

# Sebastopol Independent Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Chris Topham

Principal, Sebastopol Independent Charter

### About Our School

The Sebastopol Independent Charter School is a charter school that also is its own LEA with a charter granted by the Sebastopol Union School District. In 2016-17, our enrollment was 293 children in grades kindergarten through eight. Our K-8 class teaching staff consists of 14 credentialed teachers; all of our class teachers and most others are also certified Waldorf Teachers. The Sebastopol Independent Charter School has a Special Education program to assist qualifying students in meeting their academic needs.

Established in 1995, Sebastopol Charter is a K-8 public charter school guided by the core principles of Public Waldorf Education. This kind of education allows for the development of a strong and healthy imagination that emphasizes disciplined creativity, wonder, reverence, respect for nature, and human experience. Teachers strive to bring every lesson in a lively, artistic manner that engages the children in developmentally appropriate ways.

### Contact

*Sebastopol Independent Charter*  
200 South Main St.  
Sebastopol, CA 95472-4284

Phone: 707-824-9700  
E-mail: [ctopham@sebastopolcharter.org](mailto:ctopham@sebastopolcharter.org)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Sebastopol Union Elementary
<b>Phone Number</b>	(707) 829-4570
<b>Superintendent</b>	Linda Irving
<b>E-mail Address</b>	<a href="mailto:lirving@sebusd.org">lirving@sebusd.org</a>
<b>Web Site</b>	<a href="http://www.sebastopolschools.org">www.sebastopolschools.org</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Sebastopol Independent Charter
<b>Street</b>	200 South Main St.
<b>City, State, Zip</b>	Sebastopol, Ca, 95472-4284
<b>Phone Number</b>	707-824-9700
<b>Principal</b>	Chris Topham
<b>E-mail Address</b>	<a href="mailto:ctopham@sebastopolcharter.org">ctopham@sebastopolcharter.org</a>
<b>Web Site</b>	<a href="http://www.sebastopolcharter.org">www.sebastopolcharter.org</a>
<b>County-District-School (CDS) Code</b>	49709386113039

*Last updated: 1/31/2018*

### School Description and Mission Statement (School Year 2017-18)

Sebastopol Charter was the second public charter school guided by the core principles of Public Waldorf Education to open in the nation, eventually inspiring scores of such schools which offer an extensive education to any child, regardless of ability to pay. The school is now widely regarded as one of the leaders in public charter education worldwide, with families and teachers moving from far and wide to become a part of the community.

A school's charter is a formal document that dictates that the institution will carry out a certain academic program. Central to our charter is the curriculum, in which teachers use a developmental model of education and engage children in a three-fold "head, hearts, and hands" approach. This means the students develop intellectual capacities, artistic and practical abilities, as well as an appreciation and compassion for self, others, and nature.

The mission of the school is to provide an education that nurtures the development of the whole child, to teach and encourage each child to become a life-long learner, and to become a benefit to the community and society. Our goal is to foster respect and love for self, for others, and for nature. We strive to encourage life-long learning so we may all reach toward our highest potential.

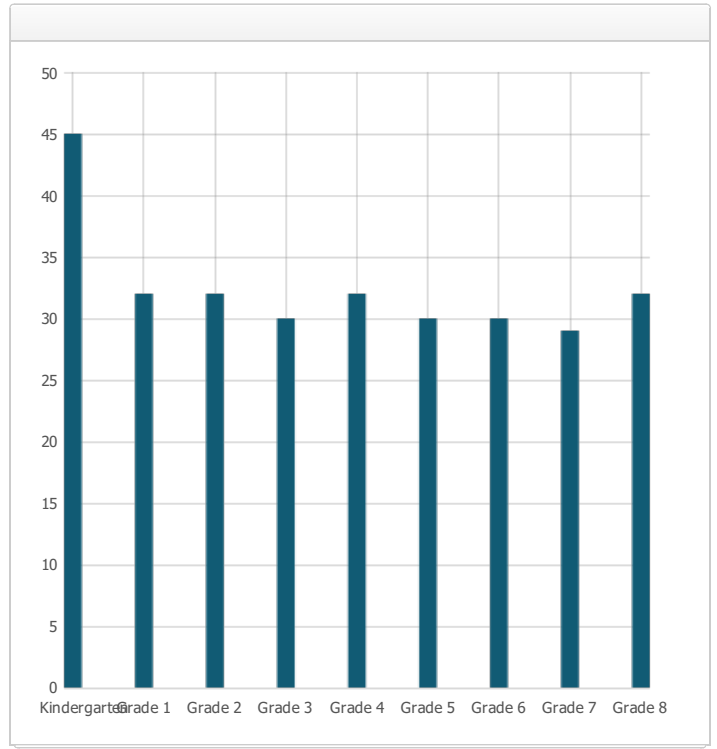
Class teachers move with their classes through the grades beginning in first grade. This commitment on the part of the teachers allows for a strong bond to develop between the children, their parents, and the teacher. The curriculum addresses the developmental needs of children. In so doing, it fosters wholeness while holding high academic standards. Throughout the grades, we bring a living education, integrating storytelling, music, movement, crafts, and the arts into the academic day.

Sebastopol Charter School is located on two campuses. Grades 3-8 are housed in a two story building on Main Street in downtown Sebastopol; the two kindergartens, first and second grades are located next to Brookhaven Middle School and Willard Libby Park, less than a mile from the Main Street campus. Sebastopol Charter is in the process of developing a new school site and plans to have a unified campus in the next school year.

*Last updated: 1/30/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	45
Grade 1	32
Grade 2	32
Grade 3	30
Grade 4	32
Grade 5	30
Grade 6	30
Grade 7	29
Grade 8	32
<b>Total Enrollment</b>	<b>292</b>



*Last updated: 1/30/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.0 %
Asian	1.0 %
Filipino	0.0 %
Hispanic or Latino	11.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	77.1 %
Two or More Races	10.6 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	27.4 %
English Learners	0.3 %
Students with Disabilities	9.2 %
Foster Youth	0.0 %

*Last updated: 1/30/2018*

## A. Conditions of Learning

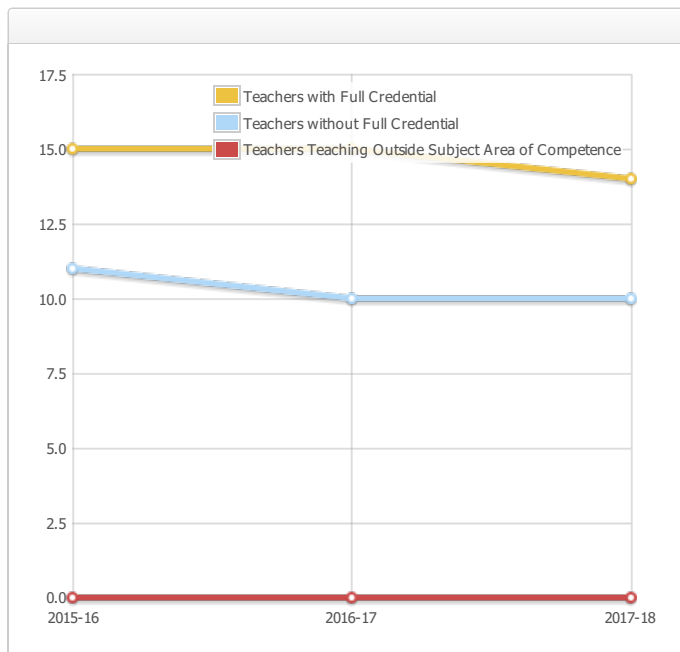
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

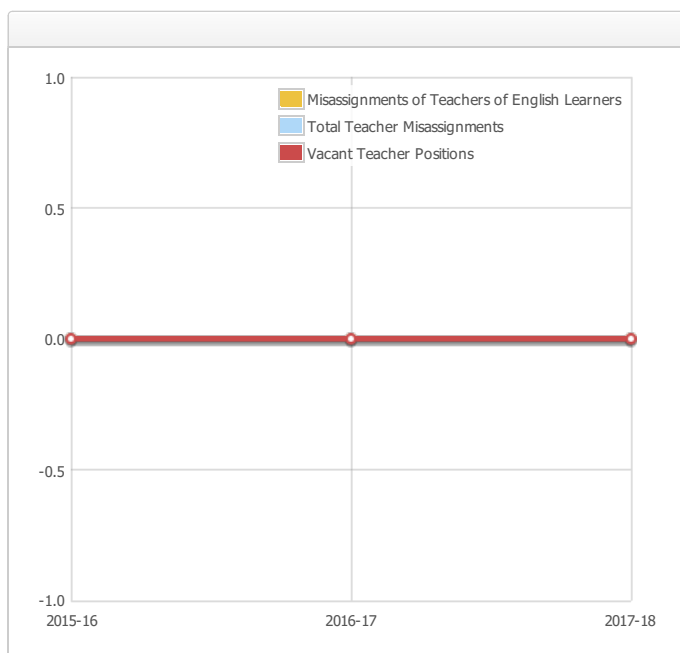
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	15	15	14	
Without Full Credential	11	10	10	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/30/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2018

## School Facility Conditions and Planned Improvements

The Sebastopol Independent Charter School is housed on two campuses. Grades three through eight have been located in leased premises at 200 South Main Street, Sebastopol. The portion of the building used by the school is leased from the Charter Foundation (a nonprofit Foundation created many years ago to support Waldorf education). The third through eighth grades and school staff occupy six classrooms, an assembly room and foyer, the school office, and four bathrooms. The outdoor space available to the school is comprised of a courtyard (partially covered), a grassy area and a paved area used for ball games. The students and teachers also make use of nearby Ives Park for some of their recess times.

The two kindergartens, first and second grades are located on the site of Brook Haven School and Libby Park. This facility houses four classroom buildings, a separate rest room building for grades one and two, and an office for teachers which also houses space for an auxiliary classroom. Outdoor play space includes a sandbox, a woodchip play area, a garden, and paved play areas. The school is adjacent to a community park that is also used by the students on a daily basis. All facilities, at both campus sites, are cleaned on a regular basis by contracted maintenance personnel. Parent volunteers also help in providing support and additional services in the classroom. The school also engages its students in maintaining their classrooms in a clean and ordered manner.

The school is expecting to relocate to a new unified school site during the summer of 2018. As such, the school is refraining from non-essential major renovations or upgrades on current leased facilities while maintaining them in good working condition.

*Last updated: 1/30/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>HVAC systems at the Main Street campus are in good condition. HVAC systems are scheduled for regular maintenance every three to four months.</p> <p>HVAC systems at the Brook Haven campus are in fair condition and have been recently serviced. It is expected that several of the portable classrooms currently leased at the Brook Haven campus will be purchased and moved to our new site and will be refurbished at that time.</p> <p>The school's elevator is serviced and inspected on a regular basis.</p>
Interior: Interior Surfaces	Good	<p>Carpets and linoleum flooring are deep-cleaned once per year. New carpets and flooring will be installed in the facilities at the new site for the 2018-19 school year. Desktops and countertops are cleaned on a regular basis. Desktops are refinished on an as-needed basis during the summer.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>The school has engaged an environmentally responsible pest control company to control ants at both campuses. Traps are laid periodically to control other pests/vermin as necessary.</p>
Electrical: Electrical	Good	<p>The school engages an electrical contractor to service and maintain the school's lighting systems and provide electrical repairs and upgrades as needed.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<p>A new restroom building is being built for our new campus. Our current restroom portable will also receive an upgrade when moved to</p>

		the new campus. Water filtration systems are installed in all current K-2 classroom buildings. The new site will include a site-wide water filtration system.
Safety: Fire Safety, Hazardous Materials	Good	All fire extinguishers are serviced on an annual basis.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good
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*Last updated: 1/30/2018*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	75%	68%	54%	52%	48%	48%
Mathematics (grades 3-8 and 11)	48%	48%	35%	37%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/30/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	183	182	99.45%	68.13%
Male	78	77	98.72%	59.74%
Female	105	105	100.00%	74.29%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	19	19	100.00%	42.11%
Native Hawaiian or Pacific Islander				
White	139	138	99.28%	69.57%
Two or More Races	20	20	100.00%	85.00%
Socioeconomically Disadvantaged	54	53	98.15%	56.60%
English Learners	--	--	--	
Students with Disabilities	30	30	100.00%	36.67%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/30/2018*



**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	183	181	98.91%	48.07%
Male	78	76	97.44%	47.37%
Female	105	105	100.00%	48.57%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	19	18	94.74%	33.33%
Native Hawaiian or Pacific Islander				
White	139	138	99.28%	47.83%
Two or More Races	20	20	100.00%	70.00%
Socioeconomically Disadvantaged	54	52	96.30%	38.46%
English Learners	--	--	--	--
Students with Disabilities	30	29	96.67%	24.14%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/30/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	71.0%	66.0%	59.0%	67.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/30/2018*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	17.2%	10.3%	72.4%
7	13.8%	10.3%	75.9%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/30/2018*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

Volunteer opportunities abound at the Sebastopol Independent Charter School. The School appreciates the dedicated hours of service from parent volunteers, which support virtually every aspect of the School and its facilities.

Each teacher works with at least one volunteer "class parent" who gives ongoing support towards the smooth functioning of the classroom. Class Parents coordinate classroom volunteers (such as helpers in handwork), make field trip arrangements, notify parents of important news and class meetings, organize the class phone tree, assist in the parent evenings, help the teacher move and set up the classroom each year, et c.

Parents volunteer in their child's classroom as requested by the teacher, assisting with school projects, helping with light repairs and classroom set up, maintaining the grounds, etc. In particular, each class puts on a class play which requires a great deal of parent involvement. At times the administrative staff will also request parent help, posting current needs in our weekly and monthly parent communication, The Charter Notes.

The school's board of directors is an all-volunteer body. In addition, parent volunteers serve on several advisory committees. Some specific examples of school activities involving parents include:

- Kindergarten – Halloween Celebration planned by the teacher with parent helpers; Winter Garden/Spiral celebration; grandparent's tea.
- 1st grade – Class swimming lessons in May given by the Sebastopol Rotary Club.
- 2nd grade – Apple Blossom Parade organized by parents; children participate in the parade in costume.
- 3rd grade – Farm and Practical Arts trips planned by the teacher with parent help.
- 4th grade – Fort Ross Field Trip chaperoned by a dozen or so parents.
- 5th grade – Greek Games Pentathlon; nearly a dozen Waldorf schools (charter and private) participate in a stylized, cooperative competition.
- 6th grade – Medieval Games; over a dozen Waldorf schools (charter and private) participate in a rollicking, cooperative competition.
- 7th grade – School team sports begin often with parent volunteer coaches. Gr7/8 T rack Meet. Winter and spring music concerts. Food preparation and set-up for 8th grade graduation.
- 8th grade – An extensive 8th grade trip planned by the teacher with parent help, as well as a full-length play production, and events surrounding graduation. Winter and spring music concerts.

### State Priority: Pupil Engagement

*Last updated: 1/31/2018*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

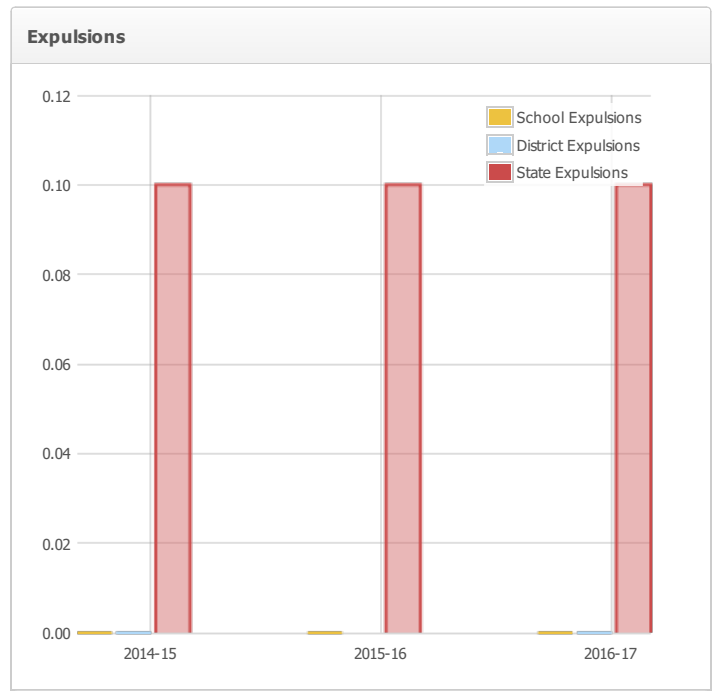
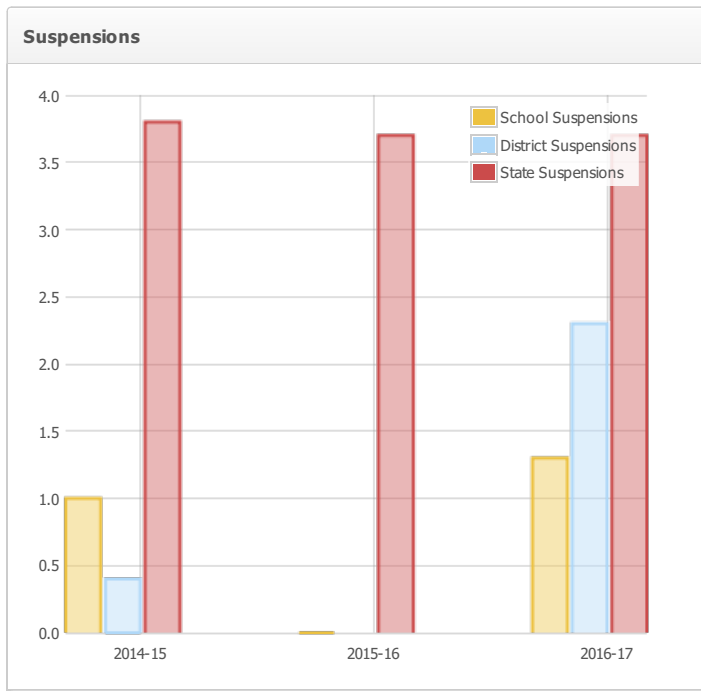
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.0%	0.0%	1.3%	0.4%	--	2.3%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	--	0.0%	0.1%	0.1%	0.1%



Last updated: 1/30/2018

## School Safety Plan (School Year 2017-18)

The school safety and Emergency Operation Plan is SEMS/NEMS compliant. The plan includes emergency procedures in the event of a bomb threat, chemical accident, civil disobedience, emergency communication strategy, crisis intervention, earthquake, emergency operations, explosion, fire, first aid procedures, flood, irrational behavior, loss of utilities, personal emergencies, rabid animals or other animal problems, search and rescue, student release, pandemic flu, war and a detailed outline of personal preparedness suggestions. This information is reviewed with staff on a bi-annual basis.

Staff are required to maintain child/adult CPR and First Aid certification and conduct fire and earthquake drills on a regular basis. Several staff members are emergency trained through the Redwood Empire School's Insurance Group (RESIG).

Last updated: 1/30/2018

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

*Last updated: 1/30/2018*

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	0	2	0	22.0	0	2	0	23.0	0	2	0
1	32.0	0	1	0	32.0	0	1	0	32.0	0	1	0
2	31.0	0	1	0	31.0	0	1	0	32.0	0	1	0
3	32.0	0	1	0	32.0	0	1	0	30.0	0	1	0
4	31.0	0	1	0	32.0	0	1	0	32.0	0	1	0
5	30.0	0	1	0	29.0	0	1	0	30.0	0	1	0
6	32.0	0	1	0	29.0	0	1	0	30.0	0	1	0
Other	28.0	0	2	0	32.0	0	2	0	30.0	0	2	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 1/30/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Sebastopol Charter offers specialized Mathematics instruction in Grades 7 and 8 (expanded to Grade 6 in 2016-17). All other subjects are integrated into the regular curriculum and taught by the main class teacher.

Subject	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English		0	0	0		0	0	0		0	0	0
Mathematics	27.5	0	2	0	32.0	0	2	0	31.0	0	2	0
Science		0	0	0		0	0	0		0	0	0
Social Science		0	0	0		0	0	0		0	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/30/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.6	N/A
Other	0.2	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/30/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8124.0	\$780.0	\$7343.0	\$61647.0
District	N/A	N/A	--	\$67218.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-8.7%
State	N/A	N/A	\$6574.0	\$61939.0
Percent Difference – School Site and State	N/A	N/A	11.1%	-0.5%

Note: Cells with N/A values do not require data.

Last updated: 1/30/2018

## Types of Services Funded (Fiscal Year 2016-17)

Social and Emotional Learning Support Process  
(excerpts from the Three Streams Of Student Support Parent-Teacher Handbook)

Social and emotional well-being is a prerequisite for academic success. Sebastopol Charter School is committed to providing support for those students who are experiencing challenges. This commitment is the foundation of the curriculum and the heart of our work at Sebastopol Charter. We have adopted our Three Streams of Student Support process in order to provide as much support as possible for students who are experiencing social, disciplinary, or learning challenges. It is based on the work of Kim John Payne, who is respected worldwide for helping children, parents, and teachers navigate challenge as well as conflict.

### THREE STREAMS ORGANIZATION

The student support work is organized into three "streams," or committees, which address the three categories of challenges students experience. In addition there is an executive committee that provides oversight. A parent volunteer group and an eighth-grade student support group assist with all three streams.

### THE THREE STREAMS TEAM (TST )

This group consists of the coordinator, the Executive Director, and the Chairs of the three groups described below. The TST oversees the Student Support work, coordinates student plans and support circles, and keeps communication flowing among the three streams, the faculty, and the administration.

### CARE/LEARNING GROUP (CLG)

The Care Group observes, gains understanding of, and provides support for students experiencing challenges to learning and academic success. This group offers suggestions for therapeutic support for students. This can include special education considerations.

### DISCIPLINE AND GUIDANCE GROUP (DGG)

A student is directed to the DGG when faculty members and administrators observe that he or she is pushing the school's behavioral boundaries. A student who misbehaves is a disoriented student. The DGG helps teachers and administrators provide clear and firm guidance so that students can reorient themselves and find their footing at school.

### SOCIAL INCLUSION GROUP (SIG)

Students are brought to the SIG when they are having difficulties in the social realm. These difficulties may be noticed by teachers or family members at recess or in the classroom and may include (but are not limited to) non-inclusion, excluding/being excluded, and bullying/being bullied, teasing/being teased.

### THE EIGHTH-GRADE STUDENT THREE STREAMS TEAM (8TST )

Student participation is an important element of the Three Streams Approach. The eighth-grade students meet weekly to train as student mentors and helpers in the Three Streams of Student Support. They learn conflict resolution skills and reflect upon their own experiences to bring understanding and empathy to their work with the younger students. The eighth graders take an active role in supporting and guiding the younger students at recess under the guidance and supervision of the student support coordinator. They are asked to lead by example and to take an active role in contributing to the healthy social life of the school and community. In addition to weekly meetings they lead student trainings in the classroom, conduct assemblies, lead role-playing and skits in younger classes, mentor younger classes, and participate in Circles of Friendship or No Blame Meetings. Each year they work with the school's Code of Conduct .

*Last updated: 1/31/2018*

## Professional Development

At Sebastopol Charter School, we put an emphasis on professional development for our teachers and staff. Every year, the majority of our faculty attend an annual 3-day Waldorf Teachers conference in January hosted by the Alliance for Public Waldorf Education (AFPWE). As a school, we host 5-8 developmental days per year focusing on policies, procedures, and trainings which benefit the school as a whole. Each week, we host a mandatory faculty meeting where we address school-wide activities and do specialized child studies. Our teachers each have a mentor they work with directly, and we also support further teacher training based on individual needs. Each summer most of our teachers participate in a week-long training course to assist them in their next year's grade level. We also utilize Kim John Payne's "Three Streams" Student Support methodology including the work on "Social Inclusion". Teachers receive training, mentoring, and support in using these tools and practices.

*Last updated: 1/30/2018*