

Material revisions  
April 2008  
George Washington Carver  
School of Arts and Science  
An integration of America's Choice Charter and Social Justice High School

**The Educational Program**

***Vision***

Our vision is that all our students, regardless of background, will graduate from The 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 critical thinking and creative problem solving skills in an integrated and rigorous college-preparatory curriculum that integrates the arts and issues of social justice and environmental stewardship, and ultimately enable each student to find his/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?

***Motto***

***School of Arts and Science: How will you engage the world?***

***We Believe...***

It is of primary importance that all students meet the California Content Standards and master a core curriculum. All teachers will align their curriculum and instruction to the to the Waldorf methods and curriculum content and the eight themes: 1) integrating curriculum between disciplines; 2) integrating social justice, environmental studies and sustainability into curriculum content; 3) teachers working collaboratively and as mentors to students. 4) California standards and assessments; 5) an aligned Waldorf methods instructional system; 6) parent/guardian and community involvement; 7) high-performance management, leadership, and organization; and 8) professional learning communities.

In practice, this means that this school has high expectations for all students and communicates those expectations through explicit standards of performance. Teachers motivate students to achieve academically and creatively and offer instruction in a language comprehensible to each student. The smaller environment allows each teacher to forge strong ties between students and families, and instills a sense that each student is valued and cared for in this uniquely rich setting.

The School of Arts and Science (SAS) serves students in grades 9 through 12.

*School of Arts and Science Charter Revision 2*

To provide the best opportunity for success of SAS students, teachers will:

- commit to a week of training Waldorf Methods in the summer and in-service throughout the year as scheduled.
- work collaboratively in common planning periods;
- engage in analysis of student work;
- attend institutes, academies, and network meetings and engage in opportunities for implementing the Social Justice, Environmental Studies and Sustainability;
- focus on the eight themes of the SAS program as listed above;
- strive to ensure that all students meet, or exceed, the California Content Standards and the Social Justice and Environmental Studies and Sustainability program.
- strive to ensure that all students meet, or exceed, the California Content Standards and the SAS Standards;
- attend training on how to provide instruction based on the analysis of individual and group achievement data;
- facilitate a weekly advisory period during the school day (advisory is a 30-35 minute period where students are mentored by teachers on their academic achievement, social skills, life skills, and community outreach projects); and
- attend Student Study Team meetings as needed.

In order for the best learning to occur, each teacher will create year long curriculum plan. Teachers will create and follow lesson plans that adhere to the California Content Standards and can be modified weekly to reflect changing student needs as demonstrated by analysis of student data. While an emphasis of the School of Arts and Science is on high performance, it is incumbent upon teachers to utilize current motivational strategies enabling struggling students to achieve academically. These strategies may include, but, are not limited to:

- incorporating creative exercises into all lessons
- project-based learning activities
- cooperative learning
- community service and problem solving activities;
- internships
- using nature and the school garden as a laboratory and textbook
- participating in visual and performing arts activities throughout the year

The core academic subjects will reflect all “a-g” requirements of the University of California system.

The School of Arts and Science will provide students and parents with a course catalog, or its equivalent, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

**Element B – Measurable Pupil Outcomes**

Students of the School of Arts and Science will demonstrate the following skills upon graduation:

Academic Skills (meeting SCUSD, UC and CSU requirements)

- A. Social Science : Four years of history/social science,
  - 1. Including one year of world history, cultures and geography;
  - 2. One year of World history
  - 3. One year of U.S. history or one-half year of U.S. history and one-half year of civics or.
  - 4. One semester of Economics and one semester of American government
- B. English Language Arts: Four years required  
Include frequent and regular writing, and reading of classic and modern literature.
- C. Mathematics: Two years required, Four years strongly recommended
  - 1. Elementary algebra
  - 2. Two- and three-dimensional geometry
  - 3. Advanced algebra
  - 4. Trigonometry, Pre-Calculus or Calculus
- D. Laboratory Science: Two years required, Three years strongly recommended
  - 1. Two years of integrated bio-physical sciences
  - 2. One year of chemistry
  - 3. One year of physics.
- E. Language Other than English: Two years required, Three years recommended
- F. Visual and Performing Arts: Three ½ years required
- G. Community College Course electives: two semesters required
- H. Physical Education: Two years required
- J. Community Service: Forty hours each year for a total of 120 hours
- K. Senior Project

**Element C – Assessments**

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

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

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

**Element D – Governance Structure of School**

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

- development and approval of the school's annual budget;
- evaluation of the performance of the school's principal and the power to dismiss the principal in the event that the performance evaluation determines that the principal is not meeting the school's needs or expectations;
- selection and establishment of the school's curriculum, instructional methods and strategies, and instructional calendar, provided these are reasonably aligned with state-mandated academic content standards;
- selection of student assessment practices beyond those mandated by applicable state law; and
- the selection, 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 bylaws will be forwarded to the District within 60 days of the beginning of the 2008 -2009 school year. The CAB will ensure parents of the School of Arts and Science students will be actively involved in the governance of the school through parent surveys and questionnaires, interviews, and involvement on action teams. Through these action teams SAS 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. All documents are maintained on file at SAS and are subject to periodic inspection by the District. All SAS 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 with multiple single subject credentials are given preference in hiring. 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; and possession of Waldorf Training Certificate or experience of Waldorf teaching methodologies and a willingness to become trained.
- knowledge, skill, and ability in successfully teaching content standards;
- willingness to participate in training throughout the school year;
- ability to work according to a master schedule that has common preparation periods for teaming with other teachers;
- engage in the analysis of student work and achievement data in order to align their instruction;
- willingness to attend specially designed Environmental Studies Institutes and network meetings; and Social Justice program with Waldorf methods;
- 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
- demonstrate a willingness to work in a four-by-four modified block schedule.

Instructional Leader expectations:

- possession of a valid Administrative Services Credential;
- possession of a valid Waldorf Training Certification

- demonstrate leadership in implementing and 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 Social Justice program with 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 the Environmental Studies and Social Justice program with 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 SAS 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 SAS 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 School of Arts and Science 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 SAS student and staff handbooks.

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

To achieve a racial and ethnic balance among its students that is reflective of the District, the School of Arts and Science will implement broad-based, aggressive recruiting methods that include, but are not limited to, the following:

- district-wide advertising of the School of Arts and Science’s program, policies, and procedures;
- distribution of informational materials in a variety of languages; and
- outreach efforts to specific populations via neighborhood groups, community organizations, churches, mosques, temples, and other leadership organizations.

**Element H – Admissions Requirements**

Students will be considered for admission to The School of Arts and Science without regard to race, ethnicity, national origin, primary language, gender, disability, or achievement level. Students interested in The School of Arts and Science will be required to adhere to the expectations set out by the school. Each student will be required to complete an academic and behavioral contract, which specifies their commitment to high academic standards, involvement in community service, and active participation in all assessment and testing practices of the school. The School of Arts and Science will honor the right granted to parents under Education Code 60615 to seek a waiver of STAR testing.

The School of Arts and Science maintains all assessment results in each student’s cumulative folder.

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 School of Arts and Science contract that outlines the duties and responsibilities of students. Although every participating parent will be encouraged to sign the contracts, no student will be punished or otherwise denied access if they do not sign.

The School of Arts and Science 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 SAS exceeds the capacity of 500, a lottery will be held to determine admission. Admission preferences in the lottery will be given to students residing within SCUSD boundaries. Existing students of the school will be guaranteed a space for the following year. 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**

The School of Arts and Science follows the student suspension and expulsion policies of the Sacramento City Unified School District. The CAB may develop its own school-specific student discipline policies and follow such policies provided they shall be in alignment with all applicable laws and shall ensure that students are accorded due process. Such policies shall be considered a material amendment to the charter and brought to the SCUSD board for prior approval.

**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 the School of Arts and Science 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 the School of Arts and Science 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 SAS are employees of the District and do not need to leave the District to work at SAS. 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 staff, CAB, 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 CAB members of the school and district 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. It is intended that the "Small High School Dependent Charter Agreement"; section F be adhered to. (See Attached)

**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 CAB.

If the governing board of the District believes it has cause to revoke this charter, the board agrees to notify the CAB of the school 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 CAB of the school 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 CAB of the school 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 Attached document – “Small High School Dependent Charter Agreement for Identified Schools”.)

**Element P – School Closure**

As a dependent charter school, the assets and liabilities of SAS 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.

