

I. Introduction

Four years ago George Washington Carver School of Arts and Science opened its doors. The small, innovative high school was to be the first public high school in California to implement Waldorf methods. To achieve this goal, the school opened with facilities, faculty and students from America's Choice. Through a dramatic and challenging transition, the new program school quickly turned around a failing high school. Teachers, staff and students built a thriving community where everyone loves learning, where students and teachers engage in meaningful learning together, and where creativity and innovation are daily practices. George Washington Carver School of Arts and Science (Carver) offers an innovative, creative high school education. It was born out of a 100 year old international education system currently boasting 1000 + schools world-wide on nearly every continent. Carver opened in the fall of 2008 with 100 students. At full implementation, Carver will be a small high school with 400-500 students.

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

History of Accomplishments

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

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

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

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

Founding Group and Leadership Team

- Allegra Alessandri—Principal

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

- Aart DeWaard—Biology and Gardening Instructor

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

- Laura Embrey-Stine—English Instructor

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

- Nadine Mitchell—Office Manager and Outreach Coordinator

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

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

- Scott Preston—Spanish Instructor

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

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

- Scott Stine- English and Drama Instructor

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

Element A. The Educational Program

Vision

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

Mission

To achieve this vision, we will engage all students in developing 21st Century Skills-- critical thinking and creative problem solving skills-- in an integrated and rigorous college-preparatory curriculum that integrates the arts and environmental stewardship. Ultimately, through the course of four years at Carver, each student will find his/her own unique path towards becoming intelligent, self-confident, and socially responsible individuals. Our students will have the skills and knowledge to address the question: how will you engage the world?

What is Waldorf Education?

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

The First Waldorf Schools

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

Rudolf Steiner (1861-1925)

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

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

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

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

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

How Does Learning Best Occur?

At Carver, our mission is to implement Waldorf methods as our best teaching practices. Teaching and Learning is a process that engages the Head (the intellect and academic content) the Heart (students must feel excited and in relationship to what they are learning), and Hands (students transform what they have learned and how they felt about it into a product). We integrate creativity, critical thinking and creative problem solving in all our lessons. Students write across the curriculum and engage in discussion of ideas, theories and findings in all their subjects.

Each day students and teachers greet each other with a handshake. Class begins with a poem, verse or song. Teachers engage students in an active review of yesterday's class, refreshing the memory and rebuilding the subject. The teacher delivers new material in an artistic way through imagery, or storytelling, which activates the visual memory. The lesson offers students opportunities to activate their thinking, their feeling and the lesson ends with students doing—turning their new knowledge into an essay, illustration, research or math problem. Every lesson is three fold in this way with artistic, reflective and active work by every student. We train our teachers so that they practice teaching as an art form—reading the class and individual students before them; masters of their subject matter and State Standards; expertly weaving in creativity, discussion, and critical thinking through the lesson.

Learning also happens at Carver through integrated units throughout the year. Physics and art, history and English, individually and in small groups, our projects lead to school wide festivals in which our entire community celebrates learning. One example of such project began at the beginning of the school year. Over 70 student and teacher volunteers met at Discovery Park for the Great American River Clean Up Day. Students scoured the parkway and river bank for garbage. Students collected bags of trash and found real buried treasures: collectable whisky bottles, wooded sideboards of sunken ships and giant Styrofoam buoys. All trash came back to campus for two main projects: the tenth grade art students created junk sculptures and a physics lab on the energy used to create the materials that we wasted as trash. These two projects led to the design and creation of a giant trash dragon. The school community gathered at the end of September to learn about the environmental impact of our trash. Students pledged to reduce waste. Volunteers slew the dragon, a symbolic promise to reduce personal waste. We sang, we enjoyed the art, we played energy saving games, all in honor of art and physics. This project was recorded by KVIE, The American Graduate: Keeping California Kids in School (<http://vids.kvie.org/video/2161560877>)

Carver's small environment allows each teacher to forge strong bonds between students and families, and instills a sense that each student is valued and cared for in this uniquely rich setting.

Educating for the 21st Century

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

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

Student profile

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

Carver accepts all students regardless of residence. The high school serves students in grades 9 through 12. Class sizes range from 15 to 32, though our average class size is 28 students.

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

Total Enrollment and Percent Out of District

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

Projected Enrollment

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

Attendance

The Carver school year follows the SCUSD annual school calendar

Summary	High School Days
Faculty Work Days	3
Common Planning Time (18 hours)	3
Shortened Days	10
Full Days	167
Total Service Days	183

Absence from school is the number one factor contributing to unsatisfactory academic achievement and should be avoided except due to illness or in the case of an emergency. State funding for schools is based on student attendance. When a student is absent from school, he/she is to bring a note to school containing his/her name, date of absence, exact reason for the absence and his/her parent or guardian's signature. Absences can also be reported via the voice mail by calling the high school office. Excessive absences or being tardy can result in a district hearing or referral to the District Attorney's Office.

The Waldorf Approach to Education

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

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

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

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

Experiential Education

Carver believes learning occurs best when the student finds personal meaning and purpose in the lesson through hands-on experience and place-based education. Experiential education involves direct interaction with the learning environment to address practical, social, personal or research problems. Place-based education focuses on the unique history, environment, agriculture, culture, economy, literature and art in Sacramento County and the river delta.

Students learn through experimentation and making mistakes; they derive knowledge based on their experiences; they develop relationships while working with other students. Because experiential education involves physical and behavioral as well as intellectual dimensions, learning takes place in the whole body—head, heart, and hands. In the words of Waldorf educator Henry Barnes, "When children relate what they learn to their own experience, they are interested and alive, and what they learn becomes their own."

On the Carver campus, experiential learning will occur in every class. The art of Waldorf teaching brings the subject matter to life through wide-ranging experiences that are recorded individually and artistically by students in their main lesson books. Through their work in classrooms, laboratories, gardens, art studios, performance spaces and

sports fields, students experience firsthand the profound satisfaction of their thinking, planning, hypothesizing, experimentation and expression.

High school education is enriched when students are engaged beyond the walls of the traditional classroom. Internships, service learning, field trips and excursions that take students out into their community and the natural environment will provide such enriching opportunities.

Using the environment as a context for learning takes students out of the classroom and into school gardens, searching for aquatic life in the wetlands, hiking through forests, digging in the soil and sketching native wildlife. Field trips take students to museums, theatre, historical sites, government centers, commerce centers, farms, factories and natural areas. Researchers have documented the cognitive and affective benefits of field trips, including increased motivation for learning, a more positive attitude toward science and environmental concepts, and the acquisition of knowledge and skills.

Community partners, organizations and the natural resources of Sacramento County will provide a special richness and expanded classroom for students. Students at Carver will engage in team and individual internships and service learning opportunities. These experiences are cooperative rather than competitive and thus promote practical life and career skills, teamwork and community involvement.

Focus on Relationship

In small schools, students build meaningful relationships with teachers, parents, peers and their community. Students learn best from a faculty of experienced, exemplary and inspiring teachers who are dedicated to helping students reach their fullest potential and embark on lives of conscience and consequence. Throughout the adolescent stage of development, young people are seeking truth. Authority is no longer taken for granted. Teens seek teachers who embody their ideals of truthfulness, thoughtfulness, self-possession, consideration and confidence. At this age they must find connection with a mentor who shows a mastery of self and subject matter: someone worthy of emulation. A teacher who is seen as striving towards self-discipline will attain the respect and attention of her students. We will have a sponsor teacher who works with each cohort of 32 students, communicates with each student and family on a regular basis, and coordinates relationship-building activities such as meetings, events and trips.

Parents

As teenagers develop a stronger sense of self and autonomy they have a need to build a new kind of relationship with their parents. While teens are seeking more freedom, the road to autonomy is a steady climb of increased responsibility. They need to see examples of how adults move in the world, and more importantly, in the immediate community. Carver will support the development of these relationships by creating opportunities for parents to participate fully, meaningfully and purposefully in the life of the school.

Peers

From the student perspective, the most prominent and important relationships in high school are those with their peers. Research has shown that positive peer relationships enhance a sense of belonging, improve student behavior in school and increase retention rates. Therefore, the Carver curriculum will have a strong social-emotional component with a focus on building strong peer relationships. Through experiences that promote acceptance of difference and diversity, students will find a sense of social safety that allows for authentic self-expression.

Carver believes that education is an enterprise undertaken by an entire community—a further opportunity for place-based learning. Thus we take seriously the complex set of relationships that emerge through participation in this learning environment. This means that all of the interaction, conversation and exchange of ideas that occurs as a student works with peers, faculty, staff, parents and community members are significant elements of that young person's education. Students who are encouraged to work interactively and to share their questions and ideas learn the value of shared accomplishment. Students who are led into conversation and action with their community have an understanding of how they can make a difference in the positive development of society.

Instructional Rhythms

There are daily rhythms that help promote healthy lives: rhythms of eating, resting, activity and cognition. With this in mind, the CHS schedule will provide a balance of activities, classes and breaks to promote attention and participation.¹⁹ The first period of the day may be an activity that helps to invigorate students, for example, physical education, dance or music. Then we move into the thematic main lesson, where students focus on a given subject for one hour and 45 minutes each day for approximately four weeks (known as a “block.”) Because understanding is reached by many roads, main lesson subjects will be explored through a variety of pedagogical methods, often combining discussion, art, experimentation and active research and involving the intellectual, social/emotional, and physical realms—the head, heart, and hands. Math, composition, literature, history, economics, health, foreign language, arts, music, theater, dance, farming and physical education will be taught following the morning main lesson as quarter-, semester- or year-long track classes throughout the year.

Learning Environment

Students at Carver learn in a variety of settings, including natural environments, gardens, and eventually a working farm. Primary instruction will occur on site—in classrooms, the farm and gardens, and outdoor spaces designed for instructional purposes. The Carver campus spaces promote a healthy physical and emotional experience. In recognition of the positive psychological and physiological effects of day lighting, Carver

uses as much natural lighting as possible. A large-scale 1999 study showed that students with the most day lighting in their classrooms saw substantial improvement in reading and math test scores. Our goal will be to create aesthetically engaging and beautiful spaces that will provoke imagination and learning. This provides a subtle but pervasive message that the work being undertaken is important, as are all members of the school community—students, faculty, staff, volunteers and parents.

The structural environment of Carver is used to enhance learning about the environment and about sustainability. We provide recycling programs, organic gardening, and waste reduction and conservation programs to help students learn. In the design of Carver's campus, attention is paid to the simplicity, beauty and vitality of both indoor and outdoor spaces.

Students have many opportunities to experience and learn about the natural world through farming, outdoor excursions, field trips, caretaking of the campus and through community-based internships and service learning projects. We teach sustainability across the curriculum and provide experiential learning opportunities to deepen student knowledge. Students are able to study solar energy production, and learn from our own ventures in the use and production of solar energy. In mathematics students can concentrate on such diverse issues as how to calculate global warming, carbon footprints and the efficiencies of various technologies; and all science classes can benefit from a study of how to measure and assess changes occurring in the natural world. The school provides students with direct experiences of sustainability in all of its dimensions—environmental, agricultural, economic, social and personal.

Computer technology is available to all students while on campus. Students have access to one to six computer stations in their classrooms. Computers are also available for student use in the library and office. Teachers scheduled computer time for the whole class in the computer lab, equipped with 35 computer stations. Carver provides a laptop for each teacher.

The Curriculum

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

Main Lesson

The hall mark of a Waldorf program is the main lesson period, a two hour seminar-like class. The main lesson is a three to four week block in which students and teachers delve deeply into a subject. Students create their own textbooks and also engage in artistic projects in every main lesson. We intend to continue building our main lesson curriculum over time. (Italicized courses are those we currently offer)

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

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

The Arts

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

The Garden: “Nature is our textbook”

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

The idea of a garden/farm connected to the school is to restore the relationship between the earth and the students. Most youngsters have no idea how the food that they eat grows. We live in a technological world of instant satisfaction. We instantly connect with our friends by cell phone, we are instantly entertained by turning on the computer or TV, we use the drive-through to get our lunch instantly. Growing our own food helps us realize that our most basic need—food—requires many qualities that our technological society has forgotten. Growing our own food not only helps us connect to the earth, it also helps us develop life skills.

A school garden and farm is a living textbook that teaches the students how all life is interconnected and how we are all part of the cycles of life. Please see Appendix A: Integrated Garden Matrix

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

Academic Courses Offered

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

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

Alignment with University of California A-G Requirements

Humanities: Social Sciences & History – the “A” Requirement

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

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

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

Students consider individual human agency as a historical force and to what extent human actions can cause events to occur differently. Students analyze how human actions affect our world and examine the associated environmental, economic, and social issues.

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

Humanities: English/Language Arts—the “B” Requirement

The English/Language Arts curriculum at Carver seeks to offer students literature, writing and opportunities for inquiry ranging from ancient text selections to contemporary literature and creative writing. Aligned with the California standards and the University of California “B” requirement, courses encompass and engage students in critical thought, deeply develop and hone writing skills and offer ample opportunity for students to read, discuss, disseminate, integrate, and model the moves of academic and creative writers.

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

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

Mathematics—the “C” Requirement

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

Science—the “D” Requirement

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

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

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

Foreign Languages—the “E” Requirement

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

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

Visual and Performing Arts—the “F” Requirement

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

Fine Arts: Examples of our fine arts include watercolor, acrylic and oil painting, color drawing, life drawing, self-portraiture, print making, sculpting and ceramics. Each of these courses will give the students the opportunity to apply such skills as research development, critical analysis, dialogue, specific art technique, personal making of art.

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

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

College Preparatory Electives—the “G” Requirement

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

Other Subject Areas

Physical Education and Movement

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

Agriculture

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

Music

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

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

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

One of the primary benefits of a small school is the ability for the teachers to make a personal connection with each of the students and understand the students' needs. Each student that enrolls in Carver is an individual; with his/her own learning style, experiences, interests and goals. In balance with this diversity, Carver believes that all students have in common the ability to succeed. The staff at Carver will attempt to meet all students where they are and help them to build upon their strengths with the goal of preparing lifelong learners who choose to inhabit the world with intention and purpose.

Ongoing formal and informal assessment through both teacher observation and student self-evaluation and reflection will indicate the need for further evaluation so that every student is both successful and challenged in their high school career. Parent involvement will also play an integral role in supporting the learning goals set by the teacher and student.

i. Support for Students Performing Below/Above Grade Level

Academically high-achieving students

Academically gifted students will be encouraged to move forward at their own pace, and delve deeper into course topics of personal interest. High achieving students, in conjunction with their parents and their sponsor teachers, will determine personal goals that assure a well-rounded educational experience. Criteria and opportunities for high-achieving students will be developed and regularly reviewed. We counsel students to enroll at the local community colleges or the ACE program through Sacramento State University. Through these schools and programs, our students can enroll in and take college level classes, creating a college transcript and earning college credit.

Academically low-achieving students

Students not achieving at expected levels will also be party to the creation of personal educational goals along with their teachers and parents. Class activities are structured to work especially with differences in learning styles and abilities, in particular by using multiple learning modalities and group projects. There is evidence that Waldorf education can be especially effective with low achieving students. Teachers will have the opportunity for training in specialized methods for meeting the needs of those who struggle with academics for their varying reasons.

ii. Plan for English Learners

Carver meets all applicable legal requirements for English Learners relative to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirement. Carver implements policies to effectuate proper

placement, evaluation, and communication regarding ELs and the rights of parents and students.

Carver uses the California English Language Development Test (CELDT) to create and modify differentiated instruction programs for English Learners.

Teachers work together and with parents to provide appropriate instruction for these students. Carver supports these efforts through training in English Language Development for teachers and the translation of school documents and meetings for parents.

English Learners and Core Instruction

Carver provides instruction to support English Language Learners in developing the skills needed to meet state standards. Teachers working with ELs will possess the appropriate CLAD, BCLAD, or SDAI certification as required. Teachers with CLAD, BCLAD, and/or SDAI certifications share additional strategies for teaching EL students and can assist with adapting class materials for EL instruction.

The Waldorf oral lesson delivery offers almost continuous opportunities to hear and speak English. The non-competitive school environment supports the student when trying to communicate in a new language. Each EL student will have a specific written plan of English language support, which will be developed by the teacher, the student and the parents.

Carver follows all CELDT testing timelines to ensure students receive proper instruction. Carver notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. Carver complies with the applicable requirements of the No Child Left Behind Act with regards to EL students.

Home Language Survey

The Home Language Survey (HLS) will be administered for all students upon enrollment into Carver.

iii. Plan for Special Education, Section 504 of the Rehabilitation Act and Americans with Disabilities Act

Carver complies with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA).

As a dependent charter, Carver is a SCUSD school and receives Special Education services from the district. Carver complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures.

Carver and SCUSD are responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the school shall be accessible for all students with disabilities as required by law.

Student Interventions

Carver provides a comprehensive student intervention program. Interventions begin with the classroom teachers, who are responsible for the ongoing assessment of student progress.

Classroom teachers are also responsible for the identification, based on multiple measurements, of students requiring additional support.

The first line of intervention is typically specific accommodations for the student within the classroom instructional setting. Classroom teachers may also provide students with additional one-to-one support or small group instruction as needed. When additional interventions are deemed necessary, the teacher shall refer students to the school's Student Success Team (SST). The SST is composed of classroom teachers, support staff, and administrator(s). In addition, parents of referred students, and sometimes students themselves, are invited to attend and participate at SST meetings. SST members conduct a complete review of the student's cumulative file along with current observations and assessments in order to determine the appropriateness and type of additional interventions. Generally within two to three months, a follow-up SST meeting is held to assess the effectiveness of the interventions and to adjust the accommodations accordingly.

IDEIA

Carver provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of SCUSD, which shall include but not be limited to identification; assessment; IEP development, implementation, and review; and provision of a full continuum of placement options to ensure each identified student is offered a free appropriate public education (FAPE) in the least restrictive environment.

Carver follows SCUSD policies and procedures, and utilizes SCUSD forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records.

Section 504 of the Rehabilitation Act/ADA

Carver recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability, which substantially limits a

major life activity including but not limited to learning, is eligible for accommodation by the school. A 504 team will be assembled by the executive director 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, who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's

504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

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

Minutes of Instruction

Carver meets State of California required minutes of instruction per school year and the required calendar of school days, adhering to the SCUSD calendar. Carver expects that students will attend school on a daily basis, unless ill. Accurate contemporaneous records of student attendance will be maintained, and those records will be available for audit and inspection.

Carver is in session Monday through Friday. The day begins at 8:30 am and runs through 3:30. The After School program runs until 5:30 pm, Monday through Friday.

Calendar

Carver follows a traditional school year calendar. The school day and instructional minutes meet California Education Code and SCUSD calendar. Students will be expected be in attendance each day school is in session, unless the absence is due to illness or emergency.

The school calendar is established and approved on an annual basis.

Staff Development

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

adolescent development. There is an additional component of personal development, which consists of painting, drama, movement, singing and crafts.

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

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

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

Element B – Measurable Pupil Outcomes

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

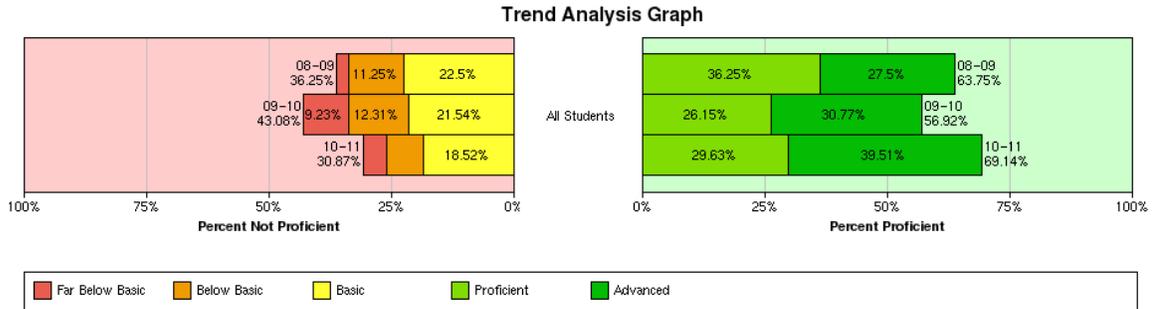
- Pathway Outcomes (see Appendix B)
- Academic Skills meeting and exceeding SCUSD, UC and CSU requirements
- Students will demonstrate their knowledge and learning by creating main lesson books which show their academic skills, artistic mastery and personal learning. (See Appendix C for examples)
- Average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

Graduation Rates

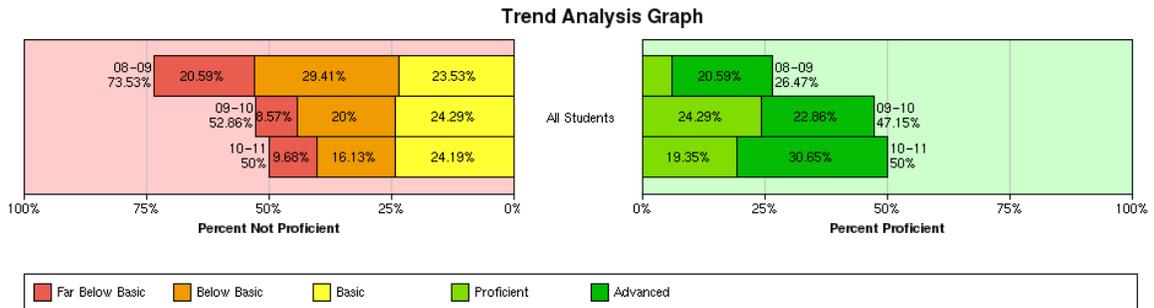
School Year	Class Size	Number of Graduates	Graduation Rate
2011-2012	54	54 projected	100%
2010-2011	15	13	87%
2009-2010	22	20	91%
2008-2009	13	10	77%

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

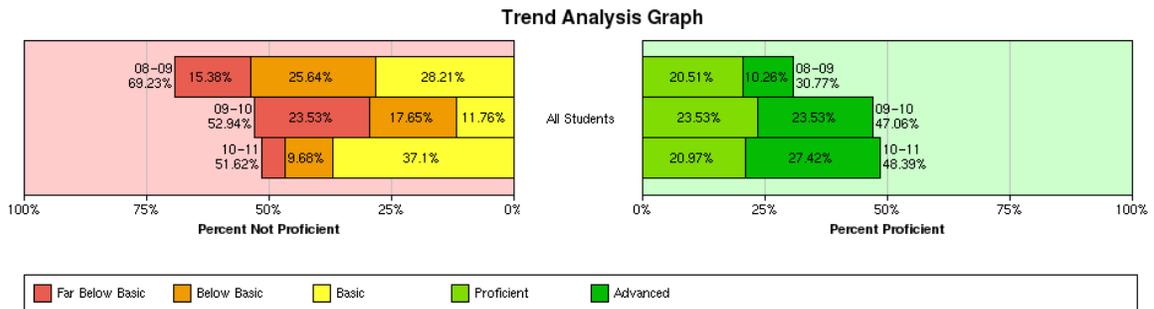
CST Percent Proficient
 English Language Arts
 Grade 9



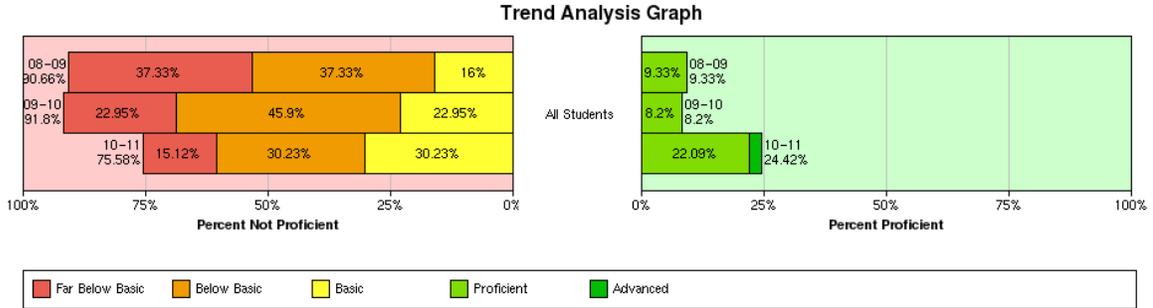
CST Percent Proficient
 English Language Arts
 Grade 10



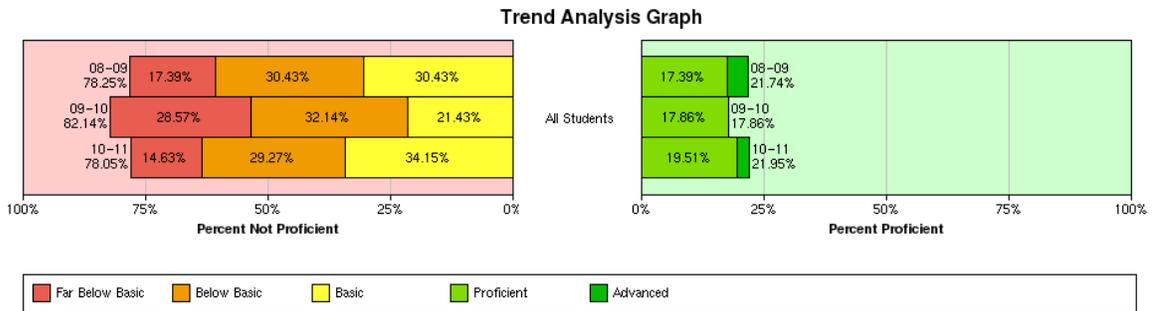
CST Percent Proficient
 English Language Arts
 Grade 11



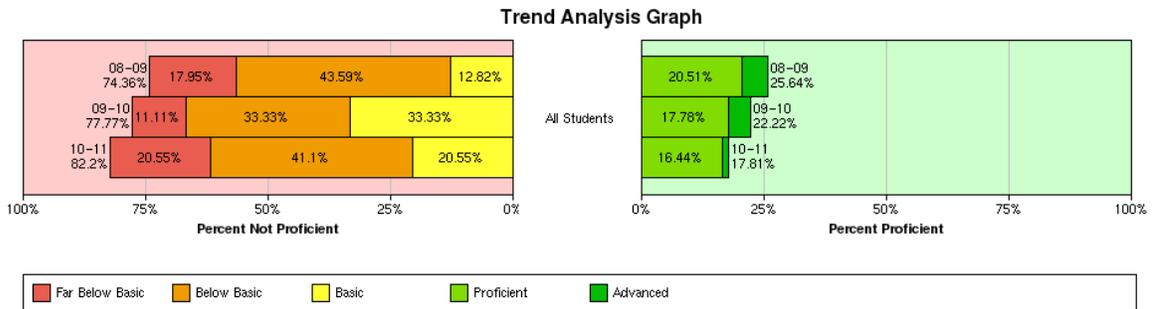
CST Percent Proficient Algebra



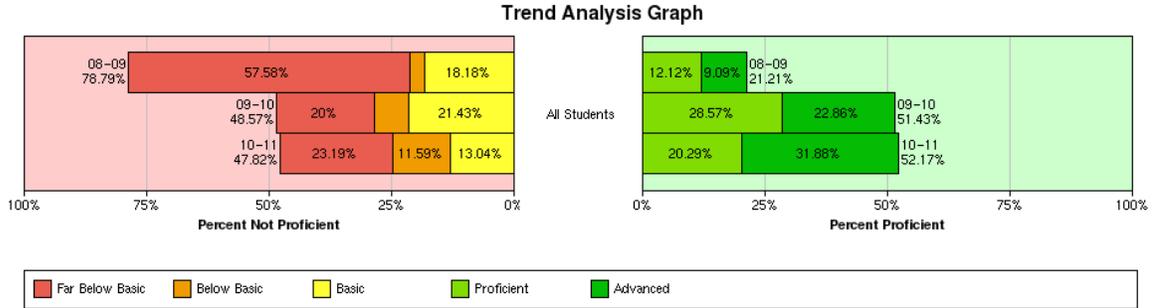
CST Percent Proficient Algebra II



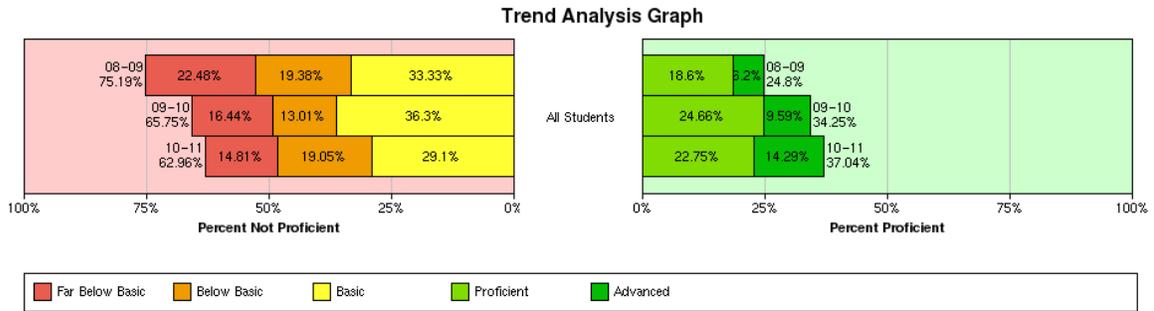
CST Percent Proficient Geometry



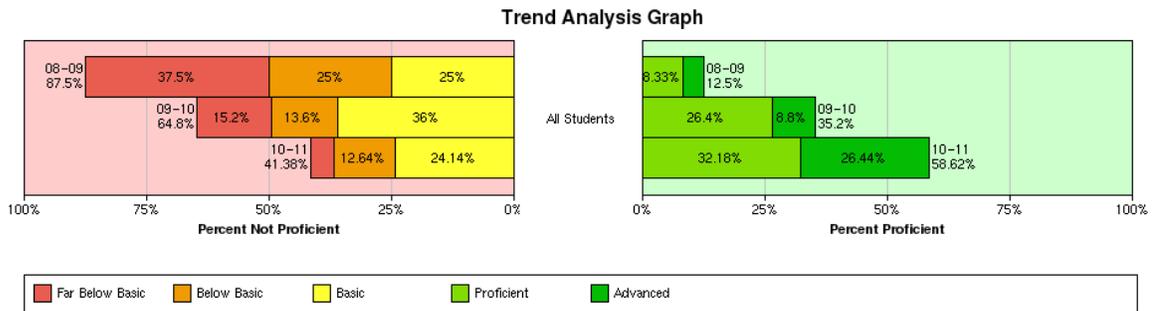
CST Percent Proficient World History



CST Percent Proficient End of Course Science



CST Percent Proficient End of Course Biology



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

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

2009-2010

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

2008-2009

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

2007-2008

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

Element C – Methods to Assess Pupil Progress Toward Meeting Outcomes

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

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

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

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

Element D – Governance Structure of School

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

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

These policies will be submitted for approval to the District's governing board. The District's governing board agrees to review all reasonable policies in a timely manner. Upon approval, such policies shall be deemed a material revision of the charter. The School of Arts and Science will establish a Charter Advisory Board (CAB). The CAB's composition will include the principal, teachers and other staff, parents, and may

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

Element E – Employee Qualifications

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

Teacher Qualifications and Expectations:

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

Instructional Leader Qualifications and Expectations:

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

All other staff will be required to meet the basic work requirements as set out by the SCUSD. All applicable requirements for employment under the law will be met.

Element F – Health and Safety Procedures

The School of Arts and Science has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies shall be developed in consultation with the Sacramento City Unified School District. The policies address the following topics:

- immunizations of students to the extent required for enrollment in non-charter public schools;
- procedures for response to natural disasters and emergencies, including fires, floods, and earthquakes;
- the prevention of contact with blood-borne pathogens;
- encouraging instructional and administrative staff to receive training in emergency response, including “first responder” training or its equivalent;
- the administration of prescription drugs and other medicines;
- the housing of Carver in district facilities or facilities that have received state Fire Marshal approval and that have been evaluated by a licensed structural engineer who has determined the facilities present no substantial seismic safety hazard;
- establishing Carver as a drug, alcohol, and tobacco free school and workplace;
- constant supervision by the classroom teacher, or designated personnel, for all guest; lecturers and volunteers;
- the utilization of security personnel and school monitors;

- a requirement for all visitors to sign in at the reception desk and wear a visitor's badge at all times while on the Carver premises;
- the establishment of a safe place off the grounds to move the students in the event of danger;
- all staff will follow the District's guidelines and be tested for tuberculosis;

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

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

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

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

While CHS cannot legally ensure a specific racial and ethnic balance (prohibited both by the State Constitution and the Charter Schools Act), the following outreach plans to achieve a racial and ethnic balance among its students that is reflective of the District, Carver implements broad-based recruiting methods that include, but are not limited to, the following:

- district-wide advertising of Carver's program and enrollment procedures;
- seven to ten Visit Days for all interested students;
- regular lunch time visits to middle schools;
- presence at all district and middle school sponsored outreach events;
- distribution of informational materials in a variety of languages; and
- targeted outreach efforts to specific populations via neighborhood groups, community organizations, churches, mosques, temples, and other organizations;
- work with community based organizations specifically address ethnic and cultural diversity.
- An enrollment process timeline that allows for a broad-based recruiting and application process;
- The development and distribution of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the districts of the various feeder charter schools and in the authorizing district, including Spanish and Russian language materials as needed;
- The scheduling of open houses and visit days, Waldorf informational seminars and prospective parent nights for parents, and other activities during the school

- year where the community is invited in to learn about Carver's instructional and operational philosophy. Include Spanish and Russian translation;
- Carver student involvement in the community through off-campus learning and mentoring;
 - The advertisement of outreach activities on its website, through community newsletters and in local newspapers, as appropriate.
 - Community outreach workers who will be trained to discuss and explain Carver's educational program to our community in Spanish and Russian.
 - Ongoing review of demographic data in the communities served to identify any additional outreach needed.

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

Element H – Admissions Requirements

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

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

Carver will admit all students who wish to attend the school. Admission to the school will not be determined based upon the residence of the pupil or his or her parent in the state of California. However, if the number of students seeking enrollment in Carver exceeds the

capacity of 500, a lottery will be held to determine admission. Admission preferences in the lottery will be given to students:

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

Element I – Financial Audit

The school's budget and funds are incorporated into those of the District. As a component financial unit of the District, the school's financial affairs will be audited through the District's annual external audit process.

Element J – Pupil Suspension and Expulsion

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

Carver will maintain a safe learning environment while balancing a student's right to due process. The Carver Handbook clearly describes expectations regarding attendance, mutual respect, substance abuse, violence, safety and work habits. Each student and his or her parent(s) or guardian(s) will be required to verify that they have reviewed the policies and that they understand them, prior to enrollment. Any student who engages in violations of these expectations may be required to attend a meeting with the school's staff and the student's parent/guardian. A specific remediation agreement will be written, to be signed by student, parent/guardian, and executive director, outlining future student conduct expectations, timeliness, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

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

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

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

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

California Education Code 48900- 48915. General policy regarding suspension and expulsion and guidance on how to implement these policies and California Education Code 5144.2 dealing specifically with issues regarding children with disabilities are on file at Carver.

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

Element K – Retirement System

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

Element L – Attendance Alternatives

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

Element M – Description of Employee Rights

As a dependent charter school, the staff of Carver are employees of the District and do not need to leave the District to work at Carver. The district's contract with SCTA and the district's Human Resource policies direct Carver's Employee Rights. It should be noted that the District and SCTA have reached a contract addendum that allows flexibility for small, dependent charter schools. (See attached document – “Small High School Dependent Charter Agreement for Identified Schools”.)

Element N – Dispute Resolution

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the District, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The Carver staff, the Carver Governing Board, and the District, agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from within the School

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

Disputes between the School and the Charter-Granting Agency

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

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

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

Oversight, Reporting, Revocation, and Renewal

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

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

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

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

Element O – Labor Relations

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

Element P – School Closure

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

Renewal of the **George Washington Carver School of Arts and Science Charter High School**

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

By the Lead Petitioner:

_____	_____	_____
Name (please print)	Signature	Date

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

By the Petitioners:

_____	_____	_____
Name (please print)	Signature	Date

_____	_____	_____
Name (please print)	Signature	Date

_____	_____	_____
Name (please print)	Signature	Date

_____	_____	_____
Name (please print)	Signature	Date

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Name (please print)	Signature	Date

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Name (please print)	Signature	Date

_____	_____	_____
Name (please print)	Signature	Date

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

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

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

