



TTUSD Public Hearing
11/2/2022

OUR PRESENTATION TEAM



AGENDA

01

MISSION & VISION

Our vision, mission, & educational philosophy

02

GOVERNANCE & OPERATIONS

How we will operate

03

COMMUNITY NEED

What we bring to the Tahoe Truckee region

04

EDUCATIONAL PROGRAM

Riversage is a public Waldorf TK-8 school

“The purpose of Waldorf education is to graduate children who in and of themselves impart purpose, meaning, and direction in their lives.”

— RUDOLF STEINER



INTRODUCTION

We are building a vibrant lifelong educational community in the Tahoe Truckee Region - born from a preschool in 2014 and grown into a thriving early childhood education center in 2019. Our public K-8 charter petition will extend our vision of an inclusive Waldorf Community for all in the region.





OUR SCHOOLS

Existing: Little Gems of the Sierra ECE: 18 mos - 4 yrs

Proposed: Riversage School: TK - 8



OUR VISION

A comprehensive Waldorf education for families in the Truckee-Tahoe Region, integrating academics, arts, movement, nature, and social responsibility into everyday learning. Develops empowered, confident, creative, strong critical thinkers and environmental stewards.

OUR MISSION

Through Waldorf based education, each child will blossom into an imaginative, engaged, competent life-long learner who is empowered to create a more equitable and sustainable world.



GOVERNANCE OF RIVERSAGE



SIERRA SAGE

Sierra Sage is the founding 501(c)3



TRACK RECORD

Sierra Sage has run a highly successful early childhood education center, Little Gems of the Sierra, since 2019



BOARD

Sierra Sage currently has 7 Board members, with expertise in education, charter operations and finance, marketing, & entrepreneurship



ADVISORY BOARD

Serra Sage has an advisory team with deep experience founding successful charters, developing Waldorf schools, & supporting employment law for public entities

IS THIS GOLDEN VALLEY? HOW IS IT DIFFERENT?

GOLDEN VALLEY

Non-profit based in Sacramento

LOCAL CONTROL

COVID contributed to even more distance from management for GV Tahoe

FISCAL

No Federal Funds or start-up support; school of the district for SPED

SIERRA SAGE

Non-profit based in Truckee

LOCAL CONTROL

Our stakeholders and leadership are Truckee based

FISCAL

Applying for federal funds and startup support year 1; own LEA for SPED

OUR COMMUNITY IS GROWING

The Tahoe Truckee region boasts a vibrant, multi-faceted, and far reaching community that is growing and changing. How does our school meet the needs of this community?



EQUITY AND INCLUSION



A healthy social life
is found only when
in the mirror of
each soul the whole
community finds its
reflection, and
when in the whole
community the
virtue of each one
is living.

- RUDOLF STEINER

HEALING OUR COMMUNITY

Pandemic accelerated youth mental health crisis

July 29, 2022 – The [COVID-19](#) pandemic dramatically accelerated a decline in youth [mental health](#) in the U.S. Several experts from Harvard T.H. Chan School of Public Health commented about the crisis in a July-August, 2022, Harvard Magazine article.



The Journal of Child Psychology and Psychiatry



Original Article

Contemporary screen time modalities and disruptive behavior disorders in children: a prospective cohort study

Jason M. Nagata ✉, Jonathan Chu, Kyle T. Ganson, Stuart B. Murray, Puja Iyer, Kelley Pettee Gabriel, Andrea K. Garber, Kirsten Bibbins-Domingo, Fiona C. Baker

First published: 26 July 2022 | <https://doi.org/10.1111/jcpp.13673>

Biden wants to fix the nation's teacher shortage. Educators say the problem is worsening.

June 6, 2021, 1:30 AM PDT

By Adam Edelman

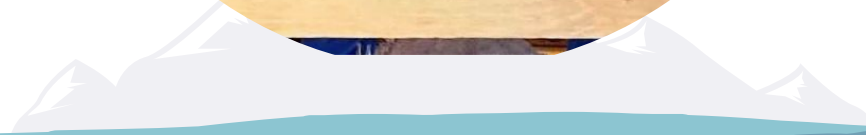




Our program will work alongside our regional schools in serving the needs of the children of our community.

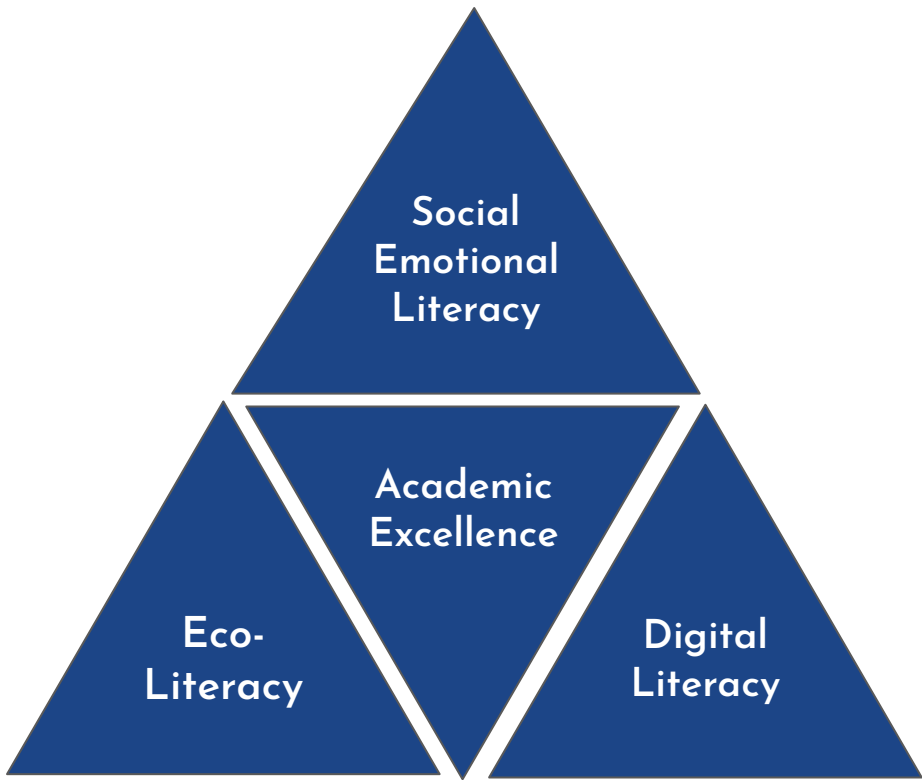
EDUCATIONAL PROGRAM

Waldorf Education is not available in any public school in this region, and there are a growing number of families in the Tahoe Truckee region with experience in Waldorf and who want it for their children.

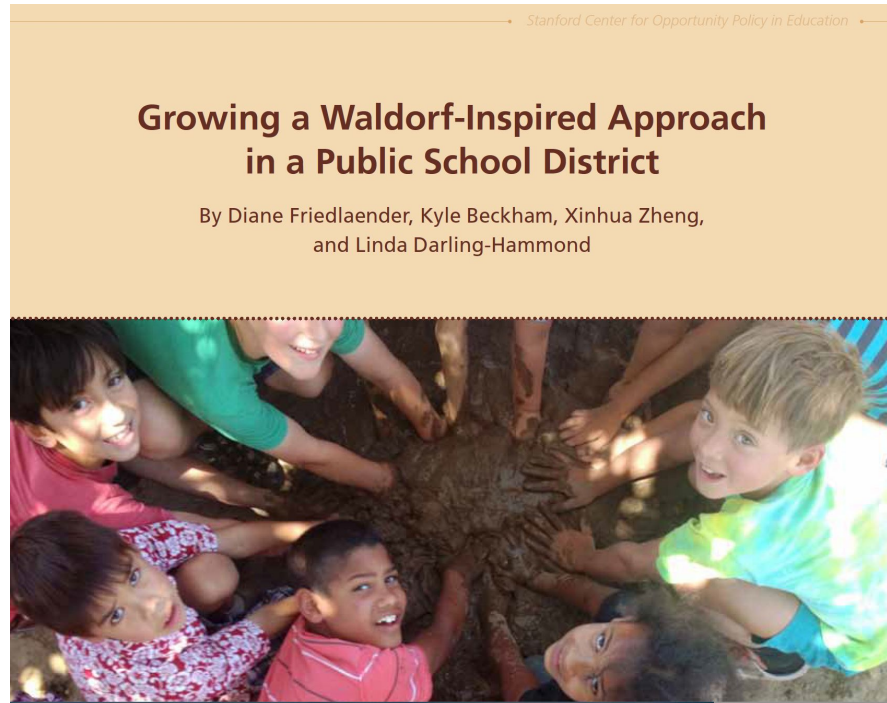




RIVERSAGE BUILDING BLOCKS



WALDORF EDUCATION IN PUBLIC SCHOOLS



Friedlaender, D., Beckham, K., Zheng, X., & Darling-Hammond, L. (2015). *Growing a Waldorf-Inspired Approach in a Public School District*. Stanford, CA: Stanford Center for Opportunity Policy in Education.



WALDORF EDUCATION IN PUBLIC SCHOOLS

- Teacher teaches the core subject with an underlying principle that the way it is taught is cognitively available to the child's stage of development
- Teachers monitor and respond to children's developmental stages and optimal learning modalities by adjusting their instruction, including the needs of special education students and English Language Learners;

From the SCOPE Study

WALDORF EDUCATION IN PUBLIC SCHOOLS

Children access learning through multiple learning modalities: art, music, handwork, movement, speech, reading, storytelling, hands-on experimentation, practical life skills, and connection to nature. These modalities are taught both discretely and through an interdisciplinary approach.

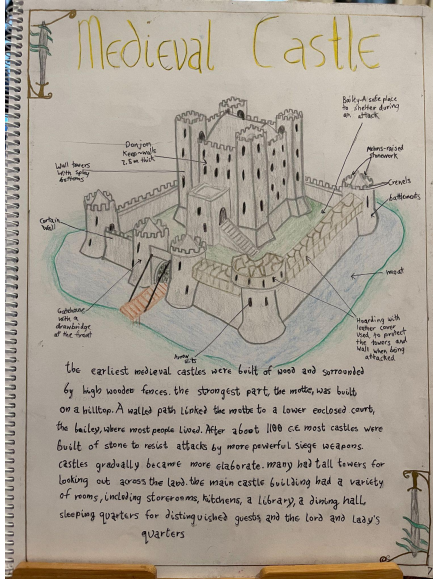
From the SCOPE Study



WALDORF EDUCATION IN PUBLIC SCHOOLS



**Moveable
Classroom**



**Main Lesson
Book**



**Handwork, Games /
Movement**



WALDORF EDUCATION IN PUBLIC SCHOOLS

Long-term relationships with teachers support students' social emotional development.

From the SCOPE Study



THANK YOU FOR YOUR CONFIDENCE IN OUR TEAM



Appendix

Will Riversage be a revenue drain for TTUSD?

Riversage will not receive the Basic Aid rate of property tax like TTUSD does - we are capped at the LCFF rate per ADA. As such, the amount of in lieu property tax we spend per ADA is much lower than the amount of property tax TTUSD spends. This will provide further protection from TTUSD's identified concern of its large reliance on property tax. In this way, the students that TTUSD serves through the charter will be less costly per student for TTUSD than if it were to serve the students itself. Without this charter, TTUSD will need to have spaces for these students, teachers for these students, and services such as special education, meals, after care, and enrichment for these students.

School District Local Revenue

County: Placer
 District: Tahoe-Truckee Unified

Period: 2021-22 P-2
 CDS Code: 31 66944

Local Revenue Subtotal (A-10 + B-5)

C-1 \$ 58,646,666

CHARTER SCHOOL IN-LIEU OF PROPERTY TAXES [EC 42238.02(k) AND 47635]

Total School District ADA

D-1 3,679.02

Total Charter School ADA

D-2 221.77

Countywide and State Board of Education Approved Charter School ADA
 Not Subject to In-lieu Transfer [EC 47632(i)(3) and (5)]

D-3 0.00

Total ADA (D-1 + D-2 + D-3)

D-4 3,900.79

Tax per ADA (If A-10 < 0, 0; else A-10 / D-4)

D-5 \$ 14,622.28

Total Charter School In-lieu of Property Taxes

D-6 \$ 1,904,655

SCHOOL DISTRICT LOCAL REVENUE [EC 47662]

Total School District Local Revenue (C-1 - D-6)

E-1 \$ 56,742,011

Charters in TTUSD use less property tax per student than district schools. In 2021/22, TTUSD received \$14,622 in property tax per ADA, while the local charter received \$8,588 in property tax per ADA due to its LCFF cap. Charters can be a cost effective way to serve kids.

VS

**\$8588 per
 charter ADA**

		2023-24	2024-25	2025-26	2026-27	2027-28
Riversage School Budget		Y1	Y2	Y3	Y4	Y5
		Forecast	Forecast	Forecast	Forecast	Forecast
SUMMARY						
Revenue						
	LCFF Entitlement	1,765,757	2,101,505	2,403,204	2,695,934	2,902,039
	Federal Revenue	135,069	195,242	214,857	232,895	242,989
	Other State Revenues	176,022	255,031	278,579	299,312	311,973
	Local Revenues	0	0	0	0	0
	Fundraising and Grants	0	0	0	0	0
	Total Revenue	2,076,848	2,551,778	2,896,640	3,228,141	3,457,001
Expenses						
	Compensation and Benefits	1,259,500	1,466,115	1,672,430	1,903,384	2,033,593
	Books and Supplies	201,735	265,916	312,058	336,399	351,282
	Services and Other Operating Expenditures	487,741	593,755	707,803	750,710	782,506
	Capital Outlay	0	0	0	0	0
	Other Outflows	0	0	0	0	0
	Total Expenses	1,948,975	2,325,786	2,692,291	2,990,493	3,167,381
	Operating Income (excluding Depreciation)	127,873	225,992	204,349	237,648	289,620
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		2023-24	2024-25	2025-26	2026-27	2027-28
Riversage School Budget		Y1	Y2	Y3	Y4	Y5
		Forecast	Forecast	Forecast	Forecast	Forecast
	Total ADA	156.75	179.55	199.50	217.55	228.00
8096	Charter Schools in Lieu of Prop. Taxes (was 8780)	1,622,579	1,935,008	2,220,471	2,497,314	2,692,439

HOW CAN WE PARTNER WITH TTUSD



Quality School Meals That Benefit All

In 2021, California became the first state in the nation to provide free breakfast and lunch to all K-12 students. Now

Expanded Learning Opportunities Program

General information regarding the Expanded Learning Opportunities Program derived from Assembly Bill 130.

Our community has experience operating after-school and summer programming. We will be offering school meals to our students, a program the preschool already offers. We have operated TK programs. Charters are a way to explore and test educational strategies that the district can then observe and/ or adopt

HOW CAN WE PARTNER WITH TTUSD



GRADALIS
TEACHER EDUCATION

BRIAN HESS

Music



Our community includes parents and grandparents who own local businesses that will support developing our programs

RIVERSAGE MEASURABLE OUTCOMES

Riversage has set goals it will measure to ensure it is meeting the California State Priorities which it will monitor and report on through the LCAP.

Goal 1

Ensure Operations and facilities are mission-aligned, meet needs of educational program, and facilitate achievement of student learning outcomes

State Priority #1 - Basic Services
State Priority #2 - Implementation of Common Core State Standards

Goal 2

Develop a school culture that supports student-learning outcomes, is responsive to stakeholder feedback, and ensures organizational sustainability & equity

State Priority #3 - Parent Involvement
State Priority #5 - Student Engagement
State Priority #6 - School Climate
State Priority #7 - Course Access

Goal 3

Improve outcomes for all students by improving instruction and programs

State Priority #4 - Student Achievement
State Priority #8 - Other Student Outcomes



ABOUT TRACY BONDI

B.A., English UCLA; M.B.A., UCLA Anderson School of Management

Tracy Bondi currently is the Director of Finance at Environmental Charter Schools, a charter management organization with 4 schools, serving about 1400 students with a budget of just under \$30 million.

Prior to business school, Tracy worked in strategic sourcing and communications for Cumberland Packing Corp. in NYC, the makers of Sweet’N Low, Sugar in the Raw, and other foods. While earning her MBA, she learned of charter schools, and interned at Green Dot Public Schools.

After Anderson, Tracy began working at EdTec, business and development specialists for charter schools. She began as a Client Manager, and later was VP of Client Management for SoCal. After EdTec, Tracy served as Board Chair of SOAR Charter Academy in San Bernardino and provided financial and business consulting to Aveson charter schools, a network of two charter schools in Pasadena.

Tracy returned to working with charters full-time in 2014 by joining the ECS team.



ABOUT BONNIE RIVER

Ed.D. Candidate. Bonnie began her journey in education in 1971 when she completed teacher training at San Jose State University. During this time she joined an Anthroposophical study group in Santa Cruz, CA, and made the decision to devote herself to a life in Waldorf Education. In the ensuing 40+ years, Bonnie has served on faculty and in founding positions in 5 Independent Waldorf Schools and 2 Public Waldorf Schools. She served teaching in Kindergarten 15 years, grades 1-8, one cycle and other grades picked up along the way. She also taught high school anatomy and physiology as well as senior seminar.

Bonnie completed the Remedial Education Training called 'The Extra Lesson' with Audrey McAllen at Rudolf Steiner College and the Chirophonetics Training with Alfred, Gunde Bauer and Bruno Callegaro in the United States and Austria. Bonnie has extensive knowledge in combining the work of the doctor, the therapist and the teacher. Her focus to the specific needs of individual children guides her teacher training contributions. Bonnie is also known for the Independent Waldorf Schools rubric-based assessment of Waldorf Students and is currently reworking the rubrics she published more than 10 years ago.