

# [The Charter]

*Charter Petition Respectfully Submitted to Petaluma City Schools*

For the term July 1, 2025 through June 30, 2030

Providing an education that is:

**Child-centered, Teacher-led, Community-held**  
**for *these* children, in *this* time, and in *this* place**

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## Affirmations & Declaration

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As a public charter school the [Charter School] (also referred to herein as, the “Charter School”):

Shall be nonsectarian in its programs, admission policies, employment practices and all other operations. [Ref. Education Code Section 47605(e)(1)];

Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)];

Shall admit all students who wish to attend the [The Charter] and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case admission shall be determined through a public random drawing process. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student, or of their parent or guardian, within the state. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv).;

Except as provided by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student, or of their parent or guardian, within the state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within the former attendance areas of that public school.;

Shall not discriminate against any student on the basis of the characteristic listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association

with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)];

Shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non- charter public schools. [Ref Education Code Section 47605(d)(1)];

Shall be an approved charter school of Petaluma City Elementary School District, which is deemed the exclusive public school employer of the employees of the Charter School, for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)];

Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”);

Shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. [Ref. Education Code Section 47605(l)(1) and 47605.4(a)];

Shall remain under the Petaluma City Schools District’s insurance coverage and shall at all times remain under the Petaluma City Schools Districts insurance;

Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D);

May encourage parental/guardian involvement in the Charter School, but shall notify parents/guardians of applicant and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to or continued enrollment at the Charter School. [Ref. Education Code Section 47605(n)];

If a student is expelled or leaves the Charter School without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the student’s last known address within 30 days, and shall, upon request, provide the school district with a copy of the cumulative record of the student, including a transcript of grades or report card, and health information. If the pupil is subsequently

expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)];

Shall, on a regular basis, consult with its parents/guardians and teachers regarding the Charter School’s educational programs. [Ref. Education Code Section 47605(d)];

Shall maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection [Ref. Education Code Section 47612.5(a)(2)];

Shall comply with any applicable jurisdictional limitations to the locations of its facilities [Ref. Education Code Sections 47605 and 47605.1];

Shall comply with all laws establishing the minimum and maximum age for public school enrollment [Ref. Education Code Sections 47612(b) and 47610];

Shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”);

Shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. (“CPRA”);

Shall comply with the Family Educational Rights and Privacy Act, 20

U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”);

Shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. (“Brown Act”);

Shall comply with Government Code § 1090, et seq. (“Section 1090”);

Shall comply with the Political Reform Act, Government Code Section 81000, et seq. (“PRA”);

Shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960];

Shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

# Executive Summary

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## *Mission & Vision*

Our mission is to ensure the humanity and potential of our students through an education resonant with their unfolding awareness and capacities, and supportive of the full and integrated development of mind, heart, and body.

Our vision is to create a safe, caring, and academically rigorous educational environment in which this holistic approach to human development can be implemented. At its center is our diverse community of students, who are led by teachers trained in holistic education, and who are in turn surrounded by staff, parents, guardians, and families who come together on the land that we share to provide the container and support for this education while nurturing one another's intellectual, artistic, emotional, social, and physical development.

## *Educational Philosophy*

[The Charter] offers a TK-8 program based on the principles of the Alliance for Public Waldorf Education, focusing on a developmental approach that nurtures the whole child—intellectually, emotionally, and physically. The curriculum integrates arts with academics, fostering curiosity and critical thinking while addressing diverse human experiences, cultural literacy, and civic responsibility.

The Charter School aims to develop students into creative, thoughtful individuals prepared for high school and future challenges. The pedagogical framework combines progressive education with best Waldorf practices, and is aligned with state standards.

## *Target Population*

[The Charter] is a full-time, classroom-based program for students in TK through Grade 8, serving families in Petaluma and the surrounding southern Sonoma County area, including Marin, Sonoma, and Napa counties. The school community comprises families from diverse socio-economic, ethnic, and cultural backgrounds who are interested in:

- A Waldorf educational approach.
- An understanding of child development that informs curriculum and practices.
- A proactive social environment that addresses the effects of media and technology on children.
- Emphasis on fine and applied arts.
- Support for family involvement at all levels.
- Participation in a diverse community.

## *Key Features*

[The Charter] follows a curriculum based on Public Waldorf Education principles, covering a broad range of subjects including English Language Arts, Mathematics, Science, History, and the Arts. It emphasizes various learning styles through cognitive, auditory, visual, and kinesthetic approaches, prioritizing "learning how to learn."

- *Main Lesson:* The school year is structured around multidisciplinary units lasting three to five weeks, integrating academic content with movement and hands-on experiences. Daily two-hour Main Lessons focus on in-depth learning connected to seasonal themes.
- *Specialty Classes:* Students participate in various Specialty classes, including Handwork, Music, Gardening, and Spatial Dynamics. These classes promote fine motor skills, creativity, and social development.
- *Textbooks and Learning Documentation:* Textbook use is minimal to allow flexibility in curriculum. Students create individualized Main Lesson Books that document their learning artistically.
- *Technology:* The Charter School employs a cautious approach to technology, promoting its use as a learning tool while minimizing negative impacts.
- *Adventure Learning:* Experiential learning outside the classroom is essential, with field trips and overnight Adventure Learning experiences for Grades 4-8, fostering social and emotional development.
- *Comprehensive Art Instruction:* Art, drama, music, and movement are integrated into the curriculum, enhancing academic success and critical thinking. Students engage in Fine Arts, Applied Arts, music education, and drama, building confidence and community.
- *Faculty:* [The Charter] employs teachers trained in Waldorf pedagogy. Main Lesson Teachers are assigned to the same class for multiple years, a practice known as "looping." This fosters strong student-teacher relationships and allows for consistent academic monitoring and personalized support.

### ***Governance***

The Charter School is operated by Petaluma City Schools (also referred to herein as "District" or "PCS"). [The Charter] has a multi-tiered system of local site governance that incorporates parents/caregivers at each level and is designed to authentically include families from all corners of the school community. This collaborative governance style is integral to the philosophy of Waldorf education and the core principles of the Alliance for Waldorf Education.

### ***Contemporary Public Waldorf Education***

Waldorf education is a humanistic approach to pedagogy based on the educational philosophy of the Austrian philosopher Rudolf Steiner. Historically, Waldorf education centered the white European perspectives of its founding in the 1920s, while failing to fully reflect the ethnic and cultural diversity of some school communities and the world at large. Some of Steiner's broader writing also reflects ideologies that are understood to promote racial discrimination and hierarchy. As with many movements associated with deep historical roots, Waldorf education has evolved beyond its foundations, and contemporary Waldorf schools, including [The Charter], recognize the history and ongoing impact of racism and inequality on our continent and in our institutions. We hold the dignity of life and the human being at the center of our work. Any speculations made by Rudolf Steiner that are in contradiction to this principle are not the basis for Waldorf education today and we

unequivocally denounce any racial doctrine attributed to or inferred from the ideas of Rudolf Steiner. In alignment with the principles of the Alliance for Public Waldorf Education, we are committed to creating a community of belonging that reflects the fullness of human experience, actively confronting any participation in systems of oppression.



## Element 1: Description of the Educational Program

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

### ***Mission and Vision***

Our mission is to ensure the humanity and potential of our students through an education resonant with their unfolding awareness and capacities, and supportive of the full and integrated development of mind, heart, and body.

Our vision is to create a safe, caring, and academically rigorous educational environment in which this holistic approach to human development can be implemented. At its center is our diverse community of students, who are led by teachers trained in holistic education, and who are in turn surrounded by staff, parents, guardians, and families who come together on the land that we share to provide the container and support for this education while nurturing one another’s intellectual, artistic, emotional, social, and physical development.

### ***Whom the School Intends to Educate***

[The Charter] is a full-time, classroom-based program for students in TK through Grade 8. It is both a neighborhood school serving families in Petaluma and also a community school serving families in the southern Sonoma County area, including students from Marin, Sonoma, and Napa counties.

The community of families choosing [The Charter] come from diverse socio-economic, ethnic, and cultural backgrounds. These families are interested in:

- A Waldorf approach to education
- An educational program that is underpinned by deep understanding of child development, including neurological, cognitive, social-emotional, and physical trajectories, and that aligns its curriculum and practices around this understanding
- Interdisciplinary thematic education with a classical liberal arts sensibility
- A healthy, proactive, and consistently cultivated social environment that is sensitive to the impacts and effects of media and technology on children
- Fine and applied arts
- A school that embraces and supports family involvement at all levels
- The value of long-term relationships with peers and teachers
- Interested in participating in a diverse community

The Petaluma City Schools District Board of Trustees shall have authority to determine the capacity of the Charter School in collaboration with the Charter School. The determination of school capacity

shall be based on the Charter School's educational program, the capacity of the school site, and the level of interest shown by students and their families who want to attend the Charter School. Class sizes shall be maintained pursuant to the collective bargaining agreement the District has with the Petaluma Federation of Teachers, but shall not exceed the maximum allowed by Education Code Section 41376 and Education Code Section 41378, which apply to traditional public schools. Full enrollment is determined by site capacity, approximately 500 students.

### ***Community Need and Interest***

The establishment of this Waldorf school responds to a community need for an educational model that nurtures the intellectual, emotional, and creative potential of each child. As families seek alternatives to traditional schooling, there is a clear local and regional demand for an approach that emphasizes holistic development, critical thinking, and a deep connection to the natural world. This school aims to serve a diverse community of learners by offering a curriculum that integrates arts, hands-on learning, and social-emotional education, fostering a sense of responsibility, creativity, and empathy.

There is strong interest from parents, educators, and local organizations who recognize the value of Waldorf education in preparing children to meet the challenges of an ever-changing world with resilience, curiosity, and compassion. The school will provide a nurturing environment that reflects the community's commitment to fostering well-rounded individuals and lifelong learners.

### ***What It Means to Be an Educated Person in the 21st Century***

[The Charter] provides a TK-8 program informed by principles of the Alliance for Public Waldorf Education (Appendix A) to children and families of Petaluma and surrounding communities. [The Charter's] model is rooted in a developmental approach to learning that cultivates the innate capacities of each child through age-appropriate curriculum. [The Charter] educates the whole child – head, heart, and hands - through an education that integrates each child's creative, intellectual, emotional, physical and social domains. [The Charter] employs an interdisciplinary liberal arts program where art, music, and movement are integrated with core academic instruction. Exploration of the natural world, culture, language, math, artistic expression, music and the scientific method enliven curiosity which is the foundation of intellectual growth, conceptual flexibility, empathy and sense of connectedness.

As our globe becomes increasingly interwoven, it is essential that our efforts help children to recognize, appreciate, and navigate the diversity of human experience and knowledge. Gender and cultural literacy, civic responsibility, and nuanced historical perspectives are emphasized throughout the curriculum. Curiosity and focused observation, critical thinking and synthesis are similarly infused. The healthy development of a child's sense of place is engendered through the exploration of their local environment and its relationships with complex global systems, from natural cycles and seasonal rhythms to economic and political exchange. Such a comprehensive education requires a sincere commitment to our children's well-being and the cohesive experience of their learning.

[The Charter] is committed to the growth of each child into creative, thoughtful and articulate individuals well prepared for high school and ready to meet life's many challenges with confidence

and ingenuity. [The Charter]’s pedagogical development is led by professional educators with a commitment to progressive education, augmented with best practices from modern instructional methods and educational theory, and informed by developmentally articulated Common Core State Standards (“CACSS”), Next Generation Science Standards (“NGSS”), English Language Development Standards (“ELD”) and remaining State Content Standards (collectively referred to herein as “State Standards”).

Through the engagement and support of our families and local community, [The Charter] is able to extend the scope of public education beyond academic cores. Family involvement in the classroom and extracurricular activities composes a seamless scholastic experience for students, where family life and academic life are unified and mutually supportive. This is an ideal environment for the growth and development of the great artists, thinkers, doers, and leaders of the 21st century.

In keeping with the holistic perspective of the Charter School, [The Charter] considers the defining features of an educated person in the 21st century to be:

*Head (intellectual and academic)*

- Literacy: The ability to read informational text and literature with effective comprehension and fluency for academic and professional success as well as personal growth and understanding
- Communication: The ability to communicate clearly through written and spoken language; the ability to communicate in more than one language
- Critical Thinking: The ability to think critically, reason logically, and problem solve creatively; the ability to engage in interdisciplinary thinking to integrate diverse bodies of thought and knowledge; the ability to understand the productive and unproductive uses of technology in our society
- Quantitative Reasoning: Possess a strong sense of numeracy and mathematical relationship; reason symbolically and quantitatively through mathematical formulae; be able to explain the reasoning behind problem solving strategies
- Scientific Literacy: Understanding the scientific process and possessing a foundational knowledge of the various scientific disciplines; the capacity to observe phenomena, and to gather, organize, analyze, and synthesize perceptions into meaningful and justifiable concepts
- Global Studies: Possess a coherent, interwoven, and nuanced knowledge of world history and geography; the ability to solve problems by analyzing issues
- from multiple perspectives; the ability to articulate the interpenetration of responsibilities and rights of the individual and society; commitment to culture and gender literacy and appreciation of the meaning, variety, and embedded perspective of diverse cultures

*Heart (emotions and relationship to others)*

- Can express and meet healthy emotional and social needs effectively
- The ability to work cooperatively with others
- A demonstrated sense of responsibility, compassion, and conscientiousness
- A sense of social justice
- The ability to honor differences including cultural, ideological, and philosophical and to communicate with respect and compassion
- Self-motivation and a passion for lifelong learning

- A sense of wonder, curiosity, and enthusiasm
- A respect for the environment and an understanding of the interconnectedness of natural systems
- Self-respect, self-control, and self-actualization

*Hands (physical expression of the inner life)*

- Demonstrate skill in practical and applied arts
- Can express oneself creatively through visual arts
- Competency in musical and performing arts
- The ability to concentrate, focus, and perform complex tasks to completion
- A healthy body that feels integrated with the heart and mind

***Belief of How Learning Best Occurs***

[The Charter] is founded on the belief that learning best occurs when educational pedagogy and practices include the following components, in alignment with the Core Principles of Public Waldorf Education (Appendix A):

*Curriculum and Pedagogy*

- Teaching methods that place high value on relational experiences and interpersonal interactions as well as on the capacity for self-reflection and empathy
- Developmentally appropriate curriculum that inspires a love of learning
- Relevant, challenging, and pedagogically articulated lessons, projects, and coursework
- Educational approaches that focus on developing capacities for self-motivated learning and project completion, as opposed to an approach that focuses on an information-based model
- Attention to intellectual, emotional, and physical development
- Imaginative and engaging instruction that addresses multiple learning styles
- Lessons presented as whole-to-part learning, from synthesis to analysis
- Educational experiences both in and out of the classroom that engage the child intellectually, emotionally, socially, and physically

*Staff*

- Highly trained teachers who explore, understand, adapt, and respond to each child's unique capacities and prior knowledge
- An administration committed to protecting the educational rights of all students, advocating for best practices in learning and development, engendering a healthy and productive work environment for faculty and staff, complying with state and public obligations, appropriately managing fiscal resources, and developing policies and procedures of an effective charter school
- Staff are sensitive to each child's personal rhythm and development

*Physical Environment*

- Functional and safe facilities that reflect the Waldorf guiding principal for children ages 4-14 that the world is full of beauty
- Natural resources and materials to provide the educational experiences necessary for successful delivery of the program (including but not limited to wooden furniture, slate chalk boards, graphite pencils, watercolor paints, beeswax crayons, soft furnishings made with natural fibers, living plants inside classrooms, etc.)
- Daily access to welcoming, inspiring, and opportunity-rich outdoor environments

### *Community Culture*

- A school culture that supports healthy social relationships and conduct through proactive class discussions, embedded conflict resolution processes, and responsive behavior modification practices
- Strong communication between all members and bodies within the community
- A parent body that is well informed on the developmental needs of children throughout the grades
- Parents and guardians who are deeply involved in their child's education and supportive of the continued development of the charter school as an exemplary institution of public instruction
- A partnership between the home and school where families are deeply involved in a variety of aspects of their children's education and school decision-making
- Protection from the negative influences of electronic media in modern society

### ***Goals of the Educational Program***

- Create and maintain a dynamic, nurturing learning environment that attends to the developing needs of the whole child
- Engage students with a curriculum that provides the foundational knowledge and skills required for successfully navigating the demands and complexities of human experience
- Provide a school culture that values academic and artistic proficiency and that enables students to be self-motivated and competent lifelong learners
- Maintain a community-based school that incorporates the unique qualities of southern Sonoma County, with engaged family participation, and opportunities for learning that extend beyond the classroom and into the greater community

### ***Description of the Educational Program***

#### ***Pedagogy informed by Alliance for Public Waldorf Education Core Principles***

Once authorized, [The Charter] shall become a full member of the Alliance for Public Waldorf Education ("the Alliance") and will work to maintain the standards and qualifications necessary to retain that status. The Alliance is a professional body of educators and school administrators dedicated to retaining the highest standards among public Waldorf schools through professional development and oversight. Pedagogy and practices at the Charter School draw from the intellectual commitments laid out in the Alliance's Core Principles, which are intended to ensure that public Waldorf education is ever-evolving and continuously renewed through practice, research, observation, and active reflection.

The complete listing of Core Principles is found in Appendix A, and here we list the primary categories.

- (1) *Image of the Human Being*: Public Waldorf education is founded on a coherent image of the developing human being.
- (2) *Child Development*: An understanding of child development guides all aspects of the educational program, to the greatest extent possible within established legal mandates.
- (3) *Social Change Through Education*: Public Waldorf education exists to serve both the individual and society.

- (4) *Human Relationships*: Public Waldorf Schools foster a culture of healthy relationships.
- (5) *Access and Diversity*: Public Waldorf Schools work to increase diversity and access to all sectors of society (ref. Element 7).
- (6) *Collaborative Leadership*: School leadership is conducted through shared responsibilities within established legal structures (ref. Element 4).
- (7) *Schools as Learning Communities*: Public Waldorf schools cultivate a love of lifelong learning and self-knowledge.

Waldorf pedagogy identifies stages of development and instructional practices that are designed to meet the unfolding cognitive, empathic, and physical capacities associated with each stage. TK and Kindergarten emphasize imaginative and creative play, balanced physical growth, and conceptual scaffolds through implicit instruction (e.g. learning that symbolic forms, a building block of literacy skills, correlate to specific sounds and ideas by using unique symbols to represent things like individual children, classroom tasks or activities, different days of the week, etc.). Primary grades build on early foundations using experiential activities as exploration of concrete phenomena. Instructional methods blend explicit and implicit approaches and focus on the construction of meaning and understanding through development of perception, empathy and imagination. Middle School, characterized by the advancing cognitive capability of students, focuses on deep explorations of human thought and perspective, critical observation and analysis, adventures into the abstract, refinement of scholastic competencies, and the self-actualization of the adolescent.

Special attention is given to design and maintain rhythms in daily, weekly, and annual cycles. This intentional practice builds an environment that supports emotional security, reduces anxiety, and nurtures student learning. Seasonal festivals and traditional grade level projects and field trips contribute to a sense of progression that recognizes students' anticipation of their own maturation and growth.

### ***Faculty***

The Charter School's faculty includes interdisciplinary Main Lesson Teachers who provide instruction in core subjects, Specialty Teachers (who may be Adjunct Teachers as described in Element 5) who provide training in enrichment subjects, and MTSS/RSP Teachers who provide targeted academic support. The faculty is trained in strategies to meet the developmental stages of each grade and accommodate for the individual abilities and needs of each student.

In keeping with the Waldorf pedagogy, Main Lesson Teachers are assigned to a class of students for multiple years in a practice called "looping." The looping protocol engenders significant depth to the student-teacher relationship and facilitates the establishment of norms and practices that ease start-of-year processes and tailored educational support. Academic monitoring and adjustment of individualized learning goals and supports is more consistent and effective when a student's academic instruction, monitoring, and advocacy is held by the same Main Lesson Teacher over time. The heart of the education is the creative, trusting, and respectful relationship between the student and teacher. Looping has been shown to be a strong predictor of multiple measures of student success in national data sets.

Faculty meetings, loop-group meetings, and trainings are held regularly to continue professional development and the building of a high functioning team of professional educators. Interscholastic

discussion and training forums with faculty from neighboring public Waldorf schools, facilitated by aligning weekly minimum days, builds a strong and collaborative Waldorf teaching community that supports teachers in curriculum development, best practices for student support, improvement of school culture, and analyzing Waldorf methods and traditions for continual adaptation to the philosophy of teaching “these children in this time and in this place.”

### ***Curriculum Components***

[The Charter] uses a curriculum informed by principles of Public Waldorf Education. Areas of study include English Language Arts, Mathematics, History, Geography, Physics, Chemistry, Biology, Earth Sciences, Natural History, Physical Education, Music, Drama, Fine Arts, Practical Arts, Gardening, and Movement. Lessons and activities blend cognitive, auditory, visual, and kinesthetic approaches to address the students’ various dominant learning styles and multiple intelligences, with a high priority placed on students’ “learning how to learn.”

CCSS are articulated according to our holistic model of child development, particularly in the lower grades. Academic curriculum in TK through Grade 3 is informed by the Waldorf pedagogical approach, with benchmarks tied to a developmental trajectory. The scope and sequence of material, particularly in English Language Arts and Mathematics differs from the usual single grade scope and sequence. However, by the end of Grade 3 students have met all of the standard benchmarks.

Alternative activities and more complex projects with attention to social groups create opportunities for students to use their individual strengths in understanding course material. Lessons are designed to allow each child an intellectual, emotional, and physical connection with the material. The breadth of the curriculum endeavors to deepen each child’s capacity for self-reflection, leading, in turn, to the birth of independent thought and abstract reasoning. Teachers also help students cultivate an appreciation for the wonder and beauty of nature and human expression.

#### **Main Lesson**

The school year is organized into three- to five-week multidisciplinary units thematically linked to developmentally articulated standards, and when possible, to the natural phenomena associated with the seasons. Interdisciplinary thematic blocks compose the framework for a daily two-hour Main Lesson class. Main Lesson blocks integrate academic content with speech, movement, and concentrated in-depth experiences. Many blocks are continued later in the term for more in-depth learning.

#### **Specialty Classes**

Following Main Lesson, students have Specialty classes or practice periods. All [The Charter] students learn Handwork, instrumental music, singing/choir, Spatial Dynamics (games and physical education), Gardening, and other Specialties as staffing allows. Research confirms that brain function is founded on body function: learning to knit and crochet in the early grades develops fine motor skills and cross- hemisphere neural connections in the brain that enhance intellectual development. Coordination, perseverance, and imagination are also schooled through practical work. Creative engagement with music and sound stimulates the limbic system to release neurotransmitters that promote relaxation and the formation of long term memories and reduce anxiety and depression.

#### **Textbooks**

Teachers use textbooks minimally, as the imperative for curriculum that is resonant to each student at a particular moment in time requires flexibility of content and sequence of unit elements. The students' learning and skill development are documented and enriched by their creation of individualized Main Lesson Books that blend academic learning and artistic expression in a manuscript documenting the students' learning for each unit. In essence, the students create their own textbooks. This should be taken into consideration in planning the District's William's Act reviews.

### *Movement*

Movement activities are infused into the everyday curriculum. Classrooms, as much as possible, are organized around maximizing the children's opportunities for movement and physical expression through games, circle-time activities, folk dance, and physical education. The Waldorf approach to Physical Education is known as Spatial Dynamics, and promotes deep kinesthetic learning of the child's own body and movements in the space around themselves, in correlation or connection with other people's bodies, and with their larger environment. Eurythmy is a second form of movement sometimes incorporated into Waldorf education programs. It is the practice of integrating conceptual ideas and movement to create "visible speech."

### *Technology*

Waldorf education approaches the use of technology in students' lives with deep intentionality. A balance is consciously sought between minimizing the various negative impacts that technology can have on young children/adolescents, and the positive benefits that technology can have on learning. The Charter School has a strict policy on students' access to personal or other electronic devices while at school (see the Family Handbook, Appendix C, and [The Charter] Media & Technology Guidelines, Appendix D), and restricts the in-school use of laptops or other technological devices to occasions deliberately chosen by the teacher. Students learn to use technology as a tool to benefit their own learning and development, rather than allowing their development and imaginations to be guided by technology. Ethical use of technology is introduced in Grade 6 and continues through Grade 8. Keyboarding and online research are also introduced in the middle school grades, so that students are appropriately prepared for high school. Assistive technology for students with disabilities, 504 plans, or Individualized Education Programs is supported by all staff.

### *Adventure Learning*

Teachers routinely take their students outside of the classroom to experience the material they are learning in multiple modalities, and to offer students additional opportunities for social, emotional, and physical development. This embedded experiential learning, where students are in direct relationship with the things they are studying, assists with deeper learning of content in many academic areas and robust performance on standardized assessments of science learning (ref. Element 3). As students progress through more advanced curriculum and experience more complex social relationships, goals are best met in alternative settings and often through multi-day experiences. While all grades utilize field trips for this purpose when appropriate, Grades 4-8 are required to participate in overnight Adventure Learning opportunities. These are often facilitated through group camping trips or stays in youth hostels.

## ***Comprehensive Art Instruction***



The academic program integrates art, drama, movement, painting, music, drawing, and handwork into the entire curriculum. Many studies have shown significant correlations between academic success, enhanced critical thinking abilities, and positive attitudes towards community in students who are educated in arts-integrated curricula. This model of education through the arts awakens imagination and creativity, bringing vitality and wholeness to learning. It also offers success opportunities to students who may struggle in other academic areas, allowing them to develop positive self-conceptions about their capacities.

- *Fine Arts:* Through the grades, students are instructed in painting and sculpture, sketching, collage and multimedia visual arts. Color theory, composition, and technique are key instructional components.
- *Applied Arts:* Handcraft projects using natural fibers are incorporated within the curriculum. These projects typically relate to the cultures that the students are currently studying, reflect the cultural backgrounds of particular students, or draw from local history and culture. Students gain an appreciation for the labor and skill required to complete a project with success.
- *Music:* Children are immersed in a comprehensive music education throughout the grades. Choir and voice practice are foundational in the classroom environment from Kindergarten through Grade 8. Pentatonic instruments are taught in the primary years, later replaced by recorders in Grade 3. Woodwind instruction continues through Grade 8. As staffing allows, training in stringed instruments (violin, viola, cello, upright bass, guitar, and ukulele) is introduced in Grade 3 and taught through the upper grades.
- *Drama:* Each school year students in Grades 1 through 8 participate in a class play. Set design, costume, acting, and performance skills are taught by the teacher/director. Student performances develop public speaking skills and confidence as well as build group cohesion for the class.

### ***Curriculum by Grade***

Early Childhood (Ages 0-7): The World is Good
Transitional Kindergarten-Kindergarten
<p>A mixed-age TK/K program is a core value of Waldorf Early Childhood Education. TK and K share a fundamental curriculum with TK focusing on initial and beginning skills and K concentrating on practice and mastery.</p> <p>The TK/Kindergarten classroom is a welcoming, home-like space where children engage in hands-on activities like preparing snacks and imaginative play. Daily routines include circle time, outdoor play, storytelling, and arts and crafts, with a focus on building literacy and math skills through interactive tasks. Each student is paired with a Grade 4 or 5 buddy for special activities, promoting mentorship and social connections. The environment prioritizes play as a key component of learning and development.</p>

- Circle Time: Includes social movement and SEL, embedded skills and themes
- ELA: Pre-literacy skills include understanding symbolic forms, phonemic awareness, rhyming, and sound-to-letter recognition.
- Math: Quantitative reasoning including counting and natural numbers, sorting, pattern recognition, and creation
- ARTS: Drawing, watercolor painting, sewing and yarn crafts, woodworking, and modeling with playdough, clay, and natural beeswax
- MUSIC: Singing
- MOVEMENT:
  - Developmental movement for gross motor skills and sensory integration
  - Craft activities to develop fine motor strength and skills
- Storytelling including drama through puppetry and acting
- Participation in a communal meal, including table setting, chopping vegetables, bread kneading/baking
- Imaginative free play both indoor and outdoor
- Seasonal observations and celebrations
- Partner/buddy activities with Grades 4 and 5

### Middle Childhood (Ages 7-14): The World is Beautiful

#### Grade 1

First graders are excited to start school, eager to learn under the guidance of their teacher. The year emphasizes imagination and social interaction, with activities like a class play and regular sessions with 8th graders for games and crafts. The teacher fosters a sense of community while building on early literacy and numeracy skills. Through stories, students explore the symbolism of letters and numbers, enhancing their reading and math understanding. Additionally, activities like knitting and playing the pentatonic flute develop fine motor skills and support academic growth. Overall, the year focuses on creativity and foundational learning.

- MAIN LESSON BLOCKS *(includes elements of ELA and Math)*: Fairy Tales from around the World, Form Drawing
- ELA: Common Core Modified
- MATH: Common Core Modified
- ARTS:
  - Watercolor painting
  - Beeswax/clay modeling
  - Form drawing
  - Performing Arts: Speech, Drama, Class Play
- MUSIC:
  - Pentatonic flute playing
  - Singing
- HANDWORK:
  - Two-finger finger knitting, four-finger finger knitting, simple hand sewing, knitting on 2 needles
- MOVEMENT: Developing fine and gross motor skills, spatial awareness, and coordination through: jumping, running, skipping, hopping, balancing, bean bag, parachute, jump rope and Chinese jump rope, activities, ball handling, silk juggling, as well as circle, singing, blindfolding, tagging and hand clapping games
- Nature observation building toward scientific understanding
- Partner activities with Grade 8

## Grade 2

In second grade, students explore positive and negative personality traits through fables. These stories serve as a foundation for discussing behavior and are complemented by a class play and interactions with 7th grade buddies to enhance social skills. Academically, the teacher builds on first grade foundations, focusing on English Language Arts with an introduction to chapter books and advancing arithmetic skills in mathematics, particularly through the multiplication

table. Students also engage with nature, which supports their early studies in science and geography.

- MAIN LESSON BLOCKS (*Includes elements of ELA and Math*): Fables, Legends, Saints and Heroic People; Form Drawing; The Four Mathematical Processes
- ELA: Common Core Modified
- MATH: Common Core Modified
- ARTS:
  - Watercolor painting
  - Beeswax/clay modeling
  - Performing Arts: Speech, Drama, Class Play
- MUSIC:
  - Pentatonic flute playing
  - Singing
- HANDWORK:
  - Knitting (2 needles), purl stitch, making patterns by mixing knit and purl stitches, hand sewing
- MOVEMENT:
  - Developing fine and gross motor skills, spatial awareness, and coordination through: ball handling skills (including dribbling and wrapping the ball, chest pass and controlled underhand and bounced pass).
  - Rhythmic skills (circle, singing, tagging, hand-clapping games), copper rod and parachute activities, juggling with 2 and 3 balls.
- Nature observation building towards scientific understanding
- Partner activities with Grade 7

### Grade 3

In third grade, children experience a shift from early childhood wonder to greater awareness of their individuality, often leading to questioning and boundary-testing. The curriculum addresses this development through practical activities like building, cooking, and gardening, while

exploring cultural connections to the environment. Literacy skills are enhanced with grammar studies and a first multi-page written report, alongside learning about weights and measures. Musically, students progress from pentatonic flutes to recorders, improving fine motor skills. They also engage in multi-part singing. In Handwork, they transition from knitting to crocheting, which fosters new fine motor skill development and prepares them for cursive handwriting. This year emphasizes perseverance and the exploration of new skills in various domains.

- MAIN LESSON BLOCKS (*Includes elements of ELA and Math*): Creation Stories; Time, Currency, Linear Measurement & Volume; Fiber Arts; Indigenous Peoples and their Ecosystem-Specific Shelters; Form Drawing
- ELA: Reading, finishing Phonics, Writing (informational, expository and fictional), Spelling, Vocabulary Development, Grammar
- MATH: Common Core Modified
- ARTS:
  - Watercolor painting
  - Beeswax/clay modeling
  - Performing Arts: Speech, Drama, Class Play
- MUSIC:
  - Treble Recorder
  - Violin
  - Singing 2-part rounds
- HANDWORK: Weaving, Kumihimo braiding, crochet, embroidery, hand sewing, fiber arts (wool processing, dyeing, spinning)
- MOVEMENT: Developing fine and gross motor skills, spatial awareness, conditioning and coordination through: unicycling and juggling with 3 balls. Stretching, warm-up and cool-down activities, ball handling, footwork and agility, and hand-clapping games from around the world.
- PRACTICAL ARTS: farming, gardening, cooking, and baking
- Partner activities with Grade 6

Grade 4

In fourth grade, students gain self-confidence as they confront a more complex world, often feeling a sense of social separation and individuation. They engage with Norse myths and other culturally rich stories to navigate these challenges. Academically, they transition to concepts like fractions and study animal relationships in zoology, culminating in a multi-page report. A key event is the overnight trip to Fort Ross, which ties together various curriculum elements, enhancing their understanding of local history. Additionally, fourth graders become role models in the [The Charter] buddy program, mentoring younger students and fostering community connections.

- MAIN LESSON BLOCKS (*Includes elements of ELA and Math*): Norse Mythology; California Local History and Geography (including Cartography and Local Indigenous Peoples); Animal Studies and Ecology; Form Drawing
- ELA: Reading Comprehension and Strategies, Spelling, Grammar and Composition
- MATH: Aligns with the Common Core standards, Fractions
- ARTS:
  - Watercolor painting
  - Beeswax/clay modeling
  - Performing Arts: Speech, Drama, Class Play
- MUSIC:
  - Soprano Recorder
  - Violin
  - Music Theory
  - Singing multi-part rounds
- HANDWORK: Embroidery, hand sewing, cross-stitch, mirror image designs, wet felting
- MOVEMENT: Developing fine and gross motor skills, spatial awareness, conditioning and coordination through team sports, group and pair exercises, relays, upper and lower body stretches, warm-up and cool-down activities, footwork and agility ball handling, while practicing sportsmanship.
- Overnight Adventure Learning trip related to California State History
- Partner activities with TK and Kindergarten

## Grade 5

Fifth graders are at a stage where they eagerly embrace academic, artistic, and physical challenges. The curriculum explores ancient mythologies and geography, culminating in a focus on ancient Greece, where students participate in a Greek Pentathlon. They also study botany, combining scientific observation with artistic appreciation. This year is marked by enthusiasm for learning and creativity, with students practicing music and advancing their handwork skills, showcasing their balance and harmony in development.

- MAIN LESSON BLOCKS (*Includes elements of ELA and Math*): Mythology, History, and Geography of Ancient Civilizations (India, Persia, Mesopotamia, Egypt, Greece); North American History and Geography (including topography, vegetation, agriculture, economics); Form Drawing (including freehand geometrical drawings); Botany
- ELA: Reading Comprehension and Strategies, Spelling, Grammar and Composition
- MATH: Aligns with the Common Core standards, Decimals
- ARTS:
  - Watercolor painting
  - Clay modeling
  - Performing Arts: Speech, Drama, Class Play
- MUSIC:
  - Treble & Soprano Recorders
  - String instrument
  - Music Theory
  - Singing two-part songs and ballads
- HANDWORK: Pattern design, embroidery, applique, hand sewing, knitting in the round (circular and double pointed needles)
- MOVEMENT:
  - Developing fine and gross motor skills, spatial awareness, conditioning and coordination

<ul style="list-style-type: none"> <li>o Preparation for the Greek Games interscholastic competition (discus, javelin, long jump, relays, Greek wrestling), and state physical fitness testing.</li> <li>• Overnight Adventure Learning trip</li> <li>• Partner activities with TK and Kindergarten</li> </ul>
Grade 6
<p>Sixth graders undergo physical and emotional changes as they approach puberty, making it an ideal time for studying geology. They explore subjects like Roman law and volcanic eruptions, and immerse themselves in nature during a camping trip to Lassen National Park. In math, they shift to precise geometric constructions. Socially, they begin participating in dances with other Waldorf schools, fostering personal growth. Their study of Medieval History includes Knighting Projects that encourage self-reflection and community service. They also compete in the Medieval Games, developing skills like archery. Music plays a vital role, with students learning new instruments, enhancing their educational experience.</p>
<ul style="list-style-type: none"> <li>• MAIN LESSON BLOCKS: Ancient to Medieval History; World Geography; Astronomy; Geology; Physics (Optics, Magnetism, Acoustics, Heat); Biology (Human Senses)</li> <li>• ELA: Common Core standards emphasizing Short Stories, Novel Studies, Poetry, Creative Writing, Essay Writing, Research Skills, and Grammar/Punctuation</li> <li>• MATH: Grade 6 Common Core</li> <li>• ARTS: <ul style="list-style-type: none"> <li>o Geometric Drawing</li> <li>o Performing Arts: Speech, Drama, Class Play</li> </ul> </li> <li>• MUSIC <ul style="list-style-type: none"> <li>o Recorder: Alto recorder introduced</li> <li>o Singing multi-part songs and harmonies</li> </ul> </li> <li>• HANDWORK: Drawing and drafting patterns, creating 3-dimensional stuffed elephant from students' own pattern, hand sewing, embroidery</li> <li>• MOVEMENT: <ul style="list-style-type: none"> <li>o Developing fine and gross motor skills, spatial awareness, conditioning and coordination</li> </ul> </li> </ul>



<ul style="list-style-type: none"> <li>o Preparation for the interscholastic Medieval Games (javelin, archery, steeplechase, fencing, moat jump).</li> <li>● Multi-night Adventure Learning trip to Lassen National Park to study volcanic geology</li> <li>● Partner activities with Grade 3</li> </ul>
Grade 7
<p>Seventh graders increasingly recognize their individuality and challenge accepted norms, aligning their personal growth with historical movements like the Renaissance and the Reformation. Their studies encourage critical thinking and argumentative writing. In science, they explore mechanics and discuss important topics like sexuality and health through the lens of body systems. Additionally, in Handwork, they undertake a significant project creating intricate dolls that represent aspects of their self-identity, allowing for deep personal expression and reflection.</p>
<ul style="list-style-type: none"> <li>● MAIN LESSON BLOCKS: World History: The Age of Exploration, The Renaissance and Reformation; World Geography; Chemistry (e.g. Combustion, Acids &amp; Bases), Physics (e.g. Electricity, Mechanics), Biology (Physiology, Health, Nutrition)</li> <li>● ELA: Common Core standards emphasizing: Short Stories, Novel Studies, Poetry, Creative Writing, Essay Writing, Research Skills, and Grammar/Punctuation.</li> <li>● MATH: Grade 7 Common Core</li> <li>● ARTS: <ul style="list-style-type: none"> <li>o Perspective Drawing</li> <li>o Performing Arts: Speech, Drama, Class Play (Shakespeare)</li> </ul> </li> <li>● MUSIC <ul style="list-style-type: none"> <li>o Treble, Soprano, Alto and Bass Recorders</li> <li>o Singing multi-part songs and harmonies</li> </ul> </li> <li>● HANDWORK: Hand sewing a 16” soft doll (make wool inner head, face, arms, body, legs and clothing), recreating a piece of Renaissance art using fabric (hand sewing)</li> <li>● MOVEMENT: Developing fine and gross motor skills, spatial awareness, conditioning and coordination through physical fitness testing and various team sports while developing sportsmanship.</li> </ul>

- Multi-night Adventure Learning trip focusing social and emotional learning
- Partner activities with Grade 2

## Grade 8

The eighth-grade curriculum emphasizes students completing foundational learning while transitioning from childhood to adolescence. They develop enhanced observational and critical thinking skills, allowing them to explore complex questions and truths about the world. Academically, they prepare for high school by completing units in English Language Arts, Mathematics, Science, and History, focusing on topics like revolution and industrialization. Students also take on mentorship roles by buddying with first graders, teaching them skills like knitting and reading, which reinforces their responsibilities as role models. Additionally, they engage in personal projects, working with mentors to explore their interests. These projects culminate in a research report and public presentation, fostering skills in personal integrity, responsibility, and time management. Overall, the eighth grade encourages growth, exploration, and a sense of accountability within the school community.

- MAIN LESSON BLOCKS: US History (History of Revolution, Modern History); Biology (Anatomy); Environmental Science; Physics (Electromagnetism, Pressure); Organic Chemistry; Drawing and Modelling Platonic Solids
- ELA: Common Core standards emphasizing: Short Stories, Novel Studies, Poetry, Creative Writing, Essay writing, Research skills, and Grammar/Punctuation.
- MATH: Grade 8 Common Core
- ARTS:
  - Performing Arts: Speech, Drama, Formal Public Speaking
- MUSIC:
  - Treble, Soprano, Alto and Bass Recorders
  - Singing multi-part songs and harmonies
- HANDWORK: Sewing machine history, link to Industrial Revolution, how to use a sewing machine, how to follow a pattern, sewing pillowcases and pajama bottoms
- MOVEMENT:
  - Developing fine and gross motor skills, spatial awareness, conditioning and coordination through: team sports (volleyball, basketball, soccer, kickball, bucketball, flag football)

- o Preparation for multi-school track and field competitions (standing broad jump, relays, javelin, discus, shot put and various running events)
- Multi-night Adventure Learning trip focusing on personal milestone reflections and key interpersonal relationships
- Eighth Grade Capstone Project with mentor and research components
- Partner activities with Grade 1

### ***Festivals and Ceremonies***

[The Charter] creates a vibrant school culture that supports the educational program through a variety of school festivals, traditions, and ceremonies. Class plays, music performances, achievement ceremonies, the presentation of the Grade 8 Capstone Projects, and community picnics characterize some of the community activities at the Charter School.

Careful attention is given to the celebration of seasonal festivals with special focus on events that can be appropriately observed in a school setting and on events that recognize the world's diversity of cultural celebrations. [The Charter] strives to honor and represent the cultures of all students in the Charter School through festivals and celebrations.

Some of the all-school festivals and ceremonies celebrated at the Charter School include:

Festival/Assembly	Purpose
Grade 1 Rose Ceremony	Rising Grade 1 students are welcomed into the grades by their new teacher and the Grades 2-8 students
Dragon Pageant and Fall Festival	Celebration of the Northern Hemisphere autumnal equinox, the season of agricultural harvest, and the season of shortening daylight
Winter Festivals of Light	Looping groups mark the season of the Winter Solstice through age-appropriate evening activities
Winter Assembly and Faire	All-school assembly with Grades 1-8 performing music and poetry for one another, followed by a community marketplace showcasing community arts and crafts
Spring Open House	All classrooms are put on display for families to explore
Spring Faire	Celebration of the Northern Hemisphere vernal equinox, the growth and bloom of spring flowers and plants, and the lengthening of daylight
End of Year Assembly	All-school assembly with Grades 1-8 performing music and poetry for one another, gratitude and appreciation for departing staff are shared
Kindergarten Fly-Away Ceremony	The end of the TK/Kindergarten journey is celebrated through song and ceremony
Grade 8 Rose Ceremony	Graduating Grade 8 students are acknowledged and honored by the students and teachers in Grades 1-7

Grade 8 Promotion	Graduating Grade 8 students are acknowledged by the entire community and give short speeches reflecting on their educational journey
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### ***Intentional and Supportive Social Environment***

Our schools must support the emotional and social well-being of students. A school that is sincere in its efforts to reduce anti-social behavior, teasing, bullying, conflict, and anxiety must be grounded in a value system of cooperation and healthy social models, and employ proactive behavior support programs to assist students in developing high performing social skills.

The Charter School supports the development of a positive social environment through proactive support of student culture.

- All classes integrate best practices from the Restorative Practices movement, for example holding regular class meetings using a restorative circles approach
- Social emotional learning, a cornerstone of Waldorf pedagogy and practice, is used to provide real-life training for students both inside and out of their classrooms to
- develop empathy and self-regulation, executive function, problem solving, conflict resolution, interpersonal problem-solving skills, and bullying prevention skills.
- Frequent assemblies and orientations are used to reinforce school cultural practices and values.
- Mixed-age grouping provides opportunities for older and younger children to interact. Each grade partners with a younger/older grade for an entire year of learning activities, crafts, and games. As students advance through the grades, they transition from being the observer of older role models to being the older role models on the school campus. Teachers guide students in understanding how to hold this responsibility and ground their behavior in valuing the caring relationships they form with younger students.

The Charter School supports a positive social environment for students through family education opportunities targeting parents/guardians.

- Class family meetings (for teachers and parent/guardians, not for students) are held regularly to discuss the dynamic social and emotional topography of each class.
- Teachers sponsor family evenings to learn about children's developmental transitions and milestones.
- The Classroom Guild sponsors an all-school family book club focusing on topics in child development and parenting (ref. Element 4).

The Charter School supports a positive social environment for students through administrative policies and actions.

- A progressive discipline model is used for students who violate behavior expectations. Rooted in restorative conferencing, the Charter School holds a philosophy of minimizing harm and supporting students to fulfill the natural obligations that arise from harm being caused.
- The Charter School prohibits the use of students' personal electronic devices during the school day and works to educate parents/guardians about the harms of social media use on children's health and well-being through family education programs (e.g. parenting workshops, documentary screenings, book clubs, etc.). The Charter School advocates for a

“wait until 8th” practice for giving children their own smart phone or computer and cultivates a community culture around limiting children’s media exposure at home.

- PCS and the Charter School takes seriously the safety and welfare of all children as they develop into socially competent and emotionally integrated adults. To support this goal, PCS and the Charter School is committed to an inclusive school culture and takes seriously working with students around biased language which marginalizes people based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.

The Charter School shall not discriminate against any student on the basis of the characteristic listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

### ***Family Participation***

A significant body of research (Henderson & Berea, 1994; Olmstead & Rubin, 1983) indicates that when parents participate in their children’s education, the result is an increase in student achievement and an improvement of students’ attitudes. Increased attendance, fewer discipline problems, and higher aspirations also have been correlated with an increase in parent involvement.

We believe that active participation of parents/guardian, both within and outside of the classroom, is essential in creating and implementing the Charter School’s educational program and maintaining its supportive environment. Family members are strongly encouraged, but not required, to share their time and talents with the Charter School. They provide a bridge between home and school life, giving their children’s education greater meaning and purpose by integrating the children’s school life into their family life and into their community.

In addition to classroom assistance, the Charter School relies on parent/guardian volunteers to perform many non-classroom responsibilities including serving on the Charter Council/Classroom Guild/English Language Advisory Committee (“ELAC”), chaperoning field trips and Adventure Learning programs, fundraising, outreach, and supporting the Charter School’s festival life. However, the Charter School acknowledges that circumstances may not allow some parents/guardians to be involved to the extent that they might wish. Therefore, parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at the Charter School and a statement to this effect shall be included in a prominent location on enrollment paperwork and in the Family Handbook.

### ***Learning Support***

The Charter School’s learning support begins with exceptional faculty paired with class assistants in many grades to provide a higher staff to student ratio. The Charter School then employs

comprehensive Universal Design for Learning (“UDL”)-informed instruction to extend the effectiveness of instruction to the broadest set of students in the class.

A Multi-Tiered System of Supports (“MTSS”) program further integrates tiered levels of intervention from small group to individual support. Students are identified for such assistance through Faculty, and Learning Support Staff as well as parent/guardian or student request through the Student Study Team (“SST”) process. Reading and math intervention is integrated through assessment and monitoring practices to ensure all students have access to the curriculum. Academic support is provided through classroom assistants, tutors and intervention specialists. This shall be described in more depth in the below section “Additional Supports for Targeted Students”, as well as in Element 2.

### ***Additional Supports for Targeted Students***

A benefit of a Waldorf education is the deep personal connection that teachers make with their students, with relationships that span years instead of months. The Charter School’s highly trained teachers attempt to meet all students where they are at and help them succeed. Specific plans are in place for some students.

### ***English Learners/Multilingual Learners***

The Charter School will meet all applicable legal requirements for English Learners (“EL”), also referred to herein as Multilingual Learners (“MLL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, MLL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient (“FEP”) status, monitoring and evaluating program effectiveness, and standardized testing requirements.

The Charter School will follow the vision and policies in the District’s English Learner Master Plan for identification, assessment (including reclassification), parent/guardian notification, and program placement. The Charter School will ensure that proper communication is in place regarding MLLs and the rights of students and parents/guardians.

To support MLL students, the Charter School, in collaboration with the District:

- Assesses students annually
- Reclassifies MLL students when they achieve English proficiency
- Provides high quality professional development in MLL strategies for teachers
- Fosters parent/guardian and community involvement to support MLL development
- Notifies parents/guardians annually of their student’s progress

### **Strategies for English/Multilingual Learner Instruction and Intervention**

English-language development instruction will be provided for students at all levels of language proficiency and beyond. Multilingual Learners will be supported with specially designed academic instruction in English (“SDAIE”) strategies as well as other methods to help develop their English-skills and simultaneously address grade-level content in the core curriculum. The state ELD Standards will be taught through the CCSS for English/Language Arts (“ELA”) to ensure that English Learners develop proficiency in both

the English language and the concepts and skills contained in the ELA standards. Designated ELD, Integrated ELD, and Direct Service ELD will be provided to MLL students as appropriate, in accordance with the District's policies and with the District's support (ref. California Code of Regulations Title 5 Div. 1 Chapter 11 Subchapter 4 § 11300-11316).

The Waldorf oral lesson delivery offers almost continuous opportunities to hear and speak English. The non-competitive and artistically creative school environment supports the student when trying to communicate in a new language. Waldorf methods offer opportunities for students to see visually the content of the lesson, which supports MLL development. Additionally, the multi-year interpersonal relationships between a teacher, the student, and the student's family that are fostered by the practice of teacher looping provides particular benefit to some subgroups, including MLLs.

### ***Students with Disabilities***

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA. The Charter School's staff work directly with the PCS Special Education Department.

The Charter School will operate as a public school of the District for the purpose of special education in accordance with Education Code Section 47641(b). As such, the Charter School's special education students shall be identified, assessed, and served in the same manner as any other student of the District in accordance with their individualized education plans ("IEPs") and applicable state and federal law and District and Sonoma County Special Education Local Plan Area ("SELPA") policies. Petaluma City Schools shall determine how the special education and related services are to be provided to the students attending the Charter School and the Charter School shall comply with District policies and procedures with respect to the provision of special education and related services.

The Charter School shall follow District and SELPA policies, procedures, and requirements, as they apply to all District schools for responding to implementation of special education services.

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

### ***Section 504 of the Rehabilitation Act/Americans with Disabilities Act***

Petaluma City Schools is responsible for the Charter School's compliance with Section 504 and the ADA, and the Charter School shall comply with all applicable policies and procedures of the District related to identification, assessing, and serving students in accordance with Section 504.

The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

### ***Interventions for Academically Low-Achieving Students***

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. Students have opportunities to engage artistically with their academic content, which serves as a scaffolding and introduction to the more rigorous academic content.

The Charter School also 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 measures, 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 Charter School's Student Success Team ("SST"). The SST is composed of classroom teachers, support staff, and administrator(s). In addition, parents/guardians 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.

If the SST process does not resolve the challenges that a student is experiencing to reach the appropriate grade-level expectations, the Resource Specialist is engaged to assess the need for an Individualized Education Program. Some assessment tools that are used include the Wechsler Individual Achievement Test, Kaufman Test of Educational Achievement, and Brigance Inventory of Early Development.

### ***Academically High-Achieving Students***

The Charter School's educational program is designed to be highly adaptable in meeting the academic needs of all students. The multi-modalities and artistic engagement with academic content provides lessons that have a high ceiling for learning. Students are supported by their classroom teachers in exploring the complexity of the lesson material.

As students move through the grades, projects become more sophisticated and challenging. Students who are high-achieving are provided with differentiated or personalized learning opportunities in regular education classes during the school day. Students talented in the arts have a chance to excel in the many fine arts pathways provided.

### ***Socio-economically Disadvantaged Students***

Economic disparities in students' lives impact school performance in a variety of ways. To mitigate some of these effects, [The Charter] takes three steps. First, the relationship formed between every teacher and student is sustained over multiple years in the looping model. Research has shown that the practice of teacher looping for two or more years has particular benefits for low-income students in the areas of academic achievement, school attendance, and promotion to the next grade (per the Institute of Educational Science).



Second, [The Charter’s] intentionally low-tech approach to teaching and learning removes pressure from both students and families to feel like they need to keep up with peers by making expensive purchases for their home. Removing technology from skill sets that are necessary for students to develop in the early grades allows them to engage in classroom life without feeling inhibited by some possible differences in their home lives.

Finally, [The Charter] has committed to an operational model that removes as much burden as possible from all students and families in fully participating in the life of the Charter School. All activities that are not paid for by the site budget are covered by collective fundraising. No individual student, family, or class is asked to cover the costs for any field trip, instrument, art supply, food, or other material. School festivals and events for students are always offered free of charge.

### ***Goals and Actions in the State Priorities***

Please see the section “Goals and Methods of Measurement of the Educational Program in Alignment with State Priorities” in Element 2 of the charter for a reasonably description of the Charter School’s annual goals to be achieved in the Eight State Priorities schoolwide and for all numerically significant student subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(B).

[The Charter] aligns with the District’s stated goals in its adopted 2024 Local Control and Accountability Plan (“LCAP”).

### ***Alignment with District Goals***

<p><b>Goal One: All students graduate College and Career ready.</b></p> <p>A public Waldorf education emphasizes academic rigor, critical thinking, social-emotional development, and ethical awareness. The curriculum integrates subjects like math, science, and the arts, promoting creativity, problem-solving, and interdisciplinary learning. Students develop strong communication, teamwork, and leadership skills, which are essential for both college and the workplace. Waldorf education also fosters self-discipline, responsibility, and a love of learning, while preparing students for real-world careers through hands-on projects, community service projects with professional mentors in middle school, and vocational training. This well-rounded approach ensures that students are prepared for higher education and future professional success.</p>
<p><b>Goal Two: By January of 2027, the percent of students who respond positively to the following YouthTruth question will increase by 12%: “When I’m feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it.”</b></p> <p>As a public Waldorf school, [The Charter] will build trust with students by fostering long-term, caring relationships, where teachers consistently listen and provide personalized support during</p>

their multi-year loop together. Teachers and staff emphasize respectful communication, fair boundaries, and conflict resolution, making students feel heard and safe. Families are also deeply involved in this process, creating a unified support system. Teachers model integrity and respect students' ideas, further reinforcing trust. Overall, Waldorf schools are well known to create nurturing, emotionally supportive environments where students feel valued and comfortable turning to adults for help.

See also *Element 2: Measurable Student Outcomes* and *Element 3: Methods by which Student Outcomes are Measured*

**Goal Three: By June 2027, students with disabilities will improve in English language arts (ELA) and mathematics by at least 30 points, moving from -90 to -60 in ELA and -124 to -94 in mathematics.**

Some key ways in which Waldorf education benefits the academic achievement of students with disabilities include:

- *Individualized Learning:* Waldorf education recognizes each child's unique strengths, challenges, and learning styles. Teachers adapt their methods to meet specific needs, which is especially helpful for students with disabilities. The use of diverse teaching techniques, such as hands-on learning, storytelling, movement, and creative arts, provides flexibility, allowing students to engage with the material in ways that work best for them. This approach helps students with disabilities access the curriculum more effectively.
- *Holistic Development:* Holistic development is promoted by focusing on social-emotional growth, helping students with disabilities build emotional intelligence, self-awareness, and confidence. This fosters a sense of belonging and can improve academic success. The integration of creative arts—such as music, drama, and visual arts—engages multiple areas of the brain, providing alternative ways of learning. This is particularly beneficial for students with learning disabilities or attention challenges, offering them opportunities to express themselves and learn through creative, non-verbal mediums.
- *Non-Competitive Environment:* [The Charter] cultivates a non-competitive, low-pressure learning environment by emphasizing learning for its own sake, rather than focusing on grades or standardized tests. This reduces anxiety and allows students, particularly those with disabilities, to learn at their own pace. Teachers prioritize the learning process over the outcome, helping students focus on growth, effort, and understanding, rather than just achieving specific results or meeting external benchmarks.
- *Whole-Child Focus:* The whole-child approach supports cognitive, emotional, and physical development. For students with disabilities, this means focusing on skills like emotional regulation, social understanding, and physical coordination, helping them gain confidence and improve learning outcomes across domains. [The Charter] also foster a safe, inclusive environment where all students are respected and valued, ensuring that students with

disabilities feel accepted and supported. Reducing students' anxiety creates increased opportunities for learning to take place.

- *Support for Diverse Learning Needs:* A multi-sensory approach that incorporates visual, auditory, and tactile elements into lessons helps students with disabilities, like dyslexia or ADHD, engage with the material in various ways. Additionally, Waldorf education follows a developmentally appropriate progression, tailoring academic expectations to each child's developmental stage, which allows students with disabilities to learn at their own pace in a supportive, unhurried environment.
- *Teacher-Student Relationships:* Waldorf education fosters strong, consistent teacher-student relationships by having educators stay with the same group of students for multiple years in the practice known as looping. This continuity helps students with disabilities feel supported by a trusted adult who understands their unique needs. Teachers are able to notice and address challenges early, offering personalized support. Additionally, Waldorf schools take a collaborative approach, working with families and specialists to ensure students with disabilities receive the necessary support and tailored strategies.

See also *Element 2: Measurable Student Outcomes* and *Element 3: Methods by which Student Outcomes are Measured*

**Goal Four: By June 2027, 95% of multilingual learners, enrolled in Petaluma City Schools for at least 4 years, will reclassify as fluent English proficient (RFEP) within 7 years of entering a US school.**

Public Waldorf education supports multilingual learners in gaining English proficiency through an immersive, creative, and individualized approach. Teachers use storytelling, music, drama, and movement to integrate English in meaningful contexts, helping students learn naturally. The focus on holistic development and deep family engagement in school life creates a low-pressure environment for multilingual learners. Emphasis on peer collaboration, arts integration, and strong teacher-student relationships built over multiple years further supports language development. Additionally, Waldorf's respect for each child's cultural background fosters a positive learning experience, encouraging students to use English with confidence.

See also *Element 2: Measurable Student Outcomes* and *Element 3: Methods by which Student Outcomes are Measured*

**Goal Five: PCS will institute a system of support that ensures outcomes for San Antonio High School on the California School Dashboard will improve for outcomes on the College/Career, Graduation Rate, and Suspension Rate indicators. By June of 2027, the percent of students**

showing that they are prepared for College and Career as measured on the College/Career Indicator on the California School Dashboard will increase from 0% to 10%. Graduation Rates: By June 2027, the Graduation Rate for San Antonio High School will increase at least 17% from 51.1% to at least 68.0% (2023- 51.1% on dashboard.
Does not apply.

***Schedule***

[The Charter] follows the Petaluma City Schools District traditional calendar of 180 instructional days.

Waldorf education prioritizes pacing the learning day in accordance with children’s natural developmental rhythms. The daily schedule is constructed to create a predictable flow of “in-breaths”—times of great mental and intellectual work and concentration, and “out-breaths”—times of physical and emotional release and relaxation. This healthy rhythm includes prioritizing the placement of the Main Lesson session as early as possible in the day, when children are their most rested and prepared for the work of deep interdisciplinary and experiential learning.

The daily bell schedule for the Charter School shall be developed by the Charter School Principal and faculty, in collaboration with the Charter Council, and approved by PCS administration. See Appendix B for a sample bell schedule that meets required instructional minutes.

## Element 2: Measurable Student Outcomes

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*Governing Law: “The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.”*

*Education Code Section 47605(c)(5)(B)*

As stated above, the goal of [The Charter] is to provide a balanced education and nurture the whole child. The curriculum, developed in alignment with the principles of a public Waldorf education, allows children to recognize and achieve their full individual potential. [The Charter] expects students to demonstrate that they have attained standards for knowledge, skills, attitudes, and habits which reflect goals in the educational program and detailed in this section and in alignment with the District Local Control and Accountability Plan (“LCAP”).

### ***Student Outcomes***

The Charter School is committed to meeting State Standards in accordance with Education Code Section 47605(c). The Charter School shall meet the statewide performance standards and conduct the pupil assessments required pursuant to Education Code Section 60605.

In addition to the student outcomes in the acquisition of academic skills found in CCSS, as measured by standardized tests, [The Charter] has benchmarks and performance goals that provide expectations for student/school achievement in non-core academic and interdisciplinary areas.

Core Academic Skills
Language Arts
<i>Speaking and Listening</i>
<ul style="list-style-type: none"><li>• Ability to comprehend and collaborate</li></ul>
<ul style="list-style-type: none"><li>• Ability to present knowledge and ideas</li></ul>
<i>Reading, Foundational Skills</i>

<ul style="list-style-type: none"> <li>• Demonstrate understanding of print concepts</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate phonological awareness</li> </ul>
<ul style="list-style-type: none"> <li>• Ability to process text using phonics and word recognition</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate fluency in developmentally appropriate text</li> </ul>
<i>Reading, Informational Text and Literature</i>
<ul style="list-style-type: none"> <li>• Ability to identify key ideas and details</li> </ul>
<ul style="list-style-type: none"> <li>• Understand elements of craft and structure</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate the integration of knowledge and ideas</li> </ul>
<ul style="list-style-type: none"> <li>• Accomplish a range of reading tasks with different levels of complexity</li> </ul>
<i>Writing</i>
<ul style="list-style-type: none"> <li>• Effectively use different text types and understand how the intended purpose of a writing task impacts the technique and form used</li> </ul>
<ul style="list-style-type: none"> <li>• Competence in production and distribution of writing</li> </ul>
<ul style="list-style-type: none"> <li>• Ability to conduct research to build and present knowledge</li> </ul>
<ul style="list-style-type: none"> <li>• Understand and be able to communicate effectively through a range of writing tasks, purposes, and audience</li> </ul>
<b>Mathematics</b>
<i>Primary Grades</i>

<ul style="list-style-type: none"> <li>• Knowledge of counting and cardinality</li> </ul>
<ul style="list-style-type: none"> <li>• Ability to solve operations and engage in algebraic thinking</li> </ul>
<ul style="list-style-type: none"> <li>• Understanding of number and operations in base ten</li> </ul>
<ul style="list-style-type: none"> <li>• Proficiency in measurement and data</li> </ul>
<ul style="list-style-type: none"> <li>• Understanding of basic geometric concepts</li> </ul>
<ul style="list-style-type: none"> <li>• Knowledge of fractions and the ability to conduct operations using fractions</li> </ul>
<i>Middle Grades</i>
<ul style="list-style-type: none"> <li>• Understandings of ratios and proportional relationships</li> </ul>
<ul style="list-style-type: none"> <li>• Knowledge of the number system</li> </ul>
<ul style="list-style-type: none"> <li>• Ability to interpret and solve expressions and equations</li> </ul>
<ul style="list-style-type: none"> <li>• Understandings of grade level geometry concepts</li> </ul>
<ul style="list-style-type: none"> <li>• Familiarity with the principles of statistics and probability</li> </ul>
<ul style="list-style-type: none"> <li>• Ability to interpret functions</li> </ul>
<b>Science</b>
<ul style="list-style-type: none"> <li>• Ability to use observational methods and materials to investigate a scientific question</li> </ul>
<ul style="list-style-type: none"> <li>• Present scientific information clearly in a written format, utilizing observations to form conclusions</li> </ul>

<ul style="list-style-type: none"> <li>Express awareness of the inter-connection of the natural world, and demonstrate respect for such relationships</li> </ul>
<ul style="list-style-type: none"> <li>Critically evaluate data based on knowledge of the dynamics of history and the workings of ecosystems</li> </ul>
<b>History/Social Science</b>
<ul style="list-style-type: none"> <li>Demonstrate knowledge of world geography, the history of multiple civilizations, and forms of government</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate cultural literacy through knowledge of myths, legends, biographies of key historical figures, and customs/traditions of different civilizations</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate civic values and behavior, including community service</li> </ul>

<b>Non-Core Academic Areas</b>
<b>Visual and Performing Arts</b>
<ul style="list-style-type: none"> <li>Demonstrate awareness of a variety of styles and forms in the fine arts of music, drama, and dance</li> </ul>
<ul style="list-style-type: none"> <li>Participate in class plays and assemblies</li> </ul>
<ul style="list-style-type: none"> <li>Self-expression through drawing and painting</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate artistry, organization, and accuracy in Main Lesson Books</li> </ul>
<b>Music</b>
<ul style="list-style-type: none"> <li>Demonstrate musical proficiency in recorder, stringed instruments, and percussion</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate ability to read modern staff music notation</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate skill in choral singing</li> </ul>
<b>Applied Arts</b>
<ul style="list-style-type: none"> <li>Creative expression through handwork, which includes knitting, crocheting, sculpting, sewing, leather craft, woodworking, and other handicrafts</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate basic skills in cooking and baking food</li> </ul>



<b>Movement</b>
<ul style="list-style-type: none"> <li>• Awareness of physical fitness and health, and possession of the basic skills necessary to support such</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate group interaction skills, sportsmanship, cooperation, and conflict resolution during participation in games and athletic activities</li> </ul>

<b>Interdisciplinary Skill Areas</b>
<b>Creativity and Critical Thinking</b>
<ul style="list-style-type: none"> <li>• Demonstrate creativity and independent thought and expression through artistic projects, writing assignments, oral presentations, and class discussions</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate the capacity for in depth critical thinking and synthesis throughout the disciplines</li> </ul>
<b>Social Skills and Communication</b>
<ul style="list-style-type: none"> <li>• Demonstrate the values of kindness, consideration and compassion toward their peers and respect toward their teachers</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate the capacity to empathize with others; relating appropriately to the circumstances and emotional responses of others</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate bullying prevention and remediation strategies</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate the capacity for emotional management and self-regulation</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate skills in conflict resolution using restorative practices</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate learning skills and executive function necessary for academic success</li> </ul>
<b>Will and Scholarship</b>

<ul style="list-style-type: none"> <li>• Ability to complete projects requiring diligence and perseverance in design and execution</li> </ul>
<ul style="list-style-type: none"> <li>• Develop effective study skills and habits including note taking, library research, study strategies, and computer skills.</li> </ul>
<ul style="list-style-type: none"> <li>• Be self-reflective and able to evaluate their own learning, adaptability, and resourcefulness</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate the ethical use of technology</li> </ul>

### ***Goals, Actions, and Outcomes in the State Priorities***

Pursuant to Education Code Section 47605(c)(5)(B), following is a table describing the Charter School’s goals, actions, and measurable outcomes, schoolwide and for numerically significant student subgroups, in the state priorities. Notwithstanding, each of the goals may be revised by the Charter Council, in the Charter School’s annual School Plan for Student Achievement (“SPSA”) and in alignment with the District’s LCAP, without need for material revision to the charter petition.

The table below provides the goals, student outcomes, and actions in alignment with the eight state priorities both schoolwide and for all groups of students served by the Charter School. The Charter School holds the same bar for student achievement overall (schoolwide) as it does for students within each numerically significant subgroup. As such:

- “Overall and for all numerically significant subgroups” specifically means that the goal is held for students overall and for each numerically significant subgroup.
- In the case where a goal is specific to a subgroup, as is the case in developing English fluency for Multilingual Learners, only the specific subgroup is listed.

The fact that the Charter School holds the same goal for its subgroups as it does for the overall student population should in no way be interpreted as not having goals for each subgroup.

<b>State Priority 1: Basic Services</b> <i>The degree to which teachers are appropriately assigned and fully credentialed [Ref. Education Code Section 44258.9], every pupil has access to standards-aligned instructional materials [Ref. Education Code Section 60119], and school facilities are maintained in good repair [Ref. Education Code Section 17002(d)].</i>			
Goal	Action(s) to Achieve Goal	Measurable Outcome(s)	Methods of Measurement

Teachers are required to hold the credential, permit, or other document required for their certificated assignment. Teachers will also be appropriately assigned.	The District requires that all teaching applicants produce the appropriate credentials including Waldorf training when hired, before they begin their teaching assignments.	Initial and annual verification of faculty credentials as reported by the CA Commission on Teacher Credentialing will show 100% of teachers holding adequate credentials and being appropriately assigned. Membership of the Charter School in the Alliance for Public Waldorf Education will be maintained by retaining a majority of Waldorf certified teachers on staff.	CCTC Report, CALPADS Report, Alliance for Public Waldorf Education membership report
	The District informs credentialed staff when credentials are near expiration.		
Students have access to CCSS-aligned instructional materials as outlined in the petition.	Principal works with administrative staff, Charter Council, and District Office to ensure adequate budget for instructional materials	100% of core content areas have instructional materials aligned to the standards. 100% of students have access to instructional materials.	Records indicate appropriate instructional materials are purchased and work samples related to implementation are evident
School facilities are maintained clean, safe, and in good repair	The Charter School operates in a District facility. The Charter School will continue to ensure that custodial services are provided daily at the Charter School.	The Charter School is cleaned each school day. The Charter School will report any issues related to the facility directly to the District within 48 business hours.	The percentage of operational days when the facility was cleaned. The percentage of facility-related issues that are reported to the district within 48 hours. Site inspection documents are in compliance with state regulations.
	All repair needs are reported to the District in a timely fashion.		

	The District has full access to the facilities for needed inspections and repairs.		
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<b>State Priority 2: Implementation of Common Core State Standards</b> <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency [Ref. Education Code Section 52060(d)(2)]</i>			
Goal	Action(s) to Achieve Goal	Measurable Outcome(s)	Methods of Measurement
Teachers will be provided with material and be trained on the implementation of Waldorf education and State Standards	In addition to the details listed throughout Element 1, the Charter School will adopt and/or develop Waldorf curriculum that is aligned with state standards. The Charter School will embed a routine practice of curriculum development, training, and review in the master schedule, faculty meeting time, and in-service sessions.	100% of state standards adopted within the curriculum being taught to students and accessed by all students. A calendar of ongoing staff development in the focus area of curriculum.	Faculty Meeting and In-Service Agendas/Calendars, Annual inventory of curriculum plans by grade and content area to determine the percentage of state adopted standards being taught.
All students will develop proficiency in core subjects with the implementation CCSS aligned with the principles of public Waldorf education, including MLL and IEP students, who shall have the same access to a broad course of study as non-MLL students, in addition to supplemental services that may be necessary (as described in Element 1)	Specific and detailed actions are listed throughout Element 1. The Charter School will facilitate differentiated instruction and cohesive MTSS supports both in class, in small groups, and in one-to-one-targeted intervention. MLL students will fully participate in the same course of study as non-MLL students at the Charter School.	For non-MLL students, the Charter School will demonstrate comparable CAASPP performance in English, Math and Science with similar local schools. 85% of MLL students will be proficient and/or demonstrate growth on the scale score of the CAASPP in English and Math.	Progress Reports, Benchmark Assessments, CAASPP Assessments, English Language Proficiency Assessments for California (“ELPAC”) data, IEP progress data

**State Priority 3: Parental Involvement** *Parent involvement, including efforts the charter school makes to seek parent input in making decisions for the charter school, and including how the charter school will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs. [Ref. Education Code Section 52060(d)(3)]*

Goal	Action(s) to Achieve Goal	Measurable Outcome(s)	Methods of Measurement
The Charter School will provide opportunities for parent involvement through volunteer opportunities such that 90% of parents attend or are involved in at least two activities per school year.	The Charter School will ensure family awareness of all opportunities for participation in events. The Charter School will ensure that there is a diversity of participation opportunities such that all families have equal opportunity to participate according to their means and capacities.	90% of families attend or participate in at least two activities per year. Volunteer activity on campus demonstrating 2% of ADA parent/guardian volunteers per school day.	The Charter School will measure and take attendance of parent participation at all major events (including all school festivals, field trips, Student Study Teams/IEPs, and class play performances), and will track participation yearly, Annual Parent Survey Data
The Charter School will engage in efforts to seek parent/guardian input in decision-making.	The Charter School reserves spaces on the Charter Council, the Classroom Guild, and other committees specifically for parents/guardians.	The Charter School has parents/guardians serving on the Charter Council, Classroom Guild, and other committees.	Annual review of committees and survey of parents as part of School Plan for Student Achievement (SPSA) process
The Charter School will promote parent/guardian participation in programs for unduplicated students and special needs groups so that 100% of families are aware of opportunities to engage in the school community.	The Charter School will inform families of opportunities by the following means: weekly ParentSquare or newsletter update, monthly calendar, announcements in classrooms and on ParentSquare from individual teachers, reminder notices home, Charter Council meeting announcements, Classroom Guild meeting minutes, the school website, and family conferences.	The percent of events that parents/guardians receive notice of (a) more than one month in advance, and (b) at least two weeks in advance. The percent of events that parents/guardians receive notice about in at least two different formats.	The timing of notices. The methods of notification. Annual Parent Survey data.

**State Priority 4: Pupil Achievement** *Pupil achievement, as measured by the following, as applicable: (A) Statewide assessments, (B) Percentage of pupils who have successfully*

*completed courses that satisfy UC/CSU entrance requirements (not applicable), (C) Percentage of pupils who have successfully completed courses that satisfy career technical education sequences (not applicable), (D) Percentage of pupils who have successfully completed both types of courses in B and C (not applicable), (E) Percentage of EL/MLL students who make progress toward English language proficiency as measured by the ELPAC, (F) EL/MLL reclassification rate, (G) Percentage of students who have passed an AP exam with a score of 3 or higher (not applicable), (H) Percentage of pupils who participate in and demonstrate college preparedness to the Early Assessment Program (not applicable) [Ref. Education Code Section 52060(d)(4)]*

Goal	Action(s) to Achieve Goal	Measurable Outcome(s)	Methods of Measurement
The Charter School students, in all applicable grade levels, will score at a comparable proficiency with similar local schools in ELA/Literacy and Math in: (A) CAASPP Statewide Assessments, (E) Percentage of MLL pupils who make progress toward English proficiency on ELPAC, (F) MLL reclassification rate	Please see Element 1 for details on instructional program, including the benefits of the Waldorf pedagogy for MLL students. The Charter School will provide Waldorf-inspired instruction conducive to student learning with appropriate CCSS instructional materials throughout the school year. The Charter School will use formative assessments to guide teaching and reteaching.	The CAASPP scores will show the Charter School's students score at a comparable proficiency rate to similar local schools. Local assessments and reports demonstrate longitudinal student growth year over year.	CAASPP Assessment, Progress Reports, Benchmark Assessments, ELPAC data, IEP progress data
The Charter School will meet the annual academic targets as mandated by the State Board of Education	The Charter School Principal, Charter Council, and faculty will regularly review progress and adjust curriculum and instruction to support reaching stated targets.	Student performance on California School Dashboard Indicators that are comparable to similar local schools.	California School Dashboard
At least 55% of MLL students are proficient or demonstrate scale score growth on ELA/Literacy of the ELPAC each year.	The Charter School faculty will receive training during the SCOE Multilingual Learner Collaborative and implement the tools and strategies taught. The Principal and faculty will work with the Bilingual Resource teacher to	ML student performance on the ELA/Literacy section of the ELPAC will show the desired improvement.	Student performance on ELPAC assessment.

	implement appropriate Integrated and Direct Service ELD during each school day.		
20% of ML students will become English proficient after three years of enrollment at the Charter School and achieve reclassification.	MLL students will receive additional services to support their development of the English language, including Designated, Integrated, and Direct ELD. They will also receive all standard instruction in the English language, with modified supports, as needed. Finally, the Charter School will work to ensure that there are staff members on campus who either speak the language of ML students or who have additional or supplementary certifications to support English development.	100% of course instruction will occur in English. 100% of students who require modifications will receive such accommodations in English and Math. Designated, Integrated, and Direct ELD services will be delivered. 20% of students will become English proficient within three years, as measured by the summative ELPAC, teacher evaluations, Renaissance Star benchmark evaluation and/or CAASPP testing (as appropriate).	The percent of time students are instructed in English. The percentage of MLL students who are English proficient after three years. The average number of years it takes for a child to become English proficient once enrolled.

**State Priority 5: Student Engagement** *Student engagement as measured by all of the following, as applicable: (A) School attendance rates, (B) Chronic absenteeism rates, (C) Middle school dropout rates, (D) High school dropout rates (not applicable), (E) High school graduation rates (not applicable) [Ref. Education Code Section 52060(d)(5)]*

Goal	Action(s) to Achieve Goal	Measurable Outcome(s)	Methods of Measurement
The Charter School will set and strive for a high school attendance rate to improve student academic performance and community connectedness.	The Charter School will provide a safe, nurturing and positive learning environment with consistent information on the importance of school attendance to students and parents/guardians.	ADA for the year will exceed 95%	Monthly attendance reports in the student data system. ADA cumulative report.

	SST meetings will be held for students who struggle with attendance.		
<p>The Charter School will meet District LCAP targets for chronic absenteeism:</p> <ul style="list-style-type: none"> <li>• Fewer than 12.5% of all students</li> <li>• Fewer than 19.5% of MLL students</li> </ul>	<p>Attendance letters home for those students who miss 6 days of school per semester. Attendance conferences for those students who miss more than 10% of school days in a semester. Reporting chronic absenteeism, as required.</p>	<p>The Charter School will report 100% of students who miss more than 10% of the school year, or 18 or more days of the 180 instructional days.</p>	<p>Monthly attendance reports in the student data system. ADA cumulative report.</p>
<p>The Charter School will strive for no middle school drop outs.</p>	<p>The Middle School faculty team will monitor student progress and use SST and family conference processes to manage student academic progress and engagement.</p>	<p>0% Drop Out Rate</p>	<p>Annual CALPADS data</p>

<b>State Priority 6: School Climate</b> <i>School climate as measured by all of the following, as applicable: (A) Suspension rates, (B) Expulsion rates, (C) Other local measures, including surveys of students, parents, and teachers on the sense of safety and school connectedness [Ref. Education Code Section 52060(d)(6)]</i>			
Goal	Action(s) to Achieve Goal	Measurable Outcome(s)	Methods of Measurement
<p>The Charter School will support a healthy and supportive school climate for academic and social emotional development. The Charter School will strive to prevent high amplitude, high harm, significant disciplinary incidents from occurring</p>	<p>The Charter School will employ behavioral support strategies, Social Emotional Learning Instruction, restorative practices and behaviorist support to minimize the potential for significant offenses to occur and reduce the potential for</p>	<p>Suspension rate below 3% annually. Expulsion rate below 1% annually.</p>	<p>The Charter School annual suspension and expulsion report (CALPADS or other)</p>



	repeat or escalating discipline issues with individual students.		
Stakeholders of the Charter School will feel satisfied with the academic rigor, safety, and communication of the Charter School.	The Charter School will regularly communicate with families about their child's curriculum and academic progress through progress reports and teacher conferences.	The Youth Truth survey will show >80% of students feel they have an adult from the Charter School they can talk to when upset, >70% of students feel that students behave in class, >80% of students feel that students in their class treat their teacher with respect, and 100% of students feel that their teacher cares about them. The Annual Caregiver Survey will show >70% of parents/guardians feel that academic instruction meets their expectations, >80% of parents/guardians feel that they receive adequate communication from both their classroom teacher and the Charter School.	Annual Caregiver Survey. Youth Truth Survey.

**State Priority 7: Course Access** *The extent to which students have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students and students with exceptional needs. "Broad course of study" includes the following, as applicable: -Grades K-8 English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board [Ref. Education Code Section 52060(d)(7)]*

Goal	Action(s) to Achieve Goal	Measurable Outcome(s)	Methods of Measurement
The Charter School students, including all subgroups, will have access to and enroll in a broad and diverse educational program	All academic content areas will be available to all students, including student subgroups, at all grade levels. UDL, RTI, IEP, MLL, and other	All subgroups will demonstrate progress towards annual targets in CAASPP Assessments.	CAASPP Assessment

including core academic subjects as well as music, drama,	Differentiated Instruction Strategies will be employed to		
movement, practical arts, fine arts and other enrichment electives as outlined in this charter.	maximize accessibility for all students.		
<b>State Priority 8: Other Student Outcomes</b> <i>Student outcomes, if available, in the subject areas described in State Priority 7. [Ref. Education Code Section 52060(d)(8)]</i>			
Goal	Action(s) to Achieve Goal	Measurable Outcome(s)	Methods of Measurement
High academic achievement in English, social sciences, physical education, science, mathematics, and visual and performing arts.	The Charter School students develop a deep understanding, mastery, and application of important concepts that propel inquisitive life-long learning and will reach high levels of academic achievement.	Students will demonstrate comparable academic performance in standardized and locally benchmarked assessments to similar schools in the area.	CAASPP reports, Term Progress Reports, Longitudinal ELPAC data, IEP progress reports
The Charter School implements a developmentally articulated CCSS curriculum, in alignment with public Waldorf education principles, employing best instructional practices that meet the varied needs of all students.	The Charter School provides a diverse curriculum for students to practice and acquire core academic proficiencies as well as extended skills in art, music, and athletics. It also provides academic support staff in a cohesive UDL/MTSS model.	The Master Schedule will demonstrate a diversity of course offerings. Use of MTSS by teachers for students in need of additional supports.	Master Schedule, SST Team Meetings, IEP progress reports
The Charter School will foster positive student character, social emotional proficiency, restorative conflict resolution skills, and self-regulation strategies.	The Charter School implements Restorative Practices inside and outside of classrooms on a daily basis. Students are explicitly taught strategies for self-regulation, executive function, problem solving, conflict resolution, interpersonal problem-solving skills, and bullying prevention skills.	Low referral rate to the office of <2% per day. Youth Truth scores in the School Culture category will be above 60%.	Referral note record. Youth Truth data.
The Charter School will cultivate a campus climate and community	The Charter School engages all students in the annual festivals and	Presence of an active cross-grades “buddy” program on site.	Attendance and participation rate in festivals and

culture that engages and inspires student participation.	seasonal celebrations. Student work is showcased during events open to families and the public. Performances of music and drama are held for each class in Grades 1-8 every year.	Participation in volunteer events in the broader community as appropriate. Successful hosting of public assemblies and festival events throughout the school year.	ceremonies, both during the school day and after school.
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## Element 3: Methods by which Student Outcomes are Measured

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

Just as students have many different learning styles, they also respond differently to different forms of assessments. In addition, some aspects of the Waldorf curriculum do not readily lend themselves to quantitative assessments and more qualitative means are called for. The Charter School will ensure a variety of assessments are used to determine student achievement. This multiple-measures approach improves the reliability of the assessment data.

The Charter School assesses students in each of the core academic skill areas through authentic assessment and state-mandated standardized tests. The Charter School meets the State Standards in a developmentally appropriate manner and conducts pupil assessments required pursuant to Education Code Section 47605(c).

The Charter School’s assessment strategies reflect its commitment to recognizing individual strengths and challenges and to assessing students in academic and non- academic areas using a variety of assessment tools. At regular intervals, the Charter School provides in-depth reports to the Charter School families in order to maintain clear communication between parents/guardians and teachers.

### ***State Performance Standards and Assessments & Quantitative Metrics***

The Charter School conducts student assessments in full compliance of state and federal requirements. These include:

- *Norm-referenced standardized tests*, such as CAASPP, are administered in compliance with state law regarding charter schools. Students are given sufficient preparation time ahead of testing to become familiar with the use of the test-taking technology (e.g. Chromebooks)
- *Site-based Benchmark reading, writing, and mathematics assessments* using standardized CCSS-aligned rubrics and assessment tools such as STAR Renaissance, Lucy Calkins, Core Phonics, Fountas and Pinnell Benchmark Assessment System, and Rigby Leveled Readers. Benchmark assessment data is utilized by faculty to continuously monitor and improve the educational program at both the classroom and schoolwide levels.
- *EL/MLL Language competency assessments*, such as ELPAC, are administered in compliance with guidelines for MLL students.
- *Attendance rates, CALPADS and civil rights data* submitted for state and federal monitoring.
- *The California School Dashboard* reports several key elements of data listed elsewhere.
- *The Presidential Youth Fitness Program* provides physical activity guidelines and challenges for measuring students’ physical development

### ***Student Work***

The Charter School measures student progress with the whole child in mind, including their head, heart, and hands. A broad range of measures are used to assess each student's intellectual, emotional, social, artistic, and physical development. Teachers with Waldorf training are skilled in assessing many different student competencies (intellectual, emotional, physical) according to children's developmental stages. The long-term relationships formed by the teacher looping model allow for deep assessment of student's progress and growth.

- *Records of teacher observations and assessments* for each child are maintained. These include a record of individual growth and achievement in all three areas of development (intellectual, physical, and emotional).
- Comprehensive *Main Lesson Books* are collected throughout each year. They include samples of main lesson work, practice papers, tests, written work, reports, and artwork for each unit. Main Lesson Books also function as the student's portfolio.
- *Oral recitations, presentations, reports, performances, and demonstrations* occur regularly in the life of each class and involve group and individual work. Rubrics and performance expectations are made available to students during their preparations and used for determining the quality of outcomes.
- Completed *student projects*, both individual and group, are documented. Samples of these are displayed in public exhibitions.
- *School-wide assemblies and an open house* are planned at least twice a year, during which student work is displayed and samples of class work are exhibited. Members of the District and general public are invited to attend.

### ***Reports on Student Progress***

The Charter School regularly provides assessment feedback to parents/guardians, keeping them informed and updated on their student's individual progress. In alignment with the developmentally appropriate curriculum, Waldorf education prioritizes developmentally appropriate feedback on educational progress and outcomes.

In Grades TK-5, no letter grades are assigned. Progress reports are modelled after a rubric that indicates how a student is performing in each desired outcome area, including what skills they have yet to master. In Grades 6-8, progress reports are designed to both inform students and their families of their progress as well as to prepare them for grading systems they will encounter in high school. As part of an equity informed approach to grading, in Middle School students receive increasing feedback on grading and are encouraged to use this feedback for their academic growth.

- A *comprehensive grading rubric* is prepared and provided to parents/guardians at the end of each school term for each child. This includes an overview of the course work and a discussion of the child's achievement, performance, and growth in each of the various curriculum blocks and enrichment classes, as well as in social skills and work habits. These assessments shall be based upon a portfolio of student work and performance assessments, include an enumeration of subjects adequately completed, and mention of areas needing additional focus. The report shall make reference to attitudes, study habits, and social abilities.
- A *summative narrative* is prepared annually to provide parents/guardians with a thorough review of the student's participation and performance throughout the school year.

- Periodic parent/guardian conferences shall keep families informed about student progress, and enlist their help in the achievement of their child.

### ***Sample CAASPP Data***

There is no standardized achievement data available for the Charter School at this time. However, Petaluma City Schools authorized a public Waldorf charter school, Live Oak Charter School, from 2001-2025. CAASPP data from 2023-24 is presented here as an example of how the Waldorf education program can perform.

#### *Percentage of Students who Met or Exceeded the Standard for ELA*

	California	Petaluma City Schools Elementary	Live Oak Charter School
All Students	47.04%	46.45%	60.0%
Students w/Disabilities	15.83%	18.99%	31.58%
Students w/out Disabilities	51.61%	54.01%	63.97%
Socio Economic Status, Disadvantaged	36.81%	31.79%	55.73%
Socio Economic Status, Not Disadvantaged	66.13%	61.87%	61.19%
English Learners	10.29%	4.43%	NA
Initial Fluent English Placement, Reclassified Fluent English Proficient, English Learner	54.21%	53.51%	61.19%
Race: Latin	36.78%	28.08%	38.89%

Race: White	60.24%	56.87%	62.83%
Race: Two or More	60%	56.95%	61.11%

*Percentage of Students who Met or Exceeded the Standard for Math*

	California	Petaluma City Schools Elementary	Live Oak Charter School
All Students	35.54%	42.46%	44.23%
Students w/Disabilities	12.54%	15%	35.00%
Students w/out Disabilities	38.87%	49.77%	45.59%
Socio Economic Status, Disadvantaged	24.98%	30.93%	42.62%
Socio Economic Status, Not Disadvantaged	55.24%	54.50%	45.26%
English Learners	10.25%	6.28%	NA
Initial Fluent English Placement, Reclassified Fluent English Proficient, English Learner	40.77%	49.20%	45.10%
Race: Latin	23.73%	26.15%%	16.67%
Race: White	49.57%	52.50%	49.12%

Race: Two or More	49.55%	48.61%	44.45%
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*Percentage of Students who Met or Exceeded the Standard for Science*

	California	Petaluma City Schools Elementary	Live Oak Charter School
All Students	30.70%	33.90%	61.36%
Students w/Disabilities	9.00%	9.23%	58.33%
Students w/out Disabilities	33.66%	40.87%	62.50%
Socio Economic Status, Disadvantaged	20.73%	27.16%	58.33%
Socio Economic Status, Not Disadvantaged	48.70%	42.11%	65.00%
English Learners	2.36%	0%	NA
Initial Fluent English Placement, Reclassified Fluent English Proficient, English Learner	35.39%	38.91%	61.36%
Race: Latin	19.58%	16.67%	NA
Race: White	44.89%	42.04%	66.67%
Race: Two or More	45.09	43.75%	NA



***Right to Inspect***

As any other school operated by PCS, the District may inspect or observe any part of the Charter School at any time, and will coordinate with the Principal.

## Element 4: Governance Structure of the School and Opportunities for Parent Involvement

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*Governing Law: “The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.”*

*Education Code Section 47605(c)(5)(D)*

The [Charter School] is a charter school operated by the Petaluma City Schools as an additional school within the District. The Petaluma City Schools District Board of Trustees (“Board”) is the governing body of the Charter School. As the chartering authority, Petaluma City Schools shall have supervisory oversight duties, including but not limited to, ensuring that the Charter School complies with all reports required of charter schools by law, and monitoring the fiscal condition of the Charter School. The Charter School shall work cooperatively with PCS and the Board to implement the intent and requirements of all Board Policies and Administrative Regulations congruent with its vision and mission as described in this charter, and its status as a school of PCS.

The Charter School’s Principal will have responsibility to oversee the day-to-day operations of the Charter School under the direction of the PCS Superintendent or designee to ensure that Charter School is operated in accordance with the terms of this Charter and applicable Petaluma City Schools policies and procedures.

The Charter School has a multi-tiered system of local site governance that incorporates parents/caregivers at each level. Not only is this integral to the philosophy of Waldorf education and the core principles of the Alliance for Waldorf Education (ref. Element 1), research data have also proven that:

- Family involvement and investment in children’s education improves a wide range of desired student outcomes, including academic achievement, social and emotional well-being, and physical health and wellness.
- Successful family involvement in a school is optimized when it is well-planned, long-term, supportive, and integrated into all levels of a school’s operations.
- Family life is the primary learning environment for children, and as such families should be supported in their home environments and welcomed into the life and operations of their children’s schools. Children’s home and school lives cannot be considered in isolation from each other.
- Children from low-income and culturally diverse families benefit the most when schools involve their families. For these children, the level of their family involvement in their education is a better predictor of their success as students than most other factors.

To this end, the Charter School utilizes a Charter Council and a Classroom Guild as described here. Both entities will work to develop member training and skill development. Additionally, the Charter School will have a Committee for Community Joy and an English Learner Advisory Committee.

### ***The Role of Collaborative Leadership in a Public Waldorf School***

A Core Principle of the Alliance for Public Waldorf Education is Collaborative Leadership, described as follows:

- School leadership is conducted through shared responsibilities within established legal structures.
  - Faculty, staff, administration and boards of a Public Waldorf school collaborate to guide and lead the school with input from stakeholder groups. To the greatest extent possible, decisions related to the educational program are the responsibility of those faculty and staff with knowledge and experience of Rudolf Steiner’s educational insights.
  - Governance and internal administration are implemented in a manner that cultivates active collaboration, supportive relationships, effective leadership, consequential action, and accountability. A Public Waldorf school is committed to studying and deepening its understanding of best practices of governance appropriate to its stage of organizational development.

This shared decision-making approach engages educators, administrators, parents/guardians, and the wider community in fostering the holistic development of students. It emphasizes inclusivity, open communication, and shared responsibility, and is deeply rooted in Waldorf pedagogy and practice.

Other key aspects of Collaborative Leadership include:

- Purposefully cultivating a shared vision, aligning around Waldorf educational values and priorities
- Inclusive decision-making that engages diverse voices in school governance and leadership
- Empowering educators and valuing teachers as pedagogical leaders
- Transparent communication that builds trust through openness
- Focusing on the whole child and prioritizing children’s well-being
- Balancing tradition with modern needs to ensure sustainability and growth This approach fosters a unified, nurturing, and adaptive school environment where all stakeholder groups are well supported.

### ***[The Charter] Charter Advisory Council***

The Charter School has established a Charter Advisory Council (“CAC”) whose purpose is threefold:

- To fulfill the roles and responsibilities of a School Site Council for the purposes and responsibilities designated by law for traditional public schools
- To collaborate with the Principal in the site budgeting process
- To share responsibility for compliance with the core principles of the Alliance for Public Waldorf education

The CAC membership composition shall be determined in accordance with the California Department of Education’s (“CDE”) guidelines for School Site Councils. For example, for an

elementary school of 300 students, the CAC would consist of a minimum of ten (10) members: the school Principal, three (3) teachers, one (1) non-teaching staff member, and five (5) parents/guardians.

The Faculty selects the faculty representatives, who must be Waldorf Certified Teachers (ref. Element 5). The parents/guardians of the CAC selects the parent/guardian representatives, who must not be employees of the District, with input from the broader parent/guardian community. A minimum of one (1) parent/guardian member of the Charter Council must be a member of the English Learner Advisory Committee. The non-teaching staff members select the non-teaching staff member.

CAC membership may be expanded as needed while keeping this ratio of faculty, staff, and parents/guardians and following CDE guidelines (see Appendix E, Charter Council Bylaws). If the CAC is expanded, a second representative from ELAC should be prioritized as the next parent/guardian addition, if available. Elected members of the CAC serve staggered terms of two or three years to ensure continuity from year to year, with the possibility of individual reappointment. Membership should be determined in June for the following academic year, with service terms beginning August 1.

All CAC members who do not have Waldorf Certification should attend a training program or complete a course of study on Waldorf education within their first six months of service. An example program is the Alliance For Public Waldorf Education's "Fundamentals: The Essential Characteristics of Public Waldorf Education" workshop intended for non-teachers.

The CAC meets at least monthly during the school year. If necessary in order to accomplish responsibilities related to its obligations as a School Site Council, the CAC may schedule additional meetings in collaboration with the District as needed.

One parent/guardian member, as selected by the CAC, works with the Principal to set the agenda for upcoming meetings. In addition, one member, as selected by the council, will facilitate CAC meetings. The Principal or someone else assigned to the role will take minutes at the meetings. Agendas and minutes are posted on the Charter School's website as well as in the school office.

All CAC meetings are conducted in accordance with the Greene Act, as required by School Site Councils. Among other things, this requires:

- Public posting of meeting notices 72 hours in advance of meetings
- Meetings must be open to the public and allow members of the public to address the CAC
- The CAC may not take action on any item of business unless that item appeared on the posted agenda or unless the CAC members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the CAC subsequent to the posting of the agenda

Every effort is made to make CAC decisions by consensus of the members present.

As the advisory group that is most proximal to the Waldorf pedagogy and educational program, the CAC may prepare suggested modifications to the Charter. Any CAC recommendations to materially revise the charter must be submitted to PCS administration and approved by the PCS Board of Trustees prior to implementation. Material revisions shall be made pursuant to the standards, criteria,

and timelines in Education Code Section 47605(b). No material revisions can be made to the charter without mutual consensus from the educational partners.

The day-to-day operations of the Charter School are the responsibility of the school Principal, working in collaboration with the CAC. The CAC approves school-level policies to ensure full stakeholder agreement and alignment with the charter, fulfilling the principle of Collaborative Leadership.

As a School Site Council, the CAC responsibilities include:

- Develop and approve the SPSA, which includes collaborating on the creation and monitoring of the school budget. At a minimum, the SPSA must include funds based on projected allocations from federal funds. The SPSA may also include other state or local funds allocated to the school to support student achievement. Proposed expenditures include planned spending and costs needed to implement the strategies/services in the SPSA.
- Recommend the SPSA, including proposed expenditures of funds, to the District's trustees for approval.
- Provide ongoing review throughout the school year of the implementation of the strategies/services in the SPSA to ensure the plan is being carried out to address the needs of the school and its students.
- Make modifications to the SPSA, if a need arises. The CAC will submit the modified SPSA to the District for approval whenever a material change is made to planned activities or related expenditures.
- Annually evaluate the progress made toward the school's goals to increase the academic achievement of all students. This includes reviewing and analyzing established metrics, baseline data, and desired outcomes in the SPSA to ensure continuous improvement of students in the schoolwide program.
- Perform all other duties assigned to the SSC by the District and by state law. As each school has their own unique needs and student populations, the CAC must ensure this is considered within their duties and responsibilities.

In addition, as part of the Collaborative Leadership model of public Waldorf education, the CAC shall:

- Uphold the Charter School's vision, mission, and the integrity of the educational program, ensuring that the Charter School maintains accountability to its charter
- Evaluate the Charter School's performance in meeting its mission and goals, including reviewing student work and data
- Recommend changes to the charter to the PCS Board of Trustees
- Review and approve site-specific policies and procedures
- Oversee revisions and updates to the Family Handbook
- Serve as a conduit for new ideas and proposals from representative groups
- Participate in the hiring process and recommendation to the PCS Board of Trustees of a new Principal

- Meet annually with the Superintendent to give feedback on the performance of the Charter School, including the performance of the Principal
- Evaluate the performance of the Charter Advisory Council
- Prepare a written Annual Report on the performance of the Charter School that shall be distributed to the school community. It shall include, but is not limited to:
  - a summary of all significant changes to programs or policies made in the past year;
  - progress made towards goals and outcomes specified in Element 7 of this charter petition;
  - data on the level and quality of family involvement in the Charter School;
  - summary data from an annual survey of parents/guardians administered by the CAC;
  - an analysis of the Charter School's admission and enrollment data including the waitlist, and the number of students suspended and/or expelled

The CAC will not be involved in the evaluation of Faculty or Staff.

The CAC has developed Bylaws, found as Appendix E, that document the CAC's composition, terms of office, officers, committees, and meeting and advisory procedures. The Bylaws are written to meet the requirements of the CAC.

### ***[The Charter] Classroom Guild***

The Classroom Guild ("CG") is a direct support to teachers and the Charter School's community of families, serving as the administrative organizer of classroom and festival life. The CG also advises the CAC and Principal on issues affecting families.

The CG is composed of up to two (2) parents/guardians from each class, TK through Grade

8. Representatives are chosen in a manner determined by the teacher and families in each class. However, the CG as a group will strive to have membership that is representative of the whole school community, including families who are represented by the Charter School's ELAC. Specific targets for membership cannot be determined in advance because of the dynamic nature of individual classroom enrollment and potential for uneven distribution of subgroups across classes. Individual members should try to serve for no more than three years for any given class, so that there are consistently opportunities for more families to participate.

At the classroom level, CG members assist individual teachers with communication and logistics for classroom events and projects (e.g. field trips, class plays, arts and crafts projects, class participation in school festivals and ceremonies, etc.). They organize volunteer efforts related to classroom activities and perform or oversee administrative tasks related to the life of the classroom as requested by a teacher. CG members are not involved in creating or determining any aspect of the class curriculum or policies.

As a group, the CG meets every two weeks, with meetings chaired by a school administrator. The Principal attends every third CG meeting throughout the year. Information developed during CG meetings is distributed through class email lists as well as through a monthly report to the CAC and reports to the faculty as necessary.

Representatives on the CG are expected to serve as conduits of concern and communication from their classroom communities to the CAC and school administration.

Areas of responsibility for the CG include:

- Serve as the coordination hub for ensuring needed volunteer support for festivals, fundraising support, and other school needs
- Attend class family evenings/meetings, and in collaboration with the class teachers provide reports about CG business and needs
- Provide school administration and CAC with parent/guardian input on priorities for use of fundraised monies
- Foster effective understanding and communication of school organization, roles, and activities by being familiar with the Family Handbook and information sent out by the school administration.
- Educate themselves about relevant aspects of Waldorf pedagogy and practices so that they can cultivate a community that widely understands the purposes of school activities and events
- Collaborate with the CAC to ensure that 100% of parents/guardians have an opportunity to participate in the life of the Charter School and contribute to their children's education according to their interests and capacities

### ***English Learner Advisory Committee***

The Charter School will have an English Learner Advisory Committee any time there are 21 or more identified Multilingual Learners enrolled at the Charter School. The District has an approved English Learner Master Plan that determines the membership rules and composition of each site ELAC.

As per the District's EL Master Plan, ELAC is responsible for:

- Advising the Principal and staff in the development of a site plan for English learners and submitting the plan to the CAC for inclusion in the SPSA
- Assisting in the development of the schoolwide needs assessment
- Ways to make parents aware of the importance of regular school attendance
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC)

ELAC members receive training to help them fulfill these responsibilities.

Additionally, parent/guardian ELAC members are asked to serve on the Charter Council to participate directly in the site governance of the Charter School. ELAC parents/guardians are also encouraged to serve as representatives to the Classroom Guild, and to encourage other parents/guardians from the community of families represented by the ELAC to serve on the CG. The Charter School will only be successful if ML families are tightly woven into all levels of school governance and family participation, contributing their skills, concerns, and voices to the life of the Charter School.

### ***Family Guild***

For the Charter School to thrive and accomplish its mission and vision, a Family Guild (“GCJ”) will be established to oversee the fulfillment of some aspects of the Core Principles of The Alliance for Public Waldorf Education (ref. Element 1) that live outside of classroom life. The mission of the GCJ is to foster a joyous, healthy school community that includes all enrolled families and gives everyone two or more opportunities to strengthen their feeling of connection to one another and to the Waldorf practice each year.

In particular, the GCJ has the crucial task of building community, inspiring/educating families about Waldorf practice, and supporting family participation in school life. This is in alignment with two of the Core Principles of the Alliance for Public Waldorf Education:

- *Human Relationships:* Public Waldorf Schools foster a culture of healthy relationships. Enduring relationships—and the time needed to develop them—are central to Public Waldorf education. Everyone benefits from a community life that includes festivals, events, adult education, study, and volunteer activities.
- *Schools as Learning Communities:* Public Waldorf schools cultivate a love of lifelong learning and self-knowledge. Public Waldorf schools encourage all community members to engage in active and ongoing ways to enhance their capacities as human beings through self-reflection and conscious social engagement.

Membership in the GCJ is open to any member of the community and is not limited in number. The GCJ should prioritize recruiting membership that is genuinely reflective of the school community. The group is organized with the following elected positions: Chair, Co-Chair, Treasurer, and Secretary. Officers are selected by application and approved by a vote of the membership.

GCJ events and activities are funded in large part by site-based fundraising via the fundraising foundation that supports the Charter’s School’s education programming. In connection with the larger site budgeting cycle, in April the GCJ will submit a proposal of events and activities to the CAC for the following school year, including proposed budgets and community outcomes.

Areas of GCJ activity include:

- *Building Community Across the School* Example activities include Back to School Picnic, Día de los Muertos, Swim Party, Friday Morning Coffee & Tea, Tamale Sale, Winter Social, Winter Faire, Skate Night, Cena Latina, Salsa Night, Teacher Appreciation, and more
- *Deepening Our Waldorf Practice* The GCJ works with the Director of Pedagogy and incorporates family/student feedback to ensure that every family is given at least two meaningful touch points that generate understanding and affection for the Waldorf practice. Examples include supporting the All School Orientation, Tech Wise Parenting Group, speaker series, parent circles, parent education initiatives (e.g. a book club), and more
- *Family Participation in School Life* Example activities include supporting the Director of Pedagogy in putting on festivals, supporting the CG in mobilizing volunteers for classroom activities, supporting the school staff in organizing and mobilizing volunteers for Campus Work Days, and more

### ***Additional Parent/Guardian Involvement Opportunities***



In addition to serving on the Charter Advisory Council, the Classroom Guild, the English Learner Advisory Council, and the Family Guild, family members are encouraged to share their expertise and capacities in any number of other ways, including classroom and playground support, outreach, fundraising, and participation in family education programs and class meetings. They are also encouraged to serve on other necessary site committees such as the Team for Inclusivity Diversity and Equity (“TIDE”) and [The Charter] Foundation), as well as help with activities such as supervising field trips, enrollment/recruitment activities, volunteering in the school garden, representing the Charter School at wider community events, etc.

The Charter School may encourage parental involvement but shall notify parents/guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code section 47605(n).]

### ***Principal***

The Principal serves as the site administrator of the Charter School. The Principal is responsible for the daily administration of the Charter School and other duties as assigned by the PCS Superintendent, or designee. However, since Collaborative Leadership is a Core Principle of the Alliance for Public Waldorf Education (ref. Element 1), the Principal will seek to embrace the opportunity to have multiple stakeholders authentically participate in decision-making processes.

The Principal’s duties are delineated in the Principal job description and include, but are not limited to:

- Inform and work collaboratively with the Charter Council on all key governance, finance, and operational matters of the Charter School. It is the Principal’s role to proactively seek and integrate the Charter Council’s input and recommendations into decisions made about the Charter School
- Work collaboratively with the Faculty in implementing the Charter School’s educational program to fulfill the Charter School’s charter and to meet State educational requirements. It is the Principal’s role to proactively seek and integrate the Faculty’s input and recommendations on school policies, procedures, and other matters that relate to school operations, the educational program, and the school environment
- Work collaboratively with the Classroom Guild and caregiver committees in implementing events and activities that support the health of the school community
- Provide clear and effective communication with the parent/guardian body and individual parents/guardians regarding school operations, activities, needs, and concerns
- Ensure that the Charter School’s educational program is in alignment with the Charter School’s charter
- Ensure the provision and enactment of parent/guardian education events and activities annually
- Ensure the provision and enactment of community festivals and seasonal events in alignment with the Waldorf education program
- Manage and supervise student enrollment and admission procedures

- Oversee student behavior and discipline procedures in alignment with the Waldorf educational program and in alignment with best practices from the Restorative Practices movement
  - Act as a liaison between the Charter School and PCS, reporting also to the PCS administration and Board of Trustees on key governance, finance, educational program, and discipline procedures
  - Provide dynamic leadership and clear guidance to the school community
  - Oversee publicity and outreach to the larger community
  - Work with PCS administration to ensure that the Charter School complies with all applicable laws, regulations, and policies
  - Recommend additional staffing positions or consulting to enhance the operation of the Charter School
  - Other responsibilities as specified in the employment contract and job description, and as directed by PCS administration.
-

## Element 5: Employee Qualifications

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

The District shall serve as the employer for all [The Charter] employees. The District will employ teachers and administrators who hold the California teaching certificate, permit, or other document required for their certificated assignment. All documents are maintained in Personnel Files located in the Human Resources Department at the District Office.

All hiring and contract protocols as determined by the district Assistant Superintendent of Human Resources will be followed.

### ***Faculty***

All Teachers assigned to the Charter School shall hold the teaching certificate, permit, or other document required for their certificated assignment. Additionally, in order to provide a strong Waldorf-based educational program, every teacher assigned to the Charter School is expected to have a commitment to Waldorf philosophy, pedagogy, and curriculum, demonstrated by having a Waldorf Teacher Training Certificate or be earning formal credit towards such a certificate.

Therefore, all teaching staff assigned to the Charter School shall be either Waldorf Certified or Waldorf Trained as described below.

- Waldorf Certified Teacher: A teacher who has attended any reputable Waldorf teacher training program and has completed and earned a certificate from the institution. This generally requires approximately 400-500 hours of training.
- Waldorf Trained Teacher: A teacher who has completed all of the below requirements within three (3) years of employment
  - An orientation to Waldorf education via a text agreed upon by the Charter Council
  - A foundation studies course (certificate of completion conferred)
  - Yearly summer grade-level renewal program for each year of their loop group as approved by the Charter Council
  - A year of structured mentoring with a Waldorf Certified Teacher

The Charter School must retain its certification as a member school of the Alliance for Public Waldorf Education. Therefore, a majority of teachers must hold a full Waldorf Teacher Training Certificate. Therefore, teachers will be encouraged by the District to complete full Waldorf certification. Teachers holding a Waldorf certificate will be actively recruited. The District will ensure that the required ratio of Waldorf Certified teachers is maintained to allow the Charter School to remain certified by the Alliance for Public Waldorf Education as specified in this charter.

Traditionally, Waldorf schools hold the intention for class teachers to move with their classes of students through multiple grade levels. This improves both the desired academic and developmental goals of the Waldorf-based educational program (see Element 1).

Nationwide research has demonstrated that this practice of teacher “looping” is a strong predictor of student success. In order to balance the need for teachers to master the curriculum, pedagogical practices, and developmental needs of their students, the Charter School practices using multiple looping groups.

The Charter School recognizes that flexibility may, at times, be beneficial to the Charter School, a class, or the teacher. Therefore, the Charter School practices intentionality and flexibility in working with teachers as they proceed through one or more loops. If a question is raised about the need or desire to make a change to a teacher’s looping assignment, the Principal will make a determination in consultation with the Charter Council. The Charter Council may make a recommendation to the Principal regarding the change in a teacher’s looping assignment, and the Principal makes the final decision in consultation with the District. This process is also used when multiple teachers request the same looping assignment. Decisions about changes to looping assignments are announced by April 30 of each year.

The Charter Advisory Council uses the following criteria, equally weighted, in making a recommendation to the Principal about changes to teacher looping assignments:

- Needs of the Charter School and District (as determined by District and site administration)
- Experience at the requested grade level, number of years teaching, and other pertinent experience
- Applicable credentials and Waldorf certification or training
- Current assignment
- Seniority (total number of full-time equivalent years teaching in the district)
- Needs of the teachers (personal and professional)

Recommendations of the CAC are made by consensus if possible. If not, all information is presented to the Principal as input for their final decision.

Due to the nature of the Waldorf education program and curriculum that is highly tailored to each group of students, combination classes, wherein students in multiple grades are combined in a single class, are to be avoided if possible.

### ***Adjunct Faculty***

Specialists may be employed to provide instruction in areas of expertise that complement and extend the educational program. In these cases, the District may hire specialists as Adjunct Faculty to teach only non-core Specialty classes (e.g. handwork, music, performing arts, foreign language, woodworking, puppetry, Eurythmy, etc.).

Adjunct Faculty may be hired as classified employees or through independent contractor agreements as appropriate.

### ***Administration and Staff***

The Charter School may employ a variety of administrative and support staff, including but not limited to Principal, Office Manager, Instructional Aides, clerical staff, Enrollment Specialist, Event

Coordinator, and custodial/maintenance staff. In addition to the qualifications already described in this charter, all administrative and support staff have qualifications requisite to the tasks to be performed.

When possible, preference in hiring administrative staff will be given to candidates who have previous experience in a Waldorf education environment. If the desired candidate for a position does not have previous experience in a Waldorf education environment, the District will collaborate with the Charter Council to determine and enforce a reasonable training program that will allow the candidate to understand and support the education program, which will, in turn, allow them to work effectively with students, parents/guardians, and other staff at the Charter School.

### ***Hiring Committees***

All hiring practices will follow the District Hiring Guidelines. Recommendations for employment of certificated faculty are determined by a Staff Hiring Committee that includes at a minimum the Principal and/or their designee, one parent/guardian member of the Charter Council to be chosen by the CAC, and two faculty members selected by the Principal. Interviewing of candidates will be first conducted by the Hiring Committee, which will make a hiring recommendation to the District. The District will make all ultimate hiring decisions.

Recommendations for hiring of the Charter School's employees other than class teachers is also done by the Staff Hiring Committee.

Recommendations for hiring are forwarded from the Staff Hiring Committee to the District. The District is responsible for making final hiring determinations.

The Principal will be hired through a selection and approval process aligned with the District's process for hiring a new Principal. The Principal Hiring Committee includes the PCS Superintendent (or their designee), three (3) Waldorf certified or trained teachers who are members of the Petaluma Federation of Teachers collective bargaining unit, three (3) CSEA staff members, two (2) parent/guardian members of the CAC, and one (1) additional site Principal from another PCS elementary school. This Principal Hiring Committee is responsible for recommending the best candidate for Principal to the PCS Board of Trustees for approval. A key consideration should be prior experience with a Waldorf school. Experience working administratively in a charter school environment is also desired.

## Element 6: Health and Safety Procedures

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*Governing Law: “The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”*

*Education Code Section 47605(c)(5)(F)*

The Charter School is committed to providing a safe and secure campus and ensuring the health of its students and staff. The Charter School shall comply with all applicable legal requirements and the health and safety policies of the District.

### ***Procedures for Background Checks***

All employees and contractors of the Charter School will be required to submit a criminal background check and to furnish a criminal record summary as required by Education Code Section 44237 and 45125.1. Applicants for employment must provide two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The District shall not hire any person to work at the Charter School, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### ***Role of Staff as Mandated Child Abuse Reporters***

All employees working at the Charter School are mandated child abuse reporters and will follow all applicable reporting laws, and the same policies and procedures used by the District in compliance with the Child Abuse and Neglect Reporting Act (California Penal Code section 11164 et seq.). The District shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Student Health

### ***Tuberculosis Risk Assessment and Examination***

All employees working at the Charter School, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

### ***Immunizations***

Charter School shall adhere to all applicable laws pertaining to the immunization of students as a condition of attendance to the same extent as would apply if the students attended a non-charter public school.

### ***Medication in School***

The Charter School shall adhere to Education Code Section 49423 and Petaluma City Schools policies and procedures regarding administration of medication in school and to Education Code section 49414 et seq/ regarding epinephrine auto-injectors and training requirements.

### ***Vision, Hearing, and Scoliosis***

The Charter School will provide for the screening of students' vision and hearing and the screening of students for scoliosis to the same extent as would be required if the students attended a non-charter public school.

### ***Diabetes***

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7.

The information sheet shall include, but not be limited to, all of the following:

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

### ***Suicide Prevention Policy***

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy, including to incorporate best practices identified by the California Department of Education's model policy, as revised.

### ***Prevention of Human Trafficking***

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources. (Education Code section 49381.)

### ***School Meals***

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement (Education Code 49501.5.).

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

### ***Recess***

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

### ***California Healthy Youth Act***

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

### ***Mental Health Education***

If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

### ***Mental Health Information***

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5.



### ***Bloodborne Pathogens***

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

#### **Bullying Prevention**

The Charter School follow PCS policies and procedures for preventing acts of bullying, including cyberbullying. PCS shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

### ***Supporting LGBTQ Students***

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

### ***Facilities Health and Safety***

The Charter will use school facilities owned and managed by the District at 730 N Webster Street, in Petaluma, CA. The District will retain responsibility for ensuring that all buildings comply with state building codes, the federal Americans with Disabilities Act access requirements, and other applicable fire, health, and structural safety requirements. An onsite designee shall oversee proper reporting procedures for any buildings/grounds safety issues, injuries, or other health/safety related problems as well as maintain accurate records documenting facilities-related issues.

### ***School Safety Plan***

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079

- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the Charter School, at an activity sponsored by the Charter School, or on a schoolbus serving the Charter School
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

### ***Menstrual Products***

The Charter School shall stock its restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost in accordance with the requirements of Education Code Section 35292.6. All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all- gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements in accordance with Education Code 35292.5.

### ***Workplace Violence Prevention Plan***

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

### ***Facility Safety***

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

### ***Homicide Threats***

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

### ***Gun Safety Notice***

Per Education Code section 49392, at the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

### ***Athletic Programs***

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

### ***Transportation Services***

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

### ***Comprehensive Anti-Discrimination and Harassment Policies & Procedures***

The Charter School shall follow Petaluma City Schools anti-discrimination and harassment policies and procedures.

## Element 7: Means for Achieving Student Demographic Balance Reflective of Petaluma

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*Governing Law: “The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” Education Code Section 47605(c)(5)(G)*

The Charter School will strive to achieve a racial and ethnic, special education, and English Learner balance among its student population that is reflective of the general population residing within the territorial jurisdiction of the District. In order to more effectively achieve racial and ethnic, special education, and English Learner diversity reflective of our local community and strive to provide accessibility to underserved populations the Charter School will take the following actions.

- Provide admission preference for students residing in the service area of the District.
- Implement and review a comprehensive outreach plan, advise staff on community needs, and assist in welcoming new families to the Charter School.
- Ensure translation services are made available for families in need.
- Advertise through local vehicles to underserved populations.
- Translation of essential documents into Spanish or other languages as necessary.
- Curriculum development in support of cultural literacy.
- Provision of appropriate learning supports for MLL students.
- Work to reduce impediments to enrollment at the Charter School for underserved populations.

To aid in developing demographic goals, the Charter School has gathered the data presented below for Petaluma City Schools. The Charter School will work with PCS to monitor annual enrollment trends, adjust enrollment targets for the Charter School, and reallocate recruitment and enrollment efforts as needed to reach those goals. This collaborative work will occur annually in the fall, after the CALPADS census reporting date and before enrollment efforts have begun for the following academic year.

While the Charter School cannot legally ensure a specific student population balance (prohibited by both the State Constitution and the Charter Schools Act), the Charter School hopes to work towards achieving a diverse student body that is reflective of the District demographics.

*Petaluma City Elementary Schools Ethnicity Demographics as reported by the California Department of Education for academic year 2023-24*

Ethnicity	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Asian Pacific Islander	White	Two or More Races
School Name								
Grant Elementary	0.0%	0.3%	1.6%	0.3%	9.7%	0.5%	76.9%	10.2%
Live Oak Charter	1.6%	0.4%	2.0%	0.4%	13.2%	0.0%	71.2%	11.2%
McDowell Elementary	1.0%	1.0%	1.7%	0.7%	84.5%	2.4%	6.1%	2.4%
McKinley Elementary	1.8%	1.3%	4.7%	1.6%	48.1%	0.0%	35.3%	7.3%
McNear Elementary	0.0%	0.6%	3.3%	0.9%	21.6%	0.3%	66.6%	6.7%
Penngrove Elementary	0.6%	0.0%	2.1%	0.4%	16.6%	0.4%	69.0%	10.1%
Valley Vista Elementary	0.0%	1.0%	1.0%	0.5%	44.3%	1.0%	45.8%	5.7%
Mary Collins at Cherry Valley	0.0%	0.0%	0.0%	0.0%	11.1%	0.0%	74.3%	11.8%
District Average	0.63%	0.58%	1.6%	0.6%	31.14%	0.13%	55.65%	8.18%

*Petaluma City Elementary Schools Disadvantaged Student Population as reported by the California Department of Education via CALPADS for academic year 2021*

Student Category	Elementary District Percentage
Students qualifying for free or reduced-price meals	36.2%
English Learners	14.3%
Unduplicated Students	38.4%
Students receiving Special Education Services	20.6%

## Element 8: Admission Policies and Procedures

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*Governing Law: "Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)."*

*Education Code Section 47605(c)(5)(H)*

The Charter School accepts applications for admission from all students who reside in California pursuant to Education Code Section 47605(e)(2)(A). The Charter School affirms its commitment to non-discrimination in its admission practices. The Charter School shall not discriminate on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics. There shall be no admission criterion, testing, or evaluation required of any applicant.

The Charter School will actively seek a diverse student population through admission policies that honor the civic principles and intent of public education. Applicants to the Charter School will be invited to orientations and tours held throughout the year to inform prospective families about the educational opportunities offered at the Charter School.

These orientations will help attendees:

- Understand the pedagogical approach at the Charter School.
- Support media discernment practices that minimize the negative impacts of modern media upon student learning and development.
- Prepare a supportive home environment for the diversity and rigor of the academic program at the Charter School.
- Understand the ways to engage and develop the educational program and school community.
- Develop strong pathways of communication with staff and parent/guardian body.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

### ***Admission and Enrollment Procedure***

The Charter School will participate in the District's open enrollment calendar and establish admission and enrollment as soon as possible after this period is closed.

If the number of students seeking admission in the Charter School exceeds the capacity per grade level at the end of the District's registration period, a public random drawing ("lottery") will be held for each grade in which applications exceed the number of seats available. The lottery is a random selection process by which applicants, with the exception of existing students, who are guaranteed admission in the following year, are admitted or placed on a waiting list for admission to the Charter School. Students who were not chosen through the lottery will be placed on a waiting list determined by the grade level and based on lottery results.

The Charter School will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

In accordance with Education Code Section 47605(e)(2)(A)-(B), admission preferences shall be nondiscriminatory and not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Families that accept an admission offer will receive an enrollment packet and submission deadline. If a completed packet is not submitted by the deadline, the admission offer will be withdrawn and the applicant will lose their spot in the class.

Students who have been expelled from another school may require special consideration by the Principal in consultation with the District before admission is granted.

In the first year of operations, admissions and enrollment for the Charter School will follow the process outlined in The Implementation Plan (Appendix G), as mutually agreed upon by the Charter School and the District.

### ***Admission Preferences***

In the case of a lottery, admission preference to the Charter School shall be granted in the order of the following groups [Ref. Education Code Section 47605(e)(2)(B)(i)-(iv)]:



1. Applicants who have siblings enrolled in the Charter School. (Siblings include children living in the same household who share at least one parent, stepparent or guardian).
2. Applicants who are the children of staff members of [The Charter].
3. Applicants who reside in the attendance area of the former Valley Vista.
4. Applicants who are the children of staff members of PCS.
5. Applicants who reside within the boundaries of Petaluma City Elementary or High School Districts
6. Applicants who reside outside of the Petaluma City Elementary or High School Districts and within the State of California

Once a student has been enrolled in the Charter School they will be guaranteed enrollment for subsequent years, subject to timely notification to the Charter School or District as communicated to them of the student's intent to re-enroll by means to be determined by the District. No enrolled student will be encouraged to disenroll or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii).

### *Special Considerations*

Twins and multiples: Families applying for admission of twins (or multiples) for the same class must complete a separate application for each child. If a lottery is required for that class, each application will be entered in the lottery process as an individual student but with the indication that the student has a twin (multiple) also applying for the same class.

- a) During the lottery process, if one of the twins (multiples) is chosen, the second twin (or multiples) will be placed on the waitlist immediately after the first twin's (multiple's) name.
- b) If a class space is offered to one twin (multiple) and not the other(s) for the same class, the same time frame for accepting the class spot and participating in the admission process is required in order to reserve the class space.

### *Waiting List*

Applicants not offered admission will remain on the waiting list in the order set forth from the lottery. Waitlists may reorder if an "applicant sibling" changes to "enrolled sibling."

If an open space in a class becomes available during the year as determined by the class cap, offers of admission will be made to the applicant(s) in the order of the waitlist.

Children of military personnel or those subject to the McKinney-Vento Homeless Assistance Act may be admitted and enrolled at any time during the year, in accordance with their waitlist position.

Applicants on a waiting list will forfeit their spot if they decline a placement in a class, but may reapply at any time. Waiting lists do not carry forward to the following school year.

### *Family Acknowledgement of Participation in a Waldorf Educational Program*

Upon admission, parents/guardians will be given a registration packet that includes a list of expectations for families participating in a Waldorf educational program. Families must sign a form acknowledging they have read this information in order to secure an offered place in the Charter School (see Appendix F). This is in acknowledgement that an education based on the core principles of Public Waldorf Education is most effective when families provide a home environment that works in partnership with the curriculum, methods, and values of the Charter School. This includes:

- Providing a home life for children that supports the efforts and approach of the Charter School, including a rhythmic daily schedule, adequate sleep, and a healthy diet
- Reading [The Charter] Electronic Media Concerns and Guidelines and working to make changes to be in alignment with the Charter School and other parents in this mutual effort
- Reading [The Charter] Family Handbook and following the Charter School's policies, procedures, and practices
- Learning about Waldorf education to understand and be able to support the approach
- Monitoring and supporting their children's adherence to the Charter School's dress and behavior codes
- Attending regularly scheduled class family meetings and individual family/teacher conferences
- Participating in the life of the Charter School according to each family's capacities and interests
- Treating teachers and staff respectfully, in acknowledgement of their expertise in children's healthy and holistic development

## Element 9: Financial Audits

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*Governing Law: “The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”*

*Education Code Section 47605(c)(5)(l)*

The Charter School will adhere to the policies and administrative regulations adopted by the Petaluma City Schools District Board of Trustees. The Charter School will participate in the Board’s annual, independent financial audit, conducted by a firm with expertise in education finance that will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. The Charter School will comply with Education Code Sections 47605(c)(5)(l) and 47605(m).

The Charter Council will review all school budget reports and the Principal will make timely reports to the District Chief Business Officer on a mutually agreed upon timeline. Any audit exceptions and/or deficiencies will be resolved in accordance with guidance provided by the auditor and corrected to the satisfaction of the District.

## Element 10: Student Suspension and Expulsion Procedures

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*Governing Law: “The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:*

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
  - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*
  - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child’s educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child’s attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, or county social worker, or the Indian child’s tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*
- (iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.”*

*Education Code Section 47605(c)(5)(J)*

The Charter School shall follow the student suspension and expulsion policies of the Petaluma City Schools District. These policies [Ref PCS BP 5144.1] have been developed in order to promote learning and ensure the safety and well-being of all students and staff. These policies will be printed in the Charter School's Family Handbook and available on request at the school office. The Charter School shall also follow the requirements of Education Code Section 47605(c)(5)(J)(iii) for any involuntary removal actions.

## Element 11: Staff Retirement Systems

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*Governing Law: “The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”*

*Education Code Section 47605(c)(5)(K)*

As employees of the District, the Charter School’s staff will participate in either the State Teachers’ Retirement System (STRS), or Public Employees Retirement System (PERS), according to the guidelines specified by the applicable retirement system.

## Element 12: Public School Attendance Alternatives

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*Governing Law: “The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”*

*Education Code Section 47605(c)(5)(L)*

No student may be required to attend the Charter School. Students who choose not to attend the Charter School and live within the District attendance boundary may attend school within the District according to District policy or at another school district or school within the District through the District’s intra- and inter-district transfer policies. Students who reside within Petaluma City Schools who choose not to attend the Charter School may attend another school within Petaluma City Schools according to its policies or may pursue an interdistrict transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

## Element 13: Description of Employee Rights

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*Governing Law: "The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."*

*Education Code Section 47605(c)(5)(M)*

All employees assigned to the Charter School shall be employees of Petaluma City Schools. All District employees working at the Charter School shall enjoy all the rights and benefits assured to them in their employment contracts, by the Petaluma City Schools Board Policy, and by the Education Code.

### ***Certificated Employees***

All certificated Petaluma City Schools employees who are assigned to teach at the Charter School will be part of the Petaluma Federation of Teachers, Local 1881 (PFT) collective bargaining unit and shall be afforded Education Code rights and those rights and benefits specified in the PFT collective bargaining agreement between PFT and Petaluma City Schools while assigned to the Charter School.

### ***Classified Employees***

All Petaluma City Schools classified employees who are assigned to perform work for or at the Charter School, whether exclusively or as part of their individual Petaluma City Schools work assignments, will be members of the California School Employees' Association, Petaluma Chapter #212 classified bargaining unit (CSEA), and be covered by the collective bargaining agreement between CSEA and Petaluma City Schools.



## Element 14: Dispute Resolution Procedures

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*Governing Law: "The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter."*

*Education Code Section 47605(c)(5)(N)*

### Disputes Arising from within the School

Internal disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, and advisors, will be resolved in accordance with the PCS policies and procedures that are in place among other schools within Petaluma City Schools.

## Element 15: School Closure Procedures

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*Governing Law: “The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”*

*Education Code Section 47605(c)(5)(O)*

If the Charter School ceases to operate for any reason, Petaluma City Schools shall be the “responsible entity” to conduct closure-related activities pursuant to Title 5 of the California Code of Regulations section 11962. Closure of the Charter School will be documented by official action of the Petaluma City Schools Board of Trustees. The action will identify the reason(s) for closure, as well as identify person(s) responsible for closure-related activities..

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

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

As applicable, the Charter School will provide parents and students with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. 1232 g. Petaluma City Schools will store original records of the Charter School students. Upon the Charter School’s closure, all records of the Charter School, including state assessments results, special education records, and personnel records, will be maintained by Petaluma City Schools in accordance with applicable law.

All state assessment results, special education records, and personnel records will be transferred to and maintained by Petaluma City Schools in accordance with applicable law.

As soon as reasonable and practical, the Charter School, with the assistance of Petaluma City Schools, will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The audit will be prepared by a qualified Certified Public Accountant and will be provided to the district promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other

investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

Petaluma City Schools will complete and file any annual reports required pursuant to Education Code Section 47604.33.

Upon closure of the Charter School, all assets of the Charter School, including all ADA apportionments and other revenues generated by students attending the Charter School, shall remain with Petaluma City Schools except that the Charter School shall return any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

## Miscellaneous Provisions

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### ***Term***

The initial term of the Charter School shall begin on July 1, 2025 and expire June 30, 2030.

### ***Renewal***

Renewals shall be governed by the standards and criteria in Education Code Sections 47605, 47607, and 47606.2.

### ***Facilities***

*Governing Law: “The governing board of a school district shall require that the petitioner or petitioners provide information regarding ... the facilities to be used by the charter school.... The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.”*

*[Ref Education Code Section 47605(h)]*

The Charter School will be located at the school site formerly known as Valley Vista Elementary School, located at 730 N. Webster Street, Petaluma, CA 94952.

### ***Administrative Services***

*Governing Law: “The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to ... the manner in which administrative services of the charter school are to be provided.”*

*[Ref Education Code Section 47605(h)]*

The Charter School will use the centralized administrative services of the Petaluma City Schools District unless otherwise approved by the Petaluma City Schools District Board of Trustees.

### ***Civil Liabilities***

*Governing Law: “The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to ... potential civil liability effects, if any, upon the charter school and upon the school district.”*

*[Ref Education Code Section 47605(h)]*

The Charter School shall remain under the Petaluma City Schools District insurance coverage. Insurance amounts will be determined by the decision of PCS and its insurer for schools of similar size, location, and student population. PCS has and will continue to maintain appropriate risk management practices.

### ***Transportation***

The Charter School will not provide transportation for students from home to school or school to home, except as required by law.

## Appendix A: Core Principles of the Alliance for Public Waldorf Education

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Members of the Alliance for Public Waldorf Education are committed to the principles listed below. They ensure that Public Waldorf education is ever-evolving, and continuously renewed through practice, research, observation, and active reflection.

- 1 Image of the Human Being: *Public Waldorf education is founded on a coherent image of the developing human being.*
  - Each human being is a unique individual who brings specific gifts, creative potential, and intentions to this life. Public Waldorf education addresses multiple aspects of the developing child including the physical, emotional, intellectual, social, cultural, moral, and spiritual. Through this, each child is helped to integrate into a maturing whole, able to determine a unique path through life.
  - Rudolf Steiner’s educational insights are seen as a primary, but not exclusive, source of guidance for an understanding of the image of the human being.
- 2 Child Development: *An understanding of child development guides all aspects of the educational program, to the greatest extent possible within established legal mandates.*
  - Human development proceeds in approximate 7-year phases. Each phase has characteristic physical, emotional, and cognitive dimensions and a primary learning orientation.
  - The Public Waldorf educational program, including the curriculum, teaching methodologies, and assessment methods, work with this understanding of human development to address the needs of the individual and the class in order to support comprehensive learning and healthy, balanced development.
  - Our developmental perspective informs how state and federal mandates, including curriculum sequence, standardized testing, and college and career readiness, are met.
- 3 Social Change Through Education: *Public Waldorf education exists to serve both the individual and society.*
  - Public Waldorf education seeks to offer the most supportive conditions possible for the development of each student’s unique capacities and for engendering the following qualities to work towards positive social change:
    - o A harmonious relationship between thinking, feeling, and willing;
    - o Self-awareness and social competence;
    - o Developmentally appropriate, academically informed, independent thinking;

- o The initiative and confidence necessary to transform intentions into realities; and
  - o An interest in the world, with active respect and a feeling of responsibility for oneself, one's community, and the environment.
  - Such individuals will be able to participate meaningfully in society.
- 4 Human Relationships: *Public Waldorf Schools foster a culture of healthy relationships.*
- Enduring relationships—and the time needed to develop them—are central to Public Waldorf education. The teacher works with each student and class as a whole to support relationship-based learning.
  - Healthy working relationships with parents, colleagues, and all stakeholders are essential to the well-being of the student, class, and school community. Everyone benefits from a community life that includes festivals, events, adult education, study, and volunteer activities.
  - Public Waldorf education encourages collaboration in schools, within the Alliance for Public Waldorf Education, among all schools working out of a developmental approach, in conjunction with the broader field of education.
- 5 Access and Diversity: *Public Waldorf Schools work to increase diversity and access to all sectors of society.*
- Public Waldorf schools respond to unique demands and cultures in a wide range of locations in order to provide maximum access to a diverse range of students. Schools work towards ensuring that students do not experience discrimination in admission, retention, or participation.
  - Public Waldorf schools and teachers have the responsibility to creatively address the developmental needs of the students with the most inclusive possible approaches for all learners.
  - The Public Waldorf program and curriculum is developed by the school to reflect its student population.
- 6 Collaborative Leadership: *School leadership is conducted through shared responsibilities within established legal structures.*
- Faculty, staff, administration and boards of a Public Waldorf school collaborate to guide and lead the school with input from stakeholder groups. To the greatest extent possible, decisions related to the educational program are the responsibility of those faculty and staff with knowledge and experience of Rudolf Steiner's educational insights.

- Governance and internal administration are implemented in a manner that cultivates active collaboration, supportive relationships, effective leadership, consequential action, and accountability. A Public Waldorf school is committed to studying and deepening its understanding of best practices of governance appropriate to its stage of organizational development.

7 Schools as Learning Communities: *Public Waldorf schools cultivate a love of lifelong learning and self-knowledge.*

- Public Waldorf education emphasizes continuous engagement in learning and self-reflective practices that support ongoing improvement. At the individual and classroom level, teachers reflect regularly on their observations of the students and of the educational process. Essential aspects of schoolwide work and professional development include self-reflection, peer review, faculty and individual study, artistic activity, and research.
- Rudolf Steiner is a primary, but not exclusive, source of guidance for developing an active inner, meditative life and an understanding of the dynamics within society.
- Public Waldorf schools encourage all community members to engage in active and ongoing ways to enhance their capacities as human beings through self-reflection and conscious social engagement.



## Appendix B: Sample Bell Schedule & Instructional Minutes

### *Sample Bell Schedule*

Monday, Tuesday, Wednesday, Friday		Thursday (minimum day)	
8:00 AM	Drop Off Begins	8:00 AM	Drop Off Begins
8:13 AM	Call to Class	8:13 AM	Call to Class
8:15-9:15 AM	Period 1	8:15-9:15 AM	Period 1
9:15-10:15 AM	Period 2	9:15-10:15 AM	Period 2
10:15-10:30 AM	Snack	10:15-10:30 AM	Snack
10:30-10:50 AM	Recess	10:30-10:50 AM	Recess
10:50-11:40 AM	Period 3	10:50-11:40 AM	Period 3
11:40-11:45 AM	Passing Time	11:40-11:45 AM	Passing Time
11:45-12:35 PM	Period 4	11:45-12:35 PM	Period 4
12:35-12:50 PM	Lunch	12:35-12:45 PM	Lunch
12:50-1:20 PM	Recess		
1:20-2:10 PM	Period 5		
2:10-2:15 PM	Passing Time		
2:15-3:05 PM	Period 6		
1:40 PM Dismissal TK, K		12:45 PM Dismissal TK & K, Grades 1-8	
2:50 PM Dismissal Grades 1 & 2			
3:05 Dismissal Grades 3-8			

### *Instructional Minutes from this Schedule*

REGULAR DAYS	TK/K	1 <sup>st</sup> & 2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> & 7 <sup>th</sup>	8 <sup>th</sup>
Start Time	8:15 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM
End Time	1:40 PM	2:50 PM	3:05 PM	3:05 PM	3:05 PM	3:05 PM	3:05 PM
Number of Hours	5:25	6:35	6:50	6:50	6:50	6:50	6:50
Total Number of Minutes	325	395	410	410	410	410	410
Less Break (Recess)	(20)	(20)	(20)	(20)	(20)	(20)	(20)

Less Lunch (Recess)	(30)	(30)	(30)	(30)	(30)	(30)	(30)
Less Passing Periods	(0)	(10)	(10)	(10)	(10)	(10)	(10)
<b>Actual Daily Instructional Minutes</b>	<b>275</b>	<b>335</b>	<b>350</b>	<b>350</b>	<b>350</b>	<b>350</b>	<b>350</b>
Number of Regular Days	142	142	142	142	142	142	142
<b>Annual Minutes – Regular Days</b>	<b>39,050</b>	<b>47,570</b>	<b>49,700</b>	<b>49,700</b>	<b>49,700</b>	<b>49,700</b>	<b>49,700</b>

MINIMUM DAYS	TK/K	1 <sup>st</sup> & 2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> & 7 <sup>th</sup>	8 <sup>th</sup>
Start Time	8:15 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM
End Time	12:45 PM	12:45 PM	12:45 PM	12:45 PM	12:45 PM	12:45 PM	12:45 PM
Number of Hours	4:30	4:30	4:30	4:30	4:30	4:30	4:30
<b>Total Number of Minutes</b>	<b>270</b>	<b>270</b>	<b>270</b>	<b>270</b>	<b>270</b>	<b>270</b>	<b>270</b>
Less Break (Recess)	(20)	(20)	(20)	(20)	(20)	(20)	(20)
Less Lunch	(15)	(15)	(15)	(15)	(15)	(15)	(15)
Less Passing Periods	(0)	(5)	(5)	(5)	(5)	(5)	(5)

<b>Actual Daily Instructional Minutes</b>	<b>230</b>	<b>230</b>	<b>230</b>	<b>230</b>	<b>230</b>	<b>230</b>	<b>230</b>
Number of Minimum Days	38	38	38	38	38	38	38
<b>Annual Minutes – Minimum Days</b>	<b>8,740</b>	<b>8,740</b>	<b>8,740</b>	<b>8,740</b>	<b>8,740</b>	<b>8,740</b>	<b>8,740</b>

<b>ANNUAL TOTALS</b>	<b>TK/K</b>	<b>1<sup>st</sup> &amp; 2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup> &amp; 7<sup>th</sup></b>	<b>8<sup>th</sup></b>
Total Annual Instructional Minutes	47,790	56,310	58,440	58,440	58,440	58,440	58,440
Required Number of Minutes	36,000	50,400	50,400	54,000	54,000	54,000	54,000
<b>Excess (Deficit) Minutes</b>	<b>11,790</b>	<b>5,910</b>	<b>8,040</b>	<b>4,440</b>	<b>4,440</b>	<b>4,440</b>	<b>4,440</b>

## Appendix C: Family Handbook

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Attached separately

## Appendix D: [The Charter] Media & Technology Guidelines

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### [The Charter] Media & Technology Guidelines

#### Supporting Healthy Relationships with Technology in a Digital Age

Today's children are growing up in an era of unprecedented access to technology and media. From an early age, they encounter digital devices, online platforms, and a constant flow of information that shapes their understanding of the world. While technology offers valuable tools for learning and connection, it also brings challenges that require mindful guidance. At [The Charter], our mission is to nurture the whole child—mind, body, and spirit—in alignment with Waldorf principles. We strive to create an environment where children can experience wonder, creativity, and authentic connection, free from the distractions and developmental impacts often linked to early and excessive media and technology exposure. We encourage our community to embrace a thoughtful approach to technology, cultivating habits that support children's holistic growth, while allowing time and space for deep, imaginative play and meaningful in-person interactions. Through these guidelines, we aim to empower families in navigating this new digital landscape thoughtfully, ensuring that technology enhances—rather than overshadows—our children's development and well-being.

#### Our Approach to Media and Technology

Research highlights the developmental impacts of habitual electronic media use, especially in early childhood. Frequent screen exposure has been linked to diminished attention span, creativity, and social-emotional skills, as well as disrupted physical health. [The Charter]'s guidelines, inspired by our values, are intended to support families in balancing the benefits of technology with the developmental needs of children. We acknowledge that all media and technology are not created equal and that thoughtful and skillful exposure can have much more positive outcomes than unintentional use.

#### Community Acknowledgement

At [The Charter] our commitment to our students and community results in having strong recommendations and values around how engage with technology. However, we recognize that every family and student is on their own unique journey with media and technology use, shaped by personal values, experiences, and needs. At [The Charter], our aim is to meet each family where they are, providing guidance and support to help everyone engage with technology thoughtfully and intentionally, in a way that aligns with our shared community values.

#### Digital Balance, Hygiene, and Citizenship

As children grow and develop, they gradually acquire the maturity needed to engage with technology in a thoughtful and responsible way. At [The Charter], we support this journey by fostering **Digital Balance, Hygiene, and Citizenship** skills across all stages of development. These skills help students navigate technology mindfully, protect their well-being, and interact respectfully online, ensuring they are equipped to handle the digital world in a healthy, balanced manner.

1. **Digital Balance:** Teaching students to use technology purposefully helps them understand when it enhances their lives and when it may detract from real-world experiences.

- **Prioritizing In-Person Connections:** Early adolescence is a time for strengthening peer relationships. We emphasize the importance of in-person connections to support emotional health, empathy, and active listening.
  - **Choosing Quality Over Quantity:** At this stage, students begin to discern which media align with their values. We encourage working with your child to select age-appropriate, meaningful content, and establishing “tech-free” spaces and times to reinforce a balanced approach.
  - **Supervised Media Consumption:** To ensure a safe and positive experience, any media consumption at this stage should be done with an adult present, allowing adults to guide content choices and engage in discussions about what children are watching or playing.
  - **Disabling Video Auto-Play:** Auto-play features should be disabled on all devices used by children to encourage intentional viewing choices. By removing auto-play, children have greater control over what they watch, reducing passive consumption and limiting exposure to potentially unsuitable content.
  - **Limiting Video Game Use:** If video games are part of media use, they should be age-appropriate, non-violent, and time-restricted, with adults present to supervise and discuss content. Limiting game use helps students maintain a balanced sense of play and stay connected to the physical world.
2. **Digital Hygiene:** Developing habits that support safe, responsible technology use ensures students can engage with media without compromising their physical and mental health.
- **Practicing Screen Time Moderation:** Adolescents are encouraged to take breaks and set limits, helping prevent excessive screen use, which can disrupt sleep and increase stress.
  - **Protecting Privacy and Recognizing Content Impact:** Students learn the importance of safeguarding personal information and critically assessing online content. These habits help them make informed choices and avoid potentially harmful situations.
  - **Device Security and Filters:** To further support safe digital use, all devices accessible to children should be equipped with child filters and security settings to limit internet access to age-appropriate content. This added layer of security helps prevent exposure to unsuitable material and fosters a safer online experience.
2. **Digital Citizenship:** In middle school, students are introduced to digital citizenship, learning to approach online interactions with respect, kindness, and responsibility.
- **Respectful Communication:** Adolescents are guided to use empathy and respect in online interactions, just as they would in person, promoting healthy relationships and positive digital interactions.
  - **Building a Positive Digital Footprint:** Understanding that online actions leave a lasting “digital footprint” helps students become thoughtful about what they share and say, fostering responsible digital behavior.

By introducing Digital Balance, Hygiene, and Citizenship at this pivotal developmental stage, we empower students to cultivate a healthy relationship with technology as they grow. These foundational skills support a safer, more connected world and enable students to use technology in ways that benefit their learning, relationships, and well-being.

### **A Collective Commitment and the Importance of Open Community Dialogue**

In our community, guiding children toward balanced media habits is a shared endeavor. Limiting media exposure often feels countercultural, yet in a community guided by Waldorf values, a unified approach helps make this commitment both meaningful and attainable.

#### **The Power of Collective Action**

- **Modeling Healthy Boundaries:** Children learn best through observation. As parents/caretakers, minimizing personal media consumption and phone use in front of our children reinforces the value of presence, focus, and connection. When we consciously choose screen-free activities, particularly during family time or shared meals, we demonstrate that the most meaningful interactions often happen in the absence of screens.
- **Creating a Support Network for Families:** Shared goals among families reduce feelings of isolation and reinforce everyone's efforts.
- **Reducing Peer Pressure Among Children:** Community-wide media guidelines ease social pressure for children, fostering meaningful, screen-free activities.

#### **The Value of Open Dialogue**

As technology evolves, open conversations help our community adapt and uphold these shared values. Regular discussions allow us to:

- **Share Experiences and Learn Together:** Honest conversations create a supportive culture where families can exchange practical ideas and encouragement, and support each other in implementation.
- **Adapt Guidelines Collaboratively:** As children grow, ongoing dialogue enables us to refine our guidelines thoughtfully, ensuring they remain relevant and supportive of all ages.

#### **A Unified Path Forward**

With intention, openness, and trust, we are building a foundation for our children to grow in harmony with their natural development. Each family's commitment contributes to a community that prioritizes the whole child, creating a path forward that fosters curiosity, well-being, and imagination.

By joining in this commitment, we empower our children to form healthy relationships with technology, guiding them on a journey that will benefit them well beyond their time at [The Charter].

#### **Recommended Media and Technology Use by Type and Age Group**

The guidelines for media use at each age stage are designed to honor the natural progression of childhood development as understood in Waldorf education. These stages reflect children's evolving needs, interests, and capacities, and our recommendations for media use align with these insights.

At [The Charter], we recommend that families consider each type of media differently, as they impact children's development in various ways. Not all technology is created equal, and understanding these differences allows parents and caregivers to shape thoughtful family policies and values around each type of technology and media use. Reflecting on family values around each media type can help guide balanced, intentional usage and create a cohesive approach that supports holistic child development. We strongly recommend that your family annually reviews your values around each type and the policies you may have for each. Through these age-specific guidelines, we aim to honor children's natural stages of growth while fostering balanced relationships with media that support their physical, emotional, and cognitive development.

Types of media and considerations for each include:

1. **Passive Media (e.g., Television, Streaming Services like Hulu or Netflix)**  
Family policies might consider the type of content viewed, frequency, and whether it aligns with values. Passive media can introduce concepts and stimulate interest, but it's essential to monitor for age-appropriateness. Always use review websites like Common Sense Media to help make content decisions.
2. **Interactive Content (e.g., YouTube)**  
Interactive platforms often use AI-driven algorithms, which can suggest inappropriate or extreme content. Establishing family guidelines around safe viewing and setting up supervised sessions can help protect children and prevent unintended exposure.
3. **Short-Form Video Platforms (e.g., TikTok)**  
These platforms can rapidly capture attention and engage children through short, high-stimulation content.
4. **Interactive Devices (e.g., Tablets, Phones)**  
Touch-screen devices have a pronounced effect on reward centers in the brain, increasing the likelihood of dependence and overstimulation. Families may want to set clear rules on where, when and how these devices are used, focusing on intentional, limited engagement.
5. **Video Games**  
Games have unique impacts, especially on reward and behavioral centers in the brain. Families should discuss values around the types of games allowed, time limitations, and any rules to ensure a balanced approach to play.
6. **Internet and Web Access**  
Access to the internet introduces a wide range of content, much of which may be inappropriate or overwhelming for children. Families should consider boundaries for web access, safety filters, and guiding children toward safe, age-appropriate websites that align with family values.
7. **Social Media (e.g., Instagram, Facebook)** Social media platforms are designed to facilitate interaction but can often lead to issues with self-esteem, social comparison, and privacy concerns, especially for young users.

### **Early Childhood (Birth to 7 Years):**

In this foundational stage, young children learn primarily through movement, sensory experiences, and imaginative play. Waldorf philosophy emphasizes imitation and open-hearted exploration. We



recommend minimal to no screen exposure during this age, as screen-free time supports healthy physical and social-emotional development. Instead, we encourage family-centered activities and hands-on engagement with the natural world.

- **Passive Media:** If families decide to allow limited exposure, choose short, age-appropriate content that aligns with family values. Avoid fast-paced, overstimulating shows, which can disrupt attention and emotional regulation. Use review sites like Common Sense Media to select content.
- **Interactive Content:** Avoid platforms like YouTube, as algorithm-driven content can lead to inappropriate suggestions. If used, strictly limit exposure and always supervise content carefully. Autoplay and recommendations should remain turned off.
- **Short-Form Video:** Not recommended for this age due to high stimulation and rapid visual changes which may cause neural changes that shorten children's attention spans.
- **Interactive Devices:** Avoid or strictly limit the use of tablets and phones. No smartphones or personal devices.
- **Video Games:** Not recommended; prioritize physical and imaginative play.
- **Internet and Web Access:** Not recommended at this age. Introduce internet use only for co-viewed, supervised educational purposes if necessary.
- **Social Media:** Not appropriate for this age group. Focus on real-world, face-to-face interactions and imaginative play.

#### Middle Childhood (Ages 7 to 10):

As children transition to middle childhood, they deepen their imaginative capacities and develop a stronger sense of social awareness. During this time, children benefit from creative, experiential learning within a structured environment.

- **Passive Media:** Encourage family-oriented viewing of slow-paced, meaningful content on weekends. Reinforce content that promotes values like empathy and creativity.
- **Interactive Content:** Avoid platforms like YouTube; if used, strictly limit exposure and supervise content carefully. Autoplay and recommendations should remain turned off.
- **Short-Form Video:** Strongly discourage use due to overstimulation and limited benefits for attention span development.
- **Interactive Devices:** Avoid or strictly limit the use of tablets and phones, restricting devices primarily to educational or family-centered use. No smartphones or personal devices.
- **Video Games:** Not recommended. If choose to use, strongly limit to age-appropriate, cooperatively focused, non-violent games with time restrictions. Encourage conversations about gaming's impact and prioritize offline activities.
- **Internet and Web Access:** Supervised, restricted use focusing on trusted educational sites, with child-safe filters and usage only in public family rooms.
- **Social Media:** Not recommended. Reinforce in-person communication and self-esteem development through direct social interactions.

#### Later Childhood (Ages 10 to 12):

In later childhood, children are increasingly drawn to social connections and group activities, balancing curiosity and independence with the need for structure.

- **Passive Media:** Promote family-friendly content and documentaries, using media as a discussion point to explore values and the world around them.
- **Interactive Content:** Can allow limited, supervised use of platforms like YouTube with guidance on critical thinking and algorithm influence. Strongly recommend turning off Autoplay and limiting recommended video features.
- **Short-Form Video:** Strongly discourage due to overstimulation. If allowed, keep strict limits and monitor content closely.
- **Interactive Devices:** No smartphones or personal devices. Introduce tablets or computers as tools for educational use only, with structured limits on duration and frequency. Discuss the importance of tech-free times and screen dependency, and use parental controls to support safe use. Examples of educational uses are Procreate and Libby.
- **Video Games:** Not recommended. If choose to use, strongly limit to age-appropriate, cooperatively focused, non-violent games with time restrictions. Encourage conversations about gaming's impact and prioritize offline activities.
- **Internet and Web Access:** Supervised use with an emphasis on educational or research purposes, with reinforced guidance on safe browsing, privacy awareness, and appropriate usage.
- **Social Media:** Not recommended. Delay introduction to social media, encouraging real-world socialization and self-esteem building.

#### Early Adolescence (Ages 12 to 14):

In early adolescence, children's curiosity about the world grows. Waldorf philosophy considers this a time for fostering discernment and self-awareness, and parental guidance in technology remains essential.

- **Passive Media:** Encourage family-oriented viewing of meaningful, age-appropriate content. Limit usage to weekends or special occasions.
- **Interactive Content:** Limited access to platforms like YouTube with ongoing discussions around critical thinking, advertising influence, and safe usage. Autoplay and recommendations should remain turned off.
- **Short-Form Video:** Discourage use due to overstimulation. If allowed, strictly limit and monitor content closely.
- **Interactive Devices:** No smartphones until age 14. For communication, consider a basic phone or smartwatch with limited phone and text capabilities. Tablets and computers may be introduced for educational use, with structured limits and continued parental guidance.
- **Video Games:** Strongly limited to age-appropriate, non-violent games, and reinforce balanced use. Engage in conversations about the effects of gaming and prioritize physical activities.

Encourage conversations about gaming's impact and prioritize offline activities. Opt for games that emphasize teamwork, creativity, or problem-solving. Some family-friendly, cooperative options for this age group include:

- **Minecraft (Creative mode):** Encourages building and creativity in a safe, non-violent setting.
- **Animal Crossing:** Offers a gentle, social experience where kids can visit each other's islands and explore.

- o **Rocket League** (with limits on competitive pressure): Focuses on teamwork and strategy in a playful environment.
- **Internet and Web Access:** Supervised use focused on educational and research activities. Continue reinforcing privacy, safe browsing, and responsible digital behavior.
- **Social Media:** No social media accounts until age 16. This delay supports identity formation, self-esteem, and social skills development before navigating online peer influence.

## Appendix E: Charter Advisory Council Bylaws

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[The Charter] Charter Advisory Council Bylaws

### **Article I: Name and Purpose**

#### *Section 1: [The Charter] Charter Advisory Council*

The name of this organization shall be the Charter Council, hereinafter referred to as the “CAC.”

#### *Section 2: Purpose*

The purpose of the CAC is to ensure the provision of a Waldorf educational program at [The Charter], in accordance with the provisions of the charter granted by the authorizing entity, Petaluma City Schools (“PCS”).

### **Article II: Governance**

#### *Section 1: Governing Board and Site Governance*

[The Charter] shall be governed by the Petaluma City Schools Board of Trustees, as described in the charter granted by PCS. Additionally, [The Charter] implements a Charter Advisory Council to provide site governance and leadership, to set site policies, plans, procedures, and priorities, and to serve as the School Site Council as necessary.

#### *Section 2: Composition of the CAC*

The CAC shall consist of a minimum of ten (10) members, including the [The Charter] school Principal, three (3) [The Charter] teachers, one (1) non-teaching [The Charter] staff member, and five (5) [The Charter] parents/guardians. A minimum of one (1) parent/guardian member of the Charter Council must be a member of the English Learner Advisory Committee (“ELAC”).

The CAC may be expanded as necessary or desired, but the ratio of membership must be maintained in order to preserve functionality as a School Site Council.

#### *Section 3: Terms of Office*

Elected members of the CAC shall serve staggered terms of two or three years as indicated in the below table. CAC members shall serve until the expiration of the term for which they were elected or until that member’s resignation or removal in accordance with these Bylaws. Terms of service begin on August 1 and end on July 31.

Elected CAC members may not serve on the CAC for more than nine (9) years.

CAC members elected to fill a vacancy shall hold the position until the expiration of the term for which they were elected and until the election of a qualified successor.

*Table of CAC Member Terms of Office*

Elected CAC Member	Length of Term of CAC Service
Waldorf Certified Teacher #1	3 years

Waldorf Certified Teacher #2	3 years
Waldorf Certified Teacher #3	2 years
Non-teaching Staff Member	2 years
Parent/Guardian #1/ELAC Member	2 years
Parent/Guardian #2	2 years
Parent/Guardian #3	3 years
Parent/Guardian #4	3 years
Parent/Guardian #5	3 years

#### *Section 4: Election and Appointment*

Election and appointment procedures for CAC members shall be established by the CAC, and the process shall be transparent and open to all eligible candidates.

On an annual basis, no later than the end of March, the CAC shall make known to the community the number of CAC members who are in the last year of their current term and whose seats are therefore up for election. At the same time, the CAC shall invite members of [The Charter] community and those CAC members in the last year of their current term who intend to seek reelection to the CAC, to make their intention to seek nomination to the CAC known.

Elections will be held at the regular meeting of the CAC held in May of each year.

1. Parent/guardian members shall be elected by the current parent/guardian members of the CAC. A parent/guardian member seeking election or reelection must be nominated by another parent/guardian of a currently enrolled student. Each CAC parent/guardian member shall cast one vote during a public meeting for each parent/guardian membership to be filled, and members will be reelected or elected on the basis of a simple majority of members present and voting.
2. The non-teaching staff member of the CAC will be elected or reelected by the non-teaching staff of [The Charter] prior to the CAC regular May meeting, in a manner to be determined by the non-teaching staff, and presented to the CAC.
3. Faculty members of the CAC shall be elected by the faculty of [The Charter] prior to the CAC regular May meeting, in a manner to be determined by the faculty, and presented to the CAC. Faculty members of the CAC must be Waldorf Certified teachers as described in Element 5 of the charter petition.

### **Article III: Responsibilities of the CAC**

#### *Section 1: Responsibilities as a School Site Council*

The CAC shall serve as the designated School Site Council as described by the California Department of Education and fulfill all responsibilities given to that body.

*Section 2: Responsibilities as a Waldorf Collaborative Leadership Group*

The CAC shall perform all responsibilities as described in the Charter that created [The Charter] and as further described by amendments to the bylaws.

**Article IV: Meetings and Quorum**

*Section 1: Regular Meetings*

The CAC shall hold regular meetings on a monthly basis at a time, date, and place as noticed by the CAC in accordance with the Greene Act (as required by the California Department of Education for School Site Councils) and these Bylaws. The schedule of regular meetings shall be determined by the CAC and communicated to all members and the community.

*Section 2: Special Meetings*

Special meetings of the CAC for any purpose may be called at any time upon the request of three (3) CAC members to the collective CAC. Notice of special meetings shall be provided to all CAC members two (2) days in advance.

*Section 3: School Site Council Meetings*

As necessary, the CAC may schedule additional meetings for the purposes of fulfilling its responsibilities as a School Site Council. These meetings may need to be scheduled in collaboration with District staff.

*Section 4: Quorum*

A quorum shall consist of a majority of CAC members then serving, or half of the CAC membership plus one. All acts or decisions of the CAC will be by majority vote of the members present at the meeting. Except as otherwise provided in these Bylaws or by law, no business shall be considered by the CAC at any meeting at which a quorum is not present, and the only motion that shall be entertained at such a meeting is a motion to adjourn.

CAC members may not vote by proxy. The vote or abstention of each member present for each action taken shall be publicly recorded.

*Section 5: Meeting Location*

CAC meetings shall be at the school site or another designated location, so long as that location is accessible to the public.

Meetings may also be held on any virtual platform that all CAC members and the public can access and which complies with the requirements of the Greene Act.

*Section 6: Conduct of Meetings*

Meetings of the CAC shall be presided over by the Co-Chairpersons, or, in the absence of a Co-Chairperson, by the Secretary, or, in the absence of each of these persons, by a CAC member chosen by a majority of the members present at the meeting. The Secretary of the CAC shall act as secretary of all meetings of the CAC, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the meeting.

Meetings shall be governed by the Greene Act and any parliamentary rules of order as may be determined by the CAC from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws or with any provisions of law applicable to the CAC.

## **Article V: Officers**

### *Section 1: Number of Officers*

The Officers of the CAC shall be two Co-Chairpersons, a Secretary, and a Treasurer.

Any Officer may resign at any time by giving written notice to the CAC. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

### *Section 2: Qualification, Election, and Term of Office*

Officers shall be elected by the CAC at a noticed meeting and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected, whichever occurs first.

### *Section 3: Duties of the Co-Chairpersons of the CAC*

The Co-Chairpersons of the CAC shall preside at CAC meetings and shall exercise and perform such other powers and duties as the CAC may assign.

One Co-Chairperson of the CAC shall be the Principal, and the other Co-Chairperson of the CAC shall be a parent/guardian member of the CAC.

### *Section 4: Duties of the Secretary*

The Secretary shall perform, or shall delegate, the duty to:

- A. Certify and keep, or cause to be certified and kept, a copy of these Bylaws as amended or otherwise altered to date.
- B. Keep, or cause to be kept, at such a place as the CAC may determine, a book of minutes of all meetings of the CAC, and, if applicable, meetings of committees, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof; and the vote or abstention of each member present for each action taken.
- C. Give, or cause to be given notice of all meetings of the CAC and of committees of the CAC in accordance with the provisions of these Bylaws or as required by law.
- D. Serve as custodian of the records of the CAC. Exhibit at all reasonable times to any member of the CAC, or to his or her agent or attorney, on request therefore, the Bylaws and the minutes of the proceedings of the CAC. Records, materials, and supporting documents must be retained for a period of three years or until such time as any litigation, claims, or audit findings involving the records have been resolved and final action taken.
- E. In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, or by these Bylaws, or which may be assigned to him or her from time to time by the CAC.
- F. In the absence of a Co-Chairperson, or in the event of his or her inability or refusal to act, perform the duties of the Co-Chairperson and when so acting have all the powers of, and be subject to all the restrictions on, the Co-Chairperson.

While the Secretary has all of the above responsibilities, some or all of them may be delegated to another member of the CAC.

Any member of the CAC may serve as Secretary.

#### *Section 5: Duties of the Treasurer*

The Treasurer shall perform, or shall delegate, the duty to:

- A. Keep and maintain or cause to be kept and maintained, adequate and correct accounts of the [The Charter]'s business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses.
- B. Exhibit at all reasonable times the books of account and financial records to any member of the CAC.
- C. Prepare, or cause to be prepared, such financial statements and reports as are required to be given by these Bylaws or the CAC.
- D. Serve as the liaison between the CAC and any organization fundraising on behalf of [The Charter].
- E. In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, or by these Bylaws, or which may be assigned to him or her from time to time by the CAC.

Any member of the CAC may serve as the Treasurer.

### **Article VI: Committees**

#### *Section 1: Establishment of Committees*

The CAC shall have such committees as may from time to time be designated by approval of the CAC. Such committees may consist of persons who are not also members of the CAC. These committees shall act in an advisory capacity only to the CAC and shall be clearly titled as "advisory" committees.

### **Article VII: Records and Reports**

#### *Section 1. Maintenance of CAC Records*

The CAC shall keep at a place of its choosing:

- A. Minutes of all meetings of the CAC and its committees, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those CAC or committee members present and the proceedings thereof;
- B. A copy of the CAC's Bylaws as amended to date, shall be open to inspection at all reasonable times during office hours;
- C. and Such reports and records as required by law.

#### *Section 2: Annual Report*

The CAC shall cause an Annual Report to be written and furnished not later than 120 days after the close of the fiscal year to all CAC members, the PCS Board of Trustees, and all families of students enrolled at [The Charter].



This Annual Report shall describe the performance of [The Charter], all policies and materially significant program changes, and progress made towards goals and outcomes specified in Element 7 of the charter petition. The Annual Report shall include but not be limited to:

- summary data showing progress towards the goals and outcomes specified in Element 3
- data on the level and quality of family involvement in the Charter School
- summary data from an annual survey of parents/guardians administered by the CAC
- a summary of policies and procedures, if any, established for the Charter School during the year
- summary data showing progress towards the goals and outcomes specified in Element 7
- an analysis of the Charter School's admission and enrollment data including the waitlist, and the number of students suspended and/or expelled

#### **Article VIII: Amendment of Bylaws**

Subject to any provision of law applicable to the amendment of bylaws of School Site Councils, these Bylaws, or any of them, may be adopted, amended, or repealed and new bylaws adopted by approval of the majority vote of the CAC members present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created [The Charter] or make any provisions of these Bylaws inconsistent with that Charter or any laws.

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of the Charter shall control.

## Appendix F: Sample Enrollment Form Acknowledging a Waldorf Education Program

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### [The Charter] AND PARENT/GAURDIAN PARTNERSHIP AGREEMENT

Student Name: \_\_\_\_\_

*To secure enrollment, this agreement must be signed and returned to [The Charter] by: \_\_\_\_\_*

Enrollment in [The Charter] is a choice to engage in a Waldorf approach to education that depends on a collaborative partnership between the school and every family. Together, we create a supportive, nurturing environment for children's holistic development. As partners, we agree to the following:

#### THE SCHOOL WILL:

- Provide a safe, engaging, Waldorf environment that encourages children's imagination, creativity, and whole-child development.
- Treat all students, families, and community members with respect, fostering an inclusive, collaborative school culture.
- Maintain regular communication through public communication, informing families of school activities, news, and upcoming events.
- Keep parents/guardians informed of class progress and curriculum through teacher letters, regular class community meetings, and two parent/guardian-teacher conferences per child, per year.
- Offer ongoing opportunities for family education, deepening understanding of Waldorf principles and child development.
- Support teachers with professional development, mentoring, and resources to foster a rich learning environment.
- Encourage open communication, providing avenues for parents to offer input, voice concerns, and resolve conflicts respectfully and constructively.

#### THE PARENTS/GUARDIANS WILL:

- **Support a Home Environment Aligned with [The Charter] Values:** Maintain a daily routine that emphasizes rhythm, adequate sleep, a healthy diet, and screen-free time, which complements the school's approach.
- **Honor the [The Charter] Electronic Media and Technology Guidelines:** Minimize electronic media exposure in line with the school's recommendations and work with other families in promoting balanced, mindful technology use.
- **Stay Informed and Engage with School Communications:** Read the weekly newsletter and class updates to stay informed and respond as necessary to school communications.

- **Learn about Waldorf Education:** Read school-provided resources to better understand the philosophy and consider attending school sponsored workshops to support your child's experience at [The Charter].
- **Ensure Regular Attendance:** Commit to consistent, punctual attendance, which is vital for the continuity and success of your child's learning experience.
- **Encourage Adherence to School Guidelines:** Monitor and support your child's adherence to [The Charter]'s guidelines, including those related to behavior, dress, and respectful conduct.
- **Participate in School Activities and Meetings:** Attend scheduled class meetings, parent/guardian-teacher conferences, and family education events to stay engaged in your child's development and the life of the school.
- **Volunteer in Community Service:** Support the school through volunteer activities if your family is financially and socially able, aiming for a contribution of 20 hours per parent/guardian per year, to help maintain and enhance the school community.
- **Contribute Financially, as Able:** Support the school's funding needs through the family pledge program to help ensure that a full Waldorf program remains available for all students.
- **Foster Respectful Communication:** Communicate respectfully with teachers, staff, and other adults, addressing concerns promptly and directly, following [The Charter]'s guidelines for constructive conflict resolution.

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### Acknowledgment of Partnership

Parental/Guardian involvement is not a requirement for acceptance to, or continued enrollment at [The Charter].

By signing this agreement, I (we) acknowledge and commit to supporting [The Charter]'s mission, values, and approach of child-centered, teacher-led, community-held education. Together, we strive to create a nurturing and balanced educational environment for every child.

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Printed Name of Parent/Guardian Signature of Parent/Guardian

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Printed Name of Parent/Guardian Signature of Parent/Guardian

Date: \_\_\_\_\_

## Appendix G: 3- year Implementation Plan

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## Appendix H: District Impact Statement

General Information	
Name of Proposed Charter School	[The Charter]
Proposed Location	730 North Webster St, Petaluma, CA 94952
Grade Levels Requested	TK-Grade 8
Enrollment Capacity by the final year of the charter petition term	Enrollment capacity is to be determined by Petaluma City Schools. Enrollment projections submitted to the District as part of the Implementation Plan estimate that in academic year 2029-30 [The Charter] will enroll up to 532 students.

Identification of the Community for the Proposed Charter School
Identify the geographic area in which the proposed school will be located.
[The Charter] will be located in the western section of the City of Petaluma, at the identified address. The designated school attendance zone for students enrolling at [The Charter] will be the school attendance zone for Valley Vista Elementary School, which is located within PCS Trustee Area 4.
Identify all public schools (District and charter) operating in the identified geographic area that serve any of the same grade levels to be served by the proposed new charter school.
Valley Vista Elementary School serves students in TK through Grade 6. Petaluma Junior High School operates within the Valley Vista Elementary School attendance zone and also serves Grade 7 and Grade 8 students. The South County Consortium serves students in PreK-Grade 12.
Identify communities from which the proposed charter school will attract students.
[The Charter] will follow the Admissions Policies and Procedures described in Element 8 of this petition. Based on the enrollment trends at Live Oak Charter School, the only existing public Waldorf elementary school in Petaluma, it is expected that [The Charter] will attract students from the following districts: Petaluma City Schools, Bennet Valley, Cinnabar, Cotati-Rohnert Park, Dunham Elementary, Gravenstein Union, Liberty, Napa Valley, Novato Unified, Old Adobe Union, Piner-Olivet Union, Rincon Valley, San Rafael, Sebastopol Union, Shoreline Unified, Twin Hills Union, Two Rock Union, Waugh, Willmar, Wright Elementary, Roseland, San Anselmo, Mill Valley, Lagunitas, Dixie, Laguna Joint, Forestville, Ross, Sonoma, Santa Rosa, Windsor, and San Francisco.

Facilities Plan
Describe the facilities plan for the proposed charter school.
[The Charter] proposes to use the District-owned school property located at the specified address. As of the 2024-25 academic year the property has hosted Valley Vista Elementary School and classrooms for the South County Consortium.

Assessment of Duplication of Programs
Identify a list of similar education program offerings provided by the District's public schools within the targeted area to be served by the proposed charter school.

There are no other Waldorf education programs currently offered by Petaluma City Schools or any of the other public school districts within the City of Petaluma.

### Evidence of Community Engagement

Describe documented evidence of transparent, inclusive, and active community engagement activities with the targeted community, including the following stakeholder groups: parents/families, existing public schools.

Outreach and engagement around the petition for [The Charter] has been on-going throughout 2024. It has involved extensive collaboration with Petaluma City Schools district staff members, the professional staffs of both Live Oak Charter School and Valley Vista Elementary School, and the family communities of both Live Oak Charter School and Valley Vista Elementary School.

The following is a list of the calendared meetings and outreach efforts between stakeholder groups. It does not include meetings that were internal to any stakeholder group (e.g. LOCS or VV faculty meetings, LOCS Board of Directors meetings, PCS district staff), written or oral correspondence between stakeholders, nor most of the written communication updates given to the LOCS or VV communities. Events noted in *italics* were specifically for parents/guardians/families.

- 3/5 LOCS board team & Matthew Harris meeting
- 3/14 PCS site visit at LOCS: including classroom tours with Matthew Harris, lunch with PCS cabinet and LOCS faculty, Matthew/PCS cabinet and PFT president attendance at LOCS faculty meeting
- 3/18 LOCS board team & Matthew Harris meeting
- 3/26 LOCS Special Board meeting with Live Oak Teachers Association
- 4/4 LOCS board team & Matthew Harris meeting
- *5/9 VV community townhall event with invited guests from LOCS*
- *5/13 LOCS community townhall with invited guests from VV*
- *5/14 Letter to VV community: Town Hall Recap and Next Steps*
- 5/20 LOCS meeting at district office
- 5/22 LOCS and VV teacher meet-and-greet and campus tour at VV
- 5/23 LOCS Meeting at district office with staff and VV principal
- 6/18 LOCS Meeting at district office with staff

- 7/2 LOCS Meeting at district office with staff
- 8/27 VV faculty all-day visit at LOCS to observe classrooms
- 9/10 LOCS faculty all-day visit at VV to observe classrooms
- 9/12 VV Faculty and Staff Committee visits Alice Birney Public Waldorf in Sacramento
- *9/17 Letter to VV families addressing the intent to move forward with new charter petition*
- *9/19 FAQ for the 25/26 School Year shared with VV families*
- *9/20 VV hosts Coffee w/the Principal to listen and answer questions from the community*
- 9/24 Letter of Intent between LOCS and PCS presented at the PCS Board of Trustees public meeting
- 9/26 VV faculty all-day visit at LO
- 9/26 PCS, VV, LOCS check-in meeting at district office
- *10/1 Implementation Planning meeting A with VV + LOCS parent committee*
- *10/4 VV Caregiver tour @ Live Oak (over 20 members from the VV community attended)*
- 10/7 Implementation Planning meeting # 1 with PCS, PFT, VV + LOCS leadership
- *10/8 Q&A Session for Parents with Dr. Linda at LOCS*
- 10/8 LOCS Board meeting, charter draft discussion
- 10/9 Implementation Planning meeting # 2 with PCS, PFT, VV + LOCS Leadership
- *10/9 Parent Engagement event for VV families with Jaime Buschman and Tony Hua*
- *10/11 Waldorf Education Overview presented in Spanish at VV ELAC meeting*
- *10/16 Implementation Planning meeting B - with VV + LO parent committee*
- 10/21 Jessica Umphress & Matthew De Lucia-Zeltzer meet to discuss inclusion of VV MLL community needs and PCS practices in the new charter petition
- *10/22 Valley Vista Caregiver tour @ LOCS*
- 10/23 Implementation Planning meeting # 3 with PCS, PFT, VV + LOCS Leadership
- *10/28 Joint VV and LOCS all-community meeting to review charter at VV*
- *10/28 Valley Vista Campus tour for LOCS community*
- *10/31 Joint VV and LCOS community event Dia de los Muertos at VV*
- *11/6 Coffee w/ the Principal at VV*
- *11/19 Valley Vista Caregiver tour @ Live Oak*

- *11/21 Implementation Planning meeting C - with VV + LO parent committee*

In addition to these in-person sessions, in the 2024-25 academic year, both school communities have received >10 written communications specifically regarding information and updates about the process of forming a new school. Site administrators at both schools have also held 1:1 information sessions with any family who has asked for more details.



## Appendix I: Multi-Year Financial Projection

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Attached separately



# Live Oak/Valley Vista Charter School

## 5-Year Operating Budget

Draft:

Rev 01

12/2/2024

## Enrollment Projections for LOVV

Grade	25/26	New Students*	26/27	New Students**	27/28	New Students**	28/29	New Students**	29/30	New Students*
TK-1	22	22	22	22	22	22	22	22	22	22
TK-2	22	22	22	22	22	22	22	22	22	22
K-1	24	12	24	2	24	2	24	2	24	2
K-2	24	0	24	2	24	2	24	2	24	2
1st-1	24	0	24	0	24	0	24	0	24	0
1st-2	24	0	24	0	24	0	24	0	24	0
2nd-1	24	3	24	0	24	0	24	0	24	0
2nd-2	24	3	24	0	24	0	24	0	24	0
3rd-1	24	-1	24	0	24	0	24	0	24	0
3rd-2	24	-1	24	0	24	0	24	0	24	0
4th-1	28	4.5	28	4	28	4	28	4	28	4
4th-2	28	4.5	28	4	28	4	28	4	28	4
5th-1	28	1.5	30	2	30	2	30	2	30	2
5th-2	28	1.5	30	2	30	2	30	2	30	2
6th-1	28	6.5	30	2	30	0	30	0	30	0
6th-2	28	6.5	30	2	30	0	30	0	30	0
7th-1	30	1	30	2	30	0	30	0	30	0
7th/8th Combo	28	28	30	2	30	0	30	0	30	0
8th-1	28	1	30	0	30	0	30	0	30	0
8th-2	0		30	2	30	0	30	0	30	0

<b>Total</b>	<b>490</b>	<b>115</b>	<b>532</b>	<b>70</b>	<b>532</b>	<b>60</b>	<b>532</b>	<b>60</b>	<b>532</b>	<b>60</b>
Teachers	19			20		20		20		20
Classrooms	19			20		20		20		20
Math,	3			3		3		3		3
<b>Total</b>	<b>22</b>			<b>23</b>		<b>23</b>		<b>23</b>		<b>23</b>
	Students	Teachers**	Students	Teachers***	Students	Teachers***	Students	Teachers***	Students	Teachers**
	25/26	25/26	26/27	26/27	27/28	27/28	28/29	28/29	29/30	29/30

TK	44	1.8	44	1.8	44	1.8	44	1.8	44	1.8
K-3	192	8.0	192	8.0	192	8.0	192	8.0	192	8.0
4-8	254	9.1	296	10.6	296	10.6	296	10.6	296	10.6
Total	490	19	532	20	532	20	532	20	532	20

\* The new students we need to recruit for the '25/'26 schools year is calculated based on ensuring space to 100% of the current families at LO + VV . In other words, we take targeted enrollment minus current LO+VV enrollment (i.e. this year's 4th grade #s are next years 5th grade projections).

\*\* New families after year one are calculated based on previous years projections.

\*\*\* # of Teachers is based off of ensuring a minimum threshold of 24 students is met in TK-3 and a minimum threshold of 28 students is met in 4-8th.

### **LOVV BUDGET ASSUMPTIONS - ENROLLMENT & ADA**

Enrollment: -1)	Projection				
	25-26	26-27	27-28	28-29	29-30
TK	44	44	44	44	44
K	48	48	48	48	48
1	48	48	48	48	48
2	48	48	48	48	48
3	48	48	48	48	48
4	56	56	56	56	56
5	56	60	60	60	60
6	56	60	60	60	60
7&7/8	58	60	60	60	60
8	28	60	60	60	60
Total	490	532	532	532	532

Attendance/ADA Rate -1)	94.00%	94.00%	94.00%	94.00%	94.00%
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ADA - LCFF Assumptions	25-26	26-27	27-28	28-29	29-30
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Enrollment	1	490	532	532	532	532
Unduplicated Pupil #	-	211	229	229	229	229
- % (One-Yr)		43.06%	43.05%	43.05%	43.05%	43.05%
ADA Estimate						
TK		41.36	41.36	41.36	41.36	41.36
TK-3		221.84	221.84	221.84	221.84	221.84
4-6		157.92	165.44	165.44	165.44	165.44
7-8		80.84	112.80	112.80	112.80	112.80
Total ADA -		460.60	500.08	500.08	500.08	500.08

Attendance Rate includes expected Independent Study ADA.

Unduplicated Pupil Count is calculated based on combined 23-24 VV counts/% and preliminary 24-25 LOCS counts/%. Blended UPP% (43%) applied to total enrollment

## LOVV Charter School

## Budget Assumptions

<b>Planning Factors / Assumptions</b>	2022-23	2023-24	24-25 AB	2025-26	2026-27	2027-28	2028-29	2029-3
Statutory COLA (DOF)	6.56%	8.22%	1.07%	2.93%	3.08%	3.30%	3.30%	3.30%
Funded/Estimated COLA STRS Employer Rates	<b>13.26%</b>	<b>8.22%</b>	<b>1.07%</b>	<b>2.93%</b>	<b>3.08%</b>	<b>3.30%</b>	<b>3.30%</b>	<b>3.30%</b>
PERS Employer Projected Rates	19.10%	19.10%	19.10%	19.10%	19.10%	19.10%	19.10%	19.10%
Unemployment Insurance Rate	25.37%	26.68%	27.05%	27.60%	28.00%	29.20%	29.20%	29.20%
Lottery – Unrestricted per ADA								
Lottery – Prop. 20 per ADA	0.50%	0.05%	0.05%	0.05%	0.05%	0.05%	0.05%	0.05%
Mandated Block Grant: Charter K-8 / ADA Enrollment	\$204.00	\$177.00	\$177.00	\$191.00	\$191.00	\$191.00	\$191.00	\$191.00
ADA	\$100.00	\$72.00	\$72.00	\$82.00	\$82.00	\$82.00	\$82.00	\$82.00
Certificated FTE Classified FTE Total	\$18.34	\$19.85	\$20.06	\$20.65	\$21.29	\$21.99	\$22.72	\$23.47
Emp FTE	252	250	270	490	532	532	532	532
Total Salary Increase-Cert Tchr Total								

Salary Increase-Clsfd  
S&O Expense Inflator (General)

232.71	236.40	256.50	460.60	500.08	500.08	500.08	500.08
15.93	15.50	14.00	25.60	26.60	26.60	26.60	26.60
13.08	11.53	10.88	12.46	12.46	12.46	12.46	12.46
29.01	27.03	24.88	38.06	39.06	39.06	39.06	39.06
4.05%	10.00%	10.00%	Base	2.00%	2.00%	2.00%	2.00%
	2-3%	2-3%	Base	2.00%	2.00%	2.00%	2.00%
			Base	1.50%	1.50%	1.50%	1.50%

Summary Tab



Live Oak Charter (6119036) - 25-26 New Charter @VV		11/22/2024						
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>General Assumptions</b>								
COLA & Augmentation	5.07%	13.26%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:								
Enrollment Count	261	251	250	270	490	532	532	532
Unduplicated Pupil Count (UPC)	58	49	85	80	211	229	229	229
Unduplicated Pupil Percentage (UPP)	22.25%	21.95%	25.20%	27.76%	37.23%	40.25%	43.05%	43.05%
Current Year LCFF Average Daily Attendance (ADA)	252.37	232.71	236.40	256.50	460.60	500.08	500.08	500.08
Funded LCFF ADA	252.37	232.71	236.40	256.50	460.60	500.08	500.08	500.08
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
<b>LCFF Entitlement Summary</b>								
Base Grant	\$2,072,608	\$2,163,161	\$2,375,547	\$2,605,060	\$4,815,238	\$5,400,131	\$5,578,291	\$5,761,952
Grade Span Adjustment	98,952	103,754	122,437	134,756	238,034	245,355	253,563	261,771
Adjusted Base Grant	\$2,171,560	\$2,266,915	\$2,497,984	\$2,739,816	\$5,053,272	\$5,645,486	\$5,831,854	\$6,023,723
Supplemental Grant	96,635	99,518	125,899	152,115	376,267	454,462	502,123	518,643
Concentration Grant	-	-	-	-	-	-	-	-
Total Base, Supplemental and Concentration Grant	\$2,268,195	\$2,366,433	\$2,623,883	\$2,891,931	\$5,429,539	\$6,099,948	\$6,333,977	\$6,542,366
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	18,285	42,281	64,309	130,987	135,040	139,507	144,098
Total Allowance and Add-On Amounts	\$-	\$18,285	\$42,281	\$64,309	\$130,987	\$135,040	\$139,507	\$144,098
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$2,268,195	\$2,384,718	\$2,666,164	\$2,956,240	\$5,560,526	\$6,234,988	\$6,473,484	\$6,686,464
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	\$ 2,268,195	\$ 2,384,718	\$ 2,666,164	\$ 2,956,240	\$ 5,560,526	\$ 6,234,988	\$ 6,473,484	\$ 6,686,464

LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 8,988	\$ 10,248	\$ 11,278	\$ 11,525	\$ 12,072	\$ 12,468	\$ 12,945	\$ 13,371
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	2,268,195	2,384,718	2,666,164	2,956,240	5,560,526	6,234,988	6,473,484	6,686,464
<b>LCFF Sources Summary</b>								
<b>Funding Source Summary</b>								
Local Revenue and In-Lieu of Property Taxes <i>(net for school districts)</i>	\$ 1,394,685	\$ 1,383,421	\$ 1,424,516	\$ 1,698,350	\$ 2,814,969	\$ 3,082,391	\$ 3,113,215	\$ 3,144,347
Education Protection Account Entitlement <i>(includes \$200/minimum per</i>	\$ 118,563	\$ 103,480	\$ 210,124	\$ 94,254	\$ 498,348	\$ 625,722	\$ 717,268	\$ 812,161
Net State Aid <i>(excludes Additional State Aid)</i>	\$ 754,947	\$ 897,817	\$ 1,031,524	\$ 1,163,636	\$ 2,247,209	\$ 2,526,875	\$ 2,643,001	\$ 2,729,956
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Funding Sources</b>	<b>\$ 2,268,195</b>	<b>\$ 2,384,718</b>	<b>\$ 2,666,164</b>	<b>\$ 2,956,240</b>	<b>\$ 5,560,526</b>	<b>\$ 6,234,988</b>	<b>\$ 6,473,484</b>	<b>\$ 6,686,464</b>
<b>Funding Source by Resource-Object</b>								
State Aid (Resource Code 0000, Object Code 8011)	\$ 754,947	\$ 897,817	\$ 1,031,524	\$ 1,163,636	\$ 2,247,209	\$ 2,526,875	\$ 2,643,001	\$ 2,729,956
EPA, Current Year (Resource 1400, Object Code 8012) <i>(P-2 plus Current Year Accrual)</i>	\$ 118,563	\$ 103,480	\$ 210,124	\$ 94,254	\$ 498,348	\$ 625,722	\$ 717,268	\$ 812,161
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) <i>(P-A less Prior Year Accrual)</i>	\$ -	\$ 35,491	\$ 38,512	\$ 121,694	\$ -	\$ -	\$ -	\$ -
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	1,394,685	1,383,421	1,424,516	1,698,350	2,814,969	3,082,391	3,113,215	3,144,347
<b>Entitlement and Source Reconciliation</b>								
Basic Aid/Excess Tax District Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	\$ 2,268,195	\$ 2,384,718	\$ 2,666,164	\$ 2,956,240	\$ 5,560,526	\$ 6,234,988	\$ 6,473,484	\$ 6,686,464
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes before Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 2,268,195	\$ 2,384,718	\$ 2,666,164	\$ 2,956,240	\$ 5,560,526	\$ 6,234,988	\$ 6,473,484	\$ 6,686,464

Summary Tab

Live Oak Charter (6119036) - 25-26 New Charter @VV		11/22/2024						
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>LCAP Percentage to Increase or Improve Services Calculation</b>								
Base Grant <i>(Excludes add-ons for TIIG &amp; Transportation)</i>	\$ 2,171,560	\$ 2,285,200	\$ 2,540,265	\$ 2,804,125	\$ 5,184,259	\$ 5,780,526	\$ 5,971,361	\$ 6,167,821
Supplemental and Concentration Grant funding in the LCAP yea	\$ 96,635	\$ 99,518	\$ 125,899	\$ 152,115	\$ 376,267	\$ 454,462	\$ 502,123	\$ 518,643
Projected Additional 15% Concentration Grant funding in the LCAP yea	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Percentage to Increase or Improve Services	4.45%	4.35%	4.96%	5.42%	7.26%	7.86%	8.41%	8.41%
<b>PER-ADA FUNDING LEVELS</b>								
<b>Base, Supplemental and Concentration Rate per ADA</b>								
Grades TK-3	\$ 9,332.61	\$ 10,563.22	\$ 11,502.93	\$ 11,682.50	\$ 12,240.25	\$ 12,688.31	\$ 13,175.48	\$ 13,608.83
Grades 4-6	\$ 8,580.57	\$ 9,712.45	\$ 10,576.48	\$ 10,742.03	\$ 11,254.97	\$ 11,667.24	\$ 12,114.36	\$ 12,512.96
Grades 7-8	\$ 8,834.38	\$ 10,000.56	\$ 10,889.50	\$ 11,059.74	\$ 11,588.05	\$ 12,011.92	\$ 12,472.77	\$ 12,883.32
Grades 9-12	\$ 10,504.54	\$ 11,891.06	\$ 12,948.28	\$ 13,151.78	\$ 13,779.95	\$ 14,284.21	\$ 14,831.78	\$ 15,319.44
<b>Base Grants</b>								
Grades TK-3	\$ 8,093	\$ 9,166	\$ 9,919	\$ 10,025	\$ 10,319	\$ 10,637	\$ 10,988	\$ 11,350
Grades 4-6	\$ 8,215	\$ 9,304	\$ 10,069	\$ 10,177	\$ 10,475	\$ 10,798	\$ 11,154	\$ 11,521
Grades 7-8	\$ 8,458	\$ 9,580	\$ 10,367	\$ 10,478	\$ 10,785	\$ 11,117	\$ 11,484	\$ 11,862
Grades 9-12	\$ 9,802	\$ 11,102	\$ 12,015	\$ 12,144	\$ 12,500	\$ 12,885	\$ 13,310	\$ 13,748

<b>Grade Span Adjustment</b>										
Grades TK-3	\$ 842	\$ 953	\$ 1,032	\$ 1,043	\$ 1,073	\$ 1,106	\$ 1,143	\$ 1,180		
Grades 9-12	\$ 255	\$ 289	\$ 312	\$ 316	\$ 325	\$ 335	\$ 346	\$ 357		
<b>Supplemental Grant</b>		20%	20%	20%	20%	20%	20%	20%	20%	20%
<b>Maximum - 1.00 ADA, 100% UPP</b>										
Grades TK-3	\$ 1,787	\$ 2,024	\$ 2,190	\$ 2,214	\$ 2,278	\$ 2,349	\$ 2,426	\$ 2,506		
Grades 4-6	\$ 1,643	\$ 1,861	\$ 2,014	\$ 2,035	\$ 2,095	\$ 2,160	\$ 2,231	\$ 2,304		
Grades 7-8	\$ 1,692	\$ 1,916	\$ 2,073	\$ 2,096	\$ 2,157	\$ 2,223	\$ 2,297	\$ 2,372		
Grades 9-12	\$ 2,011	\$ 2,278	\$ 2,465	\$ 2,492	\$ 2,565	\$ 2,644	\$ 2,731	\$ 2,821		
<b>Actual - 1.00 ADA, Local UPP as follows:</b>		22.25%	21.95%	25.20%	27.76%	37.23%	40.25%	43.05%	43.05%	
Grades TK-3	\$ 398	\$ 444	\$ 552	\$ 614	\$ 848	\$ 945	\$ 1,044	\$ 1,079		
Grades 4-6	\$ 366	\$ 408	\$ 507	\$ 565	\$ 780	\$ 869	\$ 960	\$ 992		
Grades 7-8	\$ 376	\$ 421	\$ 522	\$ 582	\$ 803	\$ 895	\$ 989	\$ 1,021		
Grades 9-12	\$ 448	\$ 500	\$ 621	\$ 692	\$ 955	\$ 1,064	\$ 1,176	\$ 1,214		
<b>Concentration Grant (&gt;55% population)</b>		65%	65%	65%	65%	65%	65%	65%	65%	
<b>Maximum - 1.00 ADA, 100% UPP</b>										
Grades TK-3	\$ 5,808	\$ 6,577	\$ 7,118	\$ 7,194	\$ 7,405	\$ 7,633	\$ 7,885	\$ 8,145		
Grades 4-6	\$ 5,340	\$ 6,048	\$ 6,545	\$ 6,615	\$ 6,809	\$ 7,019	\$ 7,250	\$ 7,489		
Grades 7-8	\$ 5,498	\$ 6,227	\$ 6,739	\$ 6,811	\$ 7,010	\$ 7,226	\$ 7,465	\$ 7,710		
Grades 9-12	\$ 6,537	\$ 7,404	\$ 8,013	\$ 8,099	\$ 8,336	\$ 8,593	\$ 8,876	\$ 9,168		
<b>Actual - 1.00 ADA, Local UPP &gt;55% as follows:</b>		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
Grades TK-3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 4-6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 7-8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 9-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

## Live Oak Charter School

## Revenue - Detail

### 25-26 LOVV 5-Year Operating Budget

Description	Object Code	2023-24 Actual	2024-25 7/1 AB	2025-26 MYP	Var (\$) 25-26 vs 24-25	2026-27 MYP	2027-28 MYP	2028-29 5-Yr	2029-30 5-Yr
<b>A. REVENUES</b>	ADA	236.40	256.50	460.60	204.10	500.08	500.08	500.08	500.08
<b>1. LCFF Sources</b>									
State Aid - Current Year	8011	1,153,218	1,163,636	2,247,209	1,083,573	2,526,875	2,643,001	2,729,956	2,816,223
EPA State Aid - Cur Yr	8012	88,430	94,254	498,348	404,094	625,722	717,268	812,161	837,825
State Aid - Prior Years	8019	91	-	-	-				
In-Lieu of Property Taxes	8096	1,424,425	1,698,350	2,814,969	1,116,619	3,082,391	3,113,215	3,144,347	3,243,708
Total LCFF Sources		2,666,164	2,956,240	5,560,526	2,604,286	6,234,988	6,473,484	6,686,464	6,897,756
Memo: LCFF / ADA		11,278	11,525	12,072		12,468	12,945	13,371	13,793



<b>2. Federal Revenues</b>					-				
Special Education -	8181-82	-	-		-				
Child Nutrition - Federal	8220	-	-		-				
NCLB [Title I (3010)]	8290	10,371	15,000		(15,000)	-	-	-	-
Fed'I Other [Mental Health	8290	-			-				
Total Federal		10,371	15,000	-	(15,000)	-	-	-	-
<b>3. Other State Revenues</b>									
State Special Education	8792	-	-		-				
ERMHS (SpEd)	8590	18,936	-		-				
Child Nutrition - State	8520	-	-		-				
Mandate Block Grant	8550	4,597	4,742	5,297	555	9,806	10,997	11,360	11,735
State Lottery Unres	8560	47,202	45,401	87,975	42,574	95,515	95,515	95,515	95,515
State Lottery Prop20/Restr	8560	22,486	18,468	37,769	19,301	41,007	41,007	41,007	41,007
State Lottery Unres - PY	8560	5,854	-	-	-				
State Lottery Prop20/Restr - PY	8560	5,210	-	-	-				
One-Time Discretionary	8550/90				-				
Lrng Recvry EB Grant	8590	115			-				
A,M,& IM Block Grant	8590	3,443			-				
21-22 ADA HH - Decl Enr	8590				-				
Exp Lrng Opp Program	8590	72,343	68,720		(68,720)				
Univ PreK Planning Grant	8590				-				
Educator Eff: FY21-26	8590	(38,705)	20,000	21,000	1,000				

## Live Oak Charter School

## Revenue - Detail

### 25-26 LOVV 5-Year Operating Budget

Description	Object Code	2023-24 Actual	2024-25 7/1 AB	2025-26 MYP	Var (\$) 25-26 vs 24-25	2026-27 MYP	2027-28 MYP	2028-29 5-Yr	2029-30 5-Yr
Prop 28 Arts&Musc	8590	30,985	32,680	59,383	26,703	74,260	83,345	86,095	88,937
CAASPP/ELPAC Testing	8590		202	400	198	412	426	440	455

Other	8590		(32,680)	32,680	65,360				
Total Other State		172,466	157,533	244,504	86,971	221,000	231,290	234,417	237,649
4. Other Local Revenues									
Meal Program Income	8634	-	-	-	-	-	-	-	-
Interest Income	8660	37,463	18,000		(18,000)				
Consortium Fees	8677	138,183	136,183		(136,183)		-	-	-
AfterCare Revenue	8689	93,984			-	-	-	-	-
Foundation Grant (0000-	8699	134,677	104,000		(104,000)				
Foundation F-A-N (9038-	8699	20,875	20,000		(20,000)				
Grants (9038)	8699	2,926	2,500	5,000	2,500	5,000	5,000	5,000	5,000
Library Grant/Donation	8699				-				
Music Grant/Donation	8699	1,800	-	-	-	-	-	-	-
RESIG Safety Grant	8699	1,416	1,250		(1,250)	-	-	-	-
Misc Revenue (incl WC	8699	9,427	10,000		(10,000)				
PPP Proceeds (SPEC)	8699				-				
Total Local Revenues		440,751	291,933	5,000	(286,933)	5,000	5,000	5,000	5,000
5. TOTAL REVENUES		3,289,752	3,420,706	5,810,030	2,389,324	6,460,988	6,709,774	6,925,881	7,140,405
Memo 1: TK Add On		42,281	64,309	130,987		135,040	139,507	144,098	148,651
Memo 2: LCFF Supplemental Rev (incl in		125,899	152,115	376,267	224,152	454,462	502,123	518,643	535,032
- LCFF Supp %		5.04%	5.42%	7.26%		7.86%	8.41%	8.41%	8.41%

= subsumed into District Program (revenue and expense)

**Live Oak/VV Charter School**

**25-26 LOVV 5-Year Operating Budget**

**Financial Projection**

Description	Object Code	2023-24 Actual	2024-25 AB	2025-26 MYP	2026-27 MYP	2027-28 MYP	2028-29 5-Yr	2029-30 5-Yr
<b>A. REVENUES</b>	ADA	236.40	256.50	460.60	500.08	500.08	500.08	500.08
1. LCFF Sources								
State Aid - Current Year	8011	1,153,218	1,163,636	2,247,209	2,526,875	2,643,001	2,729,956	2,816,223
EPA State Aid - Cur Yr	8012	88,430	94,254	498,348	625,722	717,268	812,161	837,825
State Aid - Prior Years	8019	91	-	-	-	-	-	-
In-Lieu of Property Taxes	8096	1,424,425	1,698,350	2,814,969	3,082,391	3,113,215	3,144,347	3,243,708
Other LCFF Transfers	8091,97							
Total LCFF Sources		2,666,164	2,956,240	5,560,526	6,234,988	6,473,484	6,686,464	6,897,756
2. Federal Revenues								
Special Education - Federal	8181							
Child Nutrition - Federal	8220							
No Child left Behind [Title	8290	10,371	15,000					
Other Federal Rev	8290							
Total Federal Revenues		10,371	15,000	-	-	-	-	-
3. Other State Revenues								
Special Education - State	8792	-	-	-	-	-	-	-
All Other State Revenues	85xx	172,466	157,533	244,504	221,000	231,290	234,417	237,649
Total Other State		172,466	157,533	244,504	221,000	231,290	234,417	237,649
4. Other Local Revenues								
All Other Local Revenues	86xx	440,751	291,933	5,000	5,000	5,000	5,000	5,000
Total Local Revenues		440,751	291,933	5,000	5,000	5,000	5,000	5,000
5. TOTAL REVENUES		3,289,752	3,420,706	5,810,030	6,460,988	6,709,774	6,925,881	7,140,405
<b>B. EXPENDITURES</b>								
1. Certificated Salaries								
Certificated Teachers	1100	1,214,253	1,173,515	2,520,362	2,678,683	2,732,256	2,786,902	2,842,640
Certificated Pupil Support	1200		-	-	-	-	-	-
Certificated Administrators	1300	147,602	152,724	301,238	307,263	313,339	316,242	319,203
Other Certificated Salaries	1900		-	-	-	-	-	-

Total Certificated		1,361,855	1,326,239	2,821,600	2,985,946	3,045,595	3,103,143	3,161,843
<b>Description</b>	<b>Object Code</b>	<b>2023-24 LO Actual</b>	<b>2024-25 LO AB</b>	<b>2025-26 MYP</b>	<b>2026-27 MYP</b>	<b>2027-28 MYP</b>	<b>2028-29 5-Yr</b>	<b>2029-30 5-Yr</b>
<b>2. Non-certificated Salaries</b> Non-certificated Teachers/Aides Non-certificated Support Non-certificated Administrators Clerical and Office Other Non-certificated Total Non-certificated Salaries	2100	156,429	199,340	203,340	207,393	211,541	215,772	220,087
	2200			146,452	147,916	149,395	152,383	155,431
	2300	143,826	149,527	-	-	-	-	-
	2400	257,250	272,241	77,144	78,686	80,260	81,865	83,503
	2900	102,553	21,732	86,351	87,214	88,959	90,738	92,533
		660,058	638,238	513,273	521,210	530,155	540,758	551,573
<b>3. Employee Benefits</b> STRS PERS Soc Security / Medicare Health and Welfare Benefits Unemployment Insurance Workers' Comp Insurance Total Employee Benefits Memo: Total Salary and Benefits <b>- % of Total Expenditures</b>	3100	204,733	204,952	483,990	511,964	522,190	531,991	541,988
	3200	219,578	241,131	237,704	228,765	247,765	252,720	257,775
	3300	81,154	83,753	100,481	102,505	104,554	106,596	108,679
	3400	268,950	274,443	392,090	405,221	405,221	417,377	417,377
	3500	971	1,482	1,721	1,756	1,791	1,825	1,860
	3600	25,733	20,431	40,719	42,850	43,706	44,539	45,389
		801,120	826,192	1,256,705	1,293,061	1,325,227	1,355,050	1,373,069
		2,823,033	2,790,669	4,710,568	4,805,372	4,907,715	5,005,824	5,093,495
		78.6%	77.1%	81.1%	74.3%	73.0%	72.2%	71.2%
<b>4. Books and Supplies</b> Textbooks/ Core Curricula Books and Other Reference Matls Materials and Supplies Noncapitalized Equipment Food Total Books and Supplies <b>5. Services and Other Operating</b> Exp Subagreements for Services Training and Conferences Dues and Memberships Insurance Ops and Housekeeping Svcs Rentals, Leases, Repairs Prof Svcs/Operating Expenses Communications/Systems	4100	2,810	3,200	24,000	24,500	25,000	25,500	26,000
	4200	852	1,200	4,700	6,090	6,181	6,273	6,367
	4300	60,117	69,563	155,000	156,395	157,802	159,380	160,815
	4400	1,204	4,500	5,500	9,135	9,272	9,411	9,552
	4700	42,376	2,000	-	-	-	-	-
		107,359	80,463	189,200	196,120	198,225	200,564	202,734
	5100		-	-	-	-	-	-
	5200	14,329	23,850	35,000	32,150	33,302	30,457	33,613
	5300	3,335	3,500	6,000	6,090	6,181	6,274	6,368

Total Svcs/ Other Op Exp	5400	29,735	31,634	-	-	-	-	-
6. Capital Outlay	5500	126,982	132,160	89,000	97,948	99,418	100,909	102,423
Depreciation Expense Total	5600	171,276	160,990	25,500	25,883	26,271	26,665	27,065
Capital Outlay	5700			308,932	309,900	310,950	315,000	316,500
	5800	143,800	163,553	78,000	80,441	81,649	82,874	84,118
	5900	22,267	24,920	5,500	5,600	5,700	5,800	5,900
		511,723	540,607	547,932	556,821	563,471	567,979	575,987
		2,838	1,081		-	-	-	-
	6900							
		2,838	1,081		-	-	-	-
<b>Description</b>	<b>Object Code</b>	<b>2023-24 Actual</b>	<b>2024-25 AB</b>	<b>2025-26 MYP</b>	<b>2026-27 MYP</b>	<b>2027-28 MYP</b>	<b>2028-29 5-Yr</b>	<b>2029-30 5-Yr</b>
7. Other Outgo								
District Services Billing/Transfers		140,019	207,480					
Other Transfers (county)	7100							
Total Other Outgo	7300	6,090		214,394	220,021	225,373	226,622	231,106
		146,109	207,480	214,394	220,021	225,373	226,622	231,106
8. TOTAL EXPENDITURES								
C. EXCESS / (DEFICIENCY) OF		3,591,062	3,620,300	5,662,094	5,773,179	5,888,046	5,994,116	6,096,312
REV OVER BEFORE OTHER								
FINANCING SOURCES		(301,310)	(199,594)	147,936	687,809	821,728	931,765	1,044,093
F. FUND BALANCE, RESERVES								
1. Beginning Fund Balance								
a. As of July 1								
b. Adjustments to Beginning Bal	9791			-	148,763	691,251	1,343,564	2,082,065
c. Adjusted Beginning Balance	97xx							
2. Ending Fund Balance/Net				-	148,763	691,251	1,343,564	2,082,065
Position, June				148,763	691,251	1,343,564	2,082,065	2,908,379
3. Components of Ending Net								
Position (Ac				-	-	-	-	-
a. Net Investment in Capital Assets	9796							
b. Restricted - Fed/State	9797			-	-	-	-	-
b. Restricted-Local	9797			-	-	-	-	-
c. Unrestricted Net Position	9790			148,763	691,251	1,343,564	2,082,065	2,908,379

Memo: % of Total Exp [Goal: > 17%]

# Mos Avg Exp [Goal > 2.00]

2.6% 11.7% 22.2% 33.7% 46.1%  
0.32 1.40 2.66 4.04 5.53

Live Oak/VV Charter							Staffing Plan
Position	Type	Cert/Clsfd	Training	FTE (28 Periods)	*	Budget/ Accounting	Funding
TK Waldorf Teacher	Classroom Teacher	Cert	Waldorf Certified	1.000		1100	School LCFF
TK Classroom Teacher	Classroom Teacher	Cert	Waldorf Trained	1.000		1100	School LCFF
Kindergarten Waldorf Teacher	Classroom Teacher	Cert	Waldorf Certified	1.000		1100	School LCFF
Kindergarten ClassroomTeacher	Classroom Teacher	Cert	Waldorf Trained	1.000		1100	School LCFF
1st Grade Waldorf Teacher	Classroom Teacher	Cert	Waldorf Certified	1.000		1100	School LCFF
1st Grade Classroom Teacher	Classroom Teacher	Cert	Waldorf Trained	1.000		1100	School LCFF
2nd Grade Waldorf Teacher	Classroom Teacher	Cert	Waldorf Certified	1.000		1100	School LCFF
2nd Grade Classroom Teacher	Classroom Teacher	Cert	Waldorf Trained	1.000		1100	School LCFF
3rd Grade Waldorf Teacher	Classroom Teacher	Cert	Waldorf Certified	1.000		1100	School LCFF
3rd Grade Classroom Teacher	Classroom Teacher	Cert	Waldorf Trained	1.000		1100	School LCFF
4th Grade Waldorf Teacher	Classroom Teacher	Cert	Waldorf Certified	1.000		1100	School LCFF
4th Grade Classroom Teacher	Classroom Teacher	Cert	Waldorf Trained	1.000		1100	School LCFF
5th Grade Waldorf Teacher	Classroom Teacher	Cert	Waldorf Certified	1.000		1100	School LCFF
5th Grade Classroom Teacher	Classroom Teacher	Cert	Waldorf Trained	1.000		1100	School LCFF
6th Grade Waldorf Teacher	Classroom Teacher	Cert	Waldorf Certified	1.000		1100	School LCFF
6th Grade Classroom Teacher	Classroom Teacher	Cert	Waldorf Trained	1.000		1100	School LCFF
7th Grade Waldorf Teacher	Classroom Teacher	Cert	Waldorf Trained	1.000		1100	School LCFF
7th Grade Waldorf Teacher	Classroom Teacher	Cert	Waldorf Certified	1.000		1100	School LCFF
8th Grade Waldorf Teacher	Classroom Teacher	Cert	Waldorf Trained	1.000		1100	School LCFF
Movement Teacher	Specialty	Cert	Waldorf Certified	1.000		1100	School LCFF/Prop 28/Local(?)
Handwork Teacher	Specialty	Cert	Waldorf Certified	1.000		1100	School LCFF/Prop 28/Local(?)
4th-8th Math Teacher	Specialty	Cert	Waldorf Certified	1.000		1100	School LCFF
Strings Teacher	Specialty	Cert		0.600		1100	School LCFF/Prop 28/Local(?)
Spanish Teacher	Specialty	Cert		1.000	23.600	1100	School LCFF
Principal	Admin	Cert	Certificated - Waldor	1.000		1300	School LCFF
Pedagogical Director (TOSA)	Admin	Cert	Waldorf Certified	1.000	2.000	1300	School LCFF
TK Aide/Playground	Aide	Clsfd		0.625		2100	School LCFF
TK Aide/Playground	Aide	Clsfd		0.625		2100	School LCFF
Kindergarten Aide/Playground	Aide	Clsfd		0.625		2100	School LCFF
Kindergarten Aide/playground	Aide	Clsfd		0.625		2100	School LCFF
1st Grade Aide	Aide	Clsfd		0.744		2100-RTI	LCFF Supplemental
1st Grade Aide	Aide	Clsfd		0.744		2100-RTI	LCFF Supplemental
2nd Grade Aide	Aide	Clsfd		0.500		2100-RTI	LCFF Supplemental
3rd Grade Aide	Aide	Clsfd		0.500		2100-RTI	LCFF Supplemental
Bilingual Instructional Assistant	Aide	Clsfd		0.500		2100	LCFF Supplemental
Garden Teacher (Aide)	Specialty	Clsfd		0.625		2100	School LCFF/Local(?)

SpEd/RSP Aide	SpEd Aide	Clsfd		0.738		2100-SpEd	School LCFF / SpEd (non-billed)
SpEd/RSP Aide	SpEd Aide	Clsfd		0.738	7.588	2100-SpEd	School LCFF / SpEd (non-billed)
L brarian	Support	Clsfd		0.500		2200	School LCFF
Custodian	District	Clsfd		1.000	1.500	2200	School LCFF/(Bldg/Maint Fund?)
<b>Live Oak/VV Charter</b>							<b>Staffing Plan</b>
Position	Type	Cert/Clsfd	Training	FTE (28 Periods)	*	Budget/ Accounting	Funding
Secretary	Admin	Clsfd		1.000		2400	School LCFF
Clerk	Admin	Clsfd		1.000		2400	School LCFF
Festival/Volunteer Coordinator	Admin	Clsfd		0.625	2.625	2400	School LCFF
Playground Supervisor	Support	Clsfd		0.250		2900	School LCFF
Playground Supervisor	Support	Clsfd		0.250		2900	School LCFF
Playground Supervisor	Support	Clsfd		0.250	0.750	2900	School LCFF
Social Worker	District	Cert				7141 District Billed - Health	District/Consortium (Billed)
School Nurse	District	Cert				7141 District Billed - Health	District/Consortium (Billed)
Occupational Therapist	District	Cert				7141 District Billed - SpEd	District/Consortium (Billed)
Psychologist	District	Cert				7141 District Billed - SpEd	District/Consortium (Billed)
Resource/Intervention	District	Cert				7141 District Billed - SpEd	District/Consortium (Billed)
Speech	District	Cert				7141 District Billed - SpEd	District/Consortium (Billed)
Resource Teacher TK-5	District	Cert				7141 District Billed - SpEd	District/Consortium (Billed)
Resources Teacher 6-8	District	Cert				7141 District Billed - SpEd	District/Consortium (Billed)
Counselor	District	Cert				7141 District Billed - SpEd	District/Consortium (Billed)
Bilingual Community Coordinator	District	Clsfd				7141 District Billed - Translation	District/Consortium (Billed)
Food Service Manager	Support	Clsfd				Cafeteria - Fund 13	District - Cafeteria Fund 13
Food Service	District	Clsfd				Cafeteria - Fund 13	District - Cafeteria Fund 13
Office Manager	Admin	Clsfd				Not included	District - Bus Svcs (Allocation)
Administrative Coordinator	Admin	Clsfd				Not included	District - Bus Svcs (Allocation)
Total Site FTE				38.063	38.063		

**Live Oak/VV Charter School**

Payroll and Benefits - Detail

Name	E E	Title	25-26 Step	25- 26	Salary Rate	FTE	Annual Salary	MA/PhD /Oth	Total Salary	Note/ Other	Salary								
											FY26	FY27		FY27	FY28		FY29		
											n/a	2.00%		2.00%		2.00%		2.00%	
1100 Teachers' Salaries																			
Petering		Class Teacher	15	3	106,515	1.000	106,515	1,700	108,215	y	\$ 108,215	y	\$ 110,379	y	\$ 112,587	y	\$ 114,839	y	\$ 117,135
Mathers		Class Teacher	22	2	90,275	1.000	90,275	-	90,275	y	\$ 90,275	y	\$ 92,081	y	\$ 93,922	y	\$ 95,801	y	\$ 97,717
Murphy		Class Teacher	5	2	70,523	1.000	70,523	-	70,523	y	\$ 70,523	y	\$ 71,933	y	\$ 73,372	y	\$ 74,840	y	\$ 76,336
Cassidy/4		Class Teacher	25	3	119,305	1.000	119,305	1,700	121,005	y	\$ 121,005	y	\$ 123,425	y	\$ 125,894	y	\$ 128,411	y	\$ 130,980
Mann/5		Class Teacher	29	3	119,305	1.000	119,305	1,700	121,005	y	\$ 121,005	y	\$ 123,425	y	\$ 125,894	y	\$ 128,411	y	\$ 130,980
Winston		Class Teacher	13	3	104,206	1.000	104,206	1,700	105,906	y	\$ 105,906	y	\$ 108,024	y	\$ 110,185	y	\$ 112,388	y	\$ 114,636
Mohr		Class Teacher	9	3	96,005	1.000	96,005	-	96,005	y	\$ 96,005	y	\$ 97,925	y	\$ 99,884	y	\$ 101,881	y	\$ 103,919
Osner		Class Teacher	11	3	101,948	1.000	101,948	1,700	103,648	y	\$ 103,648	y	\$ 105,721	y	\$ 107,835	y	\$ 109,992	y	\$ 112,192
Wildgrube		K Teacher	24	3	119,305	1.000	119,305	1,700	121,005	y	\$ 121,005	y	\$ 123,425	y	\$ 125,894	y	\$ 128,411	y	\$ 130,980
Teague		TK Teacher	19	3	114,619	1.000	114,619	1,700	116,319	PERS y	\$ 116,319	y	\$ 118,645	y	\$ 121,018	y	\$ 123,439	y	\$ 125,907
Wigert		Math	24	3	119,305	1.000	119,305	1,700	121,005	y	\$ 121,005	y	\$ 123,425	y	\$ 125,894	y	\$ 128,411	y	\$ 130,980
Overmeer		Handwork	9	2	77,845	1.000	77,845	-	77,845	PERS y	\$ 77,845	y	\$ 79,402	y	\$ 80,990	y	\$ 82,610	y	\$ 84,262
Reier		Movement	14	3	105,353	1.000	105,353	-	105,353	PERS y	\$ 105,353	y	\$ 107,460	y	\$ 109,609	y	\$ 111,801	y	\$ 114,037

VV01		Class Teacher	12	3	103,071	1.000	103,071	1,700	104,771	y	\$ 104,771	y	\$ 106,866	y	\$ 109,004	y	\$ 111,184	y	\$ 113,407
VV02		Class Teacher	12	3	103,071	1.000	103,071	1,700	104,771	y	\$ 104,771	y	\$ 106,866	y	\$ 109,004	y	\$ 111,184	y	\$ 113,407
VV03		Class Teacher	12	3	103,071	1.000	103,071	1,700	104,771	y	\$ 104,771	y	\$ 106,866	y	\$ 109,004	y	\$ 111,184	y	\$ 113,407
VV04		Class Teacher	12	3	103,071	1.000	103,071	1,700	104,771	y	\$ 104,771	y	\$ 106,866	y	\$ 109,004	y	\$ 111,184	y	\$ 113,407
VV05		Class Teacher	12	3	103,071	1.000	103,071	1,700	104,771	y	\$ 104,771	y	\$ 106,866	y	\$ 109,004	y	\$ 111,184	y	\$ 113,407
VV06		Class Teacher	12	3	103,071	1.000	103,071	1,700	104,771	y	\$ 104,771	y	\$ 106,866	y	\$ 109,004	y	\$ 111,184	y	\$ 113,407
New-Waldorf		Class Teacher	12	3	103,071	1.000	103,071	1,700	104,771	y	\$ 104,771	y	\$ 106,866	y	\$ 109,004	y	\$ 111,184	y	\$ 113,407
New-FY27		Class Teacher 26-27						1,700		n	\$ -	y	\$ 107,914	y	\$ 110,072	y	\$ 112,274	y	\$ 114,519
VV07		Class Teacher	12	3	103,071	1.000	103,071	1,700	104,771	y	\$ 104,771	y	\$ 106,866	y	\$ 109,004	y	\$ 111,184	y	\$ 113,407
VV08		Class Teacher	12	3	103,071	1.000	103,071	1,700	104,771	y	\$ 104,771	y	\$ 106,866	y	\$ 109,004	y	\$ 111,184	y	\$ 113,407
Music/Strings		Music/Strings	12	3	103,071	0.600	61,843	1,700	63,543	n	\$ 63,543	n	\$ 64,813	n	\$ 66,110	n	\$ 67,432	n	\$ 68,781
Spanish		Spanish	12	3	103,071	1.000	103,071	1,700	104,771	y	\$ 104,771	y	\$ 106,866	y	\$ 109,004	y	\$ 111,184	y	\$ 113,407
										n	\$ -	n	\$ -	n	\$ -	n	\$ -	n	\$ -
										n	\$ -	n	\$ -	n	\$ -	n	\$ -	n	\$ -

Teachers' Salaries
23.600
2,437,062
103,265
1100
23
\$ 2,469,362
24
\$ 2,626,663
24
\$ 2,679,196
24
\$ 2,732,780
24
\$ 2,787,436

1130
Teachers' Extra Duty/Stipends

All		Faculty Leadership						8,000	n	\$ 8,000	n	\$ 8,160	n	\$ 8,323	n	\$ 8,490	n	\$ 8,659
All		Overnight Field Trips						6,000	n	\$ 6,000	n	\$ 6,120	n	\$ 6,242	n	\$ 6,367	n	\$ 6,495
All		Per Diem - Prof Dev						3,000	n	\$ 3,000	n	\$ 3,060	n	\$ 3,121	n	\$ 3,184	n	\$ 3,247
All		1st Grade Visits						2,000	n	\$ 2,000	n	\$ 2,040	n	\$ 2,081	n	\$ 2,122	n	\$ 2,165
									n	\$ -	n	\$ -	n	\$ -	n	\$ -	n	\$ -

Teachers'
1130
0
\$ 19,000
0
\$ 19,380
0
\$ 19,768
0
\$ 20,163
0
\$ 20,566

1148
Teachers' Substitute Hours

All		Certificated Substitutes							n	\$ 32,000	n	\$ 32,640	n	\$ 33,293	n	\$ 33,959	n	\$ 34,638

Teachers' Substitute Hours
1148
0
\$ 32,000
0
\$ 32,640
0
\$ 33,293
0
\$ 33,959
0
\$ 34,638

Total 1xxx
23
\$ 2,520,362
24
\$ 2,678,683
24
\$ 2,732,256
24
\$ 2,786,902
24
\$ 2,842,640

1200
Pupil Support Salaries

									n		n		n		n		n	
									n		n		n		n		n	

Pupil Support Salaries
-
1200
0
\$ -
0
\$ -
0
\$ -
0
\$ -
0
\$ -

1300
Administrators' Salaries

Open		Prin, K-8 Charter (PCS)	8		160,017	1.000	160,017	1,700	161,717	y	\$ 161,717	y	\$ 164,951	y	\$ 168,181	y	\$ 168,181	y	\$ 168,181
Open (Program Mgr-		Pedagogical/Student Svcs Dire	8		136,417	1.000	136,417	1,700	138,117	y	139,521	y	\$ 142,311	y	\$ 145,158	y	\$ 148,061	y	\$ 151,022
										n		n		n		n		n	

Administrators' Salaries
1300
2
\$ 301,238
2
\$ 307,263
2
\$ 313,339
2
\$ 316,242
2
\$ 319,203

Name	EE #	Title	25-26 Step	25-26	Salary Rate	FTE	Annual Salary	MA/PhD /Oth	Total Salary	Note/ Other	Salary				
											FY26	FY27	FY27	FY28	FY29

1900
Other Certificated Salaries

									n		n		n		n		n	

Other Salaries
-
1900
0
\$ -
0
\$ -
0
\$ -
0
\$ -
0
\$ -



Total				25.600				25												\$ 2,821,600		26		\$ 2,985,946		26		\$ 3,045,595		26		\$ 3,103,143		26		\$ 3,161,843	
2100 Instructional Salaries																																					
Instr Asst - Gen Ed 01		TK Aide/Playground 01	E	3	23.97	0.625	21,813			21,813			n	\$ 21,813	n	\$ 22,249	n	\$ 22,694	n	\$ 23,148	n	\$ 23,611															
Instr Asst - Gen Ed 02		TK Aide/Playground 02	E	3	23.97	0.625	21,813			21,813			n	\$ 21,813	n	\$ 22,249	n	\$ 22,694	n	\$ 23,148	n	\$ 23,611															
Instr Asst - Gen Ed 03		KG Aide/Playground 01	E	3	23.97	0.625	21,813			21,813			n	\$ 21,813	n	\$ 22,249	n	\$ 22,694	n	\$ 23,148	n	\$ 23,611															
Instr Asst - Gen Ed 04		KG Aide/Playground 02	E	3	23.97	0.625	21,813			21,813			n	\$ 21,813	n	\$ 22,249	n	\$ 22,694	n	\$ 23,148	n	\$ 23,611															
Instr Asst - RTI 01		GR1-Aide/RTI 01	F	3	25.17	0.744	27,257			27,257			n	\$ 27,257	n	\$ 27,802	n	\$ 28,358	n	\$ 28,925	n	\$ 29,503															
Instr Asst - RTI 02		GR1-Aide/RTI 02	F	3	25.17	0.744	27,257			27,257			n	\$ 27,257	n	\$ 27,802	n	\$ 28,358	n	\$ 28,925	n	\$ 29,503															
Instr Asst - RTI 03		GR2-Aide/RTI	F	3	25.17	0.500	18,324			18,324			n	\$ 18,324	n	\$ 18,690	n	\$ 19,064	n	\$ 19,445	n	\$ 19,834															
Instr Asst - RTI 04		GR3-Aide/RTI	F	3	25.17	0.500	18,324			18,324			n	\$ 18,324	n	\$ 18,690	n	\$ 19,064	n	\$ 19,445	n	\$ 19,834															
Instr Asst - RTI 05		Bilingual Instr Asst	D	7	27.73	0.500	20,187			20,187			n	\$ 20,187	n	\$ 20,591	n	\$ 21,003	n	\$ 21,423	n	\$ 21,852															
Instr Asst - SpEd 01		Instr Asst - SpEd 01	F	4	26.42	0.738	28,370			28,370			n	\$ 28,370	n	\$ 28,937	n	\$ 29,516	n	\$ 30,106	n	\$ 30,708															
Instr Asst - SpEd 02		Instr Asst - SpEd 02	F	4	23.97	0.738	25,739			25,739			n	\$ 25,739	n	\$ 26,254	n	\$ 26,779	n	\$ 27,314	n	\$ 27,861															
Instr Asst - Spec 01		HW Assistant (not incl)	E	3	23.97	-	-			-			n	\$ -	n	\$ -	n	\$ -	n	\$ -	n	\$ -															
Instr Asst - Spec 02		Gardening Aide/Spec	E	3	23.97	0.625	21,813			21,813			n	\$ 21,813	n	\$ 22,249	n	\$ 22,694	n	\$ 23,148	n	\$ 23,611															
Subs/Addl Hours-2199-		Substitutes/Addl Hrs - RTI								8,000			n	\$ 8,000	n	\$ 8,160	n	\$ 8,323	n	\$ 8,490	n	\$ 8,659															
Subs/Addl Hours-2199-		Substitutes/Addl Hrs - Gen Ed								6,000			n	\$ 6,000	n	\$ 6,120	n	\$ 6,242	n	\$ 6,367	n	\$ 6,495															
										-			n	\$ -	n	\$ -	n	\$ -	n	\$ -	n	\$ -															
										-			n	\$ -	n	\$ -	n	\$ -	n	\$ -	n	\$ -															
													n	\$ -	n	\$ -	n	\$ -	n	\$ -	n	\$ -															
Instructional Salaries				7.588				2100		0		\$ 288,520		0		\$ 294,291		0		\$ 300,177		0		\$ 306,180		0		\$ 312,304									
2200 Support Salaries																																					
Open		Night Lead Custodian	F	41	27.51	1.000	40,715			40,715			y	\$ 40,715	y	\$ 41,529	y	\$ 42,360	y	\$ 43,207	y	\$ 44,071															
Library Asst		Library Asst	E	6	27.73	0.500	20,187			20,187			n	\$ 20,187	n	\$ 20,591	n	\$ 21,003	n	\$ 21,423	n	\$ 21,852															
Support Salaries				1.500				2200		1		\$ 60,902		1		\$ 62,120		1		\$ 63,363		1		\$ 64,630		1		\$ 65,923									
2300 Classified Administrators' Salaries																																					
													n	\$ -	n	\$ -	n	\$ -	n	\$ -	n	\$ -															
Classified Administrators' Salaries				-				2300		0		\$ -		0		\$ -		0		\$ -		0		\$ -		0		\$ -									
2400 Clerical and Office Staff Salaries																																					
Secretary		Secretary, Administrative	E	10	33.73	1.000	59,365			59,365			y	\$ 59,365	y	\$ 60,552	y	\$ 61,763	y	\$ 62,998	y	\$ 64,258															
Clerk Typist		Clerk Typist	E	3	23.97	1.000	42,187			42,187			y	\$ 42,187	y	\$ 43,031	y	\$ 43,892	y	\$ 44,769	y	\$ 45,665															
Coordinator/Specialist		Event/Volunteer Coordinator	E	14	41.01	0.625	37,319			37,319			n	\$ 37,319	n	\$ 38,065	n	\$ 38,827	n	\$ 39,603	n	\$ 40,395															
							-			-			n	\$ -	n	\$ -	n	\$ -	n	\$ -	n	\$ -															
Office Subs / Addl Hrs		Office Subs / Addl Hrs - 2499								4,000			n	\$ 4,000	n	\$ 4,080	n	\$ 4,162	n	\$ 4,245	n	\$ 4,330															
													n	\$ -	n	\$ -	n	\$ -	n	\$ -	n	\$ -															
Clerical and Office Staff Salaries				2400		2		\$ 142,871		2		\$ 145,729		2		\$ 148,643		2		\$ 151,616		2		\$ 154,648													
2900 Other Classified Salaries																																					
Playground Supervisor		Playground Supervisor 01	D	2	21.75	0.250	7,917			7,917			n	\$ 7,917	n	\$ 8,075	n	\$ 8,237	n	\$ 8,402	n	\$ 8,570															
Playground Supervisor		Playground Supervisor 02	D	2	21.75	0.250	7,917			7,917			n	\$ 7,917	n	\$ 8,075	n	\$ 8,237	n	\$ 8,402	n	\$ 8,570															
Playground Supervisor		Playground Supervisor 03	D	2	21.75	0.250	7,917			7,917			n	\$ 7,917	n	\$ 8,075	n	\$ 8,237	n	\$ 8,402	n	\$ 8,570															
							-			-			n	\$ -	n	\$ -	n	\$ -	n	\$ -	n	\$ -															
							-			-			n	\$ -	n	\$ -	n	\$ -	n	\$ -	n	\$ -															
Other Classified Salaries				2900		0		\$ 23,751		0		\$ 24,226		0		\$ 24,711		0		\$ 25,205		0		\$ 25,709													
Total Classified				12.463				3		\$ 516,045		3		\$ 526,366		3		\$ 536,893		3		\$ 547,631		3		\$ 558,583											
Total Cert + Classfd				38.063				28		\$ 3,337,644		29		\$ 3,512,311		29		\$ 3,582,488		29		\$ 3,650,774		29		\$ 3,720,426											

STRS					
PERS					
OASDI					
Medicare					
Health Benefits COLA		n/a	0.00%	0.00%	3.00%
Total H&W	1,215.68		\$ 14,588	\$ 14,588	\$ 15,026
Medical	1,070.13				
Dental	111.00				
Life	5.55				
Vision	29.00				
WABE (through 9/30/25)	676.00				
Unemployment			0.05%	0.05%	0.05%
Worker's Comp			1.22%	1.22%	1.22%
Retirement Plan (403b)			0.00%	0.00%	0.00%

[illegible]

62-xxxx-0-1110-1000-4110-000-0000	Textbooks			2,810	3,200	10,000	6,800	10,150	10,302	10,457	10,614
62-0000-0-1110-1000-4210-000-0000	Books Other	gular		277	200	1,000	800	1,015	1,030	1,045	1,061
62-0000-0-1110-1000-4210-000-LIBR	Books Other			575	1,000	5,000	4,000	5,075	5,151	5,228	5,306
TOTAL	Books Other Than Textbooks			852	1,200	6,000	4,800	6,090	6,181	6,273	6,367
62-00000-0-1110-1000-4300-000-TRIP	Materials &	gular Edu		-	-	-	-	-	-	-	-
Sup,Instruction,Re 62-9030-0-1110-1000-4300-000-0000		gular Edu		-	-	-	-	-	-	-	-
Materials & Sup,Instruction,Re 62-9033-0-8500-5900-4300-000-care	Materials & Sup,Other Commun	ity,Child	9000	- 926	- 2,500	- 5,000	- 2,500	- 5,000	- 5,000	- 5,000	- 5,000
TOTAL	Materials & Supplies			926	2,500	5,000	2,500	5,075	5,151	5,228	5,306
62-6300-0-1110-1000-4310-000-1st1	Instructional	1st1		2,770	2,825	2,825	- 2,825	2,867	2,910	2,954	2,998
M,Instruction,Reg 62-6300-0-1110-1000-4310-000-1st2	Instructional	1st2		1,363	1,875	2,825	- 1,875	2,867	2,910	2,954	2,998
62-6300-0-1110-1000-4310-000-2nd1	Instructional	2nd1		1,790	1,875	1,875	- 1,875	1,903	1,932	1,961	1,990
62-6300-0-1110-1000-4310-000-2nd2	Instructional	2nd2		1,618	1,875	1,875	- 1,875	1,903	1,932	1,961	1,990
62-6300-0-1110-1000-4310-000-3RD1	Instructional	3RD1		2,529	1,875	1,875	- 1,875	1,903	1,932	1,961	1,990
62-6300-0-1110-1000-4310-000-3RD2	Instructional	3RD2		-	-	1,875	-	1,903	1,932	1,961	1,990
62-6300-0-1110-1000-4310-000-4TH1	Instructional	4TH1		- 771	- 765	1,875	- 2,235	1,903	1,932	1,961	1,990
62-6300-0-1110-1000-4310-000-4TH2	Instructional	4TH2		3,902	4,570	1,875	1,430	1,903	1,932	1,961	1,990
62-0000-0-1110-1000-4310-000-5th1	Instructional	5th1		1,597	1,875	1,875	-	1,903	1,932	1,961	1,990
62-0000-0-1110-1000-4310-000-5th2	Instructional	5th2		934	1,875	-	- 1,875	-	-	-	-
62-0000-0-1110-1000-4310-000-6th1	Instructional	6th1			600	-	1,875	-	-	-	-
M,Instruction,Reg 62-0000-0-1110-1000-4310-000-7TH1		7TH1			4,875	- 3,000	-	- 3,045	- 3,091	- 3,137	- 3,184
Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-8th1	Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-8th1	8th1			- 500	6,000	- 4,875	6,090	6,181	6,274	6,368
Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-GAME	Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-GAME	GAME			400	1,875	2,000	1,903	1,932	1,961	1,990
Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-HAND	Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-HAND	HAND				1,875	500	1,903	1,932	1,961	1,990
Instructional M,Instruction,Reg 62-6300-0-1110-1000-4310-000-KND1	Instructional M,Instruction,Reg 62-6300-0-1110-1000-4310-000-KND1	KND1				1,875	400	1,903	1,932	1,961	1,990
Instructional M,Instruction,Reg 62-6300-0-1110-1000-4310-000-KND2	Instructional M,Instruction,Reg 62-6300-0-1110-1000-4310-000-KND2	KND2				1,875	800	1,903	1,932	1,961	1,990
Instructional M,Instruction,Reg 62-6300-0-1110-1000-4310-000-KND3	Instructional M,Instruction,Reg 62-6300-0-1110-1000-4310-000-KND3	KND3	TK)			600	-	609	618	627	636
Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-MATH	Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-MATH	(VV	KG)			4,875	-	4,948	5,022	5,097	5,173
Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-MATH	Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-MATH	MATH				4,875	-	4,948	5,022	5,097	5,173
Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-MID2	Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-MID2	MIDD		523	2,665	2,000		2,030	2,060	2,091	2,122
Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-MUSC	Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-MUSC	MID2				1,000		1,015	1,030	1,045	1,061
Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-RSP1	Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-RSP1	MUSC				800		812	824	836	849
Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-RTI1	Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-RTI1	RSP1				800		812	824	836	849
Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-SPAN	Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-SPAN	RTI1						-	-	-	-
Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-TRAC	Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-TRAC	SPAN						-	-	-	-
Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-WOOD	Instructional M,Instruction,Reg 62-0000-0-1110-1000-4310-000-WOOD	TRAC						-	-	-	-
TOTAL	Instructional Mat'ls & Supplies	WOOD	xxxx	24,341	25,785	52,100	26,315	52,879	53,676	54,480	55,291
62-0000-0-1110-1000-4340-000-0000	Computer			95	-	-	-	-	-	-	-
Sftwar,Instructi						2,000	- 1,575	-	-	-	-
62-0000-0-1110-1000-4340-000-8th1	Computer Sftwar,Instruction,Regular Educati,Eighth Grade							- 2,030	- 2,060	- 2,091	- 2,122

62-0000-0-1110-2700-4340-000-0000 Computer Sftwar,School Administ,Regul			285	425			-	-	-	-
TOTAL Computer Sftware & Related Ex			380	425	2,000	1,575	2,030	2,060	2,091	2,122
62-0000-0-1110-2700-4350-000- Office Supplies			4,098	5,000	9,000	4,000	9,135	9,272	9,411	9,552
62-0000-0-1110-2700-4353-000- Duplicating Costs			-	-	-	-	-	-	-	-
(Account			23-24	24-25	25-26	25-26 vs 24-	26-27	27-28	28-29	29-
Account			UnAud Act	7/1 AB	MYP	25 AB	MYP	MYP	MYP	30
62-0000-0-1110-8200-4370-000- Custodial Supplies			6,719	7,000	15,000	8,000	15,225	15,453	15,685	15,920
x 62-0000-0-1110-1000-4390-000-0000 Other 1000			1,273	800	2,000	1,200	2,030	2,060	2,091	2,122
Supplies,Instruction,Re 62-0000-0-1110-1000-4390-000-ATHL ATHL			-	-	1,000	1,000	1,015	1,030	1,045	1,061
Other Supplies,Instruction,Re 62-0000-0-1110-1000-4390-000-BUDG BUDG			- 648	500	2,000	1,500	- 2,030	- 2,060	- 2,091	- 2,122
Other Supplies,Instructio GARD			396	1,100	2,500	1,400	2,538	2,576	2,615	2,654
62-0000-0-1110-1000-4390-000-GARD Other GRAD			570	2,500	2,500	-	2,538	2,576	2,615	2,654
Supplies,Instruction,Re 62-0000-0-1110-1000-4390-000-GRAD K1SN				2,500	2,500	- 2,500	2,538	2,576	2,615	2,654
Other Supplies,Instruction,Re 62-0000-0-1110-1000-4390-000-K2SN				5,785	2,500	2,500	2,538	2,576	2,615	2,654
62-0000-0-1110-1000-4390-000-K3SN Other K3SN TK)				500	2,500	5,215	2,538	2,576	2,615	2,654
Supplies,Instruction,Re 62-0000-0-1110-1000-4390-000-K4SN (VV KG)				200	11,000	1,500	11,165	11,332	11,502	11,675
62-xxxx-0-1110-1000-4390-000-TRIP Other Supplies,Instruction,Re			4,695	4,568	2,000	800	2,030	2,060	2,091	2,122
TRIP 62-0000-0-1110-2420-4390-000-LIBR Other Supplies,Instructional			455	1,500	1,000	5,432	1,015	1,030	1,045	1,061
M LIBR			33	1,550	10,000	1,500	10,150	10,302	10,457	10,614
62-0000-0-1110-2700-4390-000-0000 Other Supplies,School Admini			3,976	6,000	3,000	1,450	3,045	3,091	3,137	3,184
2700			1,047	350	3,000	-	3,045	3,091	3,137	3,184
62-0000-0-1110-2700-4390-000-COPY Other Supplies,School Admini			768	1,000	-	- (6,000)	-	-	-	-
COPY 62-0000-0-1110-2700-4390-000-FEST Other Supplies,School			2,568		- 2,000	(350)	-	-	-	-
Admini FEST			6,431			1,000	-	-	-	-
62-0000-0-1110-8200-4390-000-0000 Other Supplies,Operations,Re			239				- 2,030	- 2,060	- 2,091	- 2,122
8200			556							
62-xxxx-0-8500-5900-4390-000-CARE Other										
Supplies,Operations,Regular Edu 62-0000-0-1110-8200-4390-000-FUND										
Other Supplies,Operations,Regular Edu 62-0000-0-1110-8200-4390-000-FUND										
TOTAL Other Supplies			23,654	28,853	49,500	20,647	50,245	50,996	51,762	52,537
62-0000-0-1110-1000-4400-000-0000 Inventory Suppl,Instruction,Re			1,204	4,500	9,000	4,500	9,135	9,272	9,411	9,552
1000			-	-	-	-	-	-	-	-
62-0000-0-1110-1000-4400-000-MUSC Inventory Suppl,Instruction,Re			-	-	-	-	-	-	-	-
MUSC 62-0000-0-1110-1000-4400-000-PLAY Inventory			-	-	-	-	-	-	-	-
TOTAL Non-capitalized Equipment			1,204	4,500	9,000	4,500	9,135	9,272	9,411	9,552
62-5310-0-0000-3700-4710-000-FOOD Food Purchases - Nutrition Prgms			42,376	2,000	-	(2,000)	-	-	-	-
4xxx Total Books and Supplies Total Books and Supplies			107,359	80,463	157,600	77,137	159,964	162,363	164,798	167,261
62-0000-0-0000-7300-5200-000-CBSC Travel & Confer,Fiscal			260	250	- 3,000	(250)	- 20,000	- 23,000	- 20,000	- 23,000
Services,Undistri 62-0000-0-1110-1000-5200-000-0000 Travel &			2,038	1,750	8,000	1,250	8,120	8,242	8,366	8,491
Confer,Instruction,Regular Edu 62-xxxx-0-1110-1000-5200-000-TRIP			1,709	600	2,000	7,400	2,030	2,060	2,091	2,122
Travel & Confer,Instruction,Regular Edu 62-0000-0-1110-2700-5200-000-0000			611	600	- 21,000	1,400	-	-	-	-
Travel & Confer,School Administ,Regula 62-0000-0-7110-7300-5200-000-CBSC			483	650		(650)				
Travel & Confer,Fiscal Services,Nonage			9,228	20,000		1,000				
62-6266-0-1110-1000-5200-000-0000 Travel &										

TOTAL	Training, Travel, & Conference s	14,329	23,850	34,000	10,150	30,150	33,302	30,457	33,613
62-0000-0-1110-2700-5300-000-	Dues & Memberships	3,335	3,500	6,000	2,500	6,090	6,181	6,274	6,368
62-0000-0-1110-2700-5450-000-	Insurance Costs (Prop&Liab)	29,735	31,634	-	(31,634)	-	-	-	-
62-0000-0-1110-8200-5520-000-0000	Electricity/Utilities	47,576	49,450	25,000	(24,450)	25,375	25,756	26,142	26,534
62-0000-0-1110-8200-5530-000-	Water	24,143	23,000	46,000	23,000	46,690	47,390	48,101	48,823
	Janitorial and Cleaning	32,445	35,460	-	(35,460)	-	-	-	-
62-0000-0-1110-8200-5560-000-	Waste Disposal	9,484	9,500	20,000	10,500	20,300	20,605	20,914	21,228
62-0000-0-1110-8200-5570-000-	Pest Control	2,265	2,750	5,500	2,750	5,583	5,667	5,752	5,838
62-0000-0-1110-8200-5590-000-	Other Site Operations	11,070	12,000	-	(12,000)	-	-	-	-
62-0000-0-1110-8200-5600-000-0000	Rentals And Lea,Operations,R	4,833	7,500	7,500	- 8,579	7,613	7,727	7,843	7,961
62-0000-0-1110-8200-5600-000-COPY	Rentals And Lea,Operations,R	8,667	9,421	18,000	(105,960)	18,270	18,544	18,822	19,104
62-0000-0-1110-8200-5600-000-FAIR	Rentals And Lea,Operations,R	137,538	105,960	-	(18,109)	-	-	-	-
62-0000-0-1110-8200-5600-000-PORT	Rentals And Lea,Operations,R	18,407	18,109	-	-	-	-	-	-
TOTAL	Rentals And Leases	169,444	140,990	25,500	(115,490)	25,883	26,271	26,665	27,065
62-0000-0-1110-8200-5630-000-	Repairs	1,831	20,000	-	(20,000)	-	-	-	-
(Account	Account	23-24	24-25	25-26	25-26 vs 24-	26-27	27-28	28-29	29-
		UnAud Act	7/1 AB	MYP	25 AB	MYP	MYP	MYP	30
62-0000-0-1110-8200-5632-000-	Copier Repairs, Ops, & Maintenance	-	-	-	-	-	-	-	-
62-xxxx-0-0000-3700-5800-000-FOOD	Other Svcs & Op,Food Serv	951	18,000	- 500	(18,000)	- 508	- 516	- 524	- 532
62-0000-0-0000-7100-5800-000-FEES	Other Svcs & Op,Board & Superin,Undis	105	360	-	140	-	-	-	-
62-0000-0-0000-7200-5800-000-0000	Other Svcs & Op,Other General A,Undis	- 26,662	- 29,562	4,500	- (29,562)	- 4,568	- 4,637	- 4,707	-
62-0000-0-0000-7600-5800-000-DIST	Other Svcs & Op,All Other Gener,Undist	3,622	1,000	28,000	3,500	28,420	28,846	29,279	4,77
62-0000-0-1110-1000-5800-000-0000	Other Svcs & Op,Instruction,Regular Ed	14,647	14,400	5,000	13,600	-	-	-	8
62-xxxx-0-1110-1000-5800-000-0000	Other Svcs & Op,School Administ,Regular Educati,Undefined	-	-	-	- 5,000	- 5,075	- 5,151	- 5,228	29,7
62-xxxx-0-1110-3110-5800-000-COUN	Other Svcs & Op,Guidance & Coun,Regular Educati,CounsIng	-	-	-	-	-	-	-	18
62-0000-0-1110-8200-5800-000-0000	Other Svcs & Op,Operations,Regular Ed	-	-	-	- (300)	-	-	-	-
-		-	-	-	(56,000)	-	-	-	5,30
62-0000-0-1110-8200-5800-000-JANI	Other Svcs & Op,Operations,Regular Ed	-	-	250	-	-	-	-	6
62-0000-0-1110-8200-5800-000-PORT	Other Svcs & Op,Operations,Regular Ed	-	-	-	-	- 254	- 258	- 262	-
62-0000-0-1110-8300-5800-000-0000	Other Svcs & Op,Security,Regular Educ	-	-	-	-	-	-	-	-
300		-	-	-	-	-	-	-	-
62-2600-0-8500-5900-5800-000-CARE	ELOP Program - Contracts	42,466	-	-	-	-	-	-	-
62-9090-0-1110-8300-5800-000-0000	Other Svcs &	200	250	-	-	-	-	-	-
TOTAL	Other Svcs & Oper Expenditures	89,940	119,872	38,250	(81,622)	38,825	39,408	40,000	40,600
62-0000-0-1110-1000-5817-000-	SCOE Data Processing Charges	11,681	11,681	-	(11,681)	-	-	-	-
62-0000-0-0000-7300-5818-000-	SCOE A/V Service	-	-	-	-	-	-	-	-
62-0000-0-1110-7191-5821-000-	Audit Costs	20,656	22,000	35,000	13,000	35,525	36,058	36,599	37,148
62-0000-0-1110-2700-5823-000-	Legal Costs	18,525	5,000	-	(5,000)	-	-	-	-
62-0000-0-1110-2700-5825-000-	Advertisement	923	1,500	1,500	-	1,523	1,546	1,569	1,593
62-0000-0-1705-1000-5830-000-	Professional/Consultant Svcs	-	1,000	1,000	-	1,015	1,030	1,045	1,061
62-0000-0-1110-2700-5860-000-	Other Employment Costs	-	500	500	-	508	516	524	532
62-0000-0-1110-2700-5862-000-	Fingerprinting Costs	2,076	2,000	3,000	1,000	3,045	3,091	3,137	3,184

62-0000-0-1110-8200-5911-000-	Telephone	3,794	3,750	5,000	1,250	5,075	5,151	5,228	5,306
62-0000-0-1110-2700-5940-000-	Internet & Online Services	17,520	20,070	18,000	(2,070)	18,270	18,544	18,822	19,104
62-0000-0-1110-2700-5950-000-	Postage	953	1,100	500	(600)	508	516	524	532
<b>5xxx</b>	<b>Total Services and Contracts</b>	<b>511,723</b>	<b>540,607</b>	<b>264,750</b>	<b>(275,857)</b>	<b>264,365</b>	<b>271,032</b>	<b>271,753</b>	<b>278,529</b>
62-0000-0-1110-8400-6900-000-0000	Depreciation Exp	2,838	1,081	1,802	721				-
			6%		55,553				
7141	Speech Sal&Ben Psych Sal&Ben	52,607	55,553	111,106	60,636	112,773	114,465	116,182	117,925
7141	Case Mgmt & Supvsn RSP	57,420	60,636	121,272	- 156,360	123,091	124,937	126,811	128,713
7141	Sal&Ben		-	-	- (3,910)	-	-	-	-
7141	Full Inclusion Svcs Sal&Ben	148,042	156,360	312,720	18,954	317,411	322,172	327,005	331,910
7141	EHRMS/Guidance Nurse/Health	803		-	25,000	-	-	-	-
7141	Svcs	3,703	3,910		(12,067)	-	-	-	-
7141		17,949	18,954	37,908	(100,000)	38,477	39,054	39,640	40,235
7141	Bilingual Comm Coordinator/Trans			25,000	115,667	25,375	25,756	26,142	26,534
7141	Indirect Costs	11,427	12,067		57,833	-	-	-	-
7141	Less: AB602 Apportionment	(151,932)	(100,000)	(200,000)	60,000	(203,000)	(206,045)	(209,136)	(212,273)
	7141 District Services (Biz Svcs, Attendance, IT Spt, HR)			115,667	20,000	117,402	119,163	120,950	122,764
	7141 District Ind Cost Allocation			57,833		58,700	59,581	60,475	61,382
	7141 Dist Insurance Allocation			60,000		60,900	61,814	62,741	63,682
	7141 Data Proc Allocation (SCOE IT & AERIES			20,000		20,300	20,605	20,914	21,228
	7282 SELPA Loss Pool	6,090							
62-0000-0-5001-9200-7141-000-0000	District Transfers and Allocations	146,109	207,480	661,506	454,026	687,966	715,485	744,104	773,868
	One Time Costs								
<b>EXP</b>	<b>Total S &amp; O Expenditures</b>	<b>768,029</b>	<b>829,631</b>	<b>1,085,658</b>	<b>256,027</b>	<b>1,112,295</b>	<b>1,148,880</b>	<b>1,180,655</b>	<b>1,219,658</b>

## LOVV Charter School

## Facilities

	25/26	26/27	27/28	28/29	29/30
<b>Total</b>	<b>490</b>	<b>532</b>	<b>532</b>	<b>532</b>	<b>532</b>
Teacher	19	20	20	20	20
Classroom	19	20	20	20	20
th,	3	3	3	3	3
Total	22	23	23	23	23

- 1) VV campus currently has 17 rooms according to Jaime. LOVV will need 19 classrooms and 3 additional rooms for the start of the school year. In the next
- 2) We will need to paint the classrooms
- 3) one of the rooms need to have a wall removed.
- 4) We believe chalkboards exist under all the whiteboards
- 5) TK + K need ovens and sinks
- 6) furniture requirements are currentlyl minimal
- 7) we will need to move LO furniture and containers

**TEACHER SIGNATURES**  
**PETITION FOR THE ESTABLISHMENT OF**

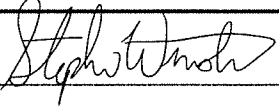
**We, the undersigned certify that we are meaningfully interested in teaching at the new charter school to be operated by the Petaluma City Schools at 730 N Webster St, Petaluma (currently Valley Vista Elementary School site) in the 2025-2026 school year:**

NAME: <u>Dana Levy</u>		SIGNATURE: <u><i>Dana Levy</i></u>	DATED: <u>12/12/24</u>
ADDRESS: <u>[Redacted]</u>	PHONE #: <u>[Redacted]</u>	CALIF. CREDENTIAL TYPE(S) HELD: <u>Multiple Subject Education Specialist</u>	
		CREDENTIAL EXPIRATION DATE: <u>1/27/28</u>	
NAME: <u>Kristie Hultquist</u>		SIGNATURE: <u><i>Kristie Hultquist</i></u>	DATED: <u>12.13.24</u>
ADDRESS: <u>[Redacted]</u>	PHONE #: <u>[Redacted]</u>	CALIF. CREDENTIAL TYPE(S) HELD: <u>Multiple subject CLAD 3 24 ECE units</u>	
		CREDENTIAL EXPIRATION DATE: <u></u>	
NAME: <u>Matthew De Lucia-Zeltzer</u>		SIGNATURE: <u><i>M D Z</i></u>	DATED: <u>12/13/24</u>
ADDRESS: <u>[Redacted]</u>	PHONE #: <u>[Redacted]</u>	CALIF. CREDENTIAL TYPE HELD: <u>Multiple subjects BCLAD: Spanish</u>	
		CREDENTIAL EXPIRATION DATE: <u>12/2028</u>	



**TEACHER SIGNATURES**  
**PETITION FOR THE ESTABLISHMENT OF**  
**A NEW DISTRICT OPERATED CHARTER SCHOOL**

We, the undersigned certify that we are meaningfully interested in teaching at the new charter school to be operated by the Petaluma City Schools at 730 N Webster St, Petaluma (currently Valley Vista Elementary School site) in the 2025-2026 school year:

NAME: <u>Stephen Winston</u>	SIGNATURE: <u></u>	DATED: <u>12/12/2024</u>
ADDRESS: <div style="background-color: black; width: 400px; height: 40px; margin-top: 5px;"></div>	PHONE #: <div style="background-color: black; width: 150px; height: 20px; margin-top: 5px;"></div>	CALIF. CREDENTIAL TYPE(S) HELD: <u>Multiple Subject</u> <u>Teaching Credential</u>
		CREDENTIAL EXPIRATION DATE: <u>08/01/2026</u>
NAME: _____	SIGNATURE: _____	DATED: _____
ADDRESS: _____ _____	PHONE #: _____	CALIF. CREDENTIAL TYPE(S) HELD: _____ _____
		CREDENTIAL EXPIRATION DATE: _____
NAME: _____	SIGNATURE: _____	DATED: _____
ADDRESS: _____ _____	PHONE #: _____	CALIF. CREDENTIAL TYPE HELD: _____ _____
		CREDENTIAL EXPIRATION DATE: _____

**TEACHER SIGNATURES**  
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**A NEW DISTRICT OPERATED CHARTER SCHOOL**

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NAME: Nicole Mathers SIGNATURE: [Signature] DATED: 12-12-24

ADDRESS:

PHONE #:

CALIF. CREDENTIAL TYPE(S) HELD:

PIP - In Credential Program  
Waldorf Training 20 yrs of teaching

CREDENTIAL EXPIRATION DATE:

9/1/2025

NAME: Rachel Mohr SIGNATURE: [Signature] DATED: 12/12/24

ADDRESS:

PHONE #:

CALIF. CREDENTIAL TYPE(S) HELD:

multiple subject

2/1/2029

CREDENTIAL EXPIRATION DATE:

2/1/2029

NAME: Krista Wigert SIGNATURE: [Signature] DATED: 12-12-24

ADDRESS:

PHONE #:

CALIF. CREDENTIAL TYPE HELD:

Single Subj Math  
Clear

CREDENTIAL EXPIRATION DATE:

10/1/2026

**TEACHER SIGNATURES**  
**PETITION FOR THE ESTABLISHMENT OF  
A NEW DISTRICT OPERATED CHARTER SCHOOL**

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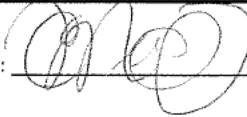

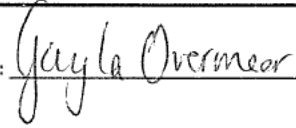

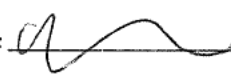

NAME: <u>Caren-Gisela Mann</u>	SIGNATURE: <u>[Signature]</u>	DATED: <u>12/12/24</u>
ADDRESS: <div style="background-color: black; height: 40px; width: 100%;"></div>	PHONE #: <div style="background-color: black; height: 40px; width: 100%;"></div>	CALIF. CREDENTIAL TYPE(S) HELD: <u>Multiple Calif Credentials</u>
		CREDENTIAL EXPIRATION DATE: <u>10/1/2025</u>

NAME: <u>Mary Cassidy</u>	SIGNATURE: <u>[Signature]</u>	DATED: <u>12/12/2024</u>
ADDRESS: <div style="background-color: black; height: 40px; width: 100%;"></div>	PHONE #: <div style="background-color: black; height: 40px; width: 100%;"></div>	CALIF. CREDENTIAL TYPE(S) HELD: <u>Multiple Clear CA Credential</u>
		CREDENTIAL EXPIRATION DATE: <u>8/1/2028</u>

NAME: <u>Season Petering</u>	SIGNATURE: <u>[Signature]</u>	DATED: <u>12/12/24</u>
ADDRESS: <div style="background-color: black; height: 40px; width: 100%;"></div>	PHONE #: <div style="background-color: black; height: 40px; width: 100%;"></div>	CALIF. CREDENTIAL TYPE HELD: <u>Multiple Clear Credential</u>
		CREDENTIAL EXPIRATION DATE: <u>7/1/2028</u>

**TEACHER SIGNATURES**  
**PETITION FOR THE ESTABLISHMENT OF**  
**A NEW DISTRICT OPERATED CHARTER SCHOOL**

We, the undersigned certify that we are meaningfully interested in teaching at the new charter school to be operated by the Petaluma City Schools at 730 N Webster St, Petaluma (currently Valley Vista Elementary School site) in the 2025-2026 school year:

NAME: <u>Cass Murphy</u>	SIGNATURE: 	DATED: <u>12/12/24</u>
ADDRESS: 	PHONE #:	CALIF. CREDENTIAL TYPE(S) HELD: <u>STSP</u> <u>CA cred will clear</u> <u>before start of 25/26</u> CREDENTIAL EXPIRATION DATE: <u>4/1/2029</u>
24 school year		
NAME: <u>Gayla Overmeer</u>	SIGNATURE: 	DATED: <u>12/12/24</u>
ADDRESS: 	PHONE #:	CALIF. CREDENTIAL TYPE(S) HELD: <u>MS - PRELIMINARY</u>  CREDENTIAL EXPIRATION DATE: <u>5/1/2029</u>
NAME: <u>Blythe Osner</u>	SIGNATURE: 	DATED: <u>12/12/24</u>
ADDRESS: 	PHONE #:	CALIF. CREDENTIAL TYPE HELD: <u>MS w/ music</u> <u>authorization</u> <u>Social Studies SS in process</u> CREDENTIAL EXPIRATION DATE: <u>8/1/2028</u>


**TEACHER SIGNATURES**  
**PETITION FOR THE ESTABLISHMENT OF**  
**A NEW DISTRICT OPERATED CHARTER SCHOOL**

We, the undersigned certify that we are meaningfully interested in teaching at the new charter school to be operated by the Petaluma City Schools at 730 N Webster St, Petaluma (currently Valley Vista Elementary School site) in the 2025-2026 school year:

NAME: <u>Lois Wildgrube</u>	SIGNATURE: <u>Lois Wildgrube</u>	DATED: <u>12/12/24</u>												
ADDRESS: <div style="background-color: black; width: 100%; height: 40px;"></div>	PHONE #: <div style="background-color: black; width: 100%; height: 40px;"></div>	CALIF. CREDENTIAL TYPE(S) HELD: <u>Multiple Subject</u> <u>Teaching Credential</u>												
		CREDENTIAL EXPIRATION DATE: <u>11/1/27</u>												
<table style="width: 100%;"><tr><td style="width: 33%;">NAME: _____</td><td style="width: 33%;">SIGNATURE: _____</td><td style="width: 33%;">DATED: _____</td></tr><tr><td>ADDRESS: _____</td><td>PHONE #: _____</td><td>CALIF. CREDENTIAL TYPE(S) HELD: _____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>CREDENTIAL EXPIRATION DATE: _____</td></tr></table>			NAME: _____	SIGNATURE: _____	DATED: _____	ADDRESS: _____	PHONE #: _____	CALIF. CREDENTIAL TYPE(S) HELD: _____	_____	_____	_____	_____	_____	CREDENTIAL EXPIRATION DATE: _____
NAME: _____	SIGNATURE: _____	DATED: _____												
ADDRESS: _____	PHONE #: _____	CALIF. CREDENTIAL TYPE(S) HELD: _____												
_____	_____	_____												
_____	_____	CREDENTIAL EXPIRATION DATE: _____												
<table style="width: 100%;"><tr><td style="width: 33%;">NAME: _____</td><td style="width: 33%;">SIGNATURE: _____</td><td style="width: 33%;">DATED: _____</td></tr><tr><td>ADDRESS: _____</td><td>PHONE #: _____</td><td>CALIF. CREDENTIAL TYPE HELD: _____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>CREDENTIAL EXPIRATION DATE: _____</td></tr></table>			NAME: _____	SIGNATURE: _____	DATED: _____	ADDRESS: _____	PHONE #: _____	CALIF. CREDENTIAL TYPE HELD: _____	_____	_____	_____	_____	_____	CREDENTIAL EXPIRATION DATE: _____
NAME: _____	SIGNATURE: _____	DATED: _____												
ADDRESS: _____	PHONE #: _____	CALIF. CREDENTIAL TYPE HELD: _____												
_____	_____	_____												
_____	_____	CREDENTIAL EXPIRATION DATE: _____												

**TEACHER SIGNATURES**  
**PETITION FOR THE ESTABLISHMENT OF**  
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NAME: <u>Rebecca River-Teague</u>	SIGNATURE: <u></u>	DATED: <u>12-12-24</u>
ADDRESS: <div style="background-color: black; height: 1.2em; width: 100%; margin-bottom: 2px;"></div> <div style="background-color: black; height: 1.2em; width: 100%; margin-bottom: 2px;"></div>	PHONE #: <div style="background-color: black; height: 1.2em; width: 100%; margin-bottom: 2px;"></div>	CALIF. CREDENTIAL TYPE(S) HELD: <u>multiple subject</u> <u>Waiver Certification</u>
		CREDENTIAL EXPIRATION DATE: <u>8/1/2026</u>
<div style="display: flex; justify-content: space-between;"><div style="width: 30%;">NAME: _____</div><div style="width: 30%;">SIGNATURE: _____</div><div style="width: 30%;">DATED: _____</div></div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"><div style="width: 30%;">ADDRESS: _____ _____</div><div style="width: 30%;">PHONE #: _____ _____</div><div style="width: 30%;">CALIF. CREDENTIAL TYPE(S) HELD: _____ _____</div></div> <div style="text-align: right; margin-top: 20px;">CREDENTIAL EXPIRATION DATE: _____</div>		
<div style="display: flex; justify-content: space-between;"><div style="width: 30%;">NAME: _____</div><div style="width: 30%;">SIGNATURE: _____</div><div style="width: 30%;">DATED: _____</div></div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"><div style="width: 30%;">ADDRESS: _____ _____</div><div style="width: 30%;">PHONE #: _____ _____</div><div style="width: 30%;">CALIF. CREDENTIAL TYPE HELD: _____ _____</div></div> <div style="text-align: right; margin-top: 20px;">CREDENTIAL EXPIRATION DATE: _____</div>		