education meetings as the charter representative.
- Facilitate regular school functions, including graduations, festivals, and assemblies.
- Initiate, participate in, and oversee fundraising for Sycamore Creek Community Charter School.
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables.
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media.
- Be the direct liaison with the authorizer.
- Develop the School annual performance report and the SARC.
- Provide all necessary financial reports as required for proper attendance reporting.
- Oversee facility maintenance and aesthetic quality of site.

THE PRINCIPAL

The Principal will be the instructional leader and in concert with the Executive Director, the co-cultural leader of SCCCS. The Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Principal must report directly to the Executive Director as well as the SCCCS Board of Trustees. While the Executive Director is responsible for the orderly operation of SCCCS and the supervision of all employees in SCCCS, the Principal retains autonomy over pedagogical decisions as well as all student related activities.

The Principal shall perform assigned tasks as directed by the SCCCS Board of Trustees and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- In concert with the Executive Director, ensure SCCCS enacts its mission;
- Coach, support, and evaluate teachers and staff;
- Communicate and report to the SCCCS Board of Trustees;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of SCCCS;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;

- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Trustees;
- Complete and submit required documents as requested or required by the charter and/or SCCC Board of Trustees and/or the District;
- Identify the staffing needs of SCCC and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- In concert with the Executive Director, establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote SCCC in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report, the SARC, and the LCAP;
- Present independent fiscal audit to the SCCC Board of Trustees and, after review by the Board of Trustees, submit audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.
- WASC accreditation, should the school choose to pursue, as appropriate.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Trustees to a business administrator of SCCC, other appropriate employee, or third party provider.

FACULTY COMMUNITY COUNCIL

All full-time faculty members will participate in the SCCC Faculty Community Council governed by their own internal adopted bylaws. The Faculty Community Council will meet on a weekly basis to discuss the life of the Charter School and community. In addition to their primary role as classroom teachers, the faculty ensures the quality of programs and maintains the highest possible standards in the conduct of the Charter School's activities. The Faculty Community

Council will act as an advisory group to the Board of Trustees concerning curriculum, policy, and program issues.

The Faculty Community Council will also:

- Monitor student progress toward meeting charter outcomes and state achievement targets.
- Implement the curriculum and participate in the life of the Charter School, including festivals and celebrations.
- Implement appropriate teaching strategies, student interventions, and assessment tools to ensure that SCCCS students achieve their full potential.
- Participate in school committees, IEP activities, and Student Success Teams.
- Participate in professional development activities.
- Select representatives to serve on the Board of Trustees and on other school subcommittees, such as the Hiring Committee, Strategic Planning, Budget Committee, and Festival Committee.
- Select Faculty Chair(s) to assist in the administration of the educational program.

PARENT COMMUNITY COUNCIL

Parents will be encouraged to form a Parent Community Council (“PCC”) to be responsible for parent involvement in school activities, fundraising, and advising the SCCCS Board of Trustees on any and all matters related to the strengthening of the SCCCS community. Parent participation will play a vital role in the effectiveness of our program.

The Parent Community Council shall consist of parent/guardian and grandparent volunteers who will meet regularly (at least monthly) to support the life of the Charter School. The Parent Community Council shall also consist of a Chair, Co-chair and Secretary, the chairs of each committee, and a faculty member. The Parent Community Council shall be governed by its own set of adopted bylaws. The PCC will:

- Create a forum for discussion of matters of interest and concern to the parents of the Charter School
- Act as a communication channel between the parents and other individuals and groups, both within and outside the Charter School community.
- Facilitate cultural and social activities that contribute to the life of the Charter School.
- Coordinate and sponsor committees, clubs, and other activities that contribute to the life of the Charter School

PARENT INVOLVEMENT

In addition to maintaining a minimum of two parent participants on the Board and encouraging parent participation on the Parent Community Council, parents will be strongly encouraged to volunteer a minimum of 40 hours per family, per academic year to SCCCS. The Principal shall maintain a comprehensive list of volunteer opportunities including but not limited to the

following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at charter school Board meetings; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities. No child will be excluded from SCCCS or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 40 hours of participation.

To encourage additional parent involvement, SCCCS shall do the following:

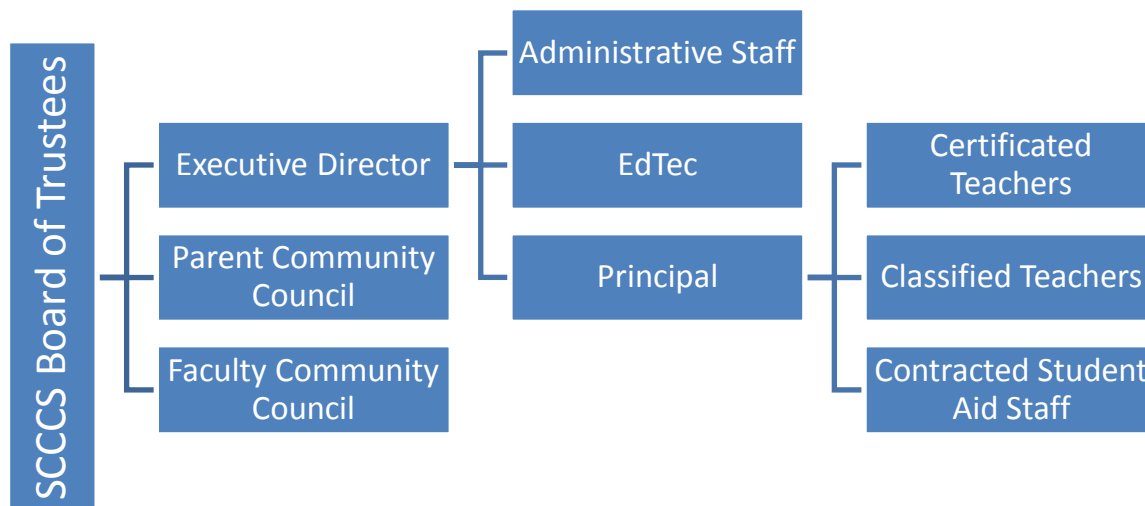
- Maintain a list citing a wide variety of participation opportunities for parents.
- Offer parent education lectures.

Possible volunteer activities can include, but are not limited to:

- Service on a school committee.
- Assisting in the classroom.
- Playground supervision before and after school and during recess.
- Assisting during festivals.
- Assisting in a specialty class.
- Hospitality (hosting a visiting teacher candidate or speaker).
- Site maintenance.
- Service as “Class Parent.”
- Service as Parent Community Council officer or committee chairperson.
- Service on SCCCS Board of Trustees.
- Coordinating and chaperoning field trips.
- Coordinating sets and costumes, and helping with rehearsals, for annual class plays.
- Assisting with fundraisers.
- Assisting in the Charter School office.

Communication between school staff and parents shall take place through phone calls, e-mail, newsletters (hard copy and via the website), and face-to-face meetings as necessary. Parents and guardians are encouraged to express their concerns, to visit the school, and schedule time to meet with staff.

ORGANIZATIONAL CHART



ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: *The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).*

OVERVIEW

All employees of SCCCS will show dedication to students and the mission of the school. SCCCS is committed to hiring staff members who support the Charter School's educational philosophy and mission. Employees will be both innovative individuals with a passion for lifelong learning, and also coaches and facilitators of learning. They will be committed to developing the social, civic, character, and academic potential of each student. All staff members will possess experience and expertise appropriate for their position according to the SCCCS' adopted personnel policies, and federal and state statutes applicable to SCCCS. In addition, staff should be flexible and innovative. It is the intent of SCCCS to hire employees who are dedicated to providing instruction for children according to core guiding principles of public Waldorf education and academic content standards adopted by the State Board of Education. Selection and appointment of employees at SCCCS will be the exclusive prerogative of the SCCCS. As such, the SCCCS

Board of Trustees shall set the terms and conditions of employment by establishing personnel policies, which include, but are not limited to meeting the guidelines set forth by ESSA and applicable state and federal law.

SCCCS is an equal employment opportunity employer. SCCC will not discriminate against any applicant on the basis of his/her actual or perceived race, creed, color, national origin, age, gender, gender expression, gender identity, sexual orientation, disability, or any other basis prohibited by Education Code Section 220. Decisions relative to the hiring of the Executive Director and the Principal rest with the Board of Trustees. Decisions relative to the hiring of all remaining employees rest with the Board of Trustees upon recommendation of the Executive Director and Principal. SCCC shall comply with all applicable laws regarding fingerprinting, drug testing, and other Charter School policies pertaining to the safety and health of all employees and students. SCCC shall comply with all laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237. Furthermore, SCCC is a “School of Choice” and no employee will be forced to work for SCCC.

Organizational Structure

Role	Brief Overview: Roles and Responsibilities
Board of Trustees	Strategy, fiscal oversight, hiring of the Principal and the Executive Director
Faculty Community Council (FCC)	Works collaboratively with the Board, Principal, and Executive Director to support the mission of SCCC to bring public Waldorf education to the Community.
Parent Community Council (PCC)	Works collaboratively with the Board, Principal, and Executive Director to support the mission of SCCC by promoting parental engagement in fundraising, teacher support, and school beautification.
Executive Director	Visionary and business leader of SCCC. Overseer of operations and collaborates with the Principal, PCC, and FCC to support the mission of SCCC. Reports to the Board of Trustees.
Principal	Instructional and cultural leader of SCCC. Collaborates with the Executive Director, PCC, and FCC to support the mission of SCCC. Reports to the Executive Director and the Board of Directors.
Certificated Teachers	Credentialed instructors responsible for core academic instruction delivered through methods guided by principles of public Waldorf education
Non-Certificated Teachers	Specialty teachers with expertise in their respective field of Music, Spatial Dynamics (Games), World Languages, Handwork, Movement/Eurhythmy, and/or Woodwork.

Teachers

Teachers of core, college preparatory classes must hold a California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(I). Transitional Kindergarten classes will have at minimum one CTC credentialed teacher with 24 units of childhood education as determined by the local educational agency. A child development permit will also be issued by CTC. Faculty will also have or pursue training in curriculum and methods inspired by principles that guide public Waldorf education.

Accordingly, the minimum qualification for teachers of core, college preparatory subjects are:

- A bachelor’s degree

- A California multiple or single-subject teaching credential or an Interim Certificate/Credential as issued by the California Commission on Teacher Credentialing
- Two years of teaching experience is preferred
- Be skilled at or willing to be trained in Waldorf methods and be willing to continue education through additional courses and training in Waldorf education, workshops, seminars and staff development

In addition, teachers who desire a position with SCCCS must:

- Be willing to work collaboratively with parents in the classroom and community
- Show enthusiasm for collaboration with other teachers at the school
- Strive toward implementing the SCCCS mission
- Be skilled at or be willing to be trained in the Waldorf teaching practices used at SCCCS or willing to learn.
- Demonstrated competencies of teaching using principles guided by public Waldorf Education
- Belief in the basic philosophy of incorporating methods and curriculum guided by the core principles of public Waldorf education
- Be proactive in partnering with parents as educators
- Develop and maintain an awareness of intellectual, social, as well as emotional needs of students
- Demonstrate strong written, verbal, and physical communication skills.
- Able to cooperatively work with all SCCCS staff to ensure the success of every student by inwardly cultivating the philosophy that “no job is too small or too big to accomplish” if it benefits students at SCCCS.

Teachers at SCCCS will abide by the adopted regulations of the State Board of Education. All SCCCS teachers will complete the Certificate of Compliance and provide documentation of experience, test scores, transcripts, and/or other qualifying documentation.

In accordance with Education Code Section 47605(l), SCCCS may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in one or more of the following areas: Handwork, Music, Games/Spatial Dynamics, Movement/Eurhythm, Woodworking, or one or more World Language.

Principal

The SCCCS Principal serves as the primary instructional leader of the school. Selection of the Principal by the Board of Trustees will be based on proven experience in educational leadership, educational vision and relevant experience in a Waldorf School setting with our targeted student population, demonstrated ability in program design and/or development, and interest and commitment to educational reform.

Selection of the Principal will be based on proven experience meeting the following qualifications:

- A Master’s Degree in Education and/or Administrative Credential. An applicant without a current Administrative Credential may be considered if the applicant has a strong enduring background as a teacher and/or as an administrator in a Waldorf School, public or private.
- Relevant experience with Waldorf teaching and organizational leadership and educational innovation.

- Relevant successful experience as a school leader and teacher; a minimum of five (5) years of teaching experience and two (2) years of administrative experience is preferred.
- Expertise in curriculum design, supervision and evaluation using the methods prescribed by Rudolf Steiner.
- Ability to communicate effectively with diverse groups, the Board and the community; language fluency in addition to English is valued.
- Experience, sensitivity, and knowledge of learning differences is preferred.
- Interest in Sycamore Creek Community Charter School's unique educational model guided by the core principles guided of public Waldorf education and a strong commitment to its success
- Other qualities deemed important by the Board of Trustees.

Preferred qualities will include:

Unquestionable integrity

Strong Leadership and Team Building Skills

Effective Analytical and Critical Thinking Skills

Ability to Communicate Effectively

A Passion for Excellence

Executive Director

Sycamore Creek Community Charter School's Executive Director handles the business and regulatory requirements of the school. Selection of the Executive Director by the Board of Trustees will be based on proven relevant experience in management, and fundraising as well as a passion and commitment to educational reform.

Selection will be based on proven experience meeting the following qualification:

Master's or higher degree and/or school administrator credential and/or has experience administering an educational program or management/administration experience.

Experience managing day-to-day operations of public or private organizations

Experience of fundraising for education and/or public/private organizations

Business and educational background and/or evidence of diverse fiscal responsibility

Experience dealing with various levels of State or Federal government preferred

Experience creating and managing a major budget and/or P&L responsibility

Experience or familiarity with local, state and national education policies and procedures

Understanding of legal compliance, health, safety, and other operational management concerns

Appreciating and understanding of Waldorf Education

Other qualifications and/or qualities deemed important by the Board

Office Personnel

Office Personnel will be selected by the Principal and Executive Director on an application and interview basis in consultation with other staff members and teachers as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position.

Minimum Qualifications:

- High school diploma; AA degree or two years of college preferred.
- Minimum of two years' experience in a similar position.
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task.

Employee Recruitment and Policies

SCCCS's recruitment plan involves the creation of a web-based employment application through Ed-Join, and postings on national Waldorf employment websites, attendance at local teacher employment fairs, job postings at local Waldorf schools and the media, as well as one-on-one recruitment of master teachers in surrounding districts.

When a vacancy occurs, the Principal³⁵ shall establish an ad hoc Hiring Committee comprised of the Principal, administrative assistant, teachers, and one Board member, which shall:

- Announce openings;
- Recruit applications, request resumes, and screen applications; and
- Interview and select candidates.

Teaching candidates will be required to submit an application packet that includes a letter of introduction, references, and a resume. After an initial screening selected candidates will be invited to meet with the Hiring Committee. Afterwards they may be selected to perform a demonstration lesson. If a candidate successfully passes through the hiring process, pending board approval they will be offered a position.

All personnel policies shall be included in an Employee Handbook, to be developed following approval of the charter petition. The Employee Handbook shall be distributed annually and read and signed by all employees.

Employee Evaluation

Formal performance evaluations will be conducted at the end of an employee's initial period in any new position. This period, known as the introductory period, allows the supervisor and the employee to discuss the job responsibilities, standards, and performance requirements of the new position. Additional formal performance evaluations will be conducted to provide both supervisor and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals. The performance of all employees shall generally be evaluated according to an ongoing 12-month cycle, beginning at the fiscal-year end.

³⁵ The Board shall establish the Hiring Committee in the case of a Principal vacancy.

Professional Development

SCCCS shall establish a Professional Development Plan (PDP) for the Charter School. This plan will provide the foundation from which an annual slate of professional development activities is prepared. The PDP will be an opportunity for employees to develop career and educational goals. Typical activities available to faculty and staff include graduate study, professional conferences, equity workshops, technology training, and other applicable in-service opportunities. The employees and Principal will develop the PDP, which shall be reviewed and revised annually as necessary to meet SCCC's objectives. Professional development goals and the attainment of such are incorporated into the annual employee performance evaluation.

In-Service Training

All administrators and teacher facilitators will receive in-service training by consultants, outside providers, and/or employees hired for such purpose. Teachers will receive training from these consultants and other trainers at least once annually. SCCC will also provide in-service education for its parents, paraprofessionals and volunteers. Such training may include, but is not limited to the following topics:

- Crisis Intervention
- On-site teacher mentoring by one or more Waldorf curriculum specialists
- Meaningful pre-service and in-service training by Special Education, state standards, and Waldorf curriculum specialists
- Professional Development based on Common Core Standards
- Weekly pedagogical meetings to discuss teaching challenges and successes and share and develop strategies for excellent instruction
- Attendance in the annual Waldorf Public Educators conference
- Each teacher in coordination with the Principal will develop a PDP to include a plan for earning a Waldorf Teaching Certificate (if not already attained).
- Hardiness and Resilience Training
- Other areas as appropriate

SCCCS Staffing Plan – Year 1

As further detailed in our budget narrative, in year one, there will be one (1) Principal, and five (5) certificated classroom teacher positions:

- 1 Transitional and traditional Kindergarten teacher
- 1 First Grade teacher
- 1 Second Grade teacher
- 1 Third Grade teacher
- 1 Fourth Grade teacher
- 1 Principal

Finally, there will be four (4) classified positions:

- 1 Aide
- 1-part time Executive Director
- 2 Clerical positions

Table 6: Teacher Staffing Plan for Years 1-5

	Teacher A Grade Level	Teacher B Grade Level	Teacher C Grade Level	Teacher D Grade Level	Teacher E Grade Level	Teacher F Grade Level	Teacher G Grade Level
Year 1	TK/Kinder	1 st	2 nd	3 rd	4 th		
Year 2	TK/Kinder	2 nd	3 rd	4 th	5 th	1 st	
Year 3	TK/Kinder	3 rd	4 th	5 th	6 th	2 nd	1 st
Year 4	TK/Kinder	4 th	5 th	6 th	7 th	3 rd	2 nd
Year 5	TK/Kinder	5 th	6 th	7 th	8 th	4 th	3 rd

ELEMENT 6: HEALTH AND SAFETY OF PUPILS AND STAFF

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

HEALTH AND SAFETY POLICIES

In order to provide safety for all students and staff, SCCCS will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the SCCCS student and staff handbooks and will be reviewed on an ongoing basis by the Executive Director, Principal, and Board of Trustees. SCCCS shall ensure that staff are trained annually on the health and safety policies. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and SCCCS.

The following is a summary of the health and safety policies of SCCCS:

Procedures for Background Checks

Employees and contractors of SCCCS will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of SCCCS shall monitor compliance with this policy and report to the SCCCS Board of Trustees on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

Tuberculosis Risk Assessment and Examination

Faculty and staff will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

SCCCS will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. SCCC will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by SCCC.

Diabetes

SCCCS will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

SCCCS shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for SCCC.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood borne Pathogens

SCCCS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

SCCCS shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

SCCCS shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. SCCC agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. SCCC shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

SCCCS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. SCCC shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at SCCC (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with SCCC's discrimination and harassment policies. Furthermore, a draft of SCCC's comprehensive policy regarding Sexual Harassment Policies and Procedures will be included in the handbook.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

SCCCS anticipates that our education model will attract many students from all sectors of society. To create a school community that reflects the diversity of the general population residing within the Huntington Beach City School District, SCCC will strive to recruit students from a range of racial, ethnic, linguistic, and socioeconomic backgrounds. Our program will bring a sense of validation and encouragement to families from diverse and multicultural backgrounds seeking a unique educational experience. This mindset will assist us in our overall recruiting efforts. SCCC is committed to designing measurable approaches to underscore our dedication in establishing a diverse student body. SCCC will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school and will use this information to determine where additional outreach efforts are needed.

SCCCS shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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).

Our recruiting plan includes ongoing community outreach in English and Spanish that explains how SCCC will provide an educational alternative for any interested families in Huntington Beach. We are committed to serving any child who wishes to attend SCCC and our recruitment efforts will include Latino, English Learner, and socioeconomically disadvantaged populations.

DATA AND ANALYSIS

Our analysis of the percentage of elementary and middle school students qualifying for free or reduced lunch (FRL) who reside in OVSD indicates that our goal will be to enroll 40.2% of our total students from this category. When we averaged the percentages of students in this category for 2014/2015, from the three closest elementary schools to our proposed site, Lake View Elementary (61.5%), Joseph R. Perry Elementary (50.2%), and Courreges Elementary (13.6%), we found an average of 41.8% students who qualify for FRL. These three schools lie in three districts, Fountain Valley School District (FVSD), Huntington Beach City School District (HBCSD), and OVSD. Below is a table created using the California Education Site <http://dq.cde.ca.gov/dataquest/> that shows the ethnic/racial and SES characteristics of the elementary and middle schools in the OVSD district.

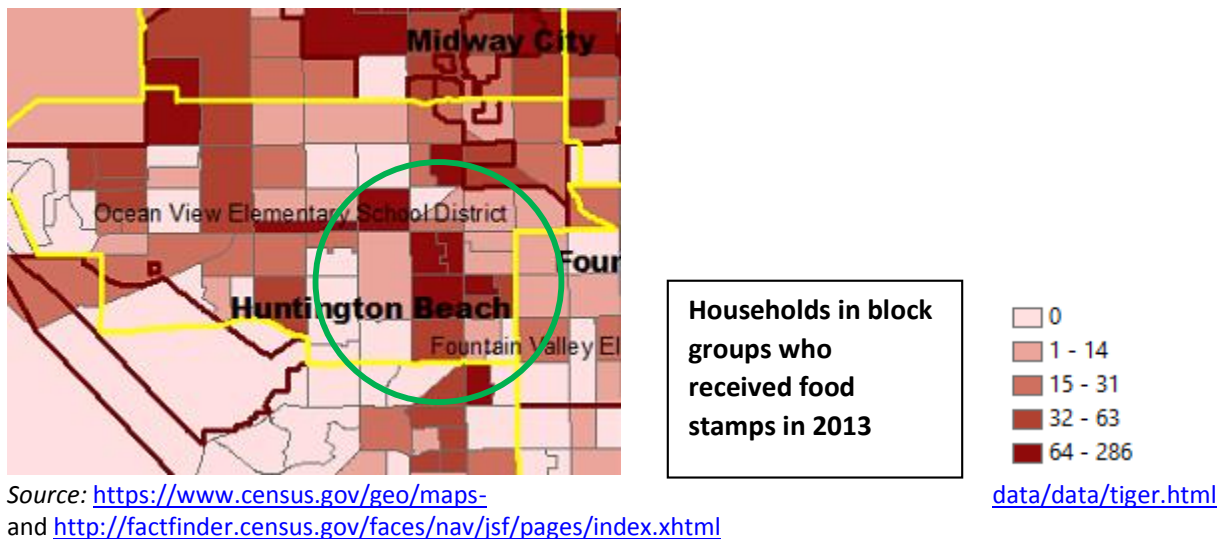
Table 7. Percentages of students qualifying for FRL, English Learners, Hispanic or Latino, and African American not Hispanic Students in 2014/2015 in OVSD
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School	African American not Hispanic	Hispanic or Latino	English Learners	Free or Reduced Price Meals
Non-public non-sectarian schools	0 (0.0%)	0 (0.0%)	0 (0.0 %)	0
Circle View Elementary	4 (0.6%)	110 (15.5%)	99 (13.9 %)	129 (18.1%)
College View Elementary	3 (0.7%)	200 (43.4%)	117 (25.4 %)	239 (51.8%)
Golden View Elementary	14 (2.9%)	184 (37.9%)	106 (21.9 %)	178 (36.7%)
Harbour View Elementary	5 (0.6%)	210 (26.4%)	113 (14.2 %)	173 (21.8%)
Hope View Elementary	4 (0.6%)	128 (18.9%)	45 (6.6 %)	89 (13.1%)
Lake View Elementary	7 (2.2%)	158 (50.6%)	125 (40.1 %)	192 (61.5%)
Marine View Middle	7 (0.9%)	266 (32.7%)	123 (15.1 %)	239 (29.4%)
Mesa View Middle	9 (1.1%)	230 (28.5%)	91 (11.3 %)	186 (23.1%)
Oak View Elementary	3 (0.4%)	690 (97.3%)	637 (89.8 %)	681 (96.1%)
Pleasant View	0 (0.0%)	0 (0.0%)	0 (0.0 %)	0
Spring View Middle	7 (0.9%)	267 (33.5%)	114 (14.3 %)	303 (38.0%)
Star View Elementary	11 (1.9%)	95 (16.0%)	228 (38.4 %)	258 (43.4%)
Sun View Elementary	12 (5.0%)	142 (58.7%)	95 (39.3 %)	171 (70.7%)
Village View Elementary	3 (0.5%)	123 (22.2%)	33 (5.9 %)	112 (20.2%)
Vista View Middle	7 (1.0%)	350 (50.1%)	211 (30.2 %)	428 (61.3%)
Westmont Elementary	1 (0.3%)	210 (59.8%)	189 (53.8 %)	245 (69.8%)
District Total:	97 (1.1%)	3,363 (37.3%)	2,326 (25.8 %)	3,623 (40.2%)
County Total:	7,088 (1.4%)	243,781 (49.0%)	129,390 (26.0 %)	243,432 (49.0%)

Source: California Department of Education <http://dq.cde.ca.gov/dataquest/>

Spatial analysis of the Huntington Beach area that we plan to serve reveals that there is a large degree of households at a disadvantage in terms of socioeconomic status (SES). Using census data and shapefiles from the American Factfinder website we created a map (See Fig. 2) with Geographic Information Systems (GIS) to visually understand the differences in the number of households receiving food stamps among block groups in the area. Please see the Appendix 5 for a larger cross-section of Orange County.

Figure 2. U.S. Census Data of number of households receiving food stamps in 2013 based on block groups



This information reveals that there is a large number of households in our target area that receive food stamps. Many of the nearby block groups to our proposed site are in the highest bracket of households receiving food stamps in Orange County. The highest bracket indicates that between 64 and 286 households receive food stamps. This is significant considering that the average block group size in HB is 727 housing units, which indicates that as many as 40% of households in the surrounding area receive food stamps (<http://www.usa.com/CA0590993092.html>).

It is SCCCS's goal to reflect the large ethnic diversity of its surrounding communities as much as possible, with special attention to Latino and Black communities. This is important because research has shown that students of Asian descent often surpass their peers in terms of educational achievement and performance and therefore are possibly not as susceptible to inequalities related to their ethnic background. Research indicates that although there has been traction "substantial gaps remain, especially between less advantaged groups such as African Americans, Hispanics, and Native Americans and more advantaged groups such as whites and Asian Americans. The racial and ethnic hierarchy in educational achievement is apparent across varying measures of the academic experience." (Kao p. 417)³⁶

The local public school demographics as indicated in Table 1 show that there are significant socioeconomically disadvantaged and Latino populations and the spatial analysis in Figure 1 confirms the significant presence of low-income households. SCCCS anticipates that our student population will reflect similar characteristics and SCCCS is committed to maintaining a racial and ethnic balance of its students that mirrors the general population residing within the OVSD boundaries.

³⁶ Kao, Grace, and Jennifer S. Thompson. "Racial and ethnic stratification in educational achievement and attainment." *Annual review of sociology* (2003): 417-442. There are differences within the panethnic groups however. For example, Cubans, Central and South Americans outperform Mexicans and separately Laotians and Cambodians do not outperform whites like Chinese and Koreans do.

SCCCS'S RECRUITMENT PLAN

Upon authorization, SCCC will implement an aggressive program designed to educate and inform potential students and their families about its instructional program and to ensure that all Huntington Beach residents are given an equal opportunity to enroll their children at the school. This will ensure that we are fully enrolled prior to our proposed September 2017 opening. We anticipate that because foreign language is an important aspect of our curriculum families from diverse and multicultural backgrounds will feel a certain sense of validation. We will budget for on-going outreach once the school is operational in order to maintain a racially/ethnically, linguistically, and socioeconomically balanced enrollment.

SCCCS Will:

1. **Engage** in the development of promotional materials, such as informational brochures, flyers, advertisements to appeal to various racial and ethnic groups within the District. Materials will be developed in English and Spanish.
2. **Reach out** to preschools and attend preschool graduations (when appropriate) in the target area, community centers, religious organizations, Chambers of Commerce and community organizations throughout Huntington Beach to publicize the school.
3. **Canvas** community events, community and family resource centers, local businesses, coffee shops, libraries, social service agencies, faith-based organizations, farmer's markets, grocery stores, and shopping centers to promote the school and to meet prospective students and their families.
4. **Develop** a media presence by inviting local television and print media to visit the school and learn about the instructional program; issue press releases, advertise in local newspaper publications and on radio stations specific to the target community as funding allows.
5. **Hold** Open house and school tour visits (once appropriate) on a regular, on-going basis to offer opportunities for prospective students and their families to learn more about the curriculum.
6. **Host** community events and festivals such as a weekend picnic at a local park near the target location. Soccer and other games will be played as well as a craft and story time. This is in order to develop a sense of a welcoming and inclusive community. This also helps to familiarize prospective students and their families with the SCCC program because they will be able to engage with school personnel and administration. After the school is operational community festivals such as "Harvest" and "May Day" celebrations will continue to be large parts of our continued outreach as they are integral components of our educational philosophy.
7. **Make significant efforts** to establish visibility in the community. SCCC plans to engage in local community events, such as "Concert in the Park", and sporting events and the Huntington Beach Sports Complex and Huntington Beach Pier to publicize the school. SCCC will establish a presence at local Farmer's Markets, and leaflet Food Trucks that frequent the neighborhoods close to our target site.
8. **Establish** partnerships with community organizations such as the YMCA and/or The Boys and Girl's Club upon approval of the charter petition. SCCC plans to attend events at these organizations and establish mutually beneficial arrangements to implement a vibrant before and after school program. The YMCA is committed to supporting the community and offers discounted rates to families based on income or need to participate in the before or after school program.

9. ***Has designed*** a website for interested parents and community members to visit to learn more about the school and where they are able to sign up to receive our newsletter. SCCCS also has a Facebook Page, plans to add a Twitter Page, and other social media platforms as applicable.

The SCCCS founding team is dedicated to pursuing these efforts as well as any other opportunities found. In addition, upon approval, SCCCS will establish an enrollment timeline for broad-based recruiting and application process that is aligned with the composition of the diverse prospective population. Following the first year of enrollment, the school will continue to engage in ongoing recruitment and outreach efforts as described with the continued development of: marketing materials, advertising, online and social media presence, hosting festivals and attendance of community events, and continued efforts to establish community partnerships. The budget includes financial resources allocated to outreach efforts. SCCCS will document the efforts made to achieve racial and ethnic balance and the results achieved, as well as keep an accurate accounting of the ethnic and racial balance of students enrolled in the school. Annually this data will be reviewed and revisions to the outreach plan will be made as necessary by SCCCS administration.

SUMMARY

SCCCS will begin to implement this outreach plan once the charter petition is approved. At that time, an official timeline of events will be produced, including:

- Dates for Community Information Nights, and Community Building Events
- Dates for media and communication submissions and airings
- Periods for leafleting
- Events and Activities calendar
- Open enrollment period

For a list of target recruitment locations please see:

Appendix 2a Huntington Beach Preschools

Appendix 2b Huntington Beach Religious Organizations

Appendix 2c Huntington Beach Libraries, Community Centers, Coffee Shops, and Select Businesses

ELEMENT 8: ADMISSION REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

SCCCS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

SCCCS shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into SCCC, however, assessments may be administered after enrollment to determine individual instructional programs once students are admitted. Diagnostics of students' reading, writing, and math skills will serve as aids to teachers and staff. SCCC will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Based on the development of the child, our curriculum is guided by core principles of public Waldorf education and therefore we will adopt a minimum age of enrollment for each grade level that exceeds the minimum age requirements under the law. Subject only to capacity, our school will be open to all students who wish to enroll. Our guidelines will be provided in our enrollment policy for student applicants. Whether to place age-eligible students in Transitional Kindergarten for two years, Kindergarten for one year or in First Grade will be determined by each child's readiness developmentally. In order to assess readiness, we will conduct a First Grade Readiness assessment prior to the start of school as well as a Parent-Teacher and/or Parent-Principal conference.

Grade Level	Age Eligibility
Transitional Kindergarten (2 year)	5 by December 2 of the year student begins Transitional Kindergarten*
Kindergarten (1 year)	5 by June 1st of the year the student begins Kindergarten
First Grade	6 by June 1st of the year the student begins First Grade as well as the developmental readiness of the child
Second Grade	7 by June 1st of the year the student begins Second Grade
Third Grade	8 by June 1st of the year the student begins Third Grade
Fourth Grade	9 by June 1st of the year the student begins Fourth Grade
Fifth Grade	10 by June 1st of the year the student begins Fifth Grade
Sixth Grade	11 by June 1st of the year the student begins Sixth Grade
Seventh Grade	12 by June 1st of the year the student begins Seventh Grade
Eighth Grade	13 by June 1st of the year the student begins Eighth Grade

*SCCCS recognizes the age parameters and exceptions as explained by the California Department of Education:

Pursuant to EC 48000(c), a child is eligible for TK if the child will have his or her fifth birthday between September 2 and December 2.

However, pursuant to AB 104, EC 48000(c)(3)(B)(i) a school district or charter school **may**, at any time during a school year (including at the beginning of the school year) admit a child to a TK program who will have his or her fifth birthday after December 2 but during that same school

year, with the approval of the parent or guardian, if the governing board of the school district or the governing body of the charter school determines that the admittance is in the best interests of the child and the parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance. Average Daily Attendance (ADA) can be claimed for these students once they attain the age of five (EC 48000(c)(B)(ii)). (<http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp#stipends>)

Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The SCCCS admission process is comprised of the following:

- Completion of a student application form, comprising of basic contact information and grade level
- Attendance of one informational meeting in order to introduce them to the school curriculum and answer any questions they might have.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Parent signature of School Contract
3. Proof of Immunization
4. Home Language Survey
5. Completion of Emergency Medical Information Form
6. Proof of minimum age requirements, e.g. birth certificate
7. Release of records

PUBLIC RANDOM DRAWING

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, SCCCS will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Currently enrolled students will be exempt from the Public Random Drawing. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

Siblings of enrolled students

Children of Founding Families of SCCCS*

Children of SCCCS teachers and staff**

Residents of the Ocean View School District

All other applicants

- * As defined per SCCCS Board policy and definition of "Founding Family." Together with the number of children of SCCCS teachers and staff this number will not exceed 10% of the admitted students.

- ** Together with the children of “Founding Families” this number shall not exceed 10% of the total number of enrolled students**

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In the event of an opening, the email address and phone number on file will be used to contact the prospective student’s parent/guardians to learn if they would like to enroll their student. SCCCS’s administrative assistant that oversees enrollment will attempt to make contact using both methods and keep a record of attempts to make contact. The parent/guardians will be given five business days to respond in writing, either electronically or via regular mail to SCCCS to indicate their decision. If there is no response from the parent/guardians within the five business days of notification, then the individual overseeing enrollment will move down the wait list to the next prospective student. If the parent/guardian responds in writing that they would like to enroll their student, then enrollment will be initiated within five business days of receipt of the written response through contact by the individual overseeing enrollment. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on SCCCS’ website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. SCCCS will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

SCCCS will conduct the lottery in the spring for enrollment in fall of that year.

Public Random Drawing Procedures

1. The drawing will take place within 45 days of closing the open enrollment period.
2. The drawing will take place on the SCCCS campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near SCCCS large enough to accommodate all interested parties.
3. The drawing will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
4. All interested parties will know, prior to the holding of the drawing, how many openings are available per grade level at SCCCS.
5. Names of students shall be drawn from pools of ballots differentiated by grade level.
6. Beginning with the lowest grade, the ballots shall be drawn by a neutral third party.
7. The drawing shall continue until all names for that grade level are drawn.
8. Those students whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.

9. Potential students on the waiting list shall provide contact information to be used in the event space becomes available, on their application forms. Families promoted off of the waiting list shall be informed by telephone and in writing and shall have a maximum of seven business (7) days to respond. In addition, SCCCS shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum response period will forfeit their right to enroll their student in SCCCS for that school year.
10. Existing students who wish to return must notify SCCCS of their intent to return during the open enrollment period.
11. Applicants need not be present at the drawing to enroll their student in SCCCS, and will be notified via phone call and in writing of their status.
12. Applications received after the close of open enrollment will be added to the waiting list after the drawing, in order received, and will be contacted for enrollment when the drawing waiting list is exhausted.

PLANNED APPLICATION, PUBLIC RANDOM DRAWING, AND ADMISSION SCHEDULE

The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the SCCCS Board as necessary.

The final schedule and due dates will be communicated to interested parents and students on SCCCS' website. In year one, if the SCCCS charter is approved after the beginning of the timeline specified herein, the schedule proposed below will be pushed forward and abbreviated to ensure all steps are followed within a shorter timeframe.

Table 4: Timeline for Student Enrollment

March – May	Application forms available at school administrative office or online at the SCCCS website.
Second week of May	All application forms due to SCCCS.
Last week of June	Public random drawing conducted (if necessary).
Last week of June	Admission notification and enrollment packets distributed to parent and children who have been drawn in the public random drawing.
Approximately 2 Weeks Later	Completed enrollment packets due back to SCCCS, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.

MISREPRESENTATION OF ADMISSION AND ENROLLMENT INFORMATION

SCCCS shall reserve the right to withdraw any student whose parent/guardian misrepresents their guardianship status, place of residence or any other information including, but not limited to, admission and enrollment forms. Parents/guardians may respond to any claim of misrepresented information to the Board of Trustees.

STUDENT RECORDS

SCCCS shall comply with the Family Educational Rights and Privacy Act (FERPA), 20 USC 1232(g) and California Education Code sections 409060-49084 in order to provide protection of student records.

ELEMENT 9: FINANCIAL AUDITS

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit

exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(l).

An annual independent financial audit of the books and records of SCCCS will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of SCCCS will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

SCCCS will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the SCCCS Board of Trustees with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of SCCCS is a public record to be provided to the public upon request. Furthermore, SCCCS's budget allocates appropriate funds to cover the costs of an independent financial audit in the event it is deemed necessary as well as means to make it publicly available upon request.

ELEMENT 10: PUPIL SUSPENSION AND EXPULSION

Governing Law: *The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

SUSPENSION AND EXPULSION POLICY AND PROCEDURE

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at SCCCS ("Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and

state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - (1) Except as provided in Education Code Section 48910, a pupil enrolled in Transitional or traditional kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the

person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

If it is determined by the Administrative Panel and/or Board of Trustees that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1.) Conference:

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2.) Notice to Parents/Guardians:

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3.) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such

extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board of Trustees following a hearing before it or by the Charter School Board of Trustees upon the recommendation of an Administrative Panel, to be assigned by the Board of Trustees as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Trustees. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom

he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Trustees, which will make a final determination regarding the expulsion.

The final decision by the Board of Trustees shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Trustees is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Board of Trustees to expel, shall send written notice of the decision to expel, including the Board of Trustees' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Trustees' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Trustees at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Trustees following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Trustees following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public

meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Principal or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11:

EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Certificated employees at SCCCS shall participate in California State Teachers' Retirement System (CalSTRS).

SCCCS shall pay into Social Security, which will serve as the retirement benefit for non-certificated employees. In future years, if the budget allows, SCCCS shall participate in a 403(b) retirement option or similar arrangement pursuant to Board policy. In the case that SCCCS adopts a 403(b) retirement option SCCCS shall inform all applicants for positions within SCCCS of the retirement system options for non-certificated employees.

The Executive Director shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees. SCCCS will develop a mix of salaries and benefits, commensurate with location and experience, necessary to attract and retain well-trained teachers and other staff.

ELEMENT 12:

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend SCCCS. Students who reside within the District who choose not to attend SCCCS may attend another school within the District or a school within another school district according to the District's intra-and inter-District policies. Parents and guardians of each student enrolled in SCCCS will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in SCCCS, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at SCCCS. Employees of the District who choose to leave the employment of the District to work at SCCCS will have no automatic rights of return to the District after employment by SCCCS unless specifically granted by the District through a leave of absence or other agreement. SCCCS employees shall have any right upon leaving the District to work in SCCCS that the District may specify, any rights of return to employment in a school district after employment in SCCCS that the District may specify, and any other rights upon leaving employment to work in SCCCS that the District determines to be reasonable and not in conflict with any law.

All employees of SCCCS will be considered the exclusive employees of SCCCS and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to SCCCS. Employment by SCCCS provides no rights of employment at any other entity, including any rights in the case of closure of SCCCS.

ELEMENT 14:

DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605(b)(5)(N)

DISPUTES BETWEEN SCCCS AND THE DISTRICT

SCCCS recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. SCCCS is willing to consider changes to the process outlined below as suggested by the District.

SCCCS and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between SCCCS and the District, SCCCS staff, employees and Board members of SCCCS and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Principal of SCCCS. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, SCCCS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Principal, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Principal, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Principal, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Principal, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and SCCCS. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and SCCCS.

INTERNAL DISPUTES

SCCCS shall have an internal dispute resolution process to be used for all internal disputes related to SCCC's operations. Parents, students, Board members, volunteers, and staff at SCCC will be provided with a copy of SCCC's policies and internal dispute resolution process. The District will refer all disputes not related to a possible violation of the charter or law to SCCC.

ELEMENT 15: SCHOOL CLOSURE PROCEDURES

***Governing Law:** A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).*

Closure of SCCC will be documented by official action of the Board of Trustees. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Trustees will promptly notify parents and students of SCCC, the District, the Orange County Office of Education, SCCC's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of SCCC of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close SCCC.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, SCCC will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. SCCC will ask the District to store original records of Charter School students. All student records of SCCC shall be transferred to the District upon school closure. If the District will not or cannot store the records, SCCC shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, SCCC will prepare final financial records. SCCC will also have an independent audit completed within six months after closure. SCCC will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by SCCC and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items

of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to SCCCS.

SCCCS will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of SCCCS, all assets of SCCCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending SCCCS, remain the sole property of SCCCS and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon SCCCS' closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, SCCCS shall remain solely responsible for all liabilities arising from the operation of SCCCS.

As SCCCS is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of SCCCS, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix 4, SCCCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. BUDGETS AND FINANCIAL REPORTING

Governing Law: *The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).*

Attached, as Appendix 4, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first three years of operation

These documents are based upon the best data available to the petitioners at this time.

SCCCS shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of SCCC's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all SCCC's receipts and expenditures for the preceding fiscal year.

SCCCS will provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

scccs agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, SCCCS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. INSURANCE

SCCCS shall acquire and finance general liability, worker's compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and SCCCS' insurer. The District Board of Education shall be named as an additional insured on all policies of SCCCS. Prior to opening, SCCCS will provide evidence of the above insurance coverage to the District.

C. ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

SCCCS will provide or procure its own administrative services through an appropriately qualified third-party contractor. SCCCS plans to contract with EdTec, a business and development company specializing in charter schools, for administrative and "back office" services including, but not limited to, the following:

- Finance & Accounting
- School Start-Up
- Governance & Board Support
- Compliance & Accountability
- Facilities
- Payroll Processing & Reporting
- Grants Administration
- Human Resources & Insurance
- Attendance & SIS
- Business Consulting

If the District is interested in discussing the possibility of providing administrative services to SCCCS on a fee-for-service basis, the specific terms and cost for these services will be the subject of a separate memorandum of understanding between SCCCS and the District and subject to District availability and willingness to provide such services.

Pursuant to Education Code Section 47604.32, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, SCCCS shall pay the District an oversight fee in accordance with Education Code Section 47613.

D. FACILITIES

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

SCCCS is in the process of locating a facility suitable for SCCCS' proposed educational program within the boundaries of the District.

The facility we are aiming to obtain for purposes of the first through third year of the charter school is located at 8121 Ellis Ave. Huntington Beach, CA 92647. There are a total of eight classrooms, seven student bathrooms, and three adult bathrooms, currently, as well as four office spaces for administrative needs. The square footage of each room is as follows: 462 feet, 462 feet, 462 feet, 462 feet, 224 feet, 224 feet, 460 feet, 720 feet, 320 feet, 230 feet, and 220 feet. There is also a large multipurpose room with a square footage of 2,760 feet. Furthermore, there is an accessible kitchen for food service usage. The total square footage is 7,006 feet which serves our enrollment and administrative needs for years 1-3. In terms of a playground, there is dedicated space for a playground to be created that is included in city drawings. A play yard design has been created as well as a budget. The budget is included in Appendix 3. We are also working with Matt McKinlay, a Senior Vice President and Principal of the commercial real estate firm, Lee & Associates, to locate any other potentially more viable sites than our current one. We reserve the right to apply for Prop 39 facilities from Ocean View School District.

SCCCS will annually inspect its facilities to ensure that its facilities are safe, orderly, and in full compliance with all applicable legal requirements. SCCCS' facilities may be inspected by the District for applicable compliance and any other applicable fire, health, and structural safety requirements.

SCCCS will maintain active safety plans on file and will hire its own contractors and other appropriate resources as necessary in order to perform maintenance and operations functions required at its facility.

SCCCS shall secure a facility and shall provide the District a Certificate of Occupancy and proper clearances, as applicable to charter schools, no later than 30 days prior to the school's opening date or by a date otherwise agreed to between the parties.

E. TRANSPORTATION

SCCCS will not provide transportation to and from school, except as required by law.

F. ATTENDANCE ACCOUNTING

SCCCS will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

G. OVERSIGHT

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of SCCC not to exceed one (1) percent of the revenue of SCCC. The District may charge up to three (3) percent of the revenue of SCCC if SCCC is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

H. POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

SCCCS shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. SCCC shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of SCCC.

Further, SCCC and the District shall enter into a memorandum of understanding, wherein SCCC shall indemnify the District for the actions of SCCC under this charter.

The corporate bylaws of SCCC shall provide for indemnification of SCCC's Board, officers, agents, and employees, and SCCC will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and SCCCS' insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of SCCCS.

The SCCCS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The SCCCS petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the SCCCS petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2016 through June 30, 2021.