



Petition for a California Public Charter School

Submitted to:

Ocean View School District

September 21st, 2018

Submitted by:

Amy Green-Bosinoff, Lead Petitioner

Requested Charter Term: July 1, 2019 – June 30, 2024

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AFFIRMATIONS & ASSURANCES

As the authorized lead petitioner, I, Amy Green-Bosinoff, 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, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Ref. Education Code Section 47605(b)(6)]”. 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)-(B)]
- 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)]

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- 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]

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- 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

Amy Green-Bosinoff
Lead Petitioner
Sycamore Creek Community Charter School

Date

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.

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 within the Garden Grove School district from 2007-2011 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

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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.

SARAH BACH, PHD

Spearheading Sycamore Creek Community Charter School is Dr. 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 earned her PhD from the University of California, Irvine in the School of Social Ecology. Dr. Bach’s interdisciplinary dissertation focused on the relationship between psychological constructs, environmental, and sociological factors that affect PhD students’ abilities to complete their degree. By incorporating sociological and psychological frameworks, she found the ability to perform academically in graduate school was related to the level of Grit students possess. As a Data Science Fellow, as well as a Tobis Fellow at UCI, she worked with the UCI Center for the Study of Ethics and Morality and high school interns to create an archive on narratives about moral choice.

A first generation college student, Dr. Bach, put herself through college to obtain a degree in Political Science with honors, and Anthropology cum laude, and campuswide honors distinction... 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 initiation into Phi Beta Kappa, she also earned the rare “Order of Merit” from the School of Social Sciences when she graduated. She went on to complete a master’s degree in demography and her work concentrated on 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 in underserved communities to increase their social mobility chances. .

Sarah has spent the last three years enrolled in a Waldorf teacher training program at the Waldorf School of Orange County and plans to continue for one more year to complete her training to become a certified Waldorf teacher. As a lifelong learner Sarah also began working toward an early childhood certificate at the start of 2018 and has now completed 12 units. She has been particularly interested in understanding how special education processes work to help young children and their families navigate their education choices. She was 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

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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 experience in the service industry including, restaurant, retail, and management experience at Roger's Gardens, and fine dining establishments 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 in annual sales.

Currently, Dr. Bach serves as director for a two-day homeschool enrichment program, Linden Tree Learning, in Costa Mesa that offers Waldorf-inspired enrichment to home-schooled students TK-5th grade, continues to provide landscape design consultation to a few select clients, and is a Tobis Fellow with the Center for the Study of Ethics and Morality at UCI.

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 which is also a key part of Rudolf Steiner's educational philosophy to teach to the whole child so that they develop through a "head, heart, and hands" approach. As a founder, Dr. Bach will help SCCCS succeed by utilizing her diverse skill set.

ÉLAN SUDBERG

Élan M. Sudberg, CEO of Alkemist Labs, an analytical laboratory specializing in quality control for the natural products industry, holds a degree in chemistry and has authored numerous journal articles on phytochemistry. He is on the board of trustees of the American Herbal Products Association (AHPA), is also a board member of AHPA's Foundation for Education and Research on Botanicals (the AHPA-ERB Foundation) as a 501(c)(3) foundation for promoting education and research on medicinal, therapeutic, and health-promoting herbs. He is the instructor for the American Herbal Products Association's Seminar on Microscopic Identification of Popular Botanical Materials. He also serves as a technical adviser for the American Herbal Pharmacopeia and is a frequent guest contributor and subject matter expert to New Hope Network, Natural Products Insider, Nutritional Outlook, Nutraceuticals World and many others on the subject of analytical lab testing, regulations and plants in general.

He is passionate about healthy living and is a father of two young children, one who is entering her first year of Waldorf preschool this year. His interest in Waldorf education came when he was introduced to the philosophy for his own daughter and quickly fell in love with the nurturing learning through play and creativity methods that he wishes he had.

HELEN THOMAS, M.A.

Helen Thomas has worked in the field of non-profit communications for over a decade. Most recently, as Assistant Director of Alumni Marketing and Communications at California State University Long Beach (CSULB), she developed a strategic 5-year communications plan and managed all aspects, reaching nearly 300,000 alumni. At CSULB, Helen was appointed to serve on the International Education Committee to

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assist with the promotion of international experiences among faculty, staff and students. Prior to that, she implemented cultural and professional exchange programs for the International Visitors Council of Los Angeles (IVCLA) in collaboration with the United States Department of State and Embassies around the world. In that role she managed teams of volunteers, coordinated large-scale events and oversaw membership recruitment and retention. Additionally, Helen has developed strong community partnerships volunteering her time working with at-risk-youth through the Junior League of Long Beach and the Los Angeles Chamber of Commerce World Trade Week. Seeing the lack of educational choices that many underserved communities experienced, she was motivated to help establish an alternative option for families. Having been exposed to Waldorf education by her sister-in-law, who is Waldorf educated and now a successful attorney, she was inspired to seek such an education for her daughter. Helen has been attending classes with her daughter at Maple Village Waldorf School in Long Beach for the last two years. She cannot imagine a more wonderful educational opportunity to give her daughter, one that's curriculum meets the whole child where they are, offers a deep connection to the natural world and a strong foundation in all academic areas. Helen is passionate about Waldorf education, writing, travel, cultures and languages. She earned her B.A. in Communications from the University of California, Davis and her M.A. in International Relations from the University of East Anglia in England.

CARIE OTTO, M.A.

Carie joined the team at Sycamore Creek Community Charter School in an effort to bring Waldorf-inspired education to the public realm. Carie is a Waldorf parent who has learned that children need instruction for their Head, Heart, and Hands; and that a Waldorf approach has led to a happier and more harmonious home existence. In professional terms, Carie has 25 years of experience working with individuals with unique learning needs and identified disabilities, much of which has addressed children's needs in a school environment. Students of all needs have a right to experience a Waldorf-inspired approach to education; they have a right to multidisciplinary teaching that engages not just their mind, but their other gifts as well. Trained in Developmental Psychology and Sociology, Carie understands the necessity of instruction geared toward an individual's stage of development, and the power of one's early socialization experiences over the course of a lifetime. Carie serves in many roles: a supporter of individuals with developmental disabilities through her work at Regional Center of Orange County, an adjunct faculty member at Long Beach City College, and a certified Person-Centered Thinking trainer with The Learning Community for Person-Centered Practices. Carie holds a B.A. in Developmental Psychology from San Francisco State University, a B.A. in Sociology from San Francisco State University as well as an M.A. in Sociology from California State University, Fullerton.

ALICIA DEASO, M.ED

Alicia E. Deaso, MEd, has held many leadership positions in education, inducted new teachers and taught in diverse K-8 classes across Orange County for over a decade. In her most recent position, she served as a WASC (Western Association of School & Colleges) Committee Leader with a Social and Cultural emphasis, led the implementation of SMART Boards, trained high school second language teachers in video conferencing to provide real-time global language experiences, and led the founding of an Educational Materials Center (EMC) for rich hands-on learning. Alicia is currently pursuing her Waldorf

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Teacher Training at the Waldorf School of Orange County (WSOC). She is passionate about Waldorf education as a holistic education which develops the multiple intelligences of children. Alicia was led to Waldorf education after her first child was born and she began to actively seek a new educational path for her young family and for herself as a professional. By this time in her career, she had witnessed that the growing trend of hastening higher and higher academic standards towards younger and younger children had led children to experience greater levels of stress and lower levels of self-esteem. She noticed that nervous disorders and referrals for educational services were becoming much more prevalent, as were the stresses on teachers, to teach towards standards the children were not yet ready for. She sought a new paradigm steeped in the knowledge of child development developed and elaborated upon by Piaget, Vygotsky, Erikson, Maslow, and Gardner among others and spent years professionally evaluating various 'alternative' models of education with a critical eye towards knowing what children needed to be expected to do by the time they entered middle and high school. She found Waldorf education and developed an appreciation for a method that integrates fine and practical arts, movement, and rich story telling towards literacy in the early years; which lays a solid foundation that honors children's natural abilities, strengths and interests at each stage of their development. She noticed that Waldorf education keen to not bring too much too soon with the notion that the basic emotional and psychological needs of children need to be met if we, as educators, and a society, hope to raise children into emotionally and psychologically healthy, self-assured, well-rounded adults who can think and act in integrated and holistic ways; essential skills for the changing world we live in! She believes that Waldorf education, while about 100 years old, is quite more progressive in its ways than the all too prevalent traditional industrialized education models and hopes that more and more children will have access to this health giving educational system through supporting public Waldorf initiatives such as Sycamore Creek Community Charter School. She hopes that a public option will make this fantastic education accessible to students from traditionally disadvantaged socio-economic backgrounds. Alicia earned her B.A. in Sociology with a Minor in Psychology from University of California, Davis (honors) her California Teaching Credential (cum laude) and M.A. in Education (honors) from California State University, Long Beach. She has also received specialty training in Reciprocal Teaching (RT), Specially Designed Academic Instruction in English (SDAIE) and Lindamood-Bell Learning Processes designed to reach the needs of students with dyslexia, autism spectrum disorders or general learning challenges which helped her students experience differentiated, inclusive and multi-sensory teaching. In her free time, she enjoys photography, traditional hand crafts and time in nature.

JULIET SANTA-CRUZ

Juliet Santa-Cruz is a California native, calling Orange County home for the last 20 years. She has been teaching Health and AVID at Downey High School for the last 12 years. Her education includes an Associates Degree in Science from Loma Linda University, where she studied Physical Therapy and became a PTA. She worked in outpatient physical therapy for a few years until a car accident prevented her from continuing work in the field. Juliet then graduated with a BS in Health Science from CSULB, and was fortunate to find a position teaching at Downey High School. Her passion is teaching. It is a joy to work with students and provide them skills to become critical thinkers.

Juliet Santa-Cruz lives in Huntington Beach with her family which includes four wonderful young children. Her family has a strong respect for multiple ways of educating the young mind. Her interest in

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Waldorf education began when her two oldest attended a Waldorf-inspired nursery school. They thrived in the nature-based, whole-body teaching methods of Waldorf-inspired education. These methods fit her family well. Having options in educational approaches is a benefit to our communities and the many different types of families within.

CAROL ANN LAWHON STOLZ

Carol Ann Lawhon Soltz is the owner of The Write Intention (www.thewriteintention.com), a non-profit consulting and grant writing company. She earned her BS at Texas A&M University, and her MPA from University of Tennessee, Knoxville. For more than 17 years she has supported non-profit organizations in finding grants and securing millions of dollars of funding. Over the course of her grantwriting career, Carol Ann has successfully developed strategic fundraising plans, crafted proposals, written grants and managed projects, generating funding for universities, complex hospital systems and small grass-roots nonprofit organizations. Her expertise lies in foundation grant support with extensive experience writing for health and human service projects, program support, capacity building grants, brick and mortar projects and research grants.

Prior to founding The Write Intention, Carol Ann was the Director of Foundation Relations at Children's Hospital of Orange County, where she secured over \$7.5M from private and corporate foundations to support community growth, education and healthcare programs. As a consultant, she has raised over \$4M in support for a wide variety of nonprofit organizations.

Carol Ann's journey with Waldorf education was initially inspired by a close friend who taught at the Portland Waldorf School in Portland, Oregon. During her visits with her friend, she witnessed something different at the school. She noticed engaged students who were treated with kindness and respect. She saw a practice of conscious movement, nature study, art, handwork, imagination at work, and all of it celebrated. The steady rhythm of life in a Waldorf class resonated with her. She saw how they taught to the whole child rather than just focusing on academics. Once Carol Ann became a mother, she began to investigate Waldorf schools in Orange County. With both of her daughters, she attended playgroup at the Waldorf School of Orange County, as well as a Waldorf-inspired forest kindergarten. Participation in both of those programs impacted her home life, helping her create steady and predictable daily, weekly, and seasonal rhythms that served to ground their home environment.

Carol Ann served as a founding member of The Open School's Board of Directors from 2016-2018. The Open School is Orange County's first democratic school, modeled after the long-established Sudbury School. The Open School focuses on freedom in education, with the student being their primary teacher. This democratic environment encourages curiosity over testing skills, and learning through life experiences instead of curriculum. In her role as the Financial Aid Chair, she supported protocols to make the private school accessible to diverse populations and expand enrollment.

As a parent, Carol Ann wanted her family values and children's educational environment to align. Confronted by the high cost of private school Waldorf education, Carol Ann sought out her educational preferences through homeschool opportunities and enrichment programs, settling on a two-day Spanish-immersion program, established Waldorf curriculum, and a weekly nature study co-op. Homeschooling has allowed her daughters to learn together, at their pace, and offer them the gift of play and becoming strong in their bodies before introducing academics.

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Outside of time spent with her family and career, Carol Ann likes to ride bikes in the Santa Ana local mountains, cook creative meals, and pursue a variety of personal development programs as a lifelong learner. In the early morning hours and late evenings, she relishes quiet moments to practice yoga, read, and write words that aren't grant related. Her blog, in its infancy, is found here: www.rootingandrising.com

ANGELIQUE BONCA, M.A.

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, teaching 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's visit on campus, which expanded 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 minority students are encouraged and empowered to pursue higher education. These experiences led her to study the paths of primary education in lower socio-economic status areas, and as a parent of two boys who followed the public school K-12 track in Costa Mesa's ethnically diverse west side, she became aware of the lack of arts programs and extracurricular activities in these schools. After her sons graduated from Estancia High School, she discovered 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 music, the arts, and natural sciences) do not. She and her daughter spent four years at the Waldorf School of Orange County, first as Playgroup participants, then as part of the Early Childhood Bridge program where she studied Waldorf pedagogy under the Playgroup Director, and finally as a full-time Kindergarten family. As a parent and Waldorf community supporter, she helped create and organize a Waldorf-inspired preschool co-op made up of families in her local community, where she planned festival activities, field trips, and researched and implemented Waldorf-inspired curricula for young children and their parents. She graduated in June 2018 from the Foundation Studies Program at the Waldorf School of Orange County and will continue the Grades Training program in the Fall of 2018 with the hopes of teaching Literature and Writing courses at a Waldorf high school. She feels Waldorf education will 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)]

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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
Helen Thomas, M.A.						x				x	x	
Amy Bosinoff	x	x		x		x		x		x	x	x
Alicia Deaso, M.ED	x	X		x								
Sarah Bach, PHD	x	x	x	x	x	x		x	x	x	x	x
Elan Sudberg								x	x		x	x
Carol Ann Lawhon Stolz						x		x		x	x	
Vyctoria Luong						x		x	x		x	
Angelique Bonca, M.A.	x	x		x		x					x	
Carie Otto, M.A.	x	x		x	x							
Supporting Consultants												
CCSA					x	x			X	x		
EdTec						x		x	X	X	X	X
Young, Minney & Corr, LLP					X	X	X	X	X	X	X	X
Alliance for Public Waldorf Education	x	x			x	x					x	

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Table 2: General Information

<u>GENERAL INFORMATION</u>	
Contact Person	Amy Green-Bosinoff
Contact Person Address	8844 Cardinal Avenue, Fountain Valley, CA 92708
Contact Person Phone Number	949-887-0676
School District	Ocean View School District
County	Orange County
Grade Configuration	TK-8
Number of Students in the First Year	192
Grade Level in the First Year	TK-6
Scheduled Opening Date	September 9, 2019
Enrollment Capacity (Enrollment capacity is defined as all students who are enrolled in SCCCS regardless of student residency).	240
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, 2019 to June 30, 2024

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

The formation of Sycamore Creek Community Charter School stems from our desire as parents to find a school that reflects our pedagogical and philosophical aspirations of education guided by the core principles of public Waldorf education.

SeveralSCCCS founding families’ children attended the nearly fifty-year-old North Huntington Beach Community Nursery School (“NHBCNS”) and were struggling to find a local elementary school that remains in line with the Reggio/-Inspired philosophy

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 Charter School in Aliso Viejo if they were winners of their lottery system, which is highly competitive. Other families have chosen to homeschool using Waldorf Curriculum. Unfortunately, these options are only available to the few who are fortunate enough to be able to make these sacrifices for their children, leaving many left with no other option than to attend their local public school, wishing there was another local option. SCCC will fill a much needed gap in our community for those seeking an alternative educational option for their children.

SCCCS will meet the needs of families desiring a Public Waldorf Education recognized by a focus on a “whole-child,” philosophy. SCCC intends to educate children at the TK-8 level , 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.

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Core principles of Waldorf education is a holistic approach that relates to the importance of a child developing not only their intellect, but also their social/emotional and physical capabilities. Our program synthesizes a Public Waldorf educational model with the framework of Howard Gardner's theory of multiple intelligences (MI) that includes not only linguistic and logic-mathematical, but also musical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, naturalistic, and existential.

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.

Our Mission is to educate students so they:

- 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 co-aligns with the Common Core Standards (CCSS). Our scope and sequence, a living document, was developed with guidance from the extensive work of Alliance, a network of 50 successful public charter schools guided by the principles of public Waldorf pedagogy and curriculum. Because SCCC will be following the research supported Waldorf methodology and CCSS, we have every reason to believe our educational program will yield an increased academic achievement for all students who attend. with guiding principles of public Waldorf

It is our vision to provide students at SCCC 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:

1. Careful selection of teachers and staff that wholeheartedly embrace and support the principles that guide public Waldorf education
2. Continued support and professional development for teachers and staff to administer the mission and vision
3. 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.

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4. Placing 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 demand continues to grow¹. While the Orange County school districts 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 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, Reggio, 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 Public Waldorf Principles. The closest charter school using a program based on the Core Principles of a Public Waldorf methodology, Journey, is a forty-minute drive away from the Huntington Beach/Fountain Valley/Westminster area. 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. In an initial exploration beginning in the fall of 2015, using social media

¹ Please see the appendix for an unscientific survey SCCCS compiled of Orange County Charter Schools to establish a sense of charter demand and success

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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 in the fall of 2015 our Facebook page has received 243 organic “likes” and has 251 “followers”. Our mailing list, derived from individuals who have subscribed on our website has 272 subscribers. We have raised \$11,745 through 50 individual donations to help with associated start-up costs via Go Fund Me as well as \$8,128.39 through community dine-outs, rummage sales and other donations. Here are some other comments by our community of donors and supporters:

- “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!”
- “Check out this new charter school that hopefully is coming to HB. Like their page...show support. It's going to be such a huge benefit to our community!!”
- “Excited to talk about the prospect of approval for a Waldorf charter.”
- “We love waldorf education and the focus on the whole child. Love the use of natural materials and learning through art.”

Research in education provides further evidence for the importance of SCCCS’s initiative to bring Public Waldorf Education to Huntington Beach and the local communities within OVSD. The latest research in educational neuroscience establishes strong linkages between high student achievement and Waldorf methods. Dr. Marzano’s² research confirms that the use of certain practices used in Public 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.

² Marzano, Robert J. *What works in schools: Translating research into action*. ASCD, 2003.

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Furthermore, 2016 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:

³ *"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."*

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 240 students and are targeting the student population whose families desire an alternative, non-traditional, and progressive education. The majority of SCCCS students will come from the surrounding communities of OVSD Westminster (92683), Fountain Valley (92708), Garden Grove (92840-92845), and Huntington Beach (92646-92649). Enrollment for 2019-20 is targeted at approximately 192 students, and the school will add additional students in subsequent years. At full capacity we will serve approximately 240 students to create and maintain a small, strong, school community.

Table 3: Enrollment Projections

	TK	Kinder	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	Total
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³ 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.

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Year 1	24	24	24	24	24	24	24	24			192
Year 2	24	24	24	24	24	24	24	24	24		216
Year 3	24	24	24	24	24	24	24	24	24	24	240
Year 4	24	24	24	24	24	24	24	24	24	24	240
Year 5	24	24	24	24	24	24	24	24	24	24	240

SCCCS 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:

We intend to facilitate an inclusive learning environment with a population reflective of the local community demographics (See Table 4 for a breakdown of OVSD demographics) with thoughtful care for those who may be challenged by ability, socioeconomic background, fosterhood identity, 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, by embedding art and music forms to the rich and vibrant core subjects of math, language arts, science, history, and geography, we have aligned to traditional Waldorf Educational parameters as well as Common Core State Standards, and State Standards, so that students are able to achieve their highest potential.

Table 4: OVSD Demographics by School 2016/2017

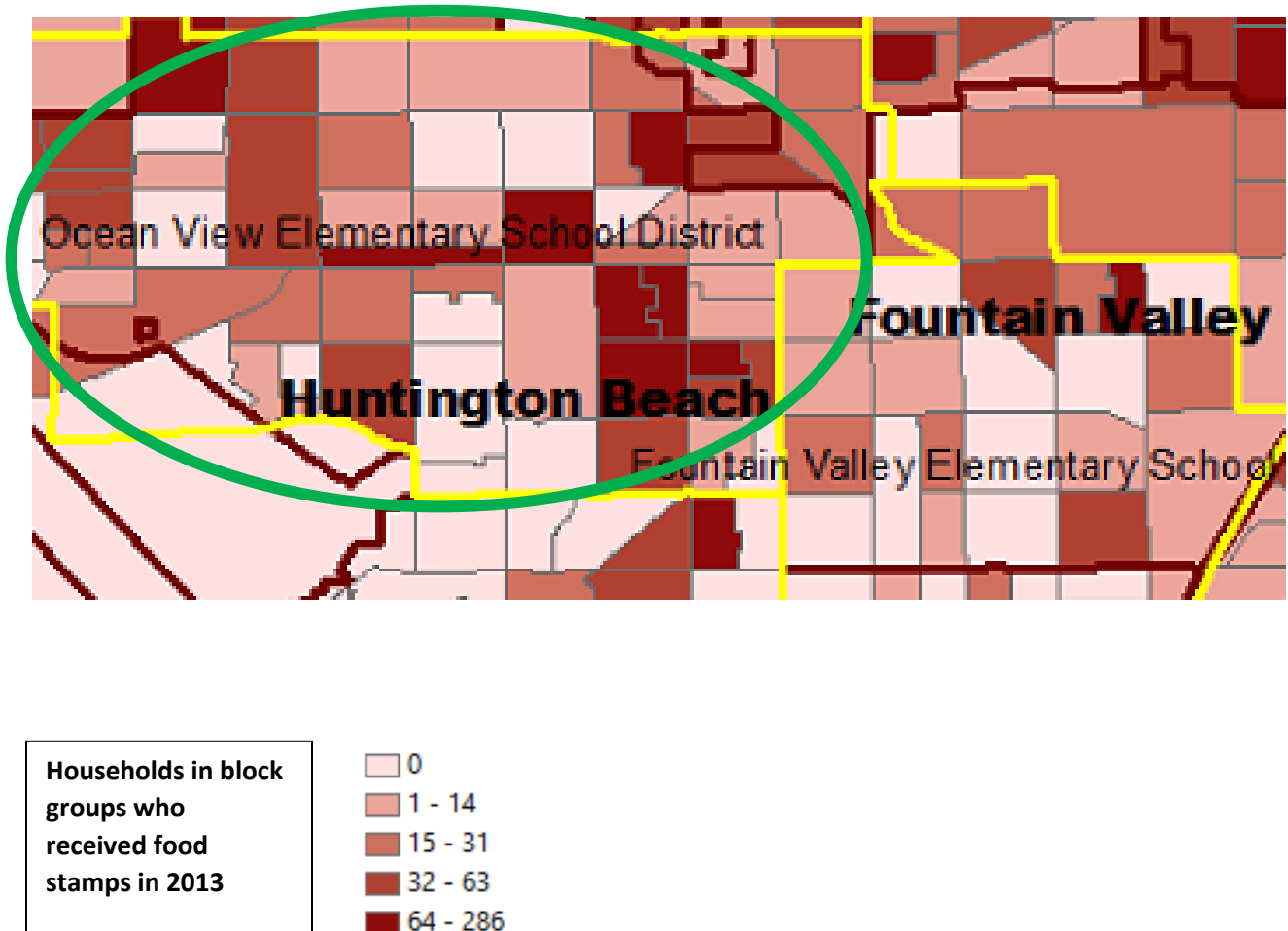
School	African American not Hispanic	Hispanic or Latino	Asian	English Learners	Free or Reduced Price Meals
Circle View Elementary	6 (0.9%)	120 (17.3%)	150 (21.7%)	92 (13.3 %)	135 (19.5%)
College View Elementary	6 (1.4%)	219 (49.9%)	23 (5.2%)	114 (26.0 %)	229 (52.2%)
Golden View Elementary	10 (2.5%)	171 (42.4%)	22 (5.5%)	102 (25.3 %)	177 (43.9%)
Harbour View Elementary	5 (0.7%)	224 (30.3%)	48 (6.5%)	100 (13.5 %)	209 (28.3%)
Hope View Elementary	3 (0.5%)	111 (18.5%)	56 (9.3%)	44 (7.3 %)	109 (18.2%)
Lake View Elementary	9 (2.9%)	166 (52.9%)	44 (14.0%)	116 (36.9 %)	180 (57.3%)
Marine View Middle	7 (0.9%)	280 (34.4%)	50 (6.1%)	134 (16.5 %)	253 (31.1%)
Mesa View Middle	13 (1.6%)	225 (27.8%)	140 (17.3%)	65 (8.0 %)	197 (24.3%)
Oak View Elementary	0 (0.0%)	653 (98.5%)	0 (0.0%)	577 (87.0 %)	622 (93.8%)
Pleasant View	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0 %)	0
Spring View Middle	12 (1.6%)	274 (35.8%)	73 (9.5%)	136 (17.8 %)	305 (39.8%)
Star View Elementary	6 (1.2%)	118 (23.2%)	266 (52.3%)	185 (36.3 %)	244 (47.9%)
Sun View Elementary	11 (4.1%)	145 (54.1%)	12 (4.5%)	96 (35.8 %)	182 (67.9%)
Village View Elementary	1 (0.2%)	111 (24.2%)	35 (7.6%)	46 (10.0 %)	97 (21.1%)
Vista View Middle	7 (1.0%)	311 (45.7%)	225 (33.1%)	223 (32.8 %)	415 (61.0%)
Westmont Elementary	3 (1.0%)	195 (63.9%)	36 (11.8%)	155 (50.8 %)	223 (73.1%)
District Total:	99 (1.2%)	3,325 (39.3%)	1,180 (13.9%)	2,185 (25.8 %)	3,579 (42.3%)
County Total:	6,784 (1.4%)	240,843 (49.1%)	78,154 (15.9%)	119,315 (24.3 %)	230,464 (47.0%)

As a public charter school, SCCC will be open to all students who reside in the state of California. SCCC recognizes diversity as central to excellence in education and we support diversity in all its forms including ability, racial and ethnic diversity, gender, socioeconomic status (SES), linguistic, cultural diversity, foster and homeless youth. Our curriculum fosters a warm, safe, and secure atmosphere where each student is respected and multiple viewpoints can be expressed. Furthermore, SCCC is committed to the belief that

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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.

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



Above is a map we created of the block group communities in and around OVSD. 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

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often surpass their peers in terms of educational achievement and performance and 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. Therefore, it is important to carefully consider the educational needs of all students, without letting any slip through the cracks.⁵

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.

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Table 5. 2017 CAASPP Results for 3rd Graders in OVSD by School

2017 CAASPP 3rd Grade Test Results								
	English Language Arts/Literacy				Mathematics			
	% Not Met	% Nearly Met	% Met	% Exceeded	% Not Met	% Nearly Met	% Met	% Exceeded
Circle View	6.09	15.65	18.26	60.00	8.55	8.55	21.37	61.54
College View	10.61	33.33	27.27	28.79	10.45	20.90	43.28	25.37
Golden View	35.94	14.06	20.31	29.69	31.25	23.44	23.44	21.88
Harbour View	9.09	15.45	36.36	39.09	5.45	21.82	39.09	33.64
Hope View	9.00	13.00	36.00	42.00	10.00	14.00	39.00	37.00
Lake View	29.79	23.40	19.15	27.66	4.26	23.40	42.55	29.79
Oak View	43.00	33.00	22.00	2.00	29.00	36.00	32.00	4.00
Star View	6.76	16.22	31.08	45.95	6.76	21.62	36.49	35.14
Sun View	29.63	33.33	25.93	11.11	48.15	11.11	37.04	3.70
Village View	16.22	20.27	27.03	36.49	18.92	16.22	41.89	22.97
Westmont	44.44	24.44	15.56	15.56	26.67	26.67	35.56	11.11
District Total:	19.32	20.66	26.25	33.78	15.60	20.19	34.70	29.50
County Total:	40.91	25.00	20.45	13.64	44.44	26.67	20.00	8.89
State Total:	32.10	24.00	21.10	22.80	28.17	24.99	27.56	19.27

Table 6. 2017 CAASPP Results for 8th Graders in OVSD by School

2017 CAASPP 8th Grade Test Results								
	English Language Arts/Literacy				Mathematics			
	% Not Met	% Nearly Met	% Met	% Exceeded	% Not Met	% Nearly Met	% Met	% Exceeded
Marine View	18.82	21.77	42.8	16.61	32.1	29.15	16.24	22.51
Mesa View	10.75	14.34	35.48	39.43	19.29	10.71	17.14	52.86
Spring View	11.44	29.15	42.44	16.97	19.71	26.28	18.61	35.4
Vista View	19.38	25.99	37	17.62	14.6	18.14	21.24	46.02
District	14.97	22.59	39.47	22.97	21.69	21.12	18.17	39.01
County	65.64	12.88	14.72	6.75	74.85	10.43	7.36	7.36
State	25.42	25.97	33.14	15.47	40.28	23.42	16.27	20.03

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Figure 2. 2017 CAASPP English Language Arts/Literacy Results Comparison for Grades 3-5 for all Student Groups at Oak View Elementary and Circle View Elementary

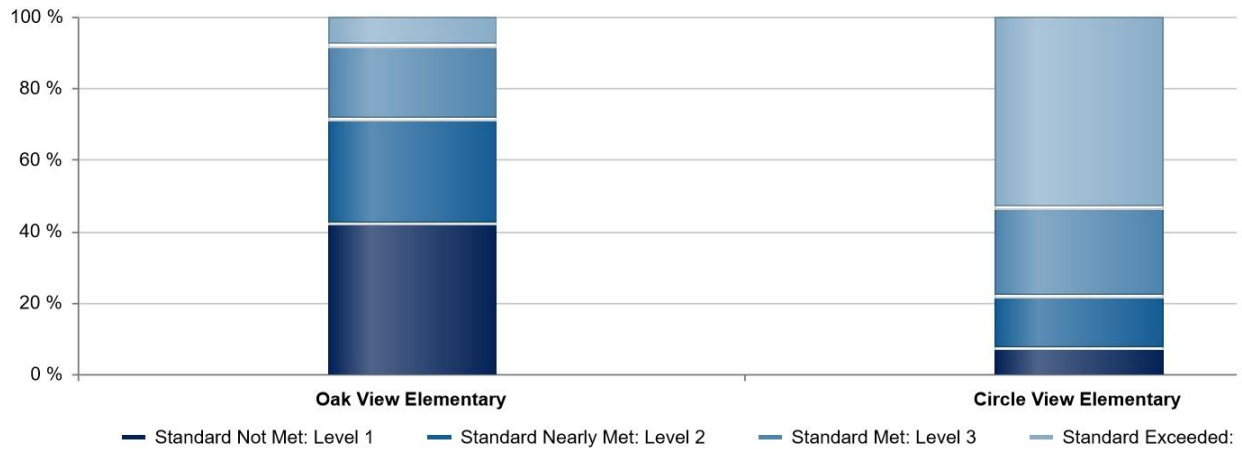
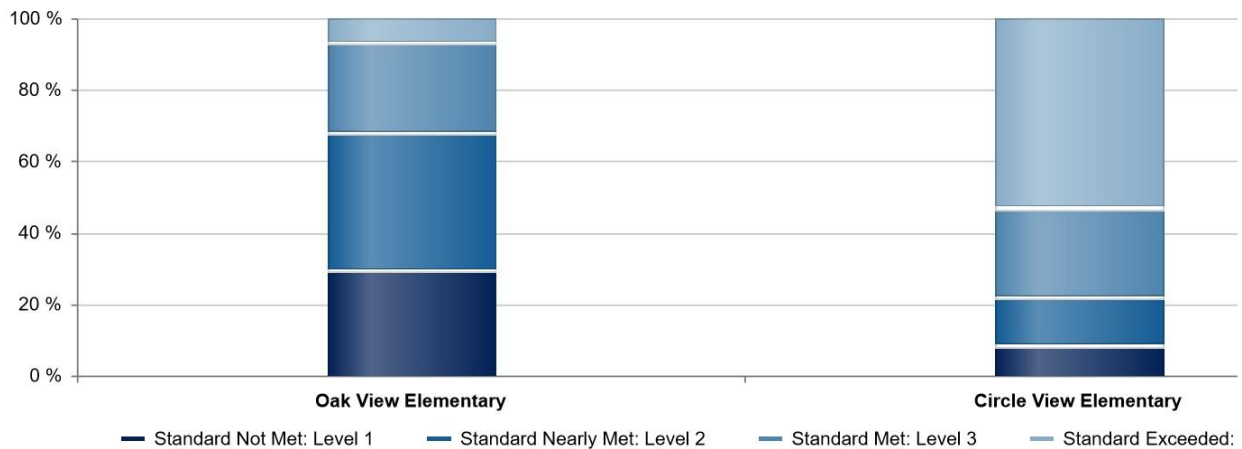


Figure 3. 2017 CAASPP Mathematics Results Comparison for Grades 3-5 for all Student Groups at Oak View Elementary and Circle View Elementary



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Figure 4. 2017 CAASPP English Language Arts/Literacy Results Comparison of Grades 3-5 for Oak View and Circle View Elementaries of Economically Disadvantaged Hispanic or Latino Students

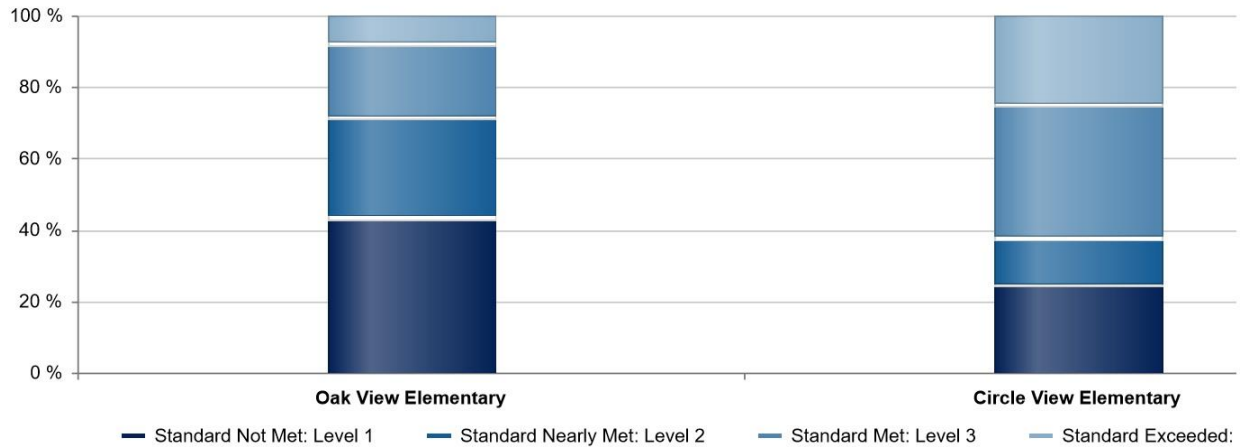
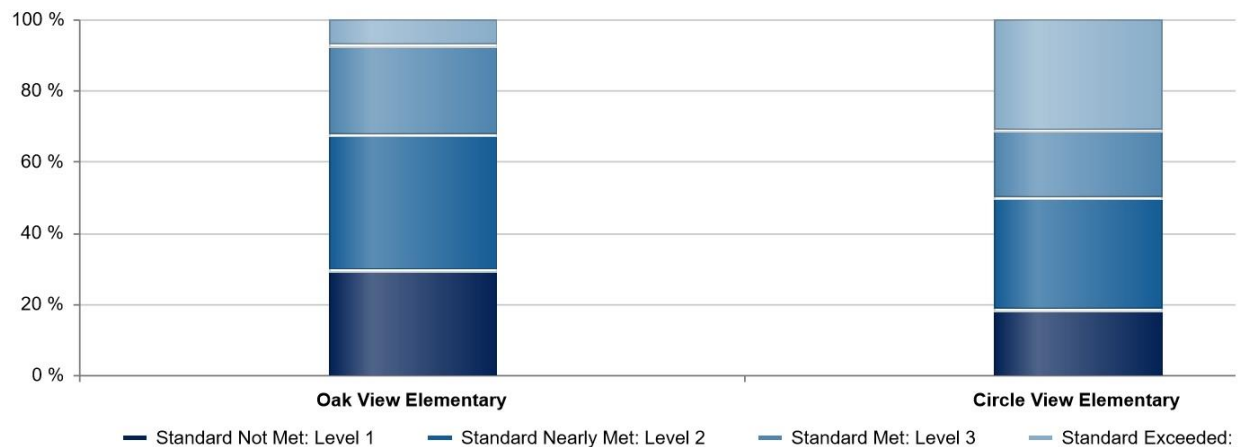


Figure 5. 2017 CAASPP Mathematics Results Comparison for Grades 3-5 for Oak View Elementary and Circle View Elementary of Economically Disadvantaged Hispanic or Latino Students



These charts and graphs of CAASPP data available through CDE indicate that there to be a wide variance in academic performance among students in OVSD. Upon further comparison of Hispanic or Latino economically disadvantaged students between one of the top performing schools in OVSD, Circle View, and Oak View, one of the lower performing schools we found there to be a similar breakdown of students not meeting state standards. For instance, at Oak View close to 70% of ethnically disadvantaged Hispanic or Latino students are not meeting math standards while at Circle View less than 50% of this subgroup are not meeting standards. The difference between the two schools for these students is approximately 20% which indicates that there is a potentially a neighborhood effect for these students and potential room for improvement. Furthermore, more than 30% of economically disadvantaged Hispanic or Latino students at Circle View are exceeding state standards in math while less than 10% of students in this category at Oak View are exceeding standards. The English Language Arts/Literacy CAASPP results indicate an even wider gap for this group of students. Through targeted outreach SCCCS plans to reach all neighborhoods within OVSD with special attention to specifically underserved communities such as the Oak View community.

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 was that teaching the whole child ought to be the educator's goal. Steiner lived during the industrial revolution, which brought about large economic, social, political, and technological changes, and 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 Public 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, supportive environment which promotes close, long-term relationships with classmates and teachers. In an atmosphere of respectful and clear communication, 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 when developmentally appropriate, we foster a cooperative and encouraging culture (rather than a competitive one), that stimulates intrinsic motivation, so that 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 helpful resources to developing and developed schools. 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 to provide guidance to new and existing charter schools on CCSS alignment with Waldorf pedagogy in the classroom. A basis by which to make decisions regarding CCSS. SCCCS plans to utilize Alliance's guide. We have added a section that includes a full grade level (4th grade) to Appendix 9. Alliance's work provides not just "what and when" but also "how" charter

SYCAMORE CREEK COMMUNITY CHARTER SCHOOL

schools guided by the core principles of public Waldorf education can address the CCSS while remaining true to Public Waldorf Education philosophy and pedagogy.

Currently, there are approximately one thousand Waldorf schools in ninety-one countries, including approximately 150 in the United States, where growth has been particularly vigorous. While many of these schools are private, 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 further meet the mounting demand for a child-centered, rigorous and vibrant public Waldorf education.

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 TK and 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. 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. Gradually, and appropriately, stimulating the intellect through the 1st through 8th grades, our philosophy places equal emphasis on the child's inner life, academic progress, artistic expression, and social development.

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's): linguistic, logic-mathematical, musical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, naturalistic, and existential. Although MI's 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's. 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

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

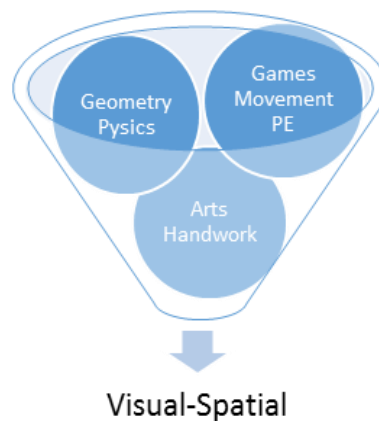
⁷ Intelligence Reframed: Multiple Intelligences for the 21st Century, Howard Gardner 1999 Basic Books, New York

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

correspond with the guiding principles of Public Waldorf Education and which subject components of our curriculum fulfill the development of each intelligence domain.

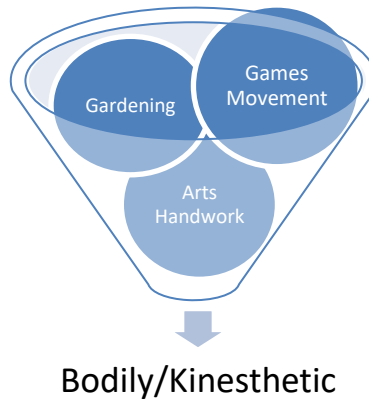
Visual-Spatial Intelligence:

Visual-Spatial Intelligence is the ability to visualize with the mind's eye. Sailors, pilots, and architects are adept at this skill. Mastery of puzzles and differences in pictures are evident in individuals high visual-spatial awareness. 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.



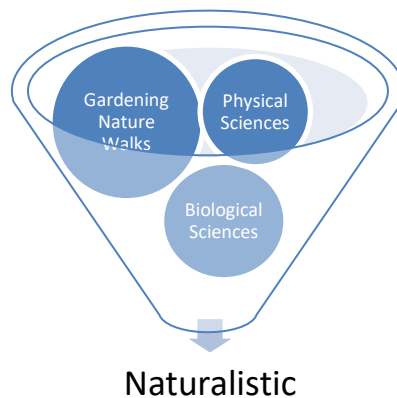
Bodily-Kinesthetic Intelligence:

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 such as those trained in Eurythmy (so long as budget allows, Eurythmy will be offered) and/or Spatial Dynamics, which is considered speech through movement and involves a pianist accompaniment, and props such as copper rods, and copper balls. 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:

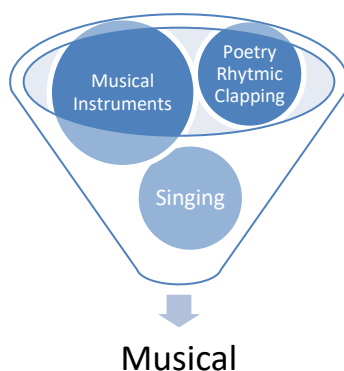
At SCCCS students will develop a keen interest in varying ecologies from human culture, the behaviors of other species, and the plant world through gardening, nature walks and instruction in the physical and biological sciences. To promote the development of Naturalistic Intelligence so that students learn to sense and make patterns and connection of the natural elements, they will experience topics such as weather, climate, zoology, botany, geology, meteorology, paleontology, and astronomy. This attention to the development of Naturalistic Intelligence will increase students' levels of sensory perception in order to notice similarities, differences, as well changes or the lack thereof in their surroundings. Students will also learn to categorize and catalog concepts and items by frequent opportunities to collect items such as rocks, feathers, shells. Students will be encouraged to develop a sense of wonder about the beauty and the scientific processes of the natural world as an evolving living system through SCCCS's unique eco-literacy approach.



Musical Intelligence:

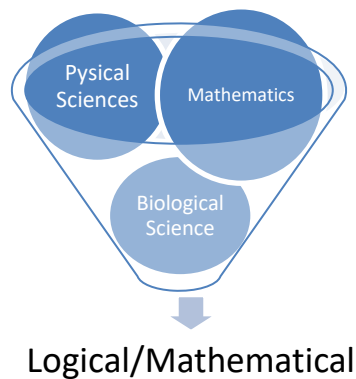
Gardner posits that individuals with highly developed musical intelligence may begin decomposing pieces of music they are learning. The act of decomposition encourages re-creating new compositions. Students will have ample opportunities to master various musical skills and abilities through the prominence music will play throughout our program. For example, students in 1st grade and higher will sing, and play either

the pentatonic flute or recorder at the start of their main lesson. Also, students in 4th grade and higher will learn string instruments. In TK/Kindergarten a thread of musicality connects transitions throughout the day. For instance, 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.



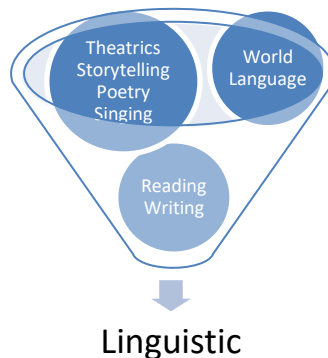
Logical-Mathematical Intelligence:

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:

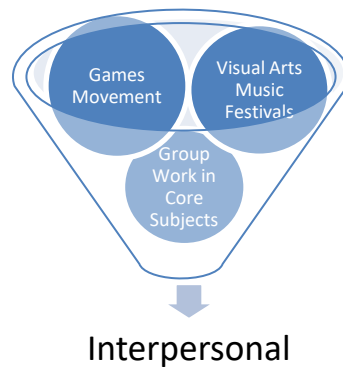
Linguistic intelligence is to be adept in the ways by which to communicate in words through reading, writing, and telling stories. The fact that deaf people can equally acquire language skills suggests that there is not necessarily an aural component required to having linguistic competency. Nevertheless, 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 the auditory-oral tract.” (p. 103 Frames of Mind). Through not only reading and writing, but also through visual arts, poetry, and singing, the full spectrum of auditory-oral aspects will be engaged in SCCCS’ program. 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

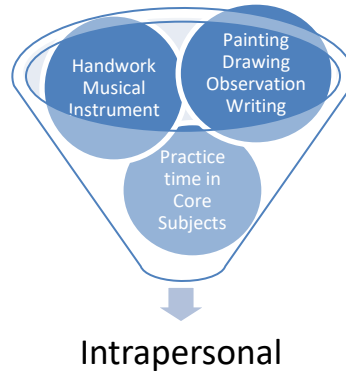
intelligence of Goldman.⁹ By engaging in group work during Main Lesson, and the specialty classes of Games and/or Eurythmy (both will be offered if budget allows), World Language, y students will successfully learn to navigate the social world and develop strong Interpersonal knowledge and intelligence. 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.



Intrapersonal Intelligence:

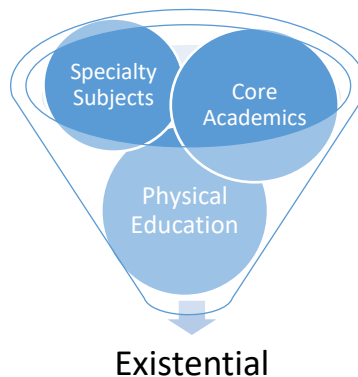
Intrapersonal Intelligence is one's ability to be introspective and self-reflective. Our program will help students to develop a deep understanding of the self; what their individual strengths or weaknesses are, what makes them unique, and learn to predict one's own reactions or emotions. We will focus 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 will be instilled in students. Through activities that they are able to engage in separately such as painting, drawing, observation, handwork, and observation, students will become actualized in their abilities to be introspective and self-reflective.

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



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. 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, or square, 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 through a "head, heart, and hands" approach 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.

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).

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

An educated person in the 21st Century possesses the ability to not only learn but learn *how* to learn. Therefore, they are capable of solving problems, and thriving through adversity. 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. 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 recognize the benefit of a play-based, holistic TK and Kindergarten program that readies students for academics that begin more formally in first grade.

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.

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.

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.

The Importance of Community

An educated person in the 21st century understands that to achieve a fulfilled life, community involvement at the 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. Branching out to gain a thorough understanding of their state, followed by their nation, and ultimately the modern system of globalized nation states will give students a grounded, yet fully aware perspective. Our program fosters the gradual community hierarchy through appropriate developmental lenses. For instance, through narrative and storytelling students engage biographical accounts of influential individuals in their nation, followed by other nations. These are taught through thematic block style teaching with historical, cultural, and geographical components along with language arts. 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. Visiting the “Newland House”, a local historical site in Huntington Beach, for instance, where students are able to churn butter and see artifacts related to individuals from an earlier time period, provides deeper appreciation of how our local community has developed.

Furthermore, work outside the classroom building our larger student/parent/teacher community through seasonal festivals will provide opportunities for the larger community to come together focused around a central seasonal theme. 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 to create a welcoming, cohesive, and strong neighborhoods will form organically. We also believe these events are an important point to reach 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 must be resilient, gritty, and hardy in order to thrive. 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.¹⁴ 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

¹⁴ 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.

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 Gardener, 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."¹⁵ SCCCS will assure 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."¹⁶

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.¹⁷

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

¹⁵ Seaver, Shannon. "Chapter Page 1. Introduction Statement of Research Problem and Questions 9 Significance of Research Problem 10 Assumptions 10." *Learning* 218: 755-2027.

¹⁶ (<http://www.apa.org/research/action/lemon.aspx>)

¹⁷ 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.

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 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 SCCCS, 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 co-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 or exceed statewide performance standards by the completion of eighth grade if not sooner 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 and MI. Please see the scope and sequence section in the Appendix 17 for a full outline of CCSS to the Public Waldorf curriculum. We created this Scope and Sequence of CCSS to Public Waldorf curriculum by adapting "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 to our curriculum. This resource is intended to be a starting guide for SCCC's faculty and staff to lesson plan and is based on the average of where Public Waldorf curriculum meets CCSS. Therefore, there may be changes, adaptations, and an overall evolution as SCCC strives to continually more closely align its curriculum with SCCC... Throughout our charter we refer to "Waldorf/Common Core State Standards", which are based on the amalgamation of the information in the scope and sequence.

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. We believe grade-level standards will be targeted to a sufficient degree (and even higher in some cases) to support transient students should they move to other schools throughout California to continue their grade-level education. We believe with direct up front and continued communication with parents/guardians about our program and where grade-level standards are met, they will be able to make informed decisions about their desire to enroll their student and the potential change in curriculum that would occur should there be a move to another school. Certainly, this is a common challenge among families who seek different forms of education over the course of their child(ren)'s education and SCCC will make every effort to facilitate smooth transitions should they occur. Our goal continues to be one that affords a developmentally appropriate, consistent, framework that carefully considers CCSS and how it maps onto the Public Waldorf curriculum.

The Relevance of 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.¹⁸ 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.¹⁹ 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.²⁰

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

¹⁸ Goetz, E. T. "8: Sadowski, M.(1996). Imaginative processes in literary comprehension." *Empirical approaches to literature and aesthetics*: 221-240.

¹⁹ Turner, Mark. *The literary mind: The origins of thought and language*. Oxford University Press, 1996.

²⁰ Peters, Sandra. 1993. "Where have the children gone? Story Reading in Kindergarten and Pre-kindergarten Classes." *Early Child Development & Care*. July 1 -15.

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, expository writing and completing mathematical processes.²¹ 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. Because of the fact that teachers understand that these students may be with them for up to 8 years, there is a mindset from the beginning that everyone must work together. As soon as a new student is enrolled, measures are taken to develop a rapport with the family. This may include a home visit, class meetings, outings as group, and/or assigning a volunteer “buddy” family or family member and lots of personal interaction.

The class teacher is not the only teacher the cohort has contact with because specialty teachers teach world languages, music, games, movement (as the budget allows), woodwork and handwork 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-

²¹ Schwartz, Daniel L., and Julie Heiser. *Spatial representations and imagery in learning*. na, 2006.

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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 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."²² 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.

²² Ancess, Jacqueline, and Suzanna Ort Wichterle. "Making school completion integral to school purpose and design." (2001).

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 SCCC, we believe monitoring the influence of media and video games and ensuring appropriate use of technology is valuable. As advocates for childhood, SCCC 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 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.²³ 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, SCCC 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

²³ 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).

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."²⁴

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.

Parent Involvement and Collaboration

While volunteer hours and/or participation are not a requirement for a student's enrollment at SCCCS, parent and/or guardian participation will be an important component of our program and utilized 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 will be welcomed. 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. Furthermore, as one of our assessment procedures in our early childhood program, families of children of up to 65 months will be requested to participate in the Ages and Stages

²⁴ (<http://www.wsj.com/articles/pediatricians-rethink-screen-time-policy-for-children-1444671636?mod=e2fb>)

Questionnaire (ASQ-3), which will help teachers and parents work together as partners to best serve young students.

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 8th grade. 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 use a backward approach beginning with the Common Core State Standards followed by determining how the nine multiple intelligences described herein can be achieved using methods guided by the core principles of public Waldorf education. SCCCS 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.

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The main block 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 SCCCS curriculum co-alignment into thematic, integrated units of study. SCCCS 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 Multiple Intelligences
- Decide on how students will demonstrate accomplishment of identified outcomes
- Deliver engaging lessons to achieve measurable outcomes.

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 additional daily math practice periods and additional language arts practice periods a few times per week to augment their Main Lesson work.

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

- **NEW**
With the exception of the first main lesson of a learning block, the "NEW" stage generally takes place during the second part of a lesson. 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 using narrative, pictures through chalkboard drawings, and an experiential hands on approach 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.

- **DO**

The “DO” stage will usually occur during the next part of the lesson. 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. Looking at flowers, for example, a student can learn the concept of pi, with a compass that considers the center of the flower as the first circle, creating end points that are equidistant on the flower, and deriving equal circles or “petals” from the center of the flower. By realizing that there are six petals that are created from each circle, a student the next day.

- **REVIEW**

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. With the exception of the first main lesson of a learning block, students always begin the main lesson with the “Review” stage and then move into the “Do” stage. The review stage will 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. After the first day of main lesson of a block, the Review stage, followed by Do, and then New occurs. This is often referred to as the “two-day rhythm”, which 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, 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 a “New” stage of learning described above. This is followed by the “DO” stage which involves creating work in their Main Lesson book about the story or other “New” content, one that includes a key visual image from the story as well as class composed text from the story. 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.

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 producing a finished product that is a personal accomplishment and 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 additional core subject practice periods to complement Main Lesson work. Specialty subjects could include Spanish, Vietnamese (if budget allows), Handwork, Woodwork, 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 additional practice periods to supplement Main Lesson work where targeted skills are addressed such as specific math or language arts skills, additional science material and nature studies. As mentioned, extra 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, Language-Arts, Science, and other content-specific additional practice periods to supplement Main Lesson work. 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 closing verse and 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 Public Waldorf education, apart, is its curriculum. The premise of public Waldorf education is that it is the teacher who is able to engage young students so the students’ reliance on textbooks is secondary because learning is attributed to engaging the multiple learning modalities of students including aural, visual, and kinesthetic. The student, in fact, must in essence create their own textbook from their understanding of the material provided through the teacher and their experience of the phenomenon. However, this is not to say that textbooks are completely absent. In fact, books will be found throughout classrooms in the form of readers, world language texts, dictionaries, encyclopedias, atlases, and other reference books, as well as state adopted textbooks when necessary for the teacher to refer to in order to determine placement areas and skill areas that need review as well as assessment material. Furthermore, 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,

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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 SCCC, 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 SCCC 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. SCCC'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.

SCCC'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 SCCC, 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.

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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.

Curriculum at a Glance

Below is SCCCS' curriculum at a glance. We have included a full CCSS co-aligned curriculum working document for TK-8th grade in Appendix 17.

Table 7. Sycamore Creek Community Charter School's TK-5 Curriculum At-a-Glance		
Language Arts	Mathematics	Subjects
Fairy tales from around the world; singing; poetry recitation; with emphasis on the oral tradition	The qualities of numbers; sorting and ordering; rhythm counting with movement and song; measuring in baking and cooking; woodworking	TK/K
Pictorial and phonetic introduction to letters; fairy tales from around the world; poetry recitation.	Qualities of numbers; the four operations; geometric forms; Measuring	First
Elements of grammar (naming, describing words); beginning cursive; animal fables and legends from around the world; decoding and sight word recognition; building fluency through regular practice (oral and silent reading);	Continue with four operations of arithmetic; story problems; counting by 2, 3, 4, and 5; beginning multiplication tables	Second
Elements of grammar (nouns, verbs, adjectives); continuing cursive; punctuation; spelling; compositions; stories from ancient history; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall	Higher multiplication tables; division; weight, measure, money and time; review of all four processes; multiplication; problem solving; place value to 10,000s; estimating; mental math; word problems	Third
Elements of grammar; parts of speech; continuing cursive; writing; punctuation; well-structured paragraphs; book reports; expository writing, creative writing, narratives; class play; building fluency through regular reading practice; sight word recognition, high frequency words; prefixes & suffixes;	Review four processes; advanced multiplication; long division; place value to millions, simple graphs; averaging; perimeter, area and volume; factoring; estimating; rounding; word problems;	Fourth
Elements of grammar; spelling; punctuation; compositions; Greek myths	Decimals; fractions; percentages; metric system; negative numbers; introduction to geometry	Fifth

Visual and Performing Arts	Social Studies	Science
-Singing; percussion instruments -Drawing; Painting; modeling -Drama; puppetry	Multicultural stories; festivals; foods	Cooking, baking; nature stories; nature walks; observations; gardening
Singing; pentatonic flute (develops finger coordination concentration, and breath control); songs based on seasonal themes -Form drawing; painting (emphasizing an experience of working with color rather than creating formed pictures); modeling; crayon illustrations -Drama	Multicultural stories.	Nature stories; nature walks; observations; gardening
-Singing; pentatonic flute -Form drawing; painting; modeling -Drama	Multicultural stories; lives of inspiring people who affected history	Gardening and nature studies; weather; day and night
-Introduction to the recorder -Form drawing; painting; modeling - Drama	Study of practical life (farming, housing, clothing); stories from ancient history	Continuation of garden and nature studies
-Singing; recorder; violin; introduction to reading and writing music - Form drawing; painting; -Drama	Geography State and local geography and map making	Zoology; continuation of garden and nature studies
-Singing; recorder; choir; instrumental ensemble -Calligraphy; painting; clay modeling; woodworking -Drama	Geography American geography as related to vegetation, agriculture, culture and economics	Botany; introduction to inductive method; continuation of gardening and nature studies

Handwork	World Language
Finger crocheting; sewing; cutting; pasting; drawing; seasonal crafts; woodworking (fine motor skills, concentration, speech and thinking)	Introduction to a world language, Spanish, through songs and rhymes
Knitting (promotes eye-hand coordination, fine motor skills, and pre-reading skills, sequencing). Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine m	Spanish (introduced through plays, songs, rhythms, and games).
Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development)	Continuing the f world language with songs, plays, poetry, games, and simple conversations
Crocheting (mathematical patterns, working in the round)	Continuing world language study with oral dialogue, dramatization, songs, games and simple written work
Cross-stitch, mirror image/symmetry	Continuing world language instruction with workbooks, writing/recording orally-learned material, basic grammatical principles, tongue twisters
Woodworking Convex Surfaces: carved egg, buttons and beads, chopsticks, animal cut-outs	Continuing instruction in a world language with further bookwork and grammar, cultural appreciation, poetry, beginning reading
Knitting socks using four needles	

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PE: Movement/ Games	Circle games; finger games; dance; jumping rope; climbing; outdoor imaginative play	Dance combined with music and singing; circle games; imaginative games; throwing and catching; rhythmic stepping; balancing	Balance, running and chasing games, song and movement	Balance, running and chasing games, song and movement; dance	Field games, balance, games involving trickery and strategy; games exploring movement of animals	Games exploring strength and strategy; games with multiple props; games with team
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Table 8. SCCCS' Grade 6-8 Curriculum At-a-Glance

Subjects	Sixth	Seventh	Eighth
Mathematics	Introduction to Algebra; ratios; proportions; geometric formula and drawing with instruments; continuation of fractions, percentages, decimals	Algebra; mathematical thinking/theory; geometry proofs; introduction to mathematical uses of technology (using technology to analyze and present mathematical information)	Continue Algebra; geometry; practical. technological, and scientific applications
Language Arts	Dictation; composition; spelling; Latin and Greek roots, etymology; biographies; mythological literature; drama	Creative writing; grammatical mechanics; critical thinking through study of literature and informational texts	-Composition: essays, research reports, short stories, poetry -Literature: short stories, poetry, Shakespearean drama
Science	Mineralogy; introduction to physics: acoustics, electricity, magnetism, optics, heat; geocentric astronomy	Physics: mechanics; physiology: circulatory, respiratory and nervous systems; heliocentric astronomy; introduction to chemistry	Physics; organic chemistry; human anatomy (muscles, bones, ears, eyes)

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Social Studies	Roman and Medieval history; projects and reports	End of Middle Ages; Age of exploration; the Renaissance; projects and oral reports	The Age of Revolutions; American History; The Twentieth Century; Liberation Movements throughout the World; research reports
Geography	European and African geography	Geography of North and South America	Asian Geography
Visual and Performing Arts	-Choir; recorder; instrumental ensemble - Calligraphy; painting; clay modeling; mosaics -Drama - Dance	-Choir; recorder; instrumental ensemble - Visual arts may include art history; calligraphy; clay modeling; perspective drawing; principles of drawing (negative space, texture, etc.); painting; soapstone carving -Drama - Dance	-Choir; recorder; instrumental ensemble - Drawing; clay modeling; painting; portraiture - Shakespearean drama - Dance
World Language	Continuing world language study with grammar work, historical and cultural studies, poetry, music, plays	Continuing world language with reading and writing, grammatical study and language structure, and historical and cultural study	Continuing world language instruction with review and consolidation, re-telling stories, acting out dramas and plays, music and poetry, modern culture
Handwork	Hand sewing three-dimensional animals with gussets, pattern making	Hand sewing, embroidery	Machine sewing
Woodworking	Concavity and Construction: spoon, letter opener, jointed toy	Initiation and Precision: May include bowl, metal-working, tool-making	Developing authority and mastery of skills: may include creating a bench, chair or stool, relief carving, a box, dug-out canoe, and/or a gift to the school
Physical Education: Movement/	Introduction to competitive games; more formal movement skills; complex strategy; calisthenics	Team games and team building, trust building games, complex strategy	Team games and team building, trust building games, complex strategy

***Adapted from Public Waldorf Schools and the Common Core, Alliance for Public Waldorf Education, 2013

Teaching **Methods** 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.

Professional Development

At SCCCS comprehensive professional development is imperative to the success of our teachers in effectively teaching students. Teachers will participate in professional development that enhances their skills in Waldorf teaching methods, SIOP, differentiated instruction, co-alignment of common core state standards with Waldorf curriculum, working with special education professionals and families throughout the establishment and implementation of IEP’s for students, methods to help teachers teach to the zone of proximal learning

Calendar Plan for 2019/2020 Professional Development

July 2019:

1. CCSS co-alignment with Public Waldorf teaching, reaching diverse learners, learning outcomes and social-emotional development aligned lessons: Sebastopol Art of Teaching Summer Program²⁵: Grades teachers will engage in professional development courses designed for teachers in charter schools whose curricular foundation is guided by the Core Principles of Public Waldorf Education but who need to also understand the Common Core Standards. Goals are to leave with a plan for the coming year, be inspired to teach with clarity about goals and outcomes. Will also help teachers understand the socio-emotional components of lessons, how to reach diverse learners, and take away strategies for transitions and guidance. Expand understanding of singing, movement, drawing, painting, and crafts.
2. MTSS Learning Goals: What is MTSS? Why MTSS? Webinars through CDE, MTSS Starter Kit²⁶
3. School Safety Goals: Administering drills, CPR, and other safety protocols

August 2019:

1. Chalkboard Drawing: In-service training and collaboration among staff to share resources and techniques for creating vibrant, high-quality, gesture-capturing chalkboard drawings
2. MTSS Learning Goals: SIOP: Teachers and designated specialty teachers will sign up for a three-week online training course with the SIOP Training for Teachers Virtual Institute²⁷ According to

²⁵ <http://www.sebastopolcharter.org/summer-training-for-teachers>

²⁶ http://guide.swiftschools.org/sites/default/files/documents/MTSS_Starter_Kit_2017.pdf

²⁷ <https://www.pearsonschool.com/index.cfm?locator=PS3z31>

the Institute by the end of the training educators will: By the end of the institute participants will be able to:

- a. Understand the SIOP® Model and its effectiveness with English learners and all students
 - b. Identify learning and instructional strategies that are appropriate for English learners
 - c. Understand and practice the eight components of the SIOP® Model
 - d. Learn how the SIOP® Model can be incorporated into lesson planning
 - e. Write content and language objectives for sheltered instruction lessons
 - f. Identify ways to increase student interaction in the classroom
 - g. Identify techniques to review content and assess student understanding
 - h. Observe and evaluate sheltered instruction lessons
3. Special Education- Meeting student and family needs and compliance
4. Mandatory Reporting, Child Abuse and Neglect: Online Module of Mandated Reporter Training for School Personnel Training to provide understanding of the protections, requirement, and significant definitions of the California Child Abuse & Neglect Reporting Act (CANRA)²⁸ to learn:
 - a. What the law requires of you as a mandated reporter
 - b. How to spot indicators of possible child abuse or neglect
 - c. How to talk to children about suspected abuse
 - d. How to make a report What happens after a report is filed
 - e. Special issues related to child abuse reporting in the school environment
5. MTSS Learning Goals:
 - a. Universal Design for Learning (UDL) Learn about UDL through CAST²⁹
 - b. Culturally responsive teaching

September 2019:

1. Singing/Verses/Rhythmic work: In-service training and collaboration among staff to share resources and techniques to support child development. Focus on seasonal and block rhythm for songs and verses. Focus on using rhythm sticks and hand clapping to develop gross-motor skills and meeting curriculum guidelines for crossing mid-line, vestibular development etc. Focus on bean bag use to practice math skills, ELD through song and kinesthetic movement.
2. MTSS Learning Goals:
 - a. Meeting Math and ELA needs of ELL's:
 - b. Universal Design for Learning (UDL) Explore Model UDL Lesson Plans through CAST³⁰
 - c. Inclusive Behavior Instruction through SWIFT "View film of how inclusive behavior instruction is a proactive approach to teaching social behaviors that emphasize positive goals and expectation, so all students can successfully manage their behavior"³¹ then Discuss using resources provided by SWIFT and use other resources provided by SWIFT to improve inclusive behavior instruction.

²⁸ <http://educators.mandatedreporterca.com/default.htm>

²⁹ <http://lessonbuilder.cast.org/learn.php>

³⁰ <http://lessonbuilder.cast.org/learn.php>

³¹ <http://guide.swiftschools.org/multi-tiered-system-of-support/inclusive-behavior-instruction>

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3. Preparing for Open House: In house meeting to decide logistics, content, and focus to engage families.

October 2019:

1. Storytelling/Speech: In-service training and collaboration among staff to share resources and techniques for developing narrative, understanding the change in storytelling methods from grade to grade, when and how to move from narrating to students re-enacting stories through song, dance, mime, puppetry (for TK/K). Also, stories for, pedagogical purposes, curriculum related, and for direct instruction with individual students who may benefit from a one-on-one mini-story, and how to illicit and cement comprehension understanding using the two-day rhythm.
2. MTSS Learning Goals:
 - a. Meeting Math needs of low performing students: How to Learn Math for Teachers from Youcubed developed by Jo Boaler of Stanford. Teachers will learn strategies for helping students increase their motivation, achievement, and number sense. Will also inform teachers of research based good practice for assessment and grading.
 - b. Meeting ELA needs of low performing students
 - c. Universal Design for Learning (UDL) Create, Save, and Edit My Own UDL Lesson Plans through CAST³²
3. Preparing for first trimester grades and parent-teacher conferences

November 2019

1. Painting: In-service training and collaboration among staff to share resources, methods, and techniques with an emphasis on how to meet the developing child. i.e. when to move from one to two to three colors, when to start blending, when to teach the take away technique as well as veil painting
2. MTSS learning Goals:
 - a. Meeting the needs of high performing students: Online course from AVIVA to teach: "Grit and resilience, teachers will cultivate a classroom where students learn to persevere through difficulties and challenges. So even as life's up and downs occur, students will continue to flourish and grow from each experience."³³

December 2019

1. Pentatonic Flute and Recorders: In-service training and collaboration among staff to share methods, resources and techniques to help teachers develop their own songs and teach existing songs as well as when and how to introduce reading music.
2. MTSS Learning Goals:

³² <http://lessonbuilder.cast.org/learn.php>

³³ <http://avivaeducation.com/>

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- a. Math differentiated instruction to meeting needs of all students in Math: Mathematical Mindsets: Online Mathematical Mindset course from Youcubed developed by Jo Boaler of Stanford. The course is based on an 18-lesson intervention of 6/7th graders that raised mathematics achievement equivalent to 2.7 years of schooling. Equals approximately 30 professional development hours. Self-paced. Training includes material on Professor Dweck's Growth Mindset research, how to setup teaching for student learning, the importance and how to's of open, creative, and visual mathematics, the importance of challenge for brain growth, ways to group students, small group work, and whole class discussion, teaching floor to ceiling, transformation through freedom in mathematical thinking.³⁴
3. Winter Faire and Garden Spiral: In-service training and collaboration among staff to share resources and techniques as well as decide logistics of Winter Faire and Garden Spiral (TK/K)
4. Internal Assessment Data Review

January 2020

1. Crayon Drawing: In-service training and collaboration among staff to share resources, methods and techniques.
2. MTSS Goals

February 2020

1. Annual Alliance for Public Waldorf Education Winter Conference: Topic to be determined. Past topics include "Widening the Circle: Addressing the Needs of Diverse Learners"
2. Beeswax and clay modeling: In-service training and collaboration among staff to share resources, methods and techniques
3. CAASPP Test preparation
4. MTSS Goals

March 2020

1. CAASPP Test preparation
2. MTSS Goals

April 2020

1. CAASPP Test preparation
2. May Faire dancing and singing preparation: Collaboration among staff to share resources as well as decide logistics of May Faire
3. MTSS Goals

May 2020

³⁴ <https://www.youcubed.org/online-teacher-courses/>

1. Rose Ceremony, Graduation: Collaboration among staff to share resources as well as decide logistics of Rose Ceremony and Graduation
2. End of year grades, reports, assessments
3. MTSS Goals

Multiple Intelligences Methods Approach

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 improve 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.³⁵ 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

³⁶ 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.

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expands from teaching language through stories, songs and games to include reading, writing, 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 SCCCS, 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.

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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 eurhythm (the traditional Waldorf style) Eurhythm is a dance-like art form in which speech is expressed through bodily movement. Specific gestures represent spoken sounds,

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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.

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

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activities, promoting self-esteem, a sense of value for quality work, and increased motivation for accomplishment are used.

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.

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. Although the curriculum is very clearly outlined for the teacher at each grade level, there is tremendous freedom in how each teacher may choose to present that curriculum. While there are certain supplies that are common to all the grades, for example main lesson books, crayons, colored pencils, etc., the teacher has the freedom to choose additional materials such as textbooks that support their vision. While textbooks are not a primary part of the curriculum that is used, except in the case of a single copy for the main lesson teachers' reference, in the case of math, and world language instruction in 4th grade and higher, students do not work out of a textbook.

Technology

At SCCCS, technological literacy will occur in a specific and gradual timeframe with an integrated digital literacy program that begins in the 6th grade and continues through 8th grade. 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 are 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 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."³⁶ We support computer 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.

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.

³⁶ 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.

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 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.

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 Bitgood³⁷ 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 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 and Inclusive Behavior Instruction

Because we value the use of a multi-tiered system of support (MTSS) we understand the importance of positive behavioral discipline and inclusive behavior instruction. We have incorporated these aspects of teaching into our professional development because at Sycamore Creek we believe in the unique value of each child, parent, and teacher -- both as individuals and as a member 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. 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.

³⁷ Bitgood, Stephen. "School field trips: An overview." *Visitor behavior* 4, no. 2 (1989): 3-6.

A Typical Day

Elementary Student (4th Grade)

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 rings 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 one 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 one 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 ten 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, and then it's back to class!

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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, the teacher explains that you do not need to be the fastest, you just need to pace yourself and finish. They 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 - Ten 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 Maestra'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, keeping your fingers in the right position and holding the bow accurately is challenging. Your parents say 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 four-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, the class finally gets into the anatomy lesson. The teacher said yesterday you were going to talk about the eye. You remember discussing the camera obscura in 7th grade and are super interested in how that all worked. You are remembering that the image was upside down, but why...? You guess you will find out!

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10:00am Wow! That was fascinating. You will definitely have some questions to write down tonight for homework. You are happy now to have some time to work on your main lesson book. You have 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, you have to begin the final draft of the write-up on balance. You have some things to add after hearing a few of your classmates share theirs this morning.

10:30am RECESS – Still so lucky to have this time. Nearly everyone you know who goes to other schools has five minutes for recess. You don't think you could sit all day if you 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 – You are eager to hear some of your classmates' presentations, in Spanish, about their family trees. You don't present for two days and are grateful that you can observe and make changes. You are proud of the work you did on your poster project part and now just need to be able to speak for ten minutes without forgetting your vocabulary.

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

12:40 LUNCH! With all of this hard work you have worked up a mighty appetite and enjoy chatting with friends while eating your lunch.

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

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

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

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 a Multi-tiered Support System (MTSS). Through methods that are guided

by the core principles of public Waldorf education and MTSS 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. SCCC 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

Identification

At SCCC we believe every student, as well as those performing at significantly lower grade levels, have the ability to succeed. We plan to make special efforts to identify students who need extra supports in order to thrive academically. Every year incoming students will be assessed in language arts and mathematics. TK and Kindergarten students will be assessed for TK and Kindergarten readiness.

During the school year, SCCC teachers and staff will actively monitor and measure student progress both informally and formally through internal benchmark assessments and student work samples. 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
- CAASPP scores

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

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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. Level of necessity of parent involvement will be determined through SCCCS' Three Tier approach, as described below.

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 individual potential. Students identified as performing below grade level will be given instructional supports to help them reach grade level benchmarks and standards.

Accommodations and interventions that will be used to meet students who are academically low achieving will be in class interventions with one on one help with a resource teacher and/or instructional aide, small group work that supports students with similar academic needs including leveled reading and mathematics groups, peer work, and after-school assistance in specific subject areas such as reading or math, as well as utilizing the Student Success Team composed of all stakeholders, including parents, student, an administrators, and teachers to close achievement gaps by understanding the level of support needed. when appropriate. Sensory integration and movement activities that support strengthening all students motor and sensory development foundational to academic understanding will be integrated into classroom instruction through rhythmic work for the first 15-30 minutes of Main Lesson instruction.

As well, differentiated and integrated curriculum and instruction will reach struggling students by adapting the curriculum to reach struggling students. In the same way that high academic achieving students are supported by scaling math problems and/or given bonus spelling words, more difficult reading material, more difficult and extended work, so will students who are academically low achieving receive scaled instruction. SCCCS' program is based on as much experiential, hands-on methods as possible to meet and support the various ways that students learn, especially those who are performing at grade level and may thrive in alternative learning modalities. As mentioned throughout our petition, manipulatives, narrative story-telling, song, repetition through rhythmic work with bean bags are key components that support learning. For instance, bean bags are used to learn the times tables by formulating specific repetitive movements that involve the whole body or TPR approach. This kinesthetic learning supports students below grade level.

At times, teachers will use evidence-based instructional practices such as direct instruction, where the desired outcome that is expected is modeled by the teacher so that there is a clear understanding of what is being taught. An example of this is how a teacher in an elementary grade class could sketch a picture on the chalkboard of a math problem involving learning multiplication through grouping frogs on lily pads in a narrative and then writing the math sentence and modeling how the answer would be determined.

We also plan to apply an emphasis on quality over quantity by allowing extra time for assignments, which may be accompanied by teaching assistants and/or teachers giving one-on-one time for mini-lessons in

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specific areas of struggle. As well, partnering with parents by giving take-home projects and/or assignments for extra practice will give reinforcement of concepts the student may need extra practice with.

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. Immediate support at the support of each year can occur in our looping model so that the child is nurtured to reach their full academic potential. 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.

Ongoing Evaluation and Student Success Team

Teachers will monitor student progress through observation, summative, formative, and benchmark assessments. Work samples, and portfolios will also be used to determine which concepts need further instruction or review for the student to acquire a complete understanding. Summative assessments include:

Using a three-tiered approach, I, a Student Success Team (SST) under tier two will be formed to identify further intervention strategies.

Under Tier One progress monitoring, group work, use of multiple learning modalities, direct instruction, and other appropriate methods discussed above will be applied. Furthermore, round-table discussions of particular student difficulties during teacher meetings to provide teacher support and advice for implementing successful instructional practices will occur.

Under Tier Two an intervention would occur outside of the Tier One level., which would include the formation of an SST. The SST will include the student's teacher, parents/guardians, and other necessary support providers and set a meeting to determine further supports and strategies to aid the student in reaching their full academic achievement.

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.

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If further supports are further warranted as decided by the SST the third Tier of our approach will be applied.

After a designated period of time the SST will take additional measures through the Third Tier of our approach. In Tier Three supports of both Tier One and Two will be continued along with a more intense individual instruction plan to address behavior, social development, and academic underachievement. This could include such a referral for a special education evaluation and/or 504 services.

SCCCS's plan for low academic achievers described above incorporates key tenets of the framework of Response to Instruction and Intervention (RTI²). RTI² is 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. 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)³⁸.

RTI² is an approach with evidence of success by creating the conditions necessary for closing the achievement gap. The RTI² process focuses on individual students who are struggling and provides a vehicle for teamwork to strengthen their performances before educational problems increase in intensity. Leadership is critical to the implementation of RTI². Involvement will include our administrators and leadership teams, in collaboration with all teachers who have central roles in the planning, implementation, and successful day-to-day use of the RTI² approach. Analysis of how students respond to instruction and intervention is an organizing principle for our structure and program. Our focus will promote collaboration and shared responsibility for the learning of all students across all, programs, and parent inclusion processes. Further, data gathered from RTI² can be utilized in the identification process to determine if a student requires special education services, but not viewed as the primary mode through which a student can be referred for special education qualifications.

RTI² has been identified by experts in the field and has been approved by the California Department of Education, Special Education Division (CDE SED) as a priority area to support trainings and technical assistance requests. Our teachers will receive trainings and technical assistance from the California Services for Technical Assistance and Training (CalSTAT) Web page at <http://www.calstat.org/ta.html>.

The Four Key Elemental Standards of RTI²:

1. High-quality, research-based instruction matched to student needs.
2. Monitoring student learning over a period of time to determine their level and rate of performance for constant decision making.
3. Provide research-based interventions of increasing intensity based on data.
4. Make important educational decisions based on data.

³⁸ Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analytic review of responsiveness-to-intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment*, 23(4), 381-394.

The Ten Core Components of SCCC's Elemental Standards:

1. **High-Quality Classroom Instruction**
Students benefit from high-quality, standards-aligned classroom instruction delivered by qualified teachers.
2. **High Expectations**
A culture of belief that every student can learn including low SES students, students with disabilities, English learners, and students representing all ethnicities.
3. **Assessments and Data Collection**
An Integrated data collection and assessment system which includes universal screening, diagnostics, and progress monitoring to inform decisions appropriate for each tier of service delivery.
4. **Problem-Solving Systems Approach**
Collaborative teams use a problem-solving systems process and method to identify problems, develop interventions, and evaluate the effectiveness of the intervention in a multi-tiered system of service delivery.
5. **Research-Based Interventions**
When monitoring data indicate a lack of progress, an appropriate research-based intervention is implemented. The interventions are designed to increase the intensity of the students' instructional experience.
6. **Positive Behavioral Support**
SCCCS staff members use schoolwide and classroom research-based positive behavioral supports for achieving important social and learning outcomes.
7. **Fidelity of Program Implementation**
Student success in the RTI² framework requires fidelity of implementation in the delivery of content and instructional strategies specific to the learning and/or behavioral needs of the student.
8. **SCCCS Development and Collaboration**
SCCCS staff members are trained in assessments, data analysis, programs, and positive behavioral support. Site grade level or interdisciplinary teams use a collaborative approach to analyze student data and work together in the development, implementation, and monitoring of the intervention process.
9. **Parent and Family Involvement**
The involvement and active participation of parents/families at all stages of the instructional and intervention process are essential to improving the educational outcomes of their students. Parents/families are kept informed of the progress of their students in their native language or other mode of communication, and their input is valued in making appropriate decisions.
10. **Specific Learning Disability Determination**
The RTI² approach may be one component of Specific Learning Disability determination as addressed in the Individuals with Disabilities Education Act of 2004 statute and regulations. As part of determining eligibility, the data from the RTI² process may be used to ensure that a student has received research-based instruction and interventions.

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 additional practice periods to augment their Main Lesson work. 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"

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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. SCCCS will meet all requirements of federal and state law relative to equal access to the curriculum for English language learners

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 or 60 days before the start of the school year, SCCCS will assess the English proficiency of students whose parent/guardians indicated that English is not the primary language in the home.

ELPAC Testing³⁹

All students who indicate that their home language is other than English will be administered the English Language Proficiency Assessment for California (“ELPAC”) tested within thirty days or 60 days before the start of the school year of initial enrollment⁴⁰ 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 ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

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.

Reclassification

We intend, like other Waldorf schools such as the Public Waldorf School, Alice Birney, to meet ELL’s language acquisition needs so that they may be reclassified as soon as possible. In research out of Stanford (2015), on Waldorf methods, it was determined that the reason there were so few designated English language learners above fourth grade was because of the high re-designation rate. We believe that with our comprehensive support framework described below in our section on Strategies for English Learner Instruction and Intervention, as well as other special attention to parental partnerships, and special attention to high attendance rates, SCCCSC will be successful in its ability to aid ELL students so that they may be reclassified as early as possible.

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 ELPAC.

⁴⁰ 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 ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

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- 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. As mentioned above, recent research from Stanford⁴¹ 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.

SIOP Strategies SCCCSC 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

⁴¹ Friedlaender, D., Beckham, K., Zheng, X., & Darling-Hammond, L. (2015).

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- 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
 - Direct Instruction
 - Joint Construction
 - Coached Construction
 - Monitoring
- Art and Drama
- Alternative assessment
 - Provide a version of the test with simplified language.
 - •Simplify directions
 - •Read test questions aloud
 - •Provide matching activities
 - •Allow extra time to complete tests
 - •Allow students to respond orally rather than in written form.
 - •Use portfolios to authentically assess student progress.
- 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

Narrative of How Strategies will be Implemented

SCCCS believes its approach is complementary to the Sheltered Instructional Observation Protocol (SIOP)⁴² 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 that in addition to other subjects, the delivery of sheltered instruction in Art, Music, and Physical Education, for students at the beginning levels of English Language acquisition

⁴² Echevarria, J., Vogt, M., & Short, D. (2012). *Making content comprehensible for English language learners: The SIOP model* (4th ed.). Boston, MA: Allyn & Bacon

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SCCCS is especially equipped to deliver the sheltered instruction. This is because Art, Music, and PE **which involves games and cooperative learning** 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 and developmental, ELL's will experience multiple opportunities throughout the day to receive Sheltered Instruction by **connecting and activating prior knowledge** while also having the opportunity to **model expected behaviors of** teachers. 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, teachers provide **comprehensible input** in subjects that in a traditional classroom, such as math or English Language Arts, are delivered with **visual aids, manipulatives, movement, story, song, and art that follows a direct instruction, joint construction, coached construction, and monitoring framework**, 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 likely exceed expectations in their ability to acquire the English Language will ultimately likely 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-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, specialty teachers will be provided with training in SIOP.

In TK and Kindergarten storytelling that culminates with the children re-enacting the story offers opportunity for **drama** which is helpful for ELL's. Later, in the elementary years, students have multiple opportunities to participate in **drama**, both during the rhythm group work done at the beginning of class as well as class plays. Group work at the start of Main Lesson that involves **TPR** in which students recite song and verse allows for ELL's to sing and speak in a group without being expected to understand fully the content. During this time as well as elsewhere, the teacher has the opportunity to use **gestures and facial expressions** to help ELL's comprehend word meaning and sounds. The teacher will also specifically deliver the story at the end of main lesson with a **controlled vocabulary, using cognates, and avoiding the use of idiomatic language**. Often rhythm work using bean bags, clapping or rhythm sticks will be **implemented in pair work** to strengthen ELL's understanding. 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 from the teacher, but the idea of engaging students to discover concepts through teacher facilitation and **limiting teacher centered lectures** is a critical component of public Waldorf education, 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. As well, the words and phrases students copy come from a story, verse, song, or poem the students have already learned to recite and likely know by heart. This allows all the students, including ELL's, the **opportunity for pre-reading and reading aloud** words and phrases they

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know and are confident reciting. As students progress in their ability to read and write they are engaged to summarize content in their own words where there is a **focus on the meaning and not the form**.

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 **using a slower rate of speech, clear enunciation, and an animated tone** 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 through **drama**, 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. Using techniques similar to **graphic organizers** is prevalent in the early grades. There is an opportunity for the students to read the phrases aloud and with help when needed. There is usually a song or songs that are specific to the block that the children learn and continually add to until it is many verses long. A cornerstone of public Waldorf education is singing, recitation, rhythmic work that invites learning through **using repetition to promote understanding** is valuable for all students and particularly ELL's. **As well, students are provided lots of time for SSR and pleasure reading.** In fact, reading is framed as a pleasurable activity that students are encouraged to delight in.

During math blocks, in particular, students **utilize manipulatives** and teachers rely on a **hands-on** approach. In first grade, "Fairy Stones," or "Dragon Tears" are used to learn counting, grouping, and visually seeing the four processes. Throughout the main lesson the teacher relies on sources of **realia and visual aids** that increase ELL's English language development. Furthermore, **allowing sufficient wait time** is critical when the teacher asks students to contribute their understanding of spelling, answers to math problems, reading comprehension, and other content.

Especially during the Spanish specialty block, ELL students whose native language is Spanish are taught through immersion **using students' primary language**. Furthermore, in the Spanish class, as well as other specialty and main lesson, there is no limiting of **multicultural activities to "Heroes and Holidays"**, but rather the teacher **utilizes everyday opportunities** through Spanish fiestas, and other activities to have students share their multi-cultural heritage with the class by dressing up, learning a song or story, or special food. Because of our diverse heritage students will have the opportunity to share with their classmates aspects of their culture from a range of diverse cultures.

Preview and Review is an important component of the framework of public Waldorf education as there is a definite and determined time allowed for both **Previewing** and **Reviewing** in every main lesson. For instance, after rhythmic work, students engage in review of content learned the day prior. During this time, through dialogue and interaction the teacher will draw out and illicit a deeper understanding of material and concepts acquired the previous day. Often, the students display a sense of "Ah Ha!" after having sufficient time to digest and internalize the previous day's content. Only after the teacher is sufficiently satisfied that the students have acquired the concepts will they move to the "New" stage or **"Preview"** stage. During this time, visuals, stories, games, and the other methods described in this narrative are used to introduce students to new concepts. This stage does not yet concretely identify the new concepts for the students as it is the goal of the teacher that the students discover them on their

own through experiential activities and work. Some may quickly grasp the new material while others over the course of the next day or days will begin to concretely appreciate the new material that has been **Previewed** during the **Review** time of Main Lesson.

Alternative assessments are an important component of our program to help students gain confidence that supports further learning and ELD. Ways instructors will do this is by **providing a version of tests with simplified language, extra time to complete tests, and/or reading test questions aloud for students**. Teachers will also **simplify directions** for main lesson work, **provide matching activities, allow students to respond orally rather than in written form, and use portfolios** in the form of main lesson books to **authentically assess student progress**.

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, SCCCS 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

SCCCS will evaluate the effectiveness of its education program for ELL's by:

- Adhering to SCCCS-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 of 1973 ("Section 504"), Title II of the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEIA" herein referred to as "IDEA") and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). SCCCS will comply with OVSD and Special Education Local Plan Area ("SELPA") guidelines, and all California laws pertaining to special education students.

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SCCCS recognizes that it holds a responsibility to enroll and support students with disabilities, and pledges to work with OVSD or a SELPA (if SCCC is not a school of the district) to provide a free and appropriate education ("FAPE") to all students with exceptional needs. The language in this section is to provide a reasonably comprehensive description of the special education program that will be provided by SCCC, in accordance with Education Code section 47505(b). This language is not meant to preclude alternative arrangements, as 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") between SCCC and the authorizing SELPA.SELPA Affiliation

SCCCS shall initially be deemed, by default, a public school of OVSD for purposes of special education, pursuant to Education Code Section 47641(b). However, SCCC reserves the right to apply and become an independent Local Education Agency (LEA) member in a SELPA for purposes of special education. In this case, SCCC will make written verifiable assurances that it will become an independent LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

School of the Authorizer OVSD

So long as SCCC operates as a public school of OVSD pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and Section 1414, Title 20 of the United States Code, the authorizer will provide an equitable share of special education services and/or funding for students enrolled at SCCC, to the extent required by law and in the manner specified in the MOU.

SCCCS agrees to collaborate with the OVSD to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records.

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 SCCC shall be accessible for all students with disabilities as well as meet accessibility requirements for teachers, parents, vendors etc. pursuant to Section 504 and the ADA.

LEA for Special Education

In the event that Sycamore Creek Community Charter School is not a "school of the district", it reserves the right to apply and become an independent local education agency (LEA) member in a special education local plan area (SELPA) for purposes of special education. SCCC will make written verifiable assurances

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that it will become an independent local educational agency (LEA) and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a).

If SCCC is its own LEA pursuant to 47641(a), then SCCC will assume full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law.

SCCC agrees to follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education.

SCCC agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records. 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, SCCC will provide the District evidence of membership. SCCC'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, SCCC will receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

In the event that SCCC 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 SCCC 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. SCCC is ready to discuss this arrangement, or a mutually agreed upon reasonable alternative, in our discussions with the District to develop the MOU.

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 SCCC. 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 SCCC.

When referring to an objectively identified disability, for purposes of Section 504, SCCC will adhere to the following:

SCCC will identify students with a disability for purposes of Section 504 in compliance with applicable law. Specifically, pursuant to 34 C.F.R. section 104.35, SCCC shall evaluate students using procedures which ensure that: (1) Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer; (2) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and (3) Tests are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately

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reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Additionally, in interpreting evaluation data and in making placement decisions, SCCCS shall (1) draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; (2) ensure that information obtained from all such sources is documented and carefully considered; (3) ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, and (4) ensure that the placement decision offers a free appropriate public education.

Accordingly, using the above procedures, SCCCS shall not make eligibility determinations based on discriminatory, biased, personal, or inappropriate criteria. Instead, SCCCS shall objectively identify students who may be eligible for Section 504 Plans using a variety of information and sources.

Assemblance of a 504 Team and Specific Protocols and Procedures

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.

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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, 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.

Child Find/Identification

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 Individualized Education Plan ("IEP") but may be in need of a pre-referral intervention plan. SCCC will implement a multi-tiered instructional and support framework prior to referring a child for an evaluation

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under IDEA but shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. SCCCS also understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. 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.

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.

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

School of the Authorizer

- SCCCS will follow the applicable Authorizer policies and procedures to identify students who may have a disability that qualifies them to receive special education services.
- SCCCS will collaborate with the Authorizer to ensure timely transfer of Individualized Education Program (IEP) records and will utilize Authorizer policies, procedures, and forms to appropriately identify and refer students for special education.

LEA for Special Education

- SCCCS shall be solely responsible for compliance with state and federal Child Find requirements.
- SCCCS shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

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 a 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.

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. SCCC will adopt and implement policies relating to all special education issues and referrals.

Referral for Assessment

SCCCS shall have the responsibility to identify, refer, and work cooperatively in locating SCCC students who have or may have exceptional needs that qualify them to receive special education services.

School of the Authorizer

The parent/guardian of any student suspected of needing or qualifying for special education services may make a referral for an evaluation. If the referral is made verbally, SCCC shall assist parent/guardian to submit a request in writing. So long as SCCC operates as a school of the OVSD for special education purposes, and unless otherwise agreed to in the MOU, SCCC will notify the OVSD within 5 days of any such referrals and will work collaboratively with the OVSD to respond to the request in writing within 15 days.

If SCCC, in collaboration with OVSD, concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent/guardian 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/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

LEA for Special Education

If SCCC operates as an independent LEA for special education purposes, then, in the event that SCCC receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. SCCC shall respond to a written request for assessment within 15 days.

If SCCC concludes that an assessment is appropriate, the parent/guardian 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/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian'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. SCCC will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. SCCC shall obtain parent/guardian consent to assess SCCC students.

School of the Authorizer

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So long as SCCC operates as a school of the authorizer for special education purposes, and unless otherwise agreed to in the MOU, upon receipt of signed Assessment Plan, OVSD will be responsible for conducting special education assessments in all areas of suspected disability if deemed appropriate by OVSD. SCCC will work collaboratively with the OVSD to conduct an evaluation. Assessment procedures will be conducted in the student's primary language, and SCCC will work with the OVSD to provide an interpreter, if needed.

LEA for Special Education

If SCCC operates an LEA for special education, SCCC shall be solely responsible for conducting special education assessments deemed necessary and appropriate by SCCC. 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.

SCCC will follow the following assessment guidelines. If a conflict SELPA policies and procedures exists, then SELPA 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

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- 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.

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 accommodations and/or 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 qualified personnel.

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 accommodations and modifications (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at SCCCS who have IEPs will be served in the Least Restrictive Environment (LRE).

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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 video conferencing.

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.

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

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- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- IEP goals and services will be linguistically appropriate, as per Ed. Code Section 56345 (b).

IEP Meetings

SCCCS shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. SCCCSC shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal, the SCCCSC 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 SCCCSC representatives who are knowledgeable about the regular education program at SCCCSC and/or about the student. SCCCSC 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 SCCCSC 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. This standard complies with OCR guidance regarding discipline of students with disabilities and manifestation determination meetings for behavior issues. Section 504 disabled students are subject to the same disciplinary action as a non-disabled student, provided that the student’s behavior is not a manifestation of his or her qualifying disability. A 504 team will conduct a manifestation determination whenever a disabled child is subject to out-of-school suspension for 10 consecutive school days or more. If it is so, then a review of the 504 plan will be conducted and changes will be made if deemed appropriate.

IEP Review

The IEP team will formally review the student’s IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student’s progress.

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School of the Authorizer

So long as SCCCS operates as a school of the authorizer for special education purposes, and unless otherwise agreed to in the MOU, OVSD shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with OVSD policies and procedures.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to SCCCS. The school will work with the OVSD to respond to the request.

Unless otherwise specified on the student's IEP, parents/guardians will be informed of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals in accordance with OVSD policies and procedures and using OVSD forms.

LEA for Special Education

If SCCCS operates as an LEA for special education, SCCCS shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, SCCCS will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

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.

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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 SCCCS from a district operated program under the same special education local plan area of SCCCS within the same academic year, SCCCS shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the SCCCS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to SCCCS with an IEP from outside of California during 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 parents, until SCCCS 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 SCCCS, and develops a new IEP, if appropriate, that is consistent with federal and state law.

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 SCCCS will be delivered by individuals and/or agencies qualified to provide special education services as required by the California Education Code and the IDEIA and in accordance with all applicable laws, regulations, and SELPA policies. 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 and/or Executive Director 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;

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- 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 IEPs 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 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 staff through potential MTSS related trainings facilitated by the Orange County Office of Education, CDE, colleges and universities, and private companies or agencies.

Reporting

SCCCS, 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 SCCCS of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

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All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of SCCCS's Principal. The Principal will ensure that a central file with all special education evaluation material and IEPs 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-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 an IEP 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 and services 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. SCCCS shall receive any concerns raised by parents/guardians regarding related services and rights. Specifically, SCCCS will follow the opinions of the U.S. Office for Civil Rights and Office of Special Education Programs, which state that students with Section 504 plans shall be provided a manifestation determination review before a significant change in placement or expulsion occurs. (OCR Staff Memorandum, 16 LRP 1185 (Nov. 13, 1989); OSEP Memorandum 95-16, 22 LRP 3261 (April 26, 1995).) Accordingly, SCCCS will follow the same disciplinary procedures for students with Section 504 plans as outlined in the IDEA for students with IEPs, in terms of convening a manifestation determination review hearing, the determinations the manifestation determination review team is required to make, resulting actions if the team determines the behavior is or is not a manifestation of the student's disability, and associated applicable timelines. Any student or parent/guardian of a student with a Section 504 plan with a complaint regarding discipline of the student, or any aspect of the Section 504 student's free appropriate public education, may follow up with SCCCS' Section 504 Coordinator and request a hearing, appeal the manifestation determination, and/or file a complaint under our Uniform Complaint Procedures

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("UCP") policy. These procedures will all be outlined in our legally mandated Section 504 Policy, Procedures, and Parent 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 Resolution⁴³

In the event that a parent/guardian files a request for a due process hearing or request for mediation, Ocean View School District and SCCC'S shall work together to defend the case, so long as SCCC'S 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, SCCC'S agrees that it shall be jointly represented by legal counsel of Ocean View School District's choosing.

So long as SCCC'S 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 enrolled in SCCC'S if the authorizer determines such action is legally necessary or advisable. SCCC'S agrees to cooperate fully with Ocean View School District in such a proceeding.

So long as SCCC'S operates as a school of the Ocean View School District for purposes of special education, SCCC'S 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 SCCC'S student necessary to protect its rights.

Due Process Hearings

SCCC'S may initiate a due process hearing or request for mediation with respect to a student enrolled in SCCC'S 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, SCCC'S shall defend the case.

LCFF Compliance

SCCC'S 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 , including the adoption of any templates required by the State Board of

⁴³ In the event that SCCC'S opts to operate as an LEA in a SELPA, SCCC'S reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.

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Education, 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 and has clearly defined schoolwide outcome goals in compliance with California Education Code Section 47605(b)(5)(B) and 52060(d).*

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 SCCCS has established goals, actions, and measurable outcomes both schoolwide and for each subgroup⁴⁴ 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 and are in alignment with both the common core standards as well as SCCCS’s definition of an educated person in the 21st Century. The metrics associated with these goals shall help SCCCS 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 SCCCS’ goals are listed below, along with the specific metrics that are used to monitor progress toward achieving these goals.

STATE PRIORITY #1— BASIC SERVICES

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))

⁴⁴ The Education Code defines a “numerically significant subgroup” as one that “consists of at least 30 pupils, each of whom has a valid test score,” or in the case for instance, of foster youth or homeless students, “a numerically significant pupil subgroup is one that consists of at least 15 pupils.” (Section 52052(a)(3)(A)-(B).) At this point of the charter petition process, SCCCS cannot guess whether or not it will have a numerically significant population of homeless or foster students but plans to address the unique needs of all numerically significant subgroups once the composition of the student body is known.

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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. Principal 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 will be appropriate for our co-alignment of CCSS and our application of Alliance’s recommendation
MEASURABLE OUTCOME	100% of pupils will have access to our CCSS/Alliance standards materials and additional instructional materials as outlined in our charter petition
METHODS OF MEASUREMENT	Principal and faculty will 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 will be reviewed by Executive Director
<u>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u>	

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<i>Implementation of Common Core State Standards, including how ELL 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 multiple intelligences 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 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 Principal 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 Waldorf/CCSS
METHODS OF MEASUREMENT	ELL student performance on the CAASPP statewide assessments; ELPAC Assessments; ILP folder; teacher assessments; annual report cards
SUBPRIORITY C – ELL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	80% of ELL students will gain English language proficiency through the implementation of the ELD curriculum and related SIOP 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 ELL students participate in SIOP professional development activities
MEASURABLE OUTCOME	80% of ELL students will reach English language proficiency within four years of initial classification as an English language learner through the implementation of SIOP instructional strategies, Waldorf/CCSS
METHODS OF MEASUREMENT	Student performance on the 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>	

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SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Parents will work in collaboration with administration and teachers to create and uphold SCCCS’ vision and mission.
ACTIONS TO ACHIEVE GOAL	Include parent representation on the Governing Board. Encourage active parent involvement through committee opportunities. Hold frequent community meetings to keep parents abreast of what is happening at SCCCS and to provide a venue for parent input. Have teachers conduct a minimum of two 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 SCCCS 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.
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u> <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> 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 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	

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GOAL TO ACHIEVE SUBPRIORITY	SCCCS will increase the number of students, including all student subgroups as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth, 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 SCCC'S' 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, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth 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 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 ELL students. Small group work and usage of SIOP instructional strategies. 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 or ELPAC each academic year
METHODS OF MEASUREMENT	ELPAC Score Reports; ELL Reclassification documentation; ELD Folder in conjunction with ELD curriculum assessments and annual report cards
SUBPRIORITY D – EL RECLASSIFICATION RATES	

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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 ELL students. Small group work and usage of SIOP instructional strategies. 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 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> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	SCCCS' attendance rate will increase each year and maintain a level of absenteeism less than 3%
ACTIONS TO ACHIEVE GOAL	SCCCS 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. SCCC 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 five absences in any school year

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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 five 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	SCCCS will retain and promote 95% of 7 th and 8 th grade students
ACTIONS TO ACHIEVE GOAL	SCCCS will offer an academically engaging learning environment for all its students, including members of all subgroups, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth.
MEASURABLE OUTCOME	95% of the 7 th and 8 th grade classes will be comprised of students who enrolled at SCCC 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	SCCCS will maintain a suspension rate less than 3%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow SCCC's MTSS which includes inclusive behavior teaching methods and a positive behavioral discipline approach. Principal will work with teachers and families to manage student behavior issues

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	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 3%.
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	SCCCS 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	SCCCS Teachers will be trained and follow MTSS which includes inclusive behavior teaching methods and positive behavioral discipline approaches. 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	SCCCS students and staff will adhere to the School Safety Plan
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safety 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 SCCC as 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.
<p><u>STATE PRIORITY #7— COURSE ACCESS</u></p> <p><i>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.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i><u>Grades 7-12:</u> 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))</i></p>	

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GOAL TO ACHIEVE SUBPRIORITY	SCCCS students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth will have access to and enroll in our academic and educational program as outlined in our 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, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth 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
<u>STATE PRIORITY #8— OTHER STUDENT OUTCOMES</u> <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A - ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth will demonstrate grade level proficiency in Language Arts/Literacy according to the Waldorf/Common Core Standards and the nine multiple intelligences
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 multiple intelligences of 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 all TK through 8 th grade students will progress one grade/skill level each academic year, as evidenced by benchmark assessments and student portfolios. Annually, 70% of 3 rd through 8 th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth at every grade level will score Proficient or above on the CAASPP in Language Arts/Literacy

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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, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth will demonstrate grade level proficiency in Mathematics according to the Waldorf/Common Core standards and the nine multiple intelligences
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 multiple intelligences of 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 mathematics, according to benchmark assessments and students' portfolios. Annually, an average of 70% of 3 rd through 8 th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth at every grade level score will score proficient or above on the CAASPP statewide test in the area of Mathematics
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, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth will demonstrate grade level skills and content knowledge in history, civics and social science according to the Waldorf/Common Core standards and the nine multiple intelligences
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 multiple intelligences of through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common Core curriculum through the use of methods

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	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, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth 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 multiple intelligences
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 multiple intelligences 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, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth will demonstrate grade level proficiency in Visual and Performing Arts according to Waldorf/Common Core State Standards and the nine multiple intelligences
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 multiple intelligences 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

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	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, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth 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 5 th and 7 th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth will demonstrate grade level proficiency in Physical Education according to Waldorf/Common Core State Standards and the nine multiple intelligences
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 multiple intelligences 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 5 th and 7 th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth 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, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth will demonstrate grade level proficiency in Health according to Waldorf/Common Core State Standards and the nine multiple intelligences

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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 multiple intelligences 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, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth 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, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth will demonstrate grade level proficiency in the World Language(s) being taught according to Waldorf/Common Core State Standards and the nine multiple intelligences
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 multiple intelligences 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, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth 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, as required by law, whether that be English

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	language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth will demonstrate grade level proficiency in the Applied Arts being taught according to Waldorf/Common Core State Standards and the nine multiple intelligences
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 multiple intelligences 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, as required by law, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantages students, homeless and foster youth 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' strengths and skills as teachers strive to help students develop their multiple intelligences. 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 will be effective because it will engage students and teachers in a frequent and ongoing reflective and reciprocal process. \Educators will provide descriptive feedback to students and families during parent conferences, where the student work will be reviewed. SCCCS will also provide trimester 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 students are as a whole as well as on an individual level. Once data has been collected, reported, and analyzed, teachers and administrators will work together 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 to 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

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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.

Grade	Administration Timeline	Assessment	Purpose
TK-8th	At enrollment and twice annually thereafter for all ELL's	ELPAC	English Language Acquisition Measurement
5th, and 7 th	Once per year	State Criteria to measure Physical Fitness Test	Physical fitness
TK-8 th	By trimester	Report Cards	Assessment of learning, psycho/social. And Motor, skills
1 st -8 th	At the end of thematic block study- approximately every 3-5 weeks	Block assessment	Creative and formative assessment through Main Lesson Book work in core subjects
TK and K (through 65 months)	Twice per year	Ages and Stages Questionnaire ASQ-3	Will help teachers and parents work together as partners to best serve young students because it is collaborative
3 rd -8 th	Once per year during Spring	CAASPP	Assessment in Math and ELA
1st-8th	Three times per year	San Diego Quick Assessment of Reading Ability	Measures recognition of words out of context because proficient readers read as accurately both in and out of context
5 th and 8 th	Once per year	California Science Test (CAST)	State Assessment in Science
1 st -8 th	Three times per year	NWEA Map Suite	National Norm-Referenced Assessment of ELA, Math, and Growth
1 st -8 th	At the end of thematic block study- approximately every 3-5 weeks	Teacher created assessments based on Bloom's Taxonomy	Summative assessment of thematic block study of core subjects
1 st -8th	Based on individual student performance	Extra Lesson Assessment	To assess whether more activities need to be integrated into the classroom in order to help children maximize their ability to learn

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As stated above, CCCS co-align with curriculum of Public Waldorf education guided by core principles over the nine to ten-year period of TK/Kindergarten through eighth grade. We plan to use NWEA Map Growth assessments for placement and skill development needs, and report cards to measure academic, social, and motor skills. CCCS 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.

Extra Lesson Assessment

We will also use an Extra lesson assessment when necessary to learn whether students have sufficiently developed fine and gross motor skills, visual, tactile, auditory, speech, language, cognitive, social and emotional development so that they are primed to be successful learners. Extra Lesson was developed in the 1970's in England, by Audrey McAllen, who developed a first lesson of assessment techniques followed by a curriculum of movement, speech, painting and drawing exercises for children found to have learning barriers based on Rudolf Steiner's lectures about the developing child. Now, the Association for a Healing Education⁴⁵ has developed a comprehensive professional development program to aid schools and teachers toward the following mission:

"To serve the community of schools and educators who address the individual needs of children in Steiner schools and other environments. To support and further develop methods in Waldorf pedagogy, Extra Lesson and therapeutic education which are based on insights of Rudolf Steiner into the nature of human development in order to recognize and remediate hindrances which inhibit children from reaching their full potential."

Because it has been shown that the listening, concentration, and understanding are associated with a well-developed sensory system, such as the vestibular system, and 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 CCCS will also use Extra Lesson assessments when appropriate to 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. Extra Lesson assessments will be used in all grades when necessary to optimize the teacher's ability to bring further activities that enhance students' abilities to learn.

NWEA Map Growth Assessments

CCCS will use NWEA Map Growth Assessments to, measure growth over time in order to apply suggestions for targeted instruction within our use of the Waldorf/Common Core alignment. By dynamically adjusting to each student's responses, MAP Growth creates a personalized assessment

⁴⁵ <https://www.healingeducation.org/>

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experience that accurately measures performance. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.

SCCCS will administer the NWEA Map Growth twice annually for students in grades 2-8 for reading and mathematics and at the end of the year for 1st grade students. 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

- ❖ SCCC attaches great value to growing teachers' capacities as instructional leaders. Because teachers thrive with continuous information about each student's current understanding they will be empowered to design and administer daily classroom-based assessments. This will allow them to provide timely and specific instructional feedback to students, families, and service providers as well as adapt lessons, activities, and expectations appropriately. 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.⁴⁶ With this in mind, teachers will work to implement frequent formative assessments. Examples of quick phonics formative assessments used by Waldorf teachers: Four Corners: Students fold a piece of paper into four sections and label each section with a phonics sound. Students are given five minutes to come up with as many words as possible for each section.
 - Differentiation possibility: add affixes as well
- ❖ Phonics Relay: Students are divided into teams and then form a single line. The first student will have a piece of paper, dry-erase board or chalkboard. The student is given a phonics skill. Then they write one word with that skill and run to the end of the line. Depending on the pattern, the students can run through multiple times.
- ❖ Tongue Twisters: Students write tongue twisters using their phonics skill of the week. Challenge them to read a partner's until they can say it perfectly. Helps improve fluency.

⁴⁷ "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 SCCC 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.

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- ❖ Behind You: A student stands with their back to the board. A word is written behind them that follows a phonics pattern. Students in the group will give clues so that the student can guess the word.
- ❖ Headaches: Students put an index card with an unknown word on their forehead. Partners give hints so that they can guess their word.
 - Differentiation possibility: One partner can have an affix and the other partner can have a phonics word.

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 "hardiness", SCCCS will aim for students to recognize that there is a direct link between how hard they try and what they can achieve. SCCCS, 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, SCCCS'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 SCCCS' looping model, low teacher-student ratios, and warm community atmosphere.

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 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 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. 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 in multiple areas and is used as a method to assess overall school progress. In accordance with Education Code Section 47606.5, SCCCS 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. SCCCS 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 SCCCS less than two years) and evaluated using a

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comprehensive and student-centered evaluation system. Please see Appendix 11 for sample evaluations SCCCS plans to use.

Parent Involvement

SCCCS will conduct frequent parent surveys to measure the satisfaction of and solicit feedback from the parent community.

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 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. The types of reports, include specific reference to the SARC and that student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, foster youth, socioeconomically disadvantaged students, and students with disabilities 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. SCCC will comply with the Political Reform Act of 1974, and Government Code section 1090.

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 SCCC. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of SCCC, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by SCCC, as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix 6, please find the SCCC's Articles of Incorporation. SCCC's Bylaws are in Appendix 7, and our Conflict of Interest Code is in Appendix 15.

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 nine (9) 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, and up to two (2) community 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, SCCC may appoint a second community member to ensure that the Board is maintained with an odd number of Trustees. 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.

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The Permanent Board shall have two parent representatives nominated amongst the parent body, and one community representative appointed by the Board existing at the time of the vacancy.⁴⁷ 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 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:

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

Board Meetings and Duties

The Board of Trustees of SCCC 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 SCCC including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Principal and Executive Director of SCCC;
- Hire, promote, discipline and dismiss all employees of SCCC after consideration of a recommendation by the Executive Director and Principal;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of SCCC. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor SCCC's 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 SCCC in accordance with applicable laws and the receipt of grants and donations consistent with the mission of SCCC;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;

⁴⁷ "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 SCCC 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.

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- 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 has adopted 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 15. 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 SCCC 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.

PROFESSIONAL DEVELOPMENT

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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, Government code section 1090, Conflict of Interest Code Basics, Statement of Economic Interest Basics (Form 700), 501(c)(3) corporations, Brown Act/Open Meetings, and Penalties. New board members will attend an orientation meeting to be completed within 30 days of their addition to the board.

The SCCCS Board will undergo an annual evaluation in order to gauge its effectiveness and assess any areas needing adjustment or reinforcement.

EXECUTIVE DIRECTOR

The Executive Director will be the business leader and in concert with the Principal, be the co-cultural leader of SCCCS. He or she 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. The Executive Director 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 SCCCS 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.

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- Work with the Principal to establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, and contemporaneous attendance logs,
- Establish and maintain a system to handle 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.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Develop the School annual performance report, SARC, and LCAP.
- 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;
- 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 SCCCS Board of Trustees and/or the District;
- Identify the staffing needs of SCCCS and offer staff development as needed;
- 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,
- Hire qualified substitute teachers as needed;

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- Ensure the security of the school building;
- Promote SCCCS 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.;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report, the SARC, and the LCAP;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.
- WASC accreditation, should SCCCS 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 SCCCS, other appropriate employee, or third-party provider.

FACULTY COMMUNITY COUNCIL

All full-time faculty members will participate in the SCCCS 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 SCCCS and its 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 SCCCS'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 SCCCS, 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 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.

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The Parent Community Council shall consist of parent/guardian and grandparent volunteers who will meet regularly (at least monthly) to support the life of SCCCS. 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 SCCCS.
- Act as a communication channel between the parents and other individuals and groups, both within and outside the school community.
- Facilitate cultural and social activities that contribute to the life of SCCCS.
- Coordinate and sponsor committees, clubs, and other activities that contribute to the life of SCCCS.

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 encouraged to volunteer. The Principal shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering at the school (including at-home assistance); , attending parent-teacher conferences; attendance at charter school Board meetings; such as assembling newsletters, assembling craft activities for festivals, and/or collating supplies for teachers (such as block and stick crayons, colored pencils, erasers, etc.), participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities. Earlier, in the Parent Community Council section, we explained that parent volunteer hours will be managed and supervised by the Parent Community Council (functioning similar to a PTA). To reiterate, no child will be excluded from SCCCS or school activities due to the nonparticipation by his or her parent or legal guardian. Outreach to families to encourage volunteering will occur through the PCC, which will work closely with administration to ensure any and all volunteer activities are within the scope and parameters of safe and are clearly stated that they are voluntary. The participation philosophy stems from the view that SCCCS wants to foster community to further the educational goals of our students. The idea is that through safe, enjoyable, and voluntary activities, staff, parents, and students will form stronger bonds that have a ripple effect. SCCCS understands FERPA and will assure compliance in all activities.

As mentioned, to encourage parent involvement, SCCCS shall do the following:

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

Other possible volunteer activities can include, but are not limited to:

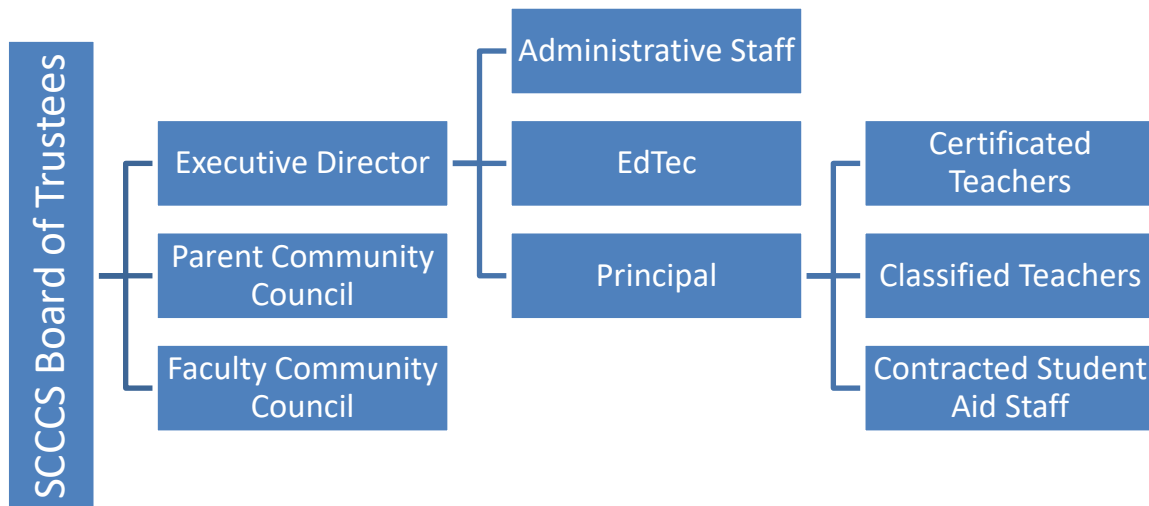
- Service on a school committee.
- Hospitality at a school event by hosting a visiting teacher candidate or speaker.
- Service as "Class Parent."
- Service as Parent Community Council officer or committee chairperson.
- Service on SCCCS Board of Trustees.

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- Coordinating field trips.
- Coordinating sets and costumes for annual class plays.
- Assisting with fundraisers.

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



Role	Brief Overview of Responsibilities	Brief Overview of Eligibility for Participation
Board of Trustees	Strategy, fiscal oversight, hiring of the Principal and the Executive Director	Parent or Community member who has attended a minimum of three full board meetings, and if selected will regularly attend board meetings. Willing to support the Charter and leadership of the school, serve as officers, committee positions and complete assignments in between meetings. Experience in Waldorf education, government, law, business, finance/accounting, fundraising, or public relations preferred.

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Faculty Community Council (FCC)	Works collaboratively with the Board, Principal, and Executive Director to support the mission of SCCCS to bring public Waldorf education to the Community.	All full-time faculty will participate in SCCCS FCC.
Parent Community Council (PCC)	Works collaboratively with the Board, Principal, and Executive Director to support the mission of SCCCS by promoting parental engagement in fundraising, teacher support, and school beautification.	Parent, Grandparent, guardian volunteers who are willing to meet regularly and be responsible for leading parent involvement in school activities, fundraising and advising the SCCCS Board of trustees.

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. SCCCS will comply with all state and federal laws concerning the maintenance and disclosure of employee records. Teachers hired by SCCCS will hold credentials (or be enrolled in credential programs) equal to those required by the district as applicable by required law for Core and College Prep courses. SCCCS teachers and paraprofessionals will meet the requirements for employment of California Education Code section 47605(I) and the applicable provisions of ESSA. 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. SCCCS will not discriminate against any applicant or employee on the basis of his/her actual or perceived age (40 and over), race, Religious Creed (including religious dress and grooming practices), color, national origin (including language use restrictions), ancestry, citizenship, denial of Family and Medical Care Leave, gender, gender expression, gender identity, sexual orientation, Sex (which includes pregnancy, childbirth, breastfeeding and medical

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conditions related pregnancy, childbirth or breastfeeding, marital status, physical or mental disability including HIV and AIDS, medical condition (cancer and genetic characteristics), genetic information, Military and Veteran Status 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. SCCCSC 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. SCCCSC shall comply with all laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237. Furthermore, SCCCSC is a “School of Choice” and no employee will be forced to work for SCCCSC.

Organizational Structure

Role	Brief Overview: Roles and Responsibilities	Brief Overview of Qualifications
Executive Director	Visionary and business leader of SCCCSC. Overseer of operations and collaborates with the Principal, PCC, and FCC to support the mission of SCCCSC. Reports to the Board of Trustees.	Master’s degree or higher and/or Administrative Credential. Business management and fundraising experience. Experience in dealing with various levels of government preferred.
Principal	Instructional and cultural leader of SCCCSC. Collaborates with the Executive Director, PCC, and FCC to support the mission of SCCCSC. Reports to the Executive Director and the Board of Trustees.	A Master’s Degree in Education and/or Administrative Credential. Relevant experience with Waldorf teaching, organizational leadership with emphasis on expertise in curriculum design, supervision and evaluation using methods prescribed by R. Steiner. Minimum five years teaching and two years administering preferred. Effective communication with diverse groups, language fluency in addition to English preferred.
Certificated Teachers	Credentialed instructors responsible for core academic instruction delivered through methods guided by principles of public Waldorf education	A bachelor’s degree and a California Teaching Credential, interim certificate or other document equivalent to that which a teacher in other public schools would be required to hold. Minimum two years teaching experience and Waldorf methodology training preferred.
Non-Certificated Teachers	Specialty teachers with expertise in their respective field of Music, Spatial	Specialized knowledge and/or training in the field of interest such

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	Dynamics (Games), World Languages, Handwork, Movement/Eurythmy (Eurythmy will be offered if budget allows), and/or Woodwork.	as world language, wood working, hand work. Eurythmists would have a Eurythmy certificate from a recognized Waldorf institution. Waldorf foundational training certificate, or in process, preferred. One to two years' experience teaching or assisting in a Waldorf school setting preferred.
Office Manager	Assist Executive Director and Principal in collaborating with FCC, PCC, Board and both Certificated and non-Certificated Teachers in all school business matters. Maintain inventory of all school goods and equipment. Arrange and supervise maintenance of school grounds and properties. Maintain school documents and all required reports.	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.

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(l). 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 (available locally at WSOC), workshops, summer intensive training seminars (available through WISC [Los Angeles and San Diego], Sebastopol Charter, and Summerfield in Santa Rosa, and staff development provided on in service days and otherwise. If the applicant does not have sufficient Waldorf training SCCCS will aid them in pursuing further Waldorf professional development in one of the summer intensive training programs and/or the programs offered during the year in Southern California.

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

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- 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/Eurythmy (offered if budget allows), 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.

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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 Principal⁴⁸ 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 candidate 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. Please see Appendix 11 for a sample teacher evaluation.

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 and in order to best serve ELL, Special Education low achieving students, as well as meet expectations related to Public Waldorf Education. Typical activities available to faculty and staff include, professional conferences, equity workshops, technology training, and other applicable in-service opportunities. The employees and

⁴⁸ The Board shall establish the Hiring Committee in the case of a Principal vacancy.

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Principal will develop the PDP, which shall be reviewed and revised annually as necessary to meet SCCCS'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 and staff will receive training from these consultants and other trainers at least once annually. 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 Alliance 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

***A more detailed tentative calendar of professional development for teachers and staff is included in Element One under the Curriculum and Instructional Design Section

SCCCS Staffing Plan – Year 1

As further detailed in our budget narrative, in year one, there will be one (1) Executive Director , and eight (8) certificated classroom teacher positions:

- 2 Transitional and traditional Kindergarten teachers
- 1 First Grade teacher
- 1 Second Grade teacher
- 1 Third Grade teacher
- 1 Fourth Grade teacher
- 1 Fifth Grade teacher
- 1 Sixth Grade teacher
-

Finally, there will be two (2) classified positions:

- 1 Executive Director
- 1 Clerical positions

Table 9. Teacher Staffing Plan for Years 1-5

	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Teacher F	Teacher G	Teacher H	Teacher I	Teacher J
Yr. 1	TK/K	TK/K	1 st	2 nd	3 rd	4 th	5 th	6 th		
Yr. 2	TK/K	TK/K	2 nd	3 rd	4 th	5 th	6 th	7 th	1 st	
Yr. 3	TK/K	TK/K	3 rd	4 th	5 th	6 th	7 th	8 th	2 nd	1 st
Yr. 4	TK/K	TK/K	4 th	5 th	6 th	7 th	8 th	1 st	3 rd	2 nd
Yr. 5	TK/K	TK/K	5 th	6 th	7 th	8 th	1 st	2 nd	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. An early draft of SCCCS's Safety Policy and emergency procedures is included in Appendix 3.

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

Procedures for Background Checks

Employees and contractors of SCCCS will comply with all applicable state and federal laws regarding background checks, and clearance of all personnel will comply with all State and federal laws concerning the maintenance and disclosure of employee records.

Employees and contractors of SCCCS will also 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. SCCCS will follow all laws and track all SB 277 compliance as follows, "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..."

Medication in School

SCCCS will adhere to Education Code Section 49423 regarding administration of medication in school. Policies that SCCCS will include are a Suicide Prevention Policy in accordance with Education Code Section 215 as well as a policy pursuant to Education Code Section 35292.6 such that SCCCS will stock at least 50% of its restrooms with feminine hygiene products and shall not charge students for these products.

Vision, Hearing, and Scoliosis

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

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 obtain a certificate of occupancy before the start of school and 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 and fire inspections 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 the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulations. SCCC discrimination and harassment policies, which shall be developed following approval of the charter, will detail procedures to be used by third parties. As required by law, SCCC will adopt and implement Uniform Complaint Policy and Procedures. SCCC shall develop a

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comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at SCCCS (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 SCCCS' discrimination and harassment policies. Furthermore, a draft of SCCCS'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 Ocean View School District, SCCCIS will strive to recruit students from a range of cultural, 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. SCCCIS is committed to designing measurable approaches to underscore our dedication in establishing a diverse student body. SCCCIS 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.

SCCCIS 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 SCCCIS will provide an educational alternative for any interested families in Huntington Beach. We are committed to serving any child who wishes to attend SCCCIS and our recruitment efforts will include Latino, English Learner, and socioeconomically disadvantaged populations.

DATA AND ANALYSIS

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.

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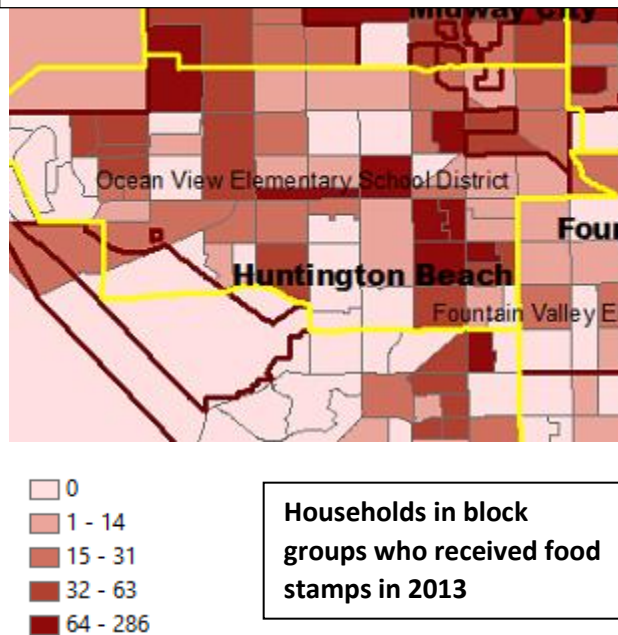
Table 10. Percentages of students qualifying for FRPM, English Learners, Hispanic or Latino students, Asian students, and African American not Hispanic students in 2016/2017 in OVSD

School	African American not Hispanic	Hispanic or Latino	Asian	English Learners	Free or Reduced Price Meals
Circle View Elementary	6 (0.9%)	120 (17.3%)	150 (21.7%)	92 (13.3 %)	135 (19.5%)
College View Elementary	6 (1.4%)	219 (49.9%)	23 (5.2%)	114 (26.0 %)	229 (52.2%)
Golden View Elementary	10 (2.5%)	171 (42.4%)	22 (5.5%)	102 (25.3 %)	177 (43.9%)
Harbour View Elementary	5 (0.7%)	224 (30.3%)	48 (6.5%)	100 (13.5 %)	209 (28.3%)
Hope View Elementary	3 (0.5%)	111 (18.5%)	56 (9.3%)	44 (7.3 %)	109 (18.2%)
Lake View Elementary	9 (2.9%)	166 (52.9%)	44 (14.0%)	116 (36.9 %)	180 (57.3%)
Marine View Middle	7 (0.9%)	280 (34.4%)	50 (6.1%)	134 (16.5 %)	253 (31.1%)
Mesa View Middle	13 (1.6%)	225 (27.8%)	140 (17.3%)	65 (8.0 %)	197 (24.3%)
Oak View Elementary	0 (0.0%)	653 (98.5%)	0 (0.0%)	577 (87.0 %)	622 (93.8%)
Pleasant View	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0 %)	0
Spring View Middle	12 (1.6%)	274 (35.8%)	73 (9.5%)	136 (17.8 %)	305 (39.8%)
Star View Elementary	6 (1.2%)	118 (23.2%)	266 (52.3%)	185 (36.3 %)	244 (47.9%)
Sun View Elementary	11 (4.1%)	145 (54.1%)	12 (4.5%)	96 (35.8 %)	182 (67.9%)
Village View Elementary	1 (0.2%)	111 (24.2%)	35 (7.6%)	46 (10.0 %)	97 (21.1%)
Vista View Middle	7 (1.0%)	311 (45.7%)	225 (33.1%)	223 (32.8 %)	415 (61.0%)
Westmont Elementary	3 (1.0%)	195 (63.9%)	36 (11.8%)	155 (50.8 %)	223 (73.1%)
District Total:	99 (1.2%)	3,325 (39.3%)	1,180 (13.9%)	2,185 (25.8 %)	3,579 (42.3%)
County Total:	6,784 (1.4%)	240,843 (49.1%)	78,154 (15.9%)	119,315 (24.3 %)	230,464 (47.0%)

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

Spatial analysis of the Ocean View School District 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 4 for a larger cross-section of Orange County.

Figure 6. U.S. Census Data of number of households receiving food stamps in 2013 based on block groups



Source: <https://www.census.gov/geo/maps-data/data/tiger.html> and <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

This information reveals that there is a large number of households that receive food stamps. 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 has 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 cultural, linguistic, and socioeconomic 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)⁴⁹

The local public-school demographics as indicated in Table 7 show that there are significant socioeconomically disadvantaged and Latino populations and the spatial analysis in Figure 2 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 cultural, linguistic, and socioeconomic balance of its students that mirrors the general population residing within the OVSD boundaries.

SCCCS’S RECRUITMENT PLAN

Upon authorization, SCCCS 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 2019 opening. We anticipate that because world 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 culturally, 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.

⁴⁹ 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.

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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 SCCCS 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. SCCCS 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. SCCCS 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. SCCCS 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

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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 to the extent that space allows. SCCC will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). As stated, 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 age and readiness developmentally.

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>)

PLANNED APPLICATION, PUBLIC RANDOM DRAWING, AND ADMISSION SCHEDULE AND PROCEDURES

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 11: Timeline for Student Enrollment

May	Application forms available at school administrative office or online at the SCCCS website. Informational meetings to occur on a weekly basis at different times and on different days to accommodate working parents' schedules.
First week of June	All application forms due to SCCCS.
Third week of June	Public random drawing (if necessary) conducted by an uninterested party.
Last week of June	Admission notification and enrollment packets distributed to parent and children who have submitted application forms during the open enrollment period between May 1 st and June 15 th and have been drawn in the public random drawing (if necessary).
Approximately 2 Weeks Later or Mid-July	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 as well as other items listed below

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.

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Through an open and fair process, including publication of the enrollment timeline on SCCCS' website by April 1st (or as close to charter approval as possible) of an open enrollment period beginning May 1st through June 7th, the SCCCS admission process is comprised of the following:

- Completion of a student application form, comprising of basic contact information and grade level to be found on the SCCCS website or in person at the school administrative office or other designated location.
- Attendance of one informational meeting to occur on different weekdays and times to accommodate working parents'/guardians' schedules, in order to introduce them to the school curriculum and answer any questions they might have.
- Parent involvement will not be a consideration or requirement for acceptance or continued enrollment at SCCCS.

After admission, Parents/Guardians 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 and documentation for SB 277 compliance
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- Proof of withdrawal from prior school
8. Proof of residency,
9. Proof of age requirements

PUBLIC RANDOM DRAWING

Applications will be accepted during a publicly advertised open enrollment period from May 1st to June 7th 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 available spots. In the event that this happens, SCCCS will hold a public random drawing to determine admission for the impacted grade level or levels, 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:

- Pupils currently attending SCCCS
- Pupils who reside in OVSD
- Siblings of enrolled students
- Children of Founding Families of SCCCS*
- Children of SCCCS teachers and staff**
- Residents of the school whereby SCCCS is located

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- All other applicants
- * SCCCS Board policy defines a founding family as a family that has been recognized with founder status because they have contributed significant time and/or skills to the development of the SCCCS. Family involvement is critical to the overall success of our school community. We owe our success, in part, to parental support throughout our development stage. Said Founders are named in our petition as “Founders.” 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 notified in person at the drawing, or a phone call and/or email and to 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 to enroll their student. 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 June for enrollment in fall of that year, unless dates have been adjusted by the Board of Trustees to accommodate an earlier time frame in the year.

Public Random Drawing Procedures

1. Will be conducted by an uninterested party.
2. The drawing will take place within 45 days of closing the open enrollment period.
3. 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.
4. The drawing will take place on a weekday evening or other time when most interested parties who wish to attend may do so.

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5. All interested parties will know, prior to the holding of the drawing, how many openings are available per grade level at SCCCS.
6. Names of students shall be drawn from pools of ballots differentiated by grade level.
7. Beginning with the lowest grade, the ballots shall be drawn by a neutral third party.
8. The drawing shall continue until all names for that grade level are drawn.
9. 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.
10. 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 five business (5) 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.
11. Existing students who wish to return must notify SCCCS of their intent to return during the open enrollment period.
12. 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.
13. 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. Furthermore, the waiting list will not carry over year to year.

Recruitment of Educationally Disadvantaged Students:

We intend to facilitate an inclusive learning environment with a population reflective of the local community demographics with thoughtful care for those who may be challenged by ability, socioeconomic background, foster hood or homeless identity, linguistic and/or cultural barriers, and/or other unique backgrounds. We anticipate that because World 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 culturally, 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.

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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 families⁵⁰.

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.

7. **Make significant efforts** to establish visibility in the community. SCCCS 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. SCCCS 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. SCCCS 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.

The SCCCS founding team is dedicated to pursuing these efforts as well as any other opportunities found. In fact, SCCCS founders have already begun **Reaching Out** to local preschools over the past year and began **Canvassing** in the area of Oak View August of 2018. This is important because Oak View according to a Huntington Beach city website is: "a low-income Latino community, just blocks from Central Library. Half the parents in Oak View cannot read or write in their native tongue. Fewer than 10% know how to read in English. They would like to help their children learn to read and succeed, but many of them don't know how."⁵¹ SCCCS founders also **Hosted** a May Faire event in conjunction with Shipley Nature Center located in OVSD this past May 2018 in an effort to inform potential families about SCCCS. We have also **Engaged** in the development of promotional materials in both English and Spanish. Please see the Appendix 13 for our flyer.

In addition, SCCCS will establish an enrollment timeline for broad-based recruiting and application process that is aligned with the composition of the diverse prospective population

⁵¹ https://huntingtonbeachca.gov/Government/departments/Library/hours_location/oak_view_branch.cfm

MISREPRESENTATION OF ADMISSION AND ENROLLMENT INFORMATION

SCCCS shall reserve the right to withdraw any student at the close of the school year 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. “Place of residence” in this context refers to whether the parent lives within the State of California and/or the Ocean View School District or not, which is important for determining whether the child receives a preference in the lottery. We hope to verify such information prior to the lottery, but if a case is discovered after the lottery, SCCCSC would seek to remedy the situation as soon as possible. If the discovery is made before the start of the upcoming school year, the student will be withdrawn. If it is during the school year it will occur at the close of the school year. In the example where an out-of-District student does not qualify for an admission preference, the student may still be eligible for enrollment if there is still space in the grade level, or the student could be placed on the waitlist.

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 from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). 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. 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.* SCCCS 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.

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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 ("IDEA") 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

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, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - 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.

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- 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, which includes but is not limited to, electronic files and databases.
- 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, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases. 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 school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) 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 or 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, video, 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. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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- 3) 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) (a)-(b).
 - 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.

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- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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, which includes but is not limited to, electronic files and databases.
- 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.

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- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases 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 school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or students 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 or 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, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (c) 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.
 - (d) 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.
 - (e) 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. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual

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recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.⁵⁴⁵

- 3) 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 (3)(a)-(b). .

- 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, in accordance with Education Code Section 47605(b)(5)(J)(i). 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 parent/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

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Trustees following a hearing before it or by the Charter School Board of Trustees upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Trustees as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Trustees. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Trustees shall make the final determination.

E. Expulsion Procedures

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 and/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

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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 entity 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.

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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 SCCCS as SCCCS'S 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 parent/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. School of the Authorizer: Notification of OVSD

So long as SCCCS remains a school authorized by OVSD then SCCCS shall immediately notify OVSD and coordinate the procedures in this policy with OVSD of the discipline of any student with a disability or student that SCCCS or OVSD would be deemed to have knowledge that the student had a disability.

2. LEA for Special Education: Notification of SELPA

If SCCCS is its own LEA pursuant to 47641(a), then SCCCS 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 SCCCS or the SELPA would be deemed to have knowledge that the student had a disability.

a. 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, (which could constitute a change of placement and student's IEP would reflect this change), 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:

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- 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 direct 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 student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

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In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if 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, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

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) school 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 Section 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 Section 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:

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- 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. Should any section of this element pertaining to resolving disputes be in conflict with District policies or desired protocols, then the charter is amenable to altering said areas through a mutually agreed upon Memorandum of Understanding.

SCCCS and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. Furthermore, during this process both parties will agree to not make any public comments.

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 Executive Director 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 Executive Director, 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 Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement. Both parties will not make public comment during this process.

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 Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator

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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 SCCCS' operations. Parents, students, Board members, volunteers, and staff at SCCCS will be provided with a copy of SCCCS' policies and internal dispute resolution process. The District will refer all disputes not related to a possible violation of the charter or law to SCCCS. SCCCS affirms Education Code sections 47604.3 and 47604.4 regarding the County Superintendent's role.

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 SCCCS will be documented by official action of the Board of Trustees, which is ultimately responsible for ensuring the timely and lawful closure of the school should the need arise. 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, most likely the SCCCS Board President and/or the Executive Director

The Board of Trustees will promptly notify parents and students of SCCCS, the District, the Orange County Office of Education, SCCCS' 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 SCCCS 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 SCCCS.

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, SCCCS 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. SCCCS will ask the District to store original records of Charter School students. All student records of SCCCS shall be transferred to the District upon school closure. If the District will not or cannot store the records, SCCCS 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, SCCCS will prepare final financial records. SCCCS will also have an independent audit completed within six months after closure. SCCCS will pay for the final audit which will follow the same standards and procedures as followed for other SCCCS audits and as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The audit will be prepared by a qualified Certified

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Public Accountant selected by SCCCS 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 and bylaws as required by the California Corporations Code. SCCCS affirms it will follow all applicable laws in the distribution of its assets. 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 16, 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 16, 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.

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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 is currently contracted 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 Reporting & Accountability
- Facilities
- Payroll Processing & Reporting
- Grants Administration
- Human Resources & Insurance
- Attendance Reporting & SIS
- CALPADS
- Budgeting, Forecasting, Financial Modeling
- Business Consulting
- Audit Support

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

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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 Ocean View School District (OVSD). We are working with Stefanie Barela, Real Estate Broker with Barela Investments, Inc. to identify any potential church sites for the school, geographically located in an area serving a diverse student population. SCCCS's goal is to establish itself within an area where OVSD's lowest performing schools are located, to make the school as accessible as possible to students with the greatest needs.

While we have not yet secured a facility (and will not sign a lease until our charter is approved), There are several suitable facilities within the district whom we have. Reached out to as prospective tenants. Our real estate broker is also seeking commercial rental options suitable for an educational establishment in the event we are unable to secure a church site. Our space requirements for our first 3 years of operation to meet enrollment and administrative needs are as follows:

- Minimum 16,800 facility gross square footage (70 - 100 square feet of space per student). This will allow us room to grow from our initial minimum of 192 students in the 1st year to 240 students at capacity in the 3rd year.
- 8 or more classrooms (at least 6,000 square feet should be designated classroom space <minimum 25 square feet per student>).
- 2-3 offices for administration (at least 750 square feet).
- 5 restrooms (1 for TK/K, 1 for early grades, 1 for primary grades, 1 for junior high and 1 for adults) (3,000 square feet)
- An accessible kitchen; commons/lunch area (can be indoors or out) (6,500 square feet)
- Parking for at least 12 – 15 employees
- Outdoor space for a playground and garden space
- Ideally located within walking distance to a park, nature center or other open outdoor space

At SCCCS we recognize the importance of “visceral and sensory” experiences being integral to our program and that our approach may appear difficult or unrealistic to achieve within the scope of facilities readily

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available. However, we have created a thoughtful program that we do not believe is reliant on large-scale facilities. Gardening, for instance, can occur using the “French intensive” method, which uses small spaces maximizing production. The students would benefit from learning a sustainable method such as this, wherein weeds are reduced, and sun exposure needs are incorporated even in a small 4 x 4 garden plot. Furthermore, the utilization of pots throughout the facility would allow for gardening to occur in an urban setting, further broadening students’ understanding of innovative techniques as well as allowing them to experience “activities that engage the senses.” Furthermore, even with a small kitchen facility, students could participate in small groups if necessary, and/or participate in particular aspects such as measuring out components such as flour and packets of yeast as well as writing the recipe and calculating amounts of items needed. Furthermore, simple acts such as picking basil, or other herbs from the garden to be added to the soup bring the lesson to life. Another example is the act of making butter by shaking a small container of cream until it forms butter does not require large scale facilities or expenditures in order to allow students to have “visceral experiences.” Also, the SCCCS program provides ample opportunities to engage the full array of senses through the movement/games, music, and handwork components. Feeling and touching various fabrics, yarns, and other materials as well as learning to crochet and knit engage the students’ sense of touch. Music classes clearly access the students’ musical sense of listening and sound. Movement/games invoke all the senses, and our arts-integrated approach that pays special attention to drawing and painting allows for a heightened visual experience. These educational components of our curriculum do not require large spaces and can be taught in core classrooms.

The budget is included in Appendix 16. 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. Facilities to be utilized by all SCCCS students, teachers, parents/guardians, vendors etc. shall be accessible pursuant to Section 504 and the ADA. SCCCS’ facilities may be inspected by the District for applicable compliance and any other applicable fire, health, and structural safety requirements. Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards. 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. Monthly site inspection documents and Annual Facility Inspection Reports will be reviewed by Executive Director

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 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. SCCCS 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. SCCCS shall conduct fire drills and fire inspections as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

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.

We reserve the right to apply for Prop 39 facilities from Ocean View School District.

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.

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The corporate bylaws of SCCC'S shall provide for indemnification of SCCC'S' Board, officers, agents, and employees, and SCCC'S 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 SCCC'S' 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 SCCC'S.

The SCCC'S 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, 2019 through June 30, 2024.

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