



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 subgroup¹ 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.

<u>STATE PRIORITY #1— BASIC SERVICES</u>	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A - TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	All main classroom teachers will hold a valid CA multiple subject credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	Hire main classroom teachers who hold CA multiple subject credentials with English learner authorization and track expiration dates to ensure that credentials are cleared within the appropriate time frame. Principal will annually review credential status.

¹ 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.



SYCAMORE CREEK

COMMUNITY CHARTER SCHOOL

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 to verify for applicable CCSS aligned content 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> <i>Implementation of Common Core State Standards, including how ELL students will be enabled to gain academic content knowledge and English language proficiency</i>	



SYCAMORE CREEK

COMMUNITY CHARTER SCHOOL

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



SYCAMORE CREEK

COMMUNITY CHARTER SCHOOL

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>	
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 all parents including those parents of unduplicated pupils and those with exceptional needs to the PCC. Flyers in both English and Spanish, classroom newsletters in both English and Spanish, and monthly parent meetings that occur at days and times that allow for parent participation of all parents including those parents of unduplicated pupils and those with exceptional needs will promote parent participation will be provided.
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.



SYCAMORE CREEK

COMMUNITY CHARTER SCHOOL

STATE PRIORITY #4— STUDENT ACHIEVEMENT

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

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

SUBPRIORITY A - CAASPP

GOAL TO ACHIEVE SUBPRIORITY	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



SYCAMORE CREEK

COMMUNITY CHARTER SCHOOL

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 SIOP 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

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 SIOP 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



SYCAMORE CREEK

COMMUNITY CHARTER SCHOOL

SUBPRIORITY F - COLLEGE PREPAREDNESS/EAP

GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL

STATE PRIORITY #5— STUDENT ENGAGEMENT

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

- 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'S 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	tudents will not have more than five absences in any school year
ACTIONS TO ACHIEVE GOAL	Track student attendance and notify parents when their children have excessive absences. Hold meetings with parents of students with chronic absenteeism problems.
MEASURABLE OUTCOME	90% of enrolled students will not have more than five absences during any one school year



SYCAMORE CREEK

COMMUNITY CHARTER SCHOOL

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 - CHRONIC ABSENTEEISM RATE	
GOAL TO ACHIEVE SUBPRIORITY	Students will not be chronically absent
ACTIONS TO ACHIEVE GOAL	Track student chronic absenteeism rates and notify parents if their children have chronic absenteeism. Hold meetings with parents of students with chronic absenteeism problems to determine how to support families to ensure higher attendance rates and work with families to correct chronic absenteeism.
MEASURABLE OUTCOME	Percentage of enrolled students with chronic absenteeism during any one school year will be not more than 10% of students.
METHODS OF MEASUREMENT	<p>Evidence of success is determined by monthly, quarterly, and annual attendance reports</p> <p>Chronic Absenteeism will be calculated as follows:</p> <p>(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools,</p> <p>(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30).</p> <p>(3) Divide (1) by (2).</p>
SUBPRIORITY D - MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	SCCCS will retain and promote 95% of 7 th and 8 th grade students



SYCAMORE CREEK

COMMUNITY CHARTER SCHOOL

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 E - HIGH SCHOOL DROPOUT RATES	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
SUBPRIORITY F - 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. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
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 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	



SYCAMORE CREEK

COMMUNITY CHARTER SCHOOL

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.

STATE PRIORITY #7— COURSE ACCESS

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

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

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

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



SYCAMORE CREEK

COMMUNITY CHARTER SCHOOL

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 disadvantaged 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. Through specific outreach to unduplicated pupils and those with exceptional needs by ensuring identification of students in these categories through enrollment data, orientations, classroom knowledge, and teacher meetings. Faculty meetings will discuss specific needs of children identified in these categories to determine appropriate strategies, and accommodations for children identified as having exceptional needs, and/or other unduplicated categories. Plans will involve a team approach from teachers, assistants, and administration to ensure all academic content is available through creative supports to reach all students.
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 disadvantaged 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 disadvantaged 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



SYCAMORE CREEK

COMMUNITY CHARTER SCHOOL

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
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



SYCAMORE CREEK

COMMUNITY CHARTER SCHOOL

MEASURABLE OUTCOME	<p>Annually, 85% of TK through 8th grade students will progress one grade/skill level each academic year in mathematics, according to benchmark assessments and students' portfolios.</p> <p>Annually, an average of 70% of 3rd through 8th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, 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</p>
METHODS OF MEASUREMENT	CAASPP test results, Main Lesson Book assessment
SUBPRIORITY C - SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, 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 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	



SYCAMORE CREEK

COMMUNITY CHARTER SCHOOL

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 instruction, projects, storytelling, performing and visual arts, movement and music



SYCAMORE CREEK

COMMUNITY CHARTER SCHOOL

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	



SYCAMORE CREEK

COMMUNITY CHARTER SCHOOL

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
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



SYCAMORE CREEK

COMMUNITY CHARTER SCHOOL

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 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.



SYCAMORE CREEK

COMMUNITY CHARTER SCHOOL

**METHODS OF
MEASUREMENT**

Benchmark assessments